



# **WELCOME**

*Reception Early Literacy  
Parent Workshop*



# Reception Baseline

We have had a lovely first couple of weeks getting to know your children and this has given us the chance to carry out a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It was statutory for all schools from September 2021.

The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between Reception and Year 6 / the end of Key Stage 2.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1074327/2022\\_Information\\_for\\_parents\\_reception\\_baseline\\_assessment.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1074327/2022_Information_for_parents_reception_baseline_assessment.pdf)



# Literacy Early Learning Goals

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN



Little Wandle  
LETTERS AND  
SOUNDS  
★ ★ ★  
REVISED





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**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

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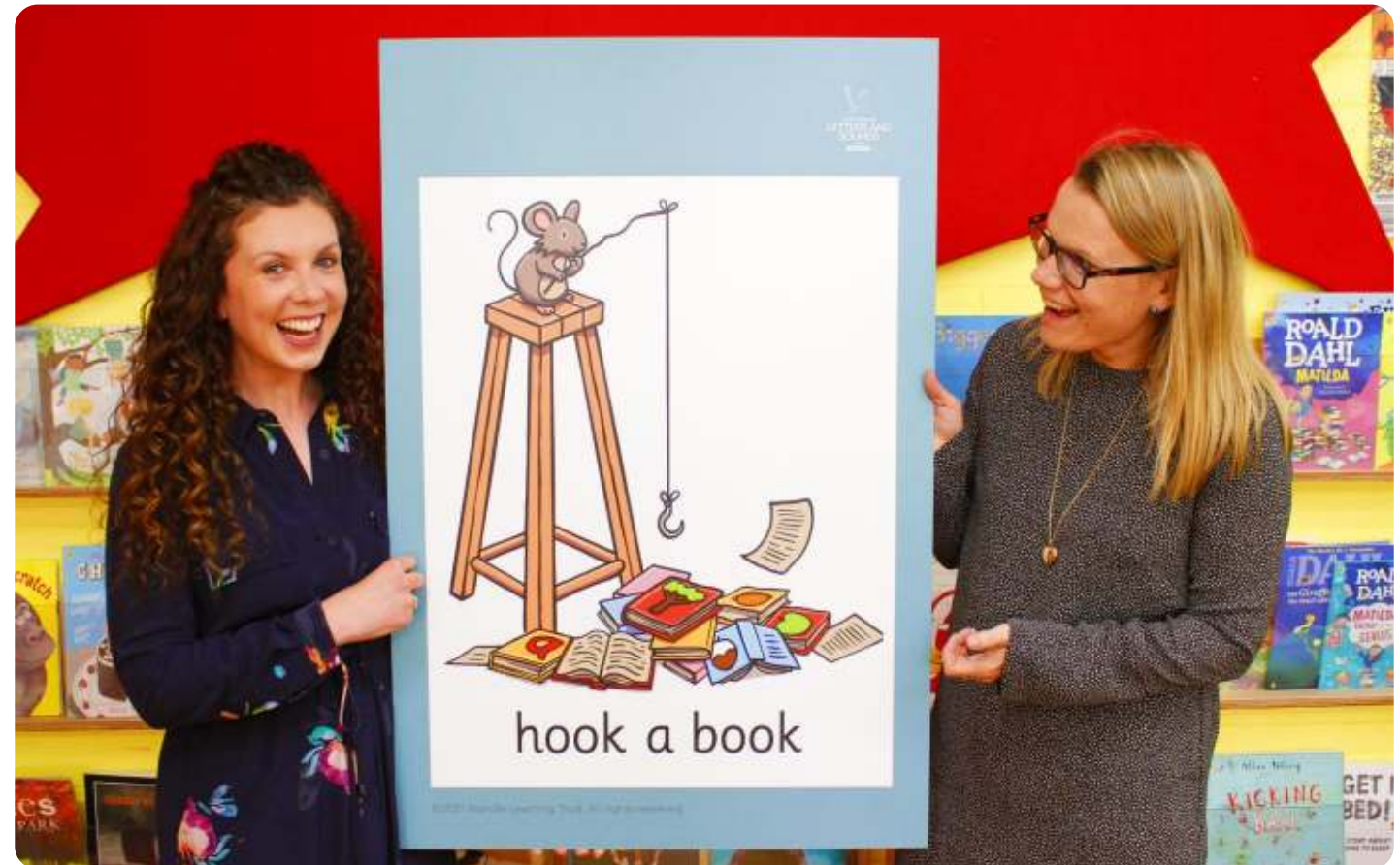
# Phonics



# Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





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**Phonics is:**

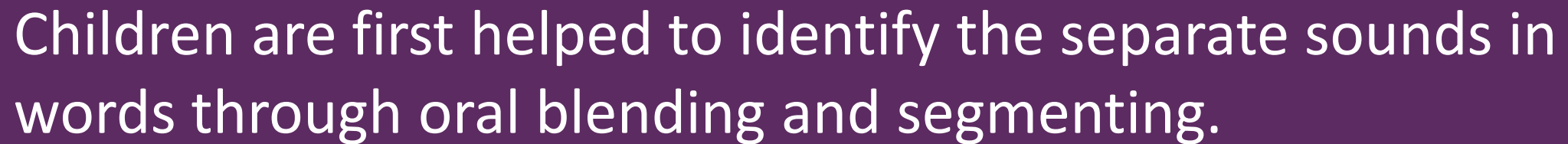
**making connections between the sounds  
of our spoken words and the letters that  
are used to write them down.**

”



# Blending to read words





# Terminology



## Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

# Terminology



## GPC

This stands for grapheme–phoneme correspondence, the sound–letter relationship between each element of the alphabetic code. Written English is quite complex and does not have one-to-one grapheme–phoneme correspondence. The same phoneme can be represented by different graphemes in different words, and the same grapheme can represent different phonemes in different words. To ensure learning is systematic, and to avoid cognitive overload, this programme generally teaches one fairly common grapheme representation of each phoneme first. Alternative spellings of the same phoneme, and alternative pronunciation of the same grapheme are usually taught later, mostly in Phase 5 in Year 1.



# Terminology



## Blend

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs lots of practice. Practice in oral blending is very helpful in the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly. Phonemes need to be joined into one continuous stream of sound to make a spoken word.

# Terminology



## Segment

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

# Terminology



## Digraph

A grapheme using two letters to represent one phoneme. With the children, we will be reinforcing it with the mantra 'two letters, one sound'.

# Terminology



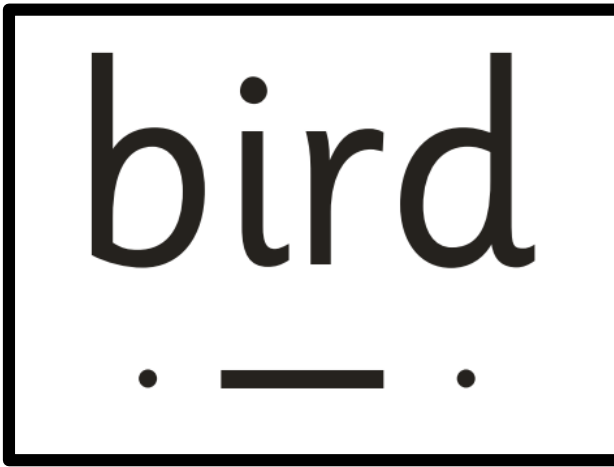
## Trigraph

A grapheme using three letters to represent one phoneme. With the children, we will be reinforcing it with the mantra 'three letters, one sound'.



# Terminology

## Sound button








A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown above.

# Teaching order







## Phase 2 grapheme information sheet

### Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>s</b> s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
<b>a</b> a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
<b>t</b> t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
<b>p</b> p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
<b>i</b> i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and say	Down the stick, up and over the

## Phase 2 grapheme information sheet

### Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>j</b> j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
<b>v</b> v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
<b>w</b> w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
<b>x</b> x		Mouth open then push the cs/x sound through as you close your mouth cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

# Gradually your child learns the entire alphabetic code:



## Little Wandle Letters and Sounds Revised 2021: Programme progression

### Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

#### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
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#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /aɪ/ ay play /aʊ/ ou cloud /ɔɪ/ oy toy /eə/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

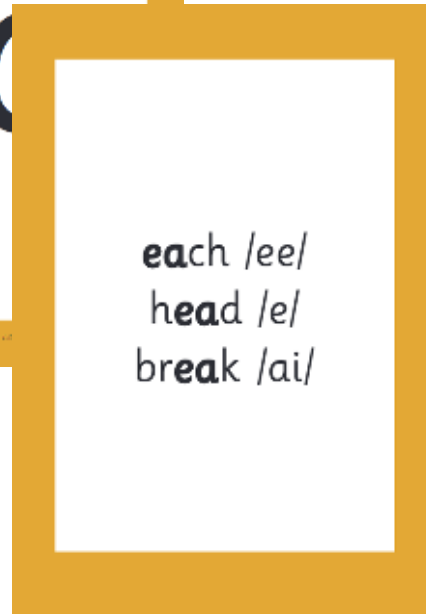
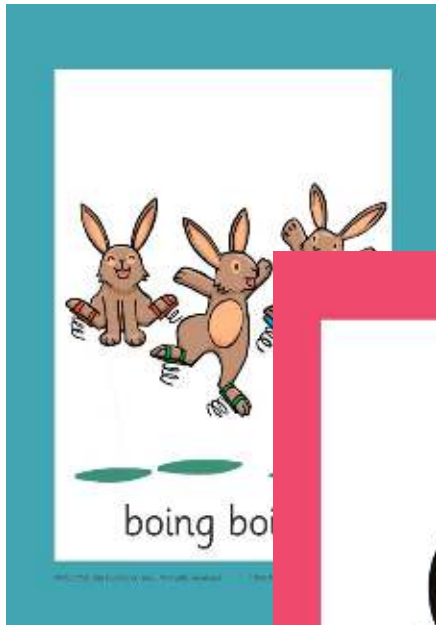
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ʊr/ ir bird /ɪh/ ie pie /ʊl/ /yoʊ/ ue blue rescue /yoʊ/ u unicorn /oʊ/ o go /ɪh/ i tiger /aɪ/ a paper /eɪ/ e he /aɪ/ a-e shake /ɪh/ i-e time /oʊ/ o-e home /ʊl/ /yoʊ/ u-e rude cute /eɪ/ e-e these /ʊl/ /yoʊ/ ew chew new /eɪ/ ie shield /ɔr/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
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# How we make learning stick







# Reading and spelling

# Tricky words



# Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

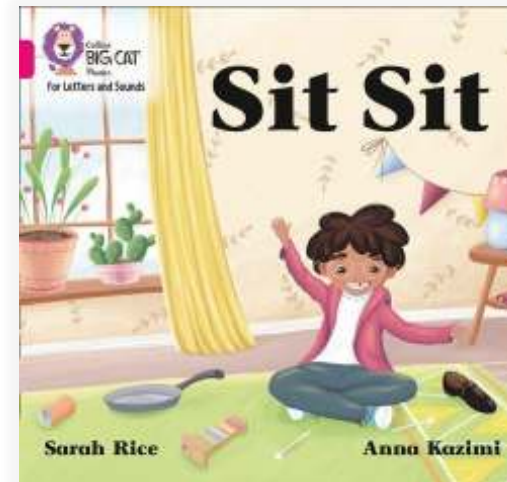


# How do we teach reading in books?



## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.





# We use assessment to match your child the right level of book



## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck



# Reading a book at the right level



## This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.







# Reading at home

# The most important thing you can do is read with your child



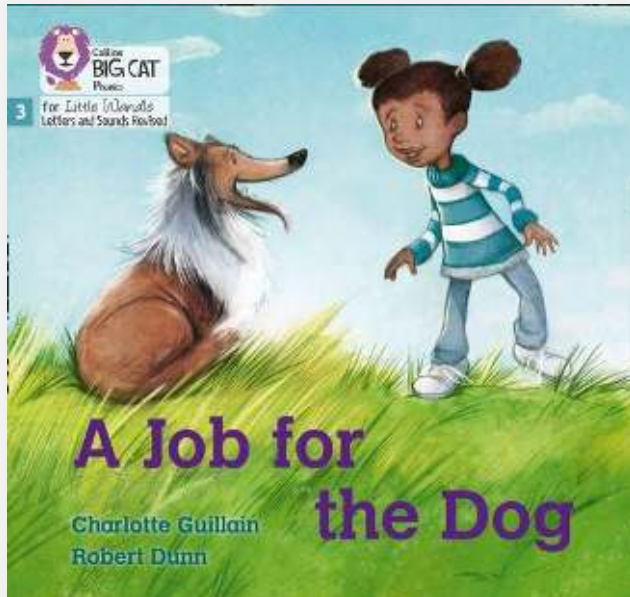
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

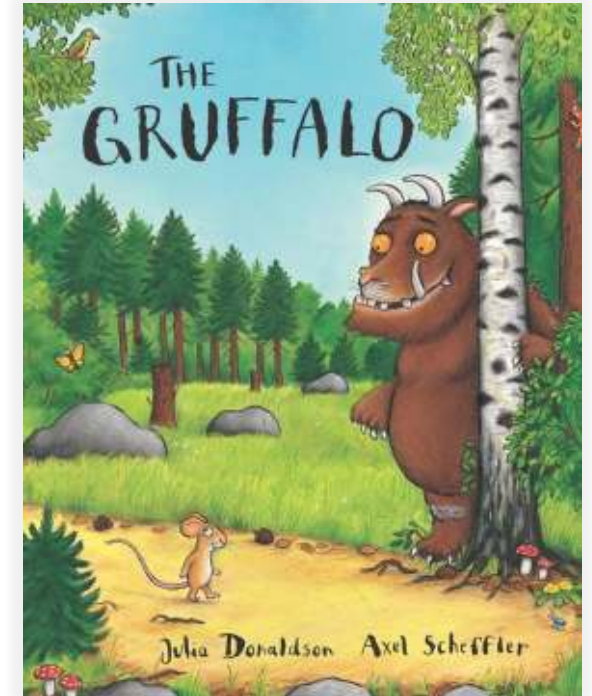
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



# Books going home



Your child will bring their reading book home on a **Friday**, after reading it 3 times in school. Please return it in their bag on **Monday**.



After half term your child will bring home a reading for pleasure book in a story sack on a **Monday**. Please return it on **Friday**.



# First reading books



- Our first ‘reading’ books have no words to decode.
- Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are “built,” as the storyteller often uses a beginning, middle and end format.
- Consider going first and acting as a model for your child. Have different voices for the characters, add sound effects and use interesting words in your version of the book.

# Reading books




- As we progress through the phonics scheme and the children are introduced to the first sounds and Tricky Words, they will bring home books which feature these sounds (and only these sounds) so that they are able to de-code them for reading.
- This sets the children up to succeed.




# Reading promise

- Reading record books will be looked at and signed once a week by the teacher.
- We have talked to the children about the importance of looking after our lovely new reading books.
- In view of the considerable financial costs involved, we will be asking parents to reimburse the school for any lost books. The reading books for EYFS are £5 per copy.
- Please can you use the questions in the back of each reading book to develop your child's comprehension.
- To show your support, please countersign the reading promise in the front of the reading record.






St Thomas of Canterbury Catholic Primary School  
*Where every child is special*



### Reading Promise




- Reading is the key to all areas of learning.
- Children are expected to practise their sounds daily using the flashcards sent home.
- A reading book that your child has read at school that week will come home on a **Friday** so that your child can celebrate their learning with you. Please return it on a **Monday**.
- From half term onwards, a reading for pleasure book (in a story sack) will come home on a **Monday** for you to read to your child. Please return it on the **Friday**.
- Reading Record Books will be looked at and signed once a week by the teacher.
- We have talked to the children about the importance of looking after our lovely new reading books. Please can you support this at home.
- Please can you use the questions in the back of each reading book to develop your child's comprehension skills.
- To show your support, please countersign below. Thank you.

My Reading Promise

*I promise to practise my sounds each day with an adult and read my reading book each week. I shall ask the adult to write the date, pages read and a short comment in my reading record.*

Child's signature: .....

I support my child's promise.  
Signature of Parent/Carer: .....

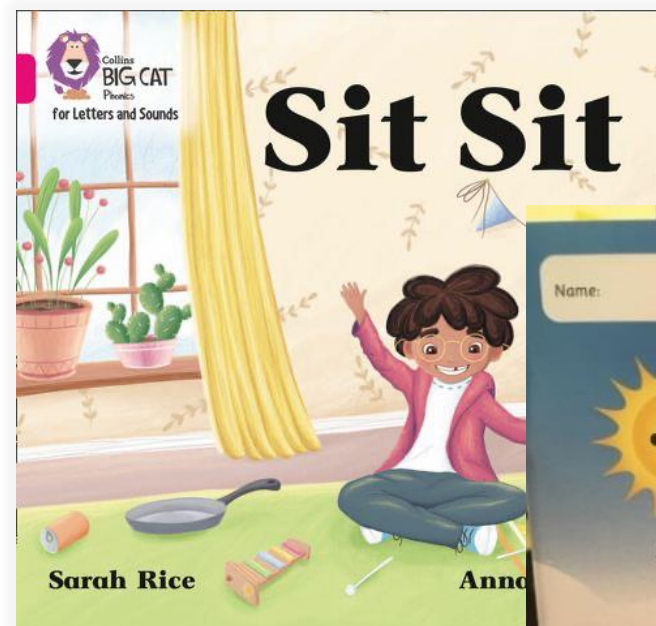


Let's Read!  
LETTERS AND SOUNDS  
REVISED



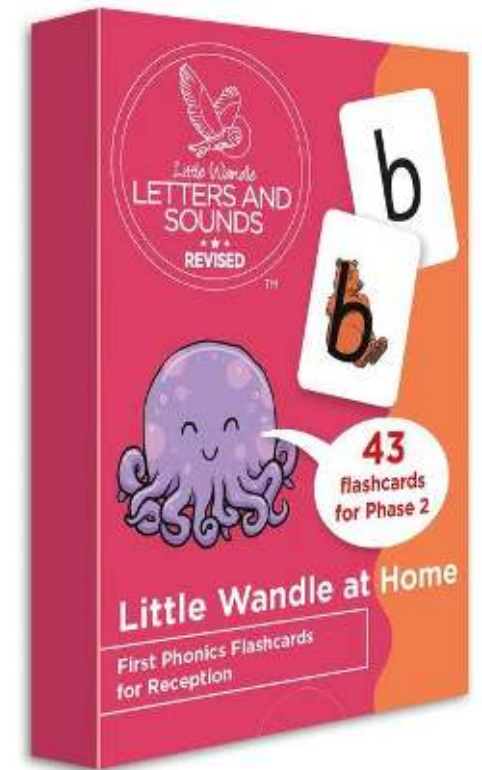
# Listening to your child read their phonics book

- Your child should be able to read their reading book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.
- **Please record their reading and any comments in their Reading Record book.**



# Home learning

- Your child will also bring home flashcards of the sounds taught that week, each **Friday** in their plastic wallet. Please support your child in learning to recognise and say the sounds correctly. Correct pronunciation is key to being able to blend sounds into words.
- Tricky Word cards will also be provided, as and when they occur in the teaching sequence.
- Please return these wallets to school each **Friday** so that the new sound cards can be added.
- Please refer to our [Learning At A Glance](#) page on the school website for information on which sounds and words are being taught each week.



# Top tips



- Make reading and phonics as much fun as possible.
- Use the flashcards for games – snap/Kim’s game/hiding them around the house/using them to make words.
- Look out for environmental print.
- Play ‘robot speak’ games: “Please put on your h-a-t, can you see my ‘s-o-ck-s’?”
- Play ‘I spy’ with segmented words for your child to blend e.g. “I spy with my little eye a black ‘c-a-t’.”
- Choose the right time and place for your child to read to you.
- Encourage your child to hold the book, turn the pages, point to the pictures/words – these are all important early reading skills.

# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

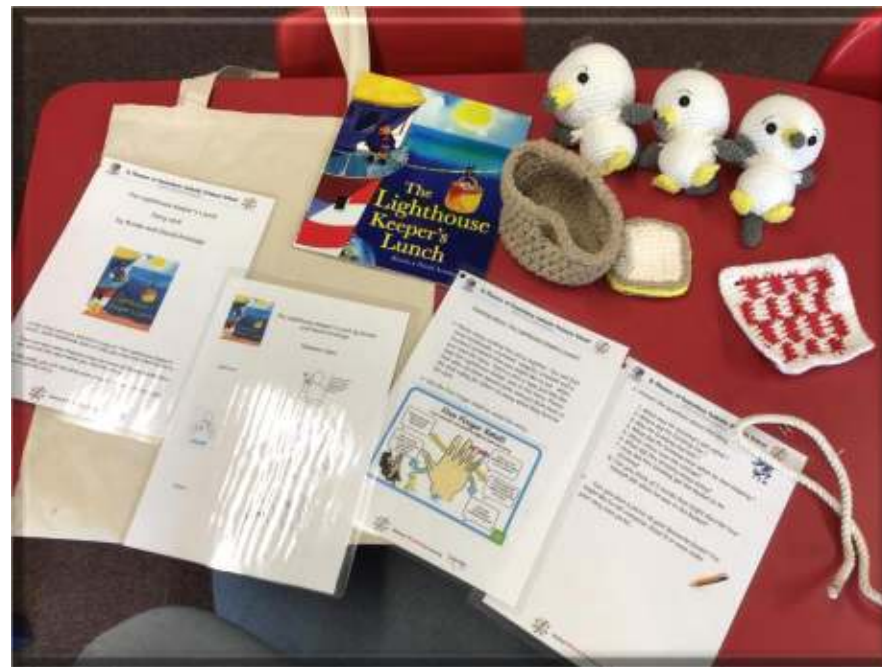




# Read to your child

## The reading for pleasure (story sack) book is for **YOU** to read to your child:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language
  - Encourage your child to use new vocabulary
  - Make up sentences together
  - Find different words to use
  - Describe things you see
  - Try the activities provided in the story sack.



# English as an additional language

- Please continue to talk and read to your child in your first language, in addition to reading their school book in English.

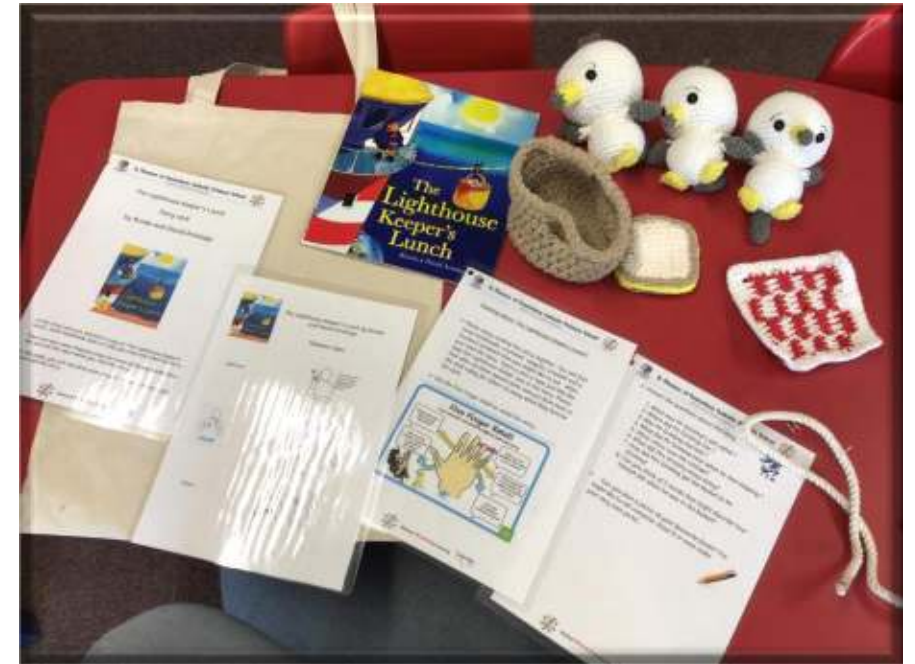
EVERYONE is...

Different and unique

Equal and respected

Loved and belongs

I am EVERYONE







# Writing

# Gross motor skills



## Ideas to develop gross motor skills:

- Swimming
- Play in the park e.g. monkey bars
- Washing the car
- Washing up
- Sweeping and mopping



# Fine motor skills



## Ideas to develop fine motor skills:

- Tweezers
- Play dough
- Cooking e.g. rubbing crumble mixture, rolling out biscuit dough
- Threading beads
- Cutting
- Lego



# Moving on to mark making



## Encourage mark making of all types:

- Painting
- Drawing with chalk on the ground
- Water and paint brushes on the ground
- Fancy pens and pencils
- White boards and markers



# Pre writing shapes



Before your child can learn to write, he or she needs to be able to draw these shapes



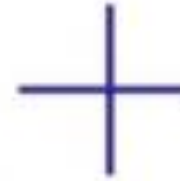
2 years



2½ years



3 years



3½-4 years



4 years



4½ years



4½ years



4 years  
11 months



5 years  
3 months



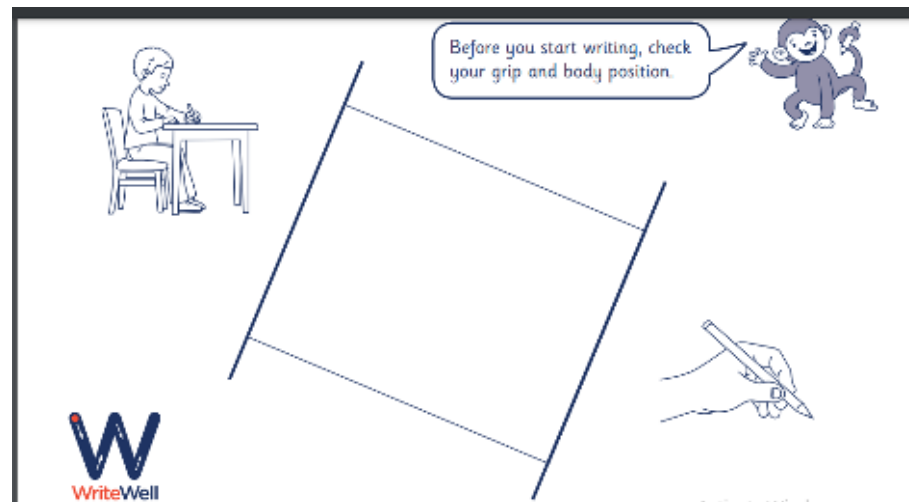
# Getting ready to write

## 1. Posture

- Sitting comfortably, chair tucked in, feet on ground if possible, resting arm flat on the table.

## 2. Paper Position

- Tilt the paper – if your child is left handed, encourage your child to ‘push up’ the page to discourage a ‘hook’ grip.



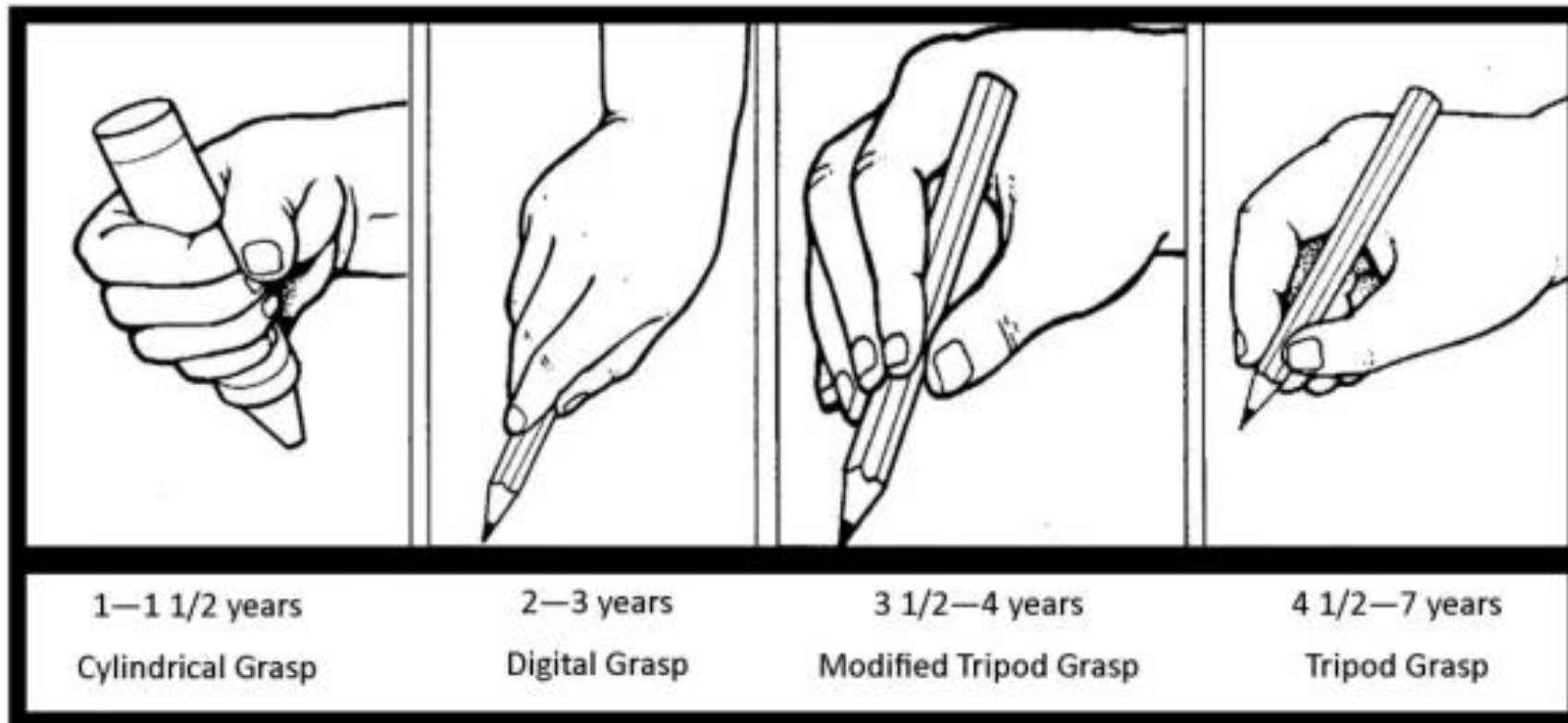




# Getting ready to write

## 3. Pencil Grip

- Working towards a tripod grasp.




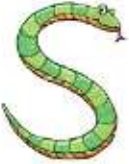


# Writing letters



- Each grapheme has a formation phrase which will be taught in school and sent home on an information sheet.


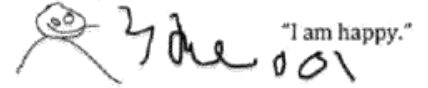
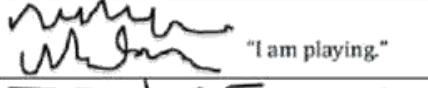
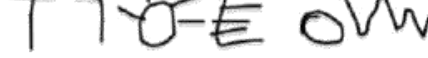
## Phase 2 grapheme information sheet

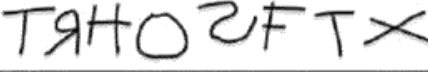
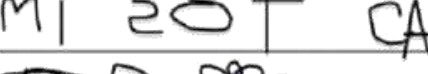
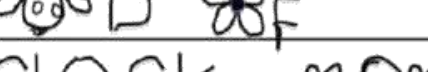

Autumn 1

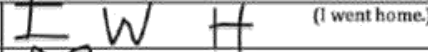
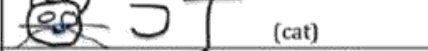
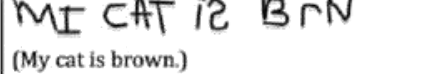
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b>	 snake	Show your teeth and and let the <b>s</b> hiss out <b>ssssss sssss</b>	Under the snake's chin, slide down and round its tail.
 <b>a</b>	 astronaut	Open your mouth wide and make the ' <b>a</b> ' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.

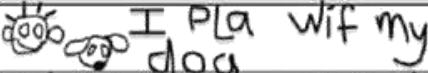
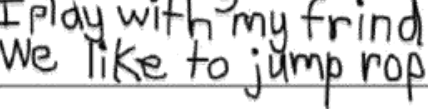
# Stages of writing

- Emergent writing – e.g. ‘scribbling’ on a postcard, ‘writing’ shopping list.
- Encourage your child to tell you what they’ve written – lots of praise!

Pre-Literate	
<b>Stage Description</b>	<b>Sample</b>
<b>Scribble Stage</b> - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
<b>Symbolic Stage</b> - starting point any place on page, pictures or random strokes/marks with an intended message	
<b>Directional Scribble</b> - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
<b>Symbolic/Mock Letters</b> - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
<b>Strings of Letters</b> - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
<b>Groups of letters</b> -groupings of letters with spaces in between to resemble words	
<b>Labeling pictures</b> - matching beginning sounds with the letter to label a picture	
<b>Environmental Print</b> - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
<b>Letter/Word Representation</b> -uses first letter sound of word to represent entire word, uses letter sound relationships	
<b>First/Last Letter Representation</b> - word represented by first and last letter sound	
<b>Medial Letter Sounds</b> - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Fluent	
<b>Beginning Phrase Writing</b> - using all of the above skills to construct phrases that convey a message connected to their illustration	
<b>Sentence Writing</b> - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
<b>Six Traits of Writing</b> - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	



# Top tips to support your child at home



- Encourage all opportunities for writing
- Make it a positive experience
- Help your child to sound out words, putting up a finger up for each sound (phoneme)
- Ask your child 'How many sounds (phonemes) do we have?'

# Website



- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>





“

**Thank you for coming.**

Any questions?

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