



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading





A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

...for my
learning

...for

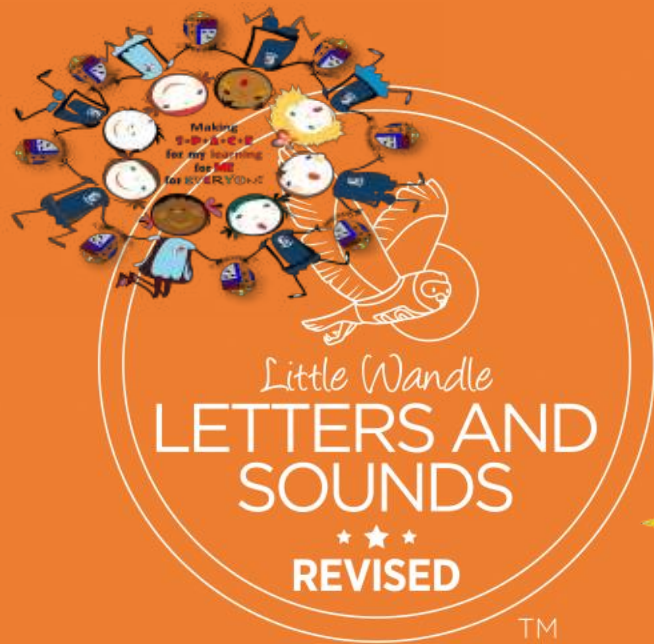
EVERY
ONE

S=P+A+C+E

ME

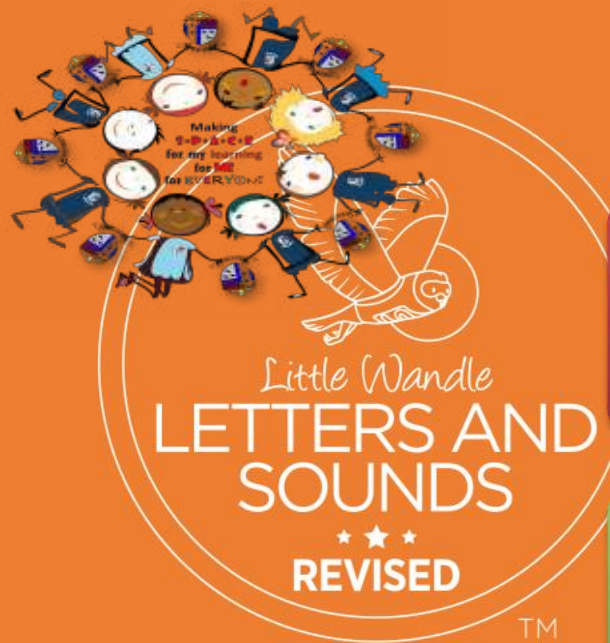
...for life

GOLDEN
THREADS



COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Making **S=P+A+C+E** for ME



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN



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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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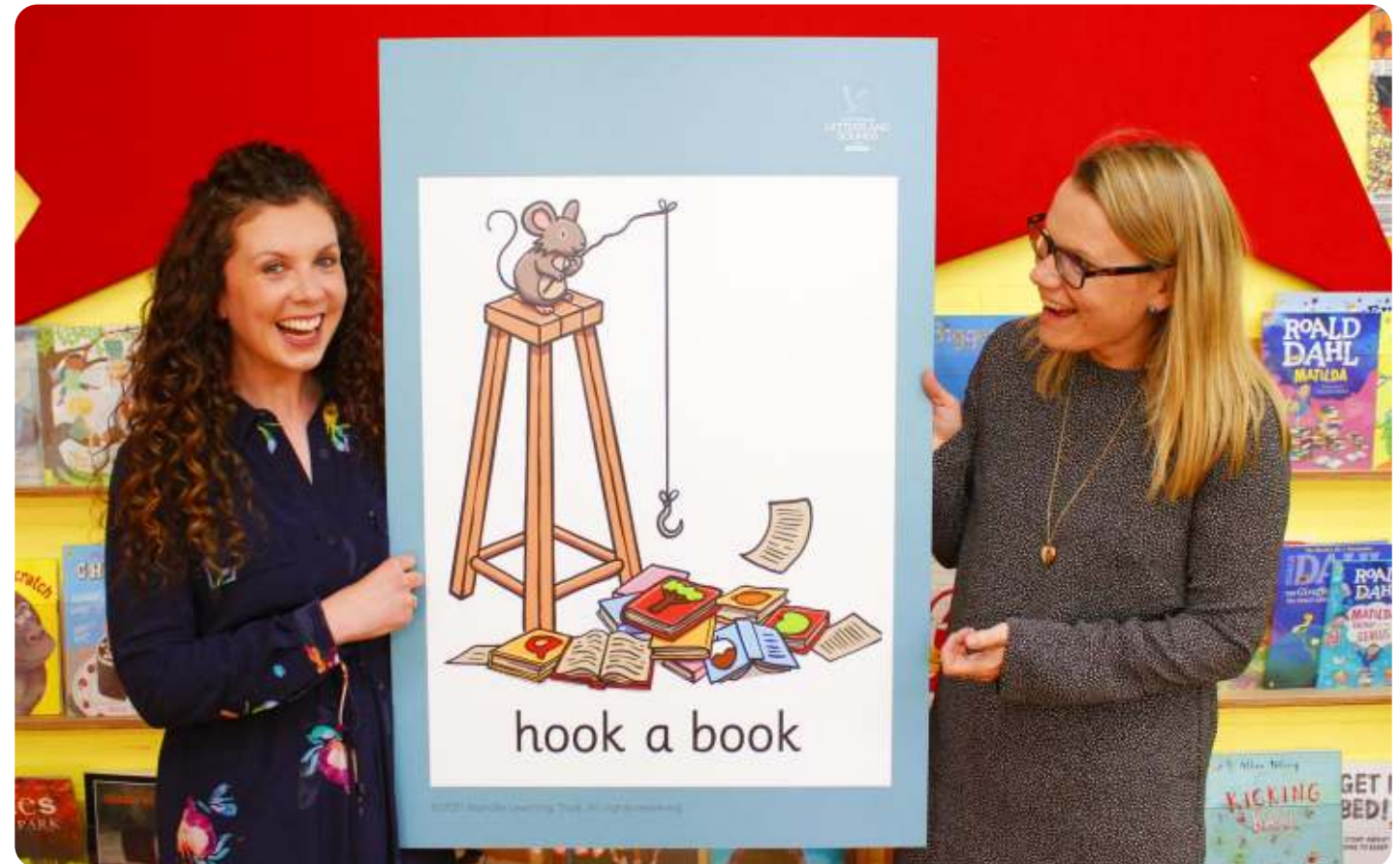
How many times have you already read today?



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



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph
















Blend

Segment

Teaching order













Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 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.
 	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 	 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	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 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.
 	 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.
 	 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.
 		Mouth open then push the cs/x sound through as you close your mouth cs 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 Phase 5 /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

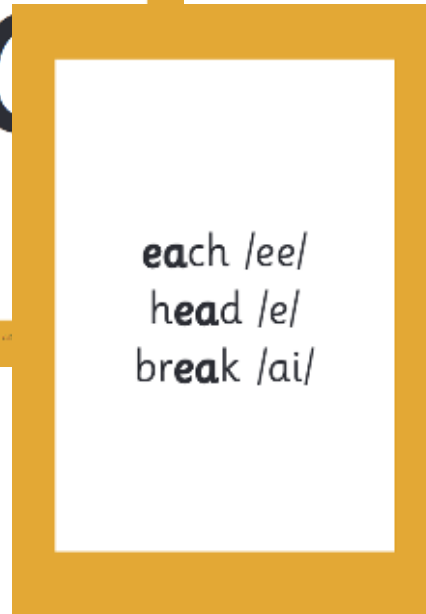
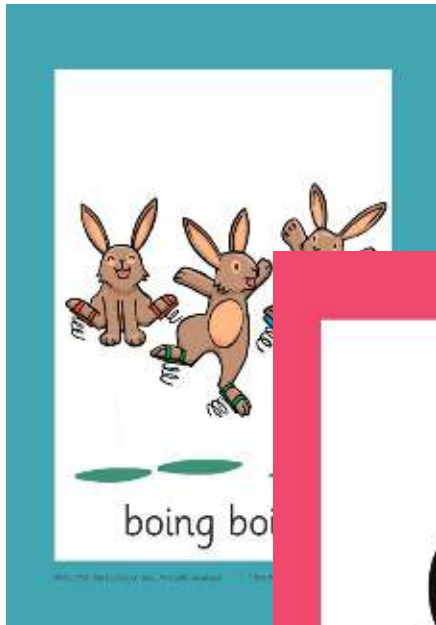
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ʊr/ ir bird /ɪh/ ie pie /ʊl/ /yool/ ue blue rescue /yool/ u unicorn /o/ o go /ɪh/ i tiger /aɪ/ a paper /e/ e he /aɪ/ a-e shake /ɪh/ i-e time /o/ o-e home /ʊl/ /yool/ u-e rude cute /e/ e-e these /ʊl/ /yool/ ew chew new /e/ 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
----------------------------	------------------

How we make learning stick



Reading and spelling

Reading and spelling



ea

each /ee/
h**ea**d /e/
br**ea**k /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



Spelling



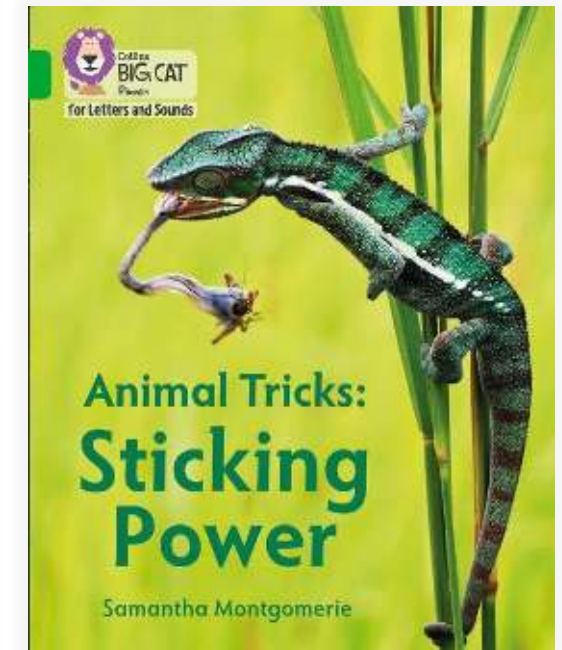
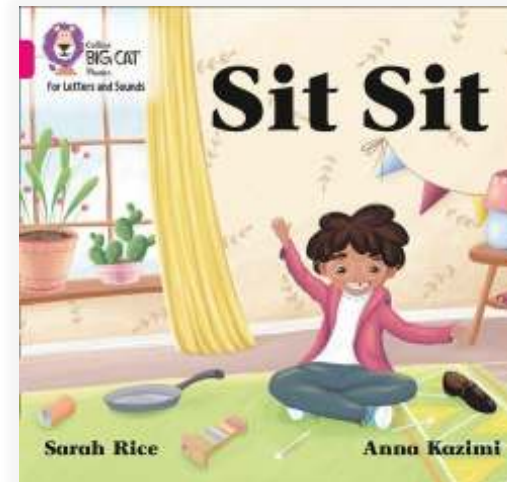
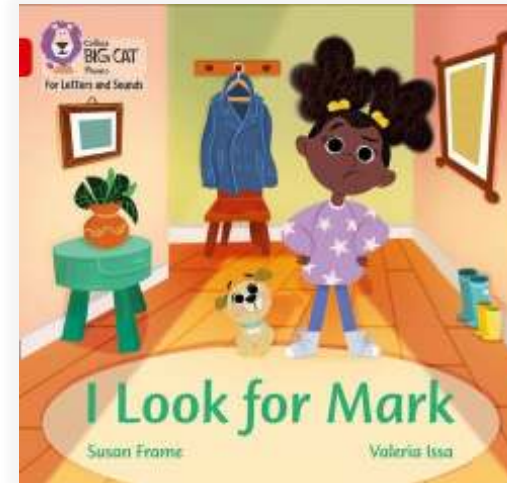
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



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 pe <u>ck</u>				



Reading a book at the right level



This means that your child should:

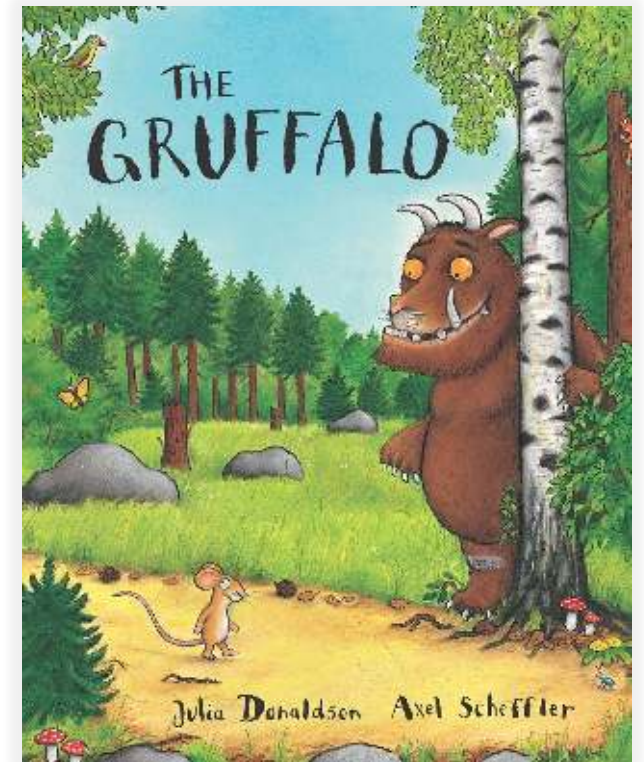
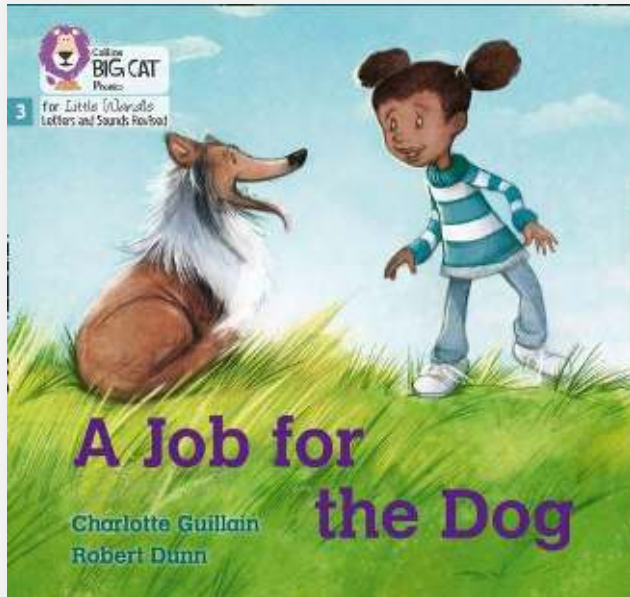
- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading at home

Books going 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.



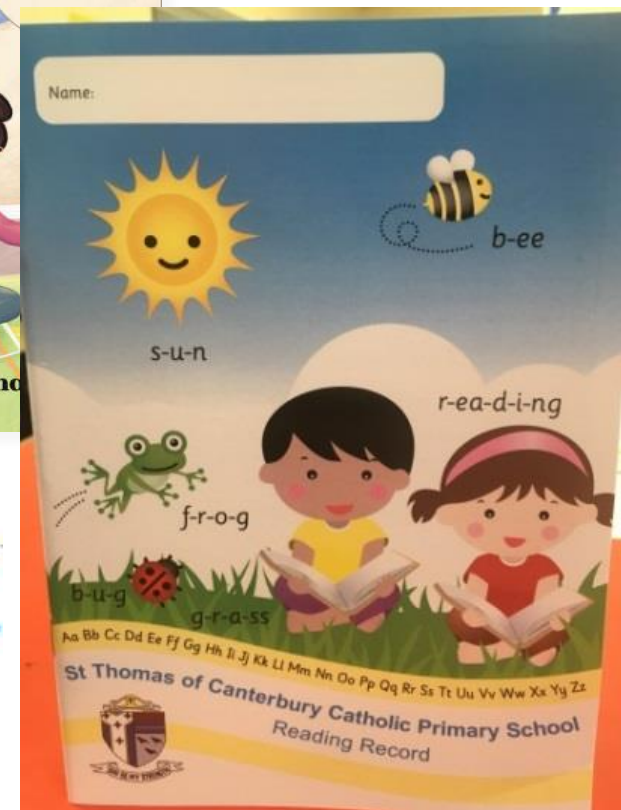
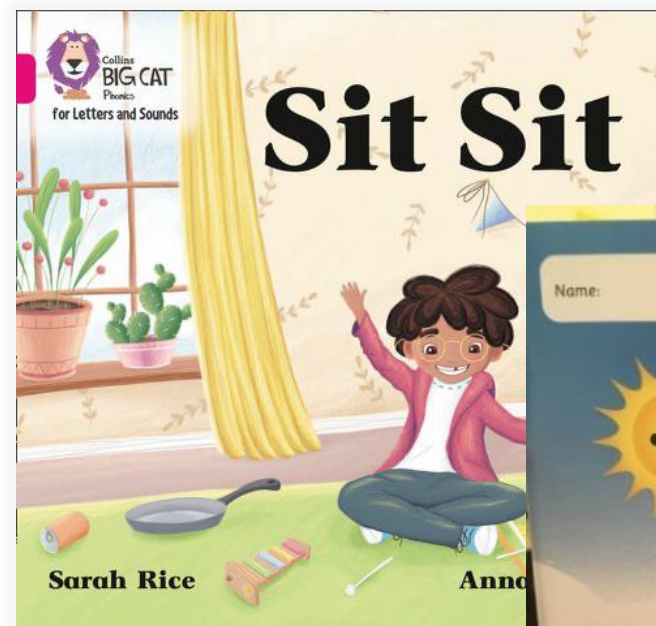
Reading books



- 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.

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.**



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**

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.
- 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:



Read to your child



The shared book is for **YOU** to read:

- 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.



Top tips



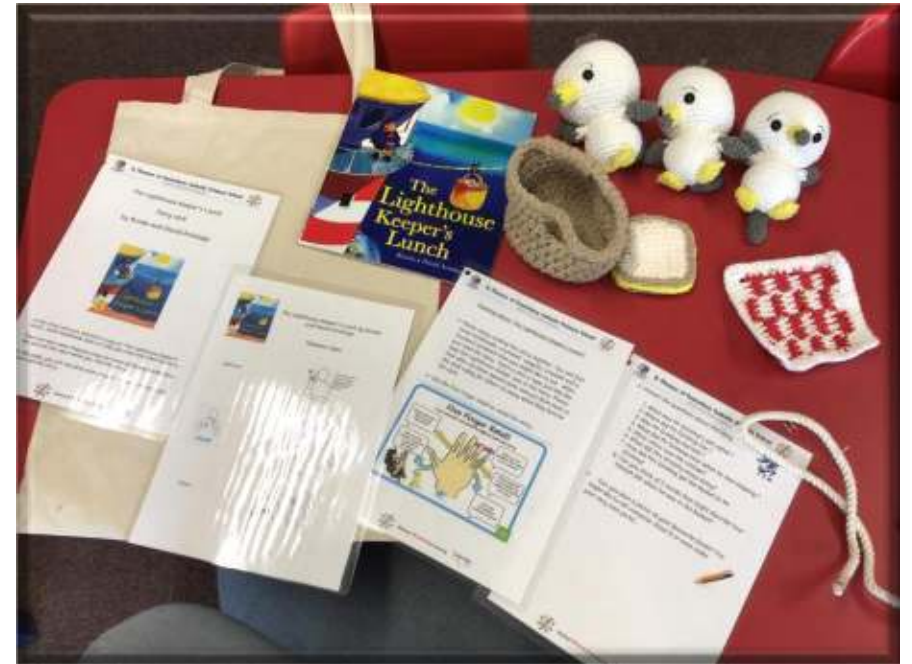
- Make reading and phonics as much fun as possible.
- Use the flashcards for games – snap/Kim’s game/hiding them around the house/using them to make words.
- Look out for environmental print.
- Play ‘robot speak’ games: “Please put on your h-a-t, can you see my ‘s-o-ck-s’?”
- Play ‘I spy’ with segmented 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.

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.

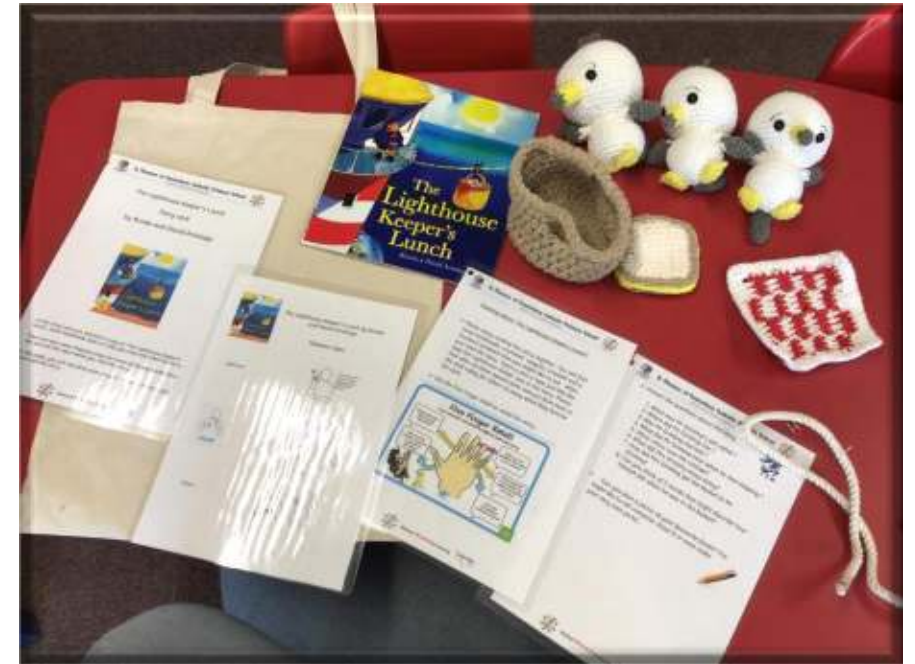
EVERYONE is...

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





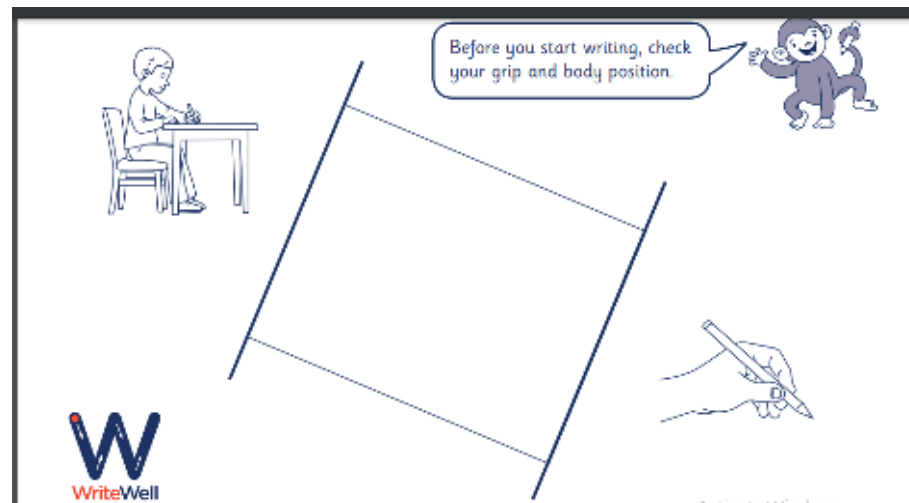
Getting ready to write

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.

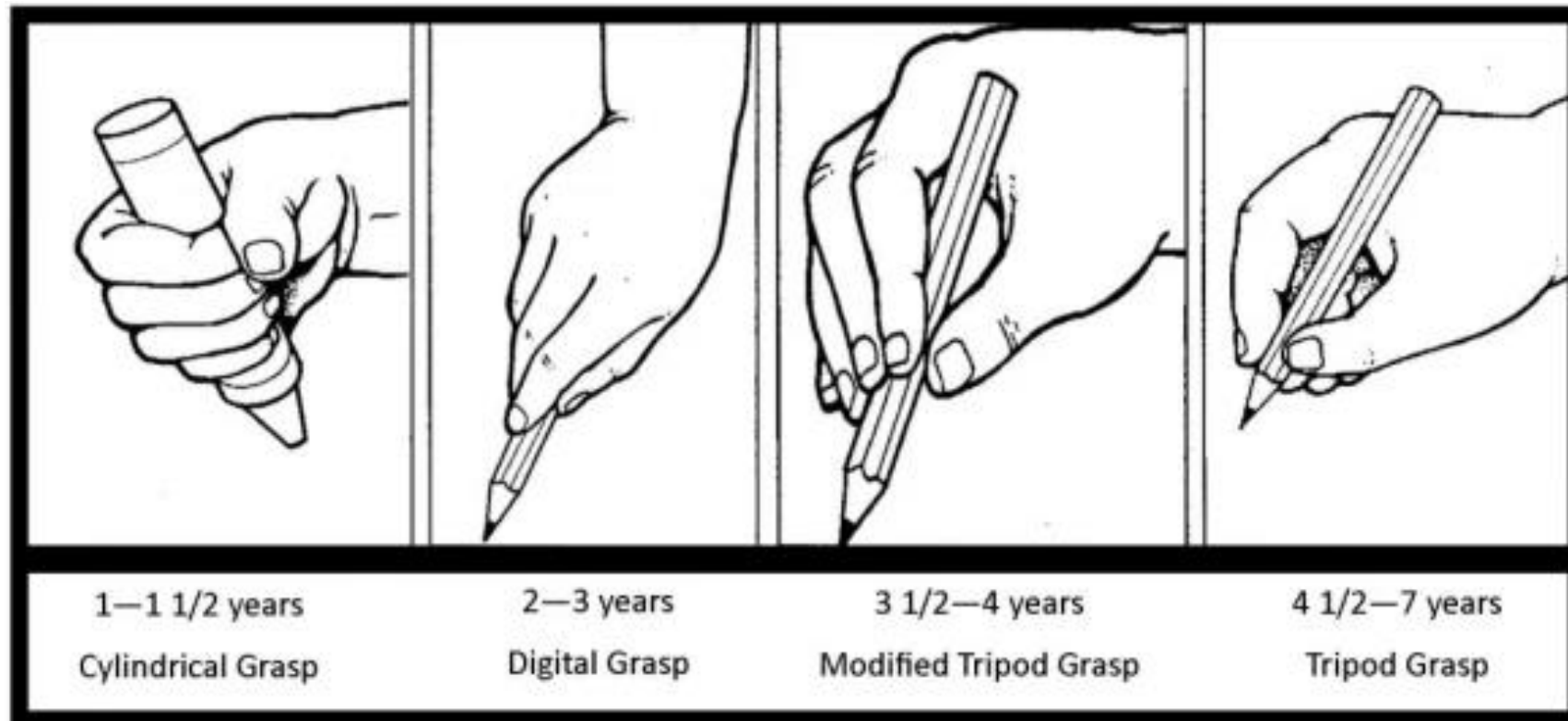




Getting ready to write

3. Pencil Grip

- Working towards a tripod grasp.




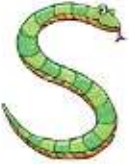


Writing letters



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


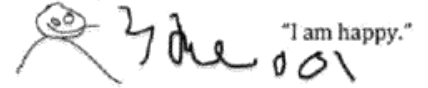
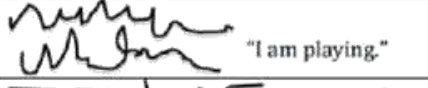
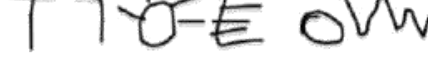
Phase 2 grapheme information sheet

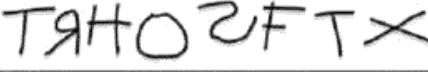
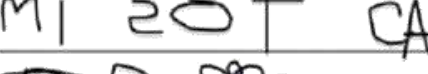
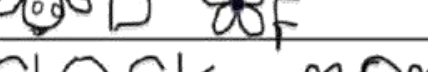

Autumn 1

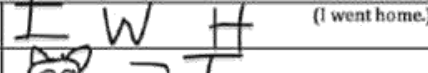
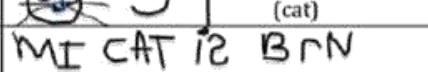

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss sssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the ' a ' sound at the back of your mouth a a a	Around the astronaut's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

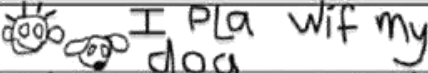
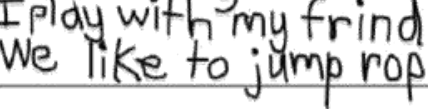
Stages of writing

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

Emergent	
Strings of Letters - 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	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - 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	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - 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/>





“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

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