



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading



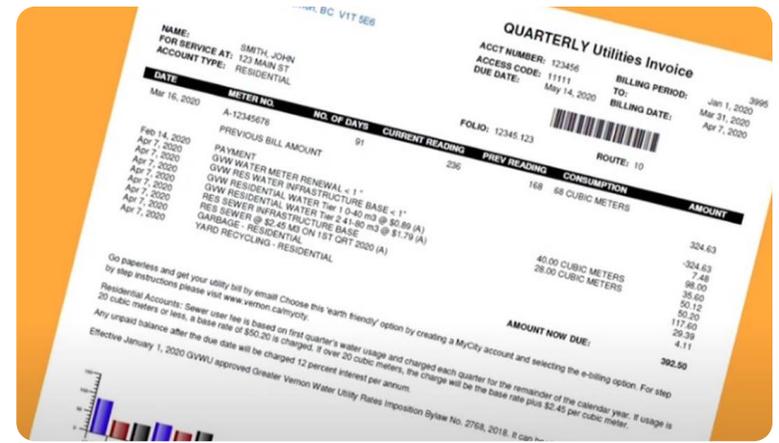


**A love of reading is the biggest
indicator of future academic success.**

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



How many times have you already read today?

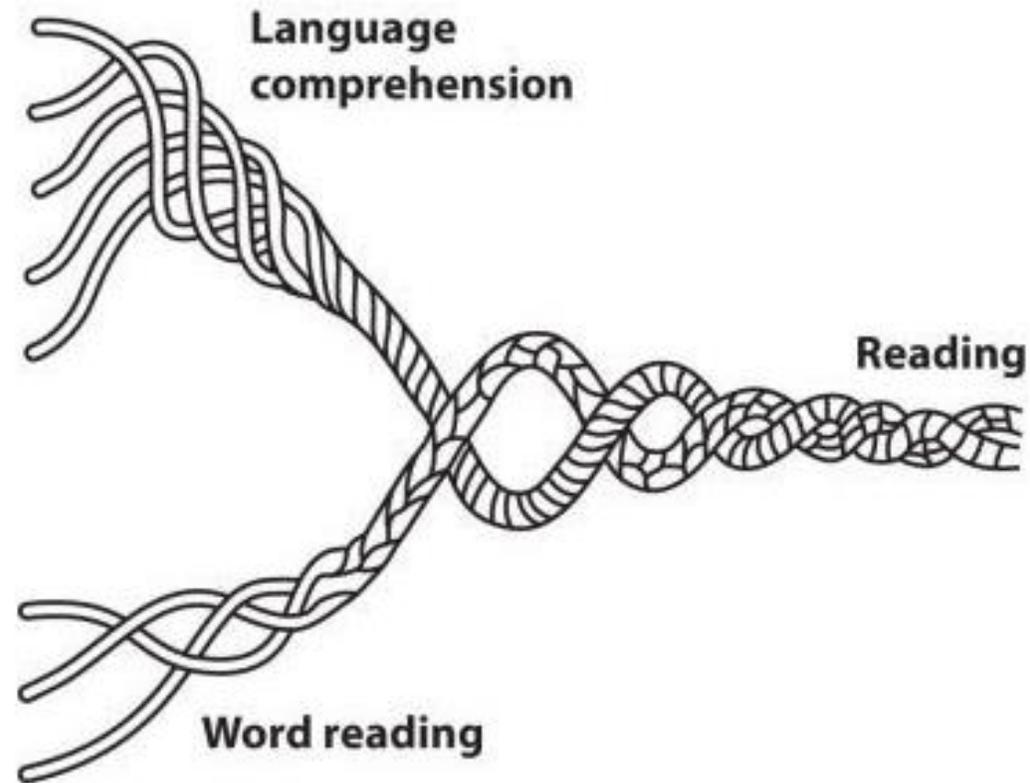


Teaching children to read



- Activating word meanings
- Understanding sentences
- Making inferences
- Comprehension monitoring
- Understanding text structure

- Letter-sound knowledge
- Accurate word decoding
- Automaticity in decoding



SSP (systematic, synthetic phonics programme)

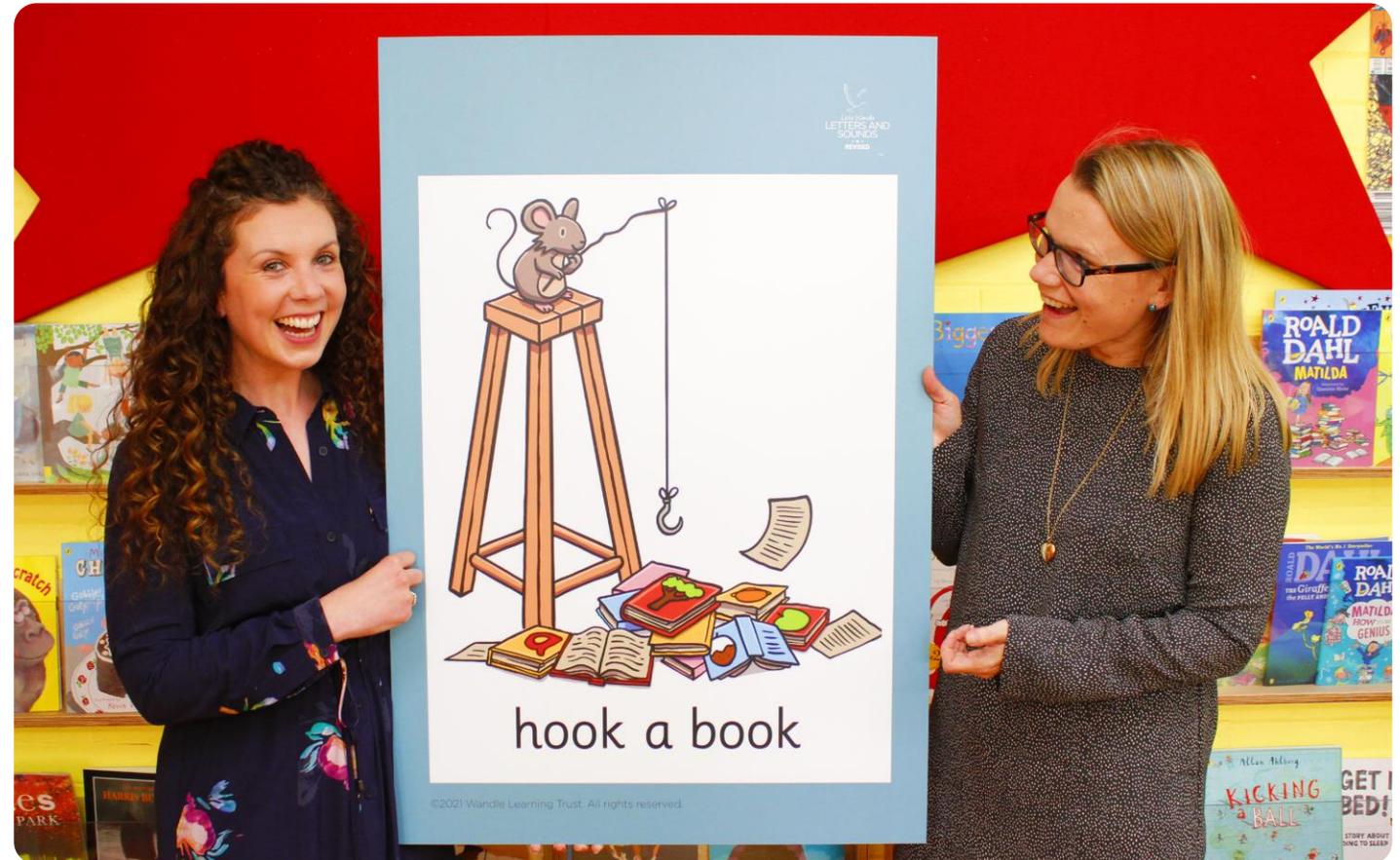
Phonics has been taught in schools for many years now. This year the government announced that all schools must use a DFE-approved scheme. In order to be validated the scheme has to fulfil several criteria including:

- providing training for all staff
- ensuring that the reading scheme consists of decodable books which are fully matched to pupil's phonic knowledge

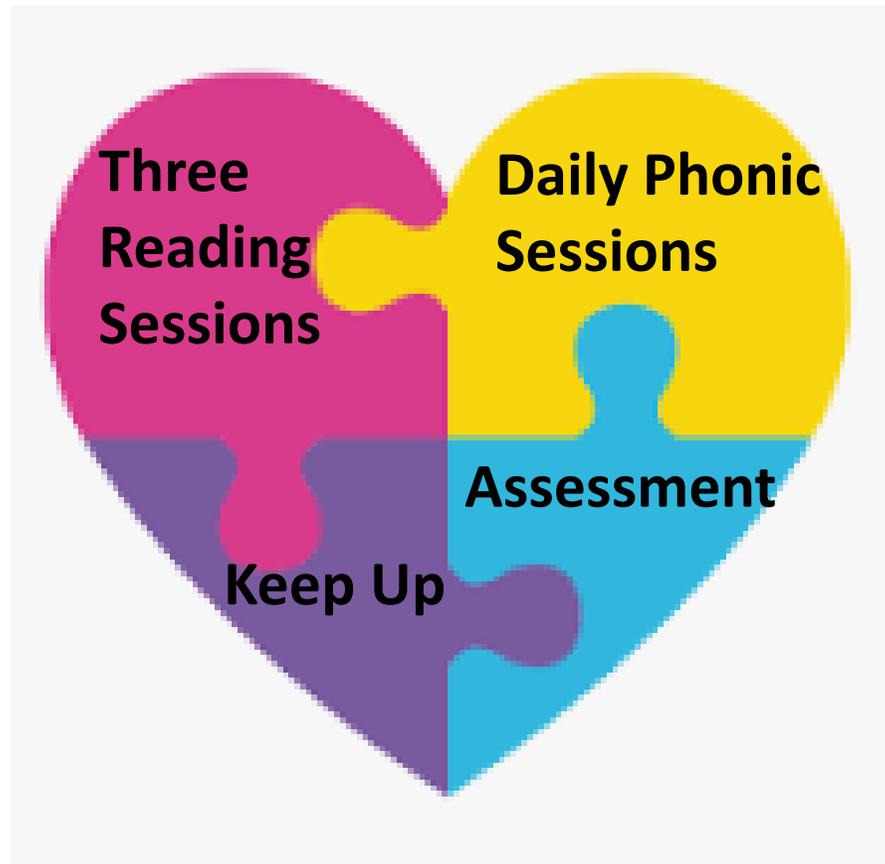
Little Wandle Letters and Sounds Revised



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



Little Wandle Letters and Sounds Revised



Little Wandle Letters and Sounds Revised 'Quotes from staff and children'



Speedy sounds are fun!

I feel up-skilled since completing the Little Wandle training. I can see a big difference with the children in this short time.

Knowing the scheme is well planned and has clear progression is reassuring.

The repeated practice is making a difference to how much the children are retaining.

I enjoy reading my book three times and enjoy the prosody.

It is useful to know the research behind the scheme.



Phonics



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



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

GPC's



Phonic Session

- Every day the children will have a phonic lesson – frequent short bursts of direct teaching
- This will follow a specific sequence – consistency across the school
- Each lesson will follow the same format - this helps to reduce cognitive overload
- Each session allows repeated practice – practice makes permanent
- Resources are consistent across the school to help the children make learning stick

Phonic Session



- Revisit and review – involves speedy sounds recap, reading words we have read before, reading tricky words
- Teach and practise new content – learn a new phoneme/grapheme, read words containing the new grapheme
- Practise and apply knowledge of the new grapheme by reading a sentence and writing words/sentences

Teaching order

Phase 2 grapheme information sheet

Autumn 1

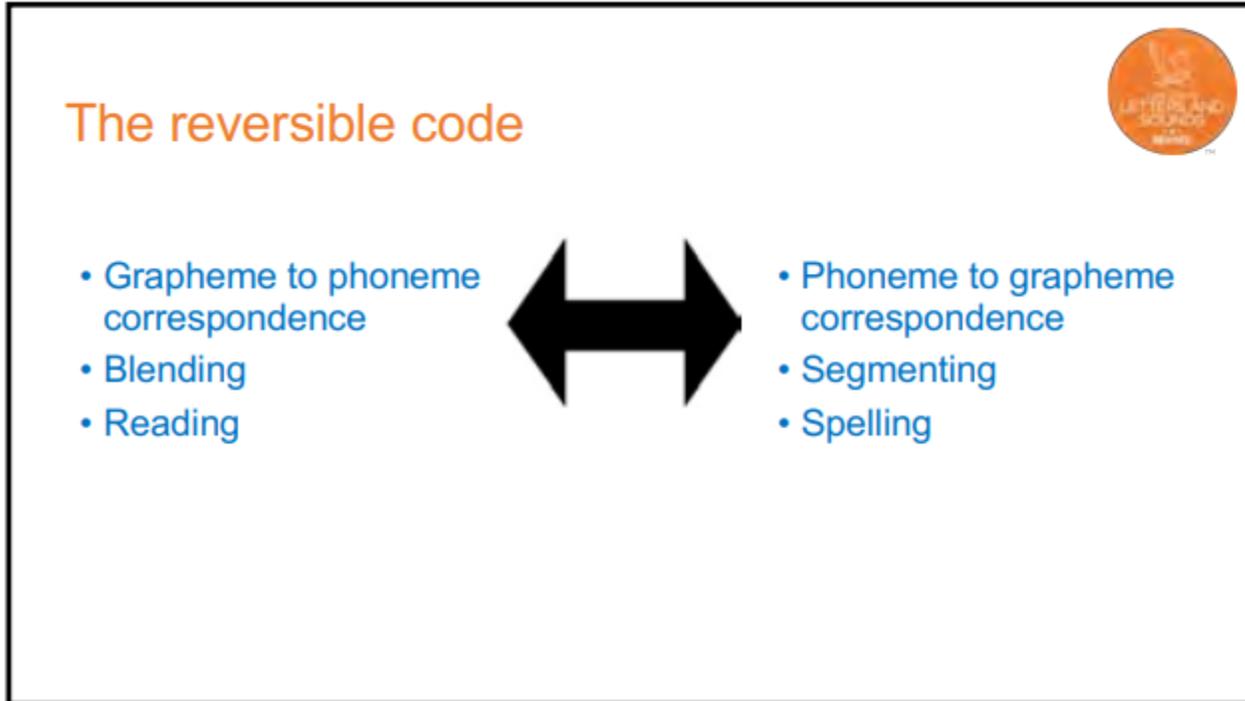
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's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

Reading and spelling





How we monitor the children's learning

- Pace and progression – clear expectations
- Assessment for learning as we work through the session – follow-up to support children
- Regular assessment checks on GPC's (Grapheme/Phoneme correspondence) and words taught
- Keep-up sessions planned using the information from the assessment checks



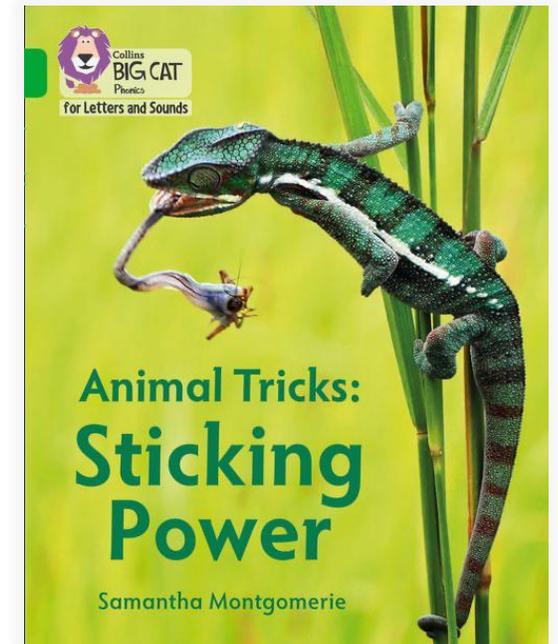
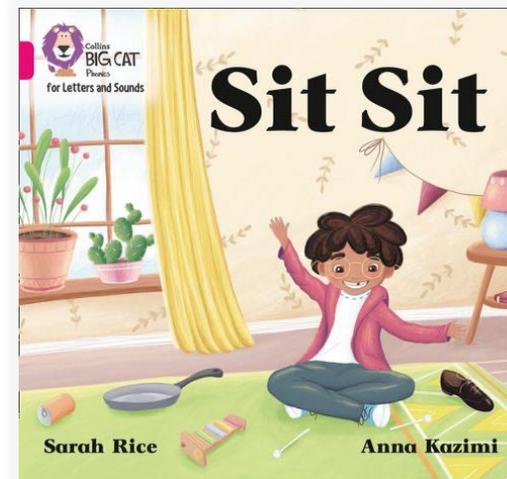
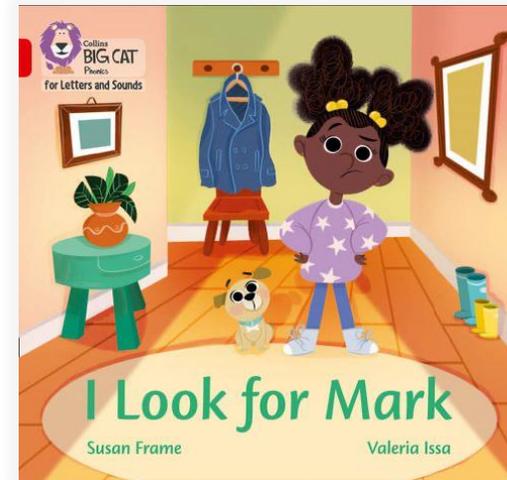
Reading in school

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.





How do we teach reading in books?

Reading practice sessions are:

- **Session One** – time to decode and read the books
- **Session Two** – re-read and develop the children's prosody (ability to read fluently and with expression)
- **Session Three** – re-read and develop comprehension of the text read
- Breaking the sessions down like this ensures children's working memory isn't overloaded. In addition, it allows children repetitive practise to apply their letters and sounds learnt in the direct phonic sessions.

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



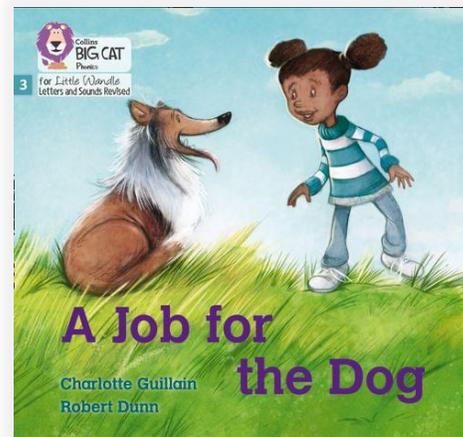
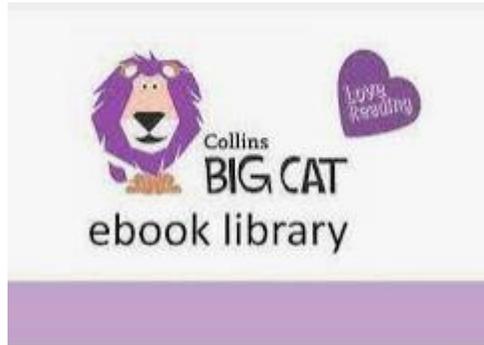
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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



Individual Practice Book



Sharing Book



Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.





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

Carl Sagan

