

# Phonics and Reading Meeting

8<sup>th</sup> November 2023



# Our children as readers

What do we want for our children?

- To read for pleasure
- To be able to sight-read fluently (age appropriate)
- To be able to summarise what has been read
- To read with understanding
- To read with expression
- To be able to choose what they would like to read for themselves
- To have reasons for preferences in what they read

# Children at Hurley Primary School will experience:

- Reading practice sessions three times a week
- Individual reading time with the an adult in school
- Daily phonics sessions (EYFS & KS1)
- Reading across the curriculum
- Class novels and stories
- Use of our new library space and access to a range of non-fiction and fiction books that they can borrow
- Days dedicated to books and reading (e.g. World Book Day)
- Author visits – one per year

# 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.



# 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 digraph**

**Blend**

**Segment**



# Teaching order

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.


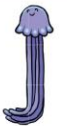







## Phase 2 grapheme information sheet

## Autumn 1


























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






## Phase 2 grapheme information sheet

## Autumn 2

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



 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

Click on the link below for videos on how to say the phonemes taught.

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

# Blending to read words

Teacher-led blending is taught throughout Phase 2.

Our aim to is to teach every child to blend by Christmas.

Some children will take part in individual or group 'keep-up' sessions to give them more practice.



Some children learn to blend really quickly, and others take a little longer.

If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!

Click on the link below for videos on how we teach blending.



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

# Tricky words

Click on the link below for video on how we teach tricky words.

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



These words have unusual spellings  
e.g. he, the, was.

They are taught in a systematic way.

# 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 <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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 ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVC</li> </ul>	said so have like some come love do were here little says there when what one out today

#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ 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
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again who whole where two school call different thought through friend work

# Phase 5 (Year 1)

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	

\*depending on regional accent

Click on the link below for video on how to say phase 5 sounds.

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





# Teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the Code' lessons support children with reading and spelling these alternative spellings.



**How we teach Phase 5**

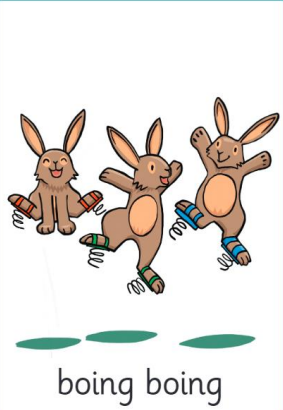


# Alien/ pseudo words

Children in Year 1 complete a phonics screening in June. This tests them on 20 real words and 20 pseudo (alien) words.



# How we make learning stick



ea

©2020 Wonder Learning Trust

R Su1 wk1

sixth

. . . —



each /ee/  
head /e/  
break /ai/

R Au1

the

# Spelling



# Spelling












Your child will be taught how to spell simple words, using the graphemes they have been taught.

They will practise the correct formation of letters. They will also have handwriting lessons.

## 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 <b>ssssss</b> <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 		Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.

# How do we teach spelling?

Say the word.

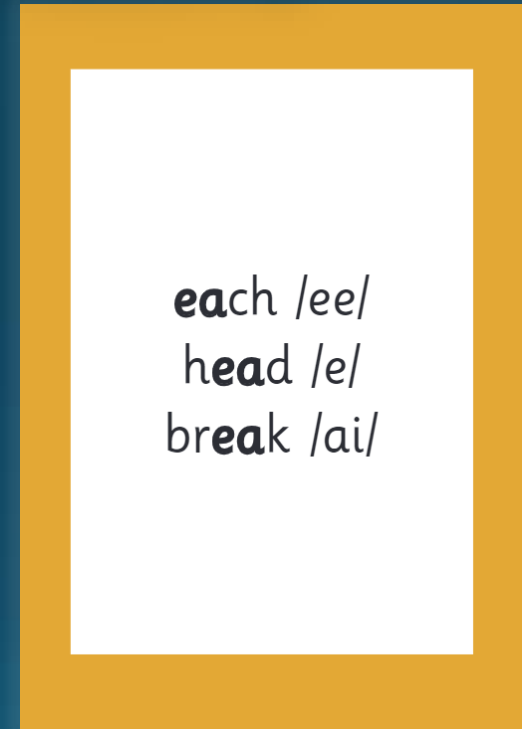
Segment the sounds.

Count the sounds.

Write them down.



# Reading and spelling



This is an example of what the children learn in Year 1.

Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

And all the different ways to write  
the phoneme sh:

shell  
chef  
special

caption  
mansion  
passion



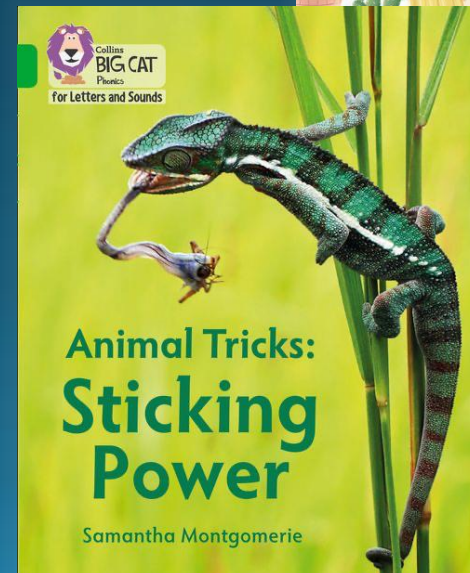
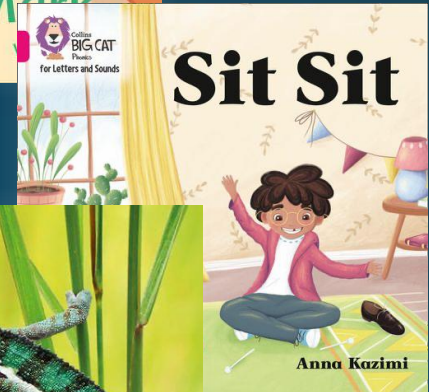
# Reading practice



# 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.



# 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.



# 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>



We assess your child every six weeks to check progress. Any child who needs extra support has daily keep-up sessions planned for them.



# 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.

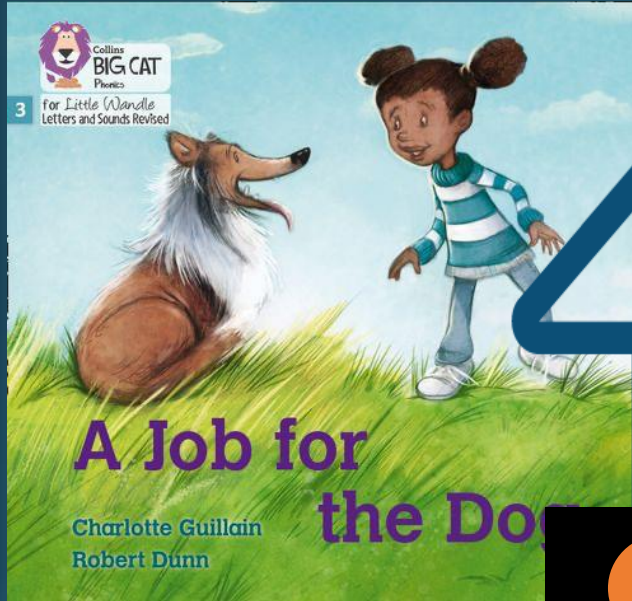


*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

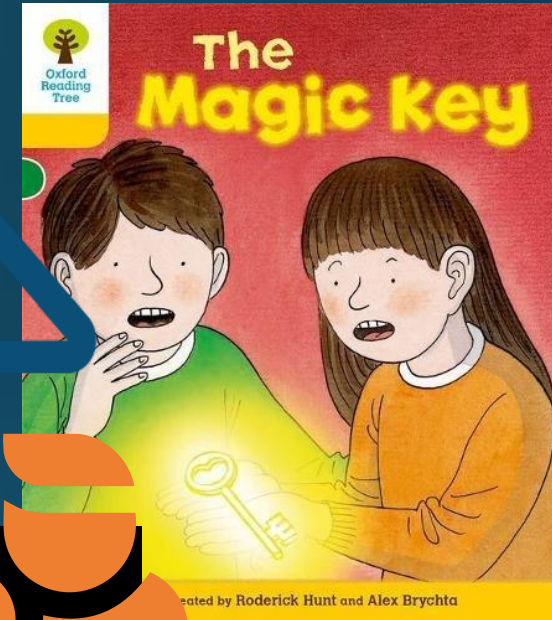
# Books going home

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>

## Little Wandle book



## Sharing book



Reading at home is about sharing the success your child is having reading their Little Wandle book and enjoying their sharing book together.



# Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

Talk about the pictures.

Point to the images in the circles and find them on the page.

Encourage your child to make links from the book to their experiences.

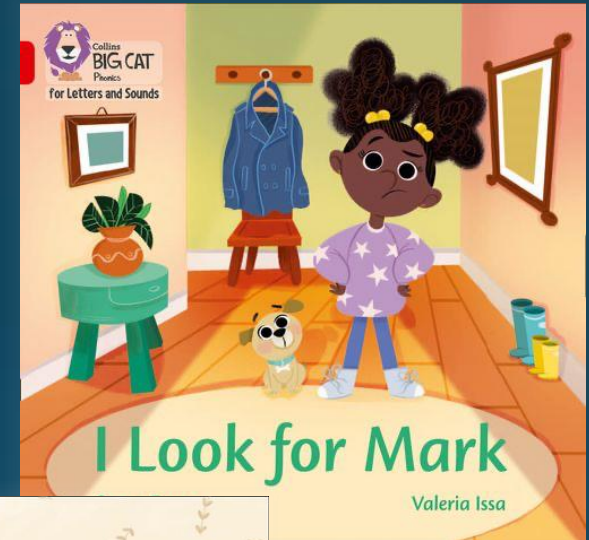


# Listening to your child read their Little Wandle book

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.



# Supporting your child with phonics



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



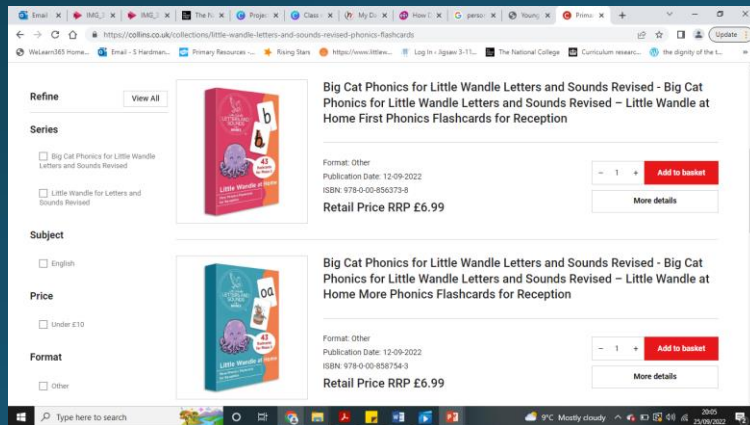
**Phase 2 sounds taught in  
Reception Autumn 2**



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



**How to say Phase 5 sounds**



<https://collins.co.uk/collections/little-wandle-letters-and-sounds-revised-phonics-flashcards>

# Read to your child

The sharing book is for YOU to read:

Make the story sound as exciting as you can by changing your voice.

Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



# Reading at Home – Enjoy!

- Make reading visible; have books easily accessible to your child.
- Share books every day.
- Boys need to see that reading is something men do.
- Talk about books.
- Visit your local library.
- Sit and listen - don't do chores/use technology around the reader!
- Respect choices.
- Read to your child – it doesn't matter about their age, they still love hearing stories read to them.

# Questioning – avoid closed questions that children only respond ‘yes’ or ‘no’ to

DON'T ASK:	DO ASK:
Do you like this book?	What do you like about this book?
Do you like this character?	What do you think of this character?
It's a good story isn't it?	Why do you think this is a good story?
Do you like reading?	What's great about reading?
Do you like this kind of story?	What is it about these stories that you like so much?
Are you good at reading?	Why are you a good reader?

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

Carl Sagan



## Useful websites:

[www.littlewandlelettersandsounds.org.uk/resources/for-parents/](http://www.littlewandlelettersandsounds.org.uk/resources/for-parents/)

<https://www.booktrust.org.uk/>

## Any questions?

Please feel free to look at reading resources that are out on tables.

