

Phonics and Early Reading

Welcome to our meeting

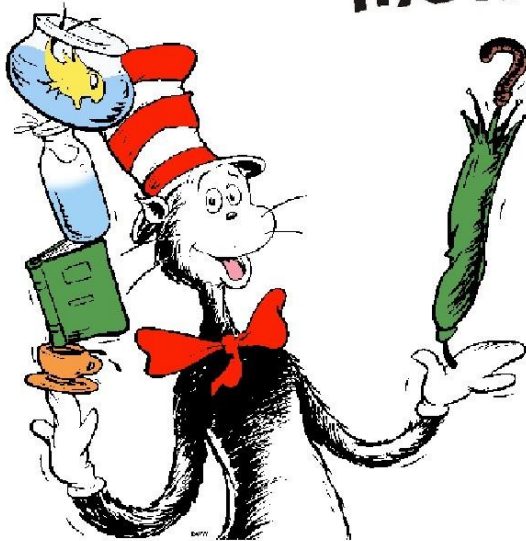
Part 1 - information about how we teach
phonics

Part 2 - information about how we teach
reading

Reading is an essential skill for all curriculum areas
and ultimately improves life chances.

**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**

Dr. Seuss



Sat

pin

What is Phonics?

- Phonics is the way we teach children to read and write.
- It develops phonemic awareness - the ability to hear, recognise and use the sounds within words.
- Learners are also taught the correspondence between sounds (phonemes) and the graphemes (spelling patterns) that represent them.



Phonics
ee ur ow
wh y au

Why Little Wandle letters and sounds?

- Excellent training for all staff to ensure consistency,
- Every aspect of phonics and reading included in a detailed, thorough and
- systematic approach,
- Engaging resources without distracting from the learning,
- Comprehensive system for identifying and supporting children requiring
- extra help and useful support for parents.



How we teach phonics

Daily synthetic phonics sessions following this structure;

- Revisit and review - repeated practice of previously learned sounds and words.
- Teach and practice - A new grapheme/phoneme is introduced.
- Practice and apply - Application of phonics directly to reading or writing a sentence.



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R Au1 extra

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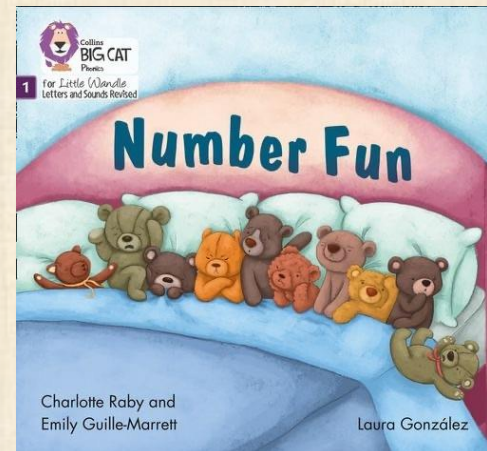
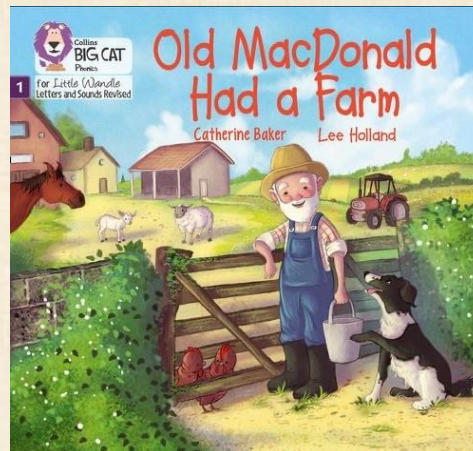
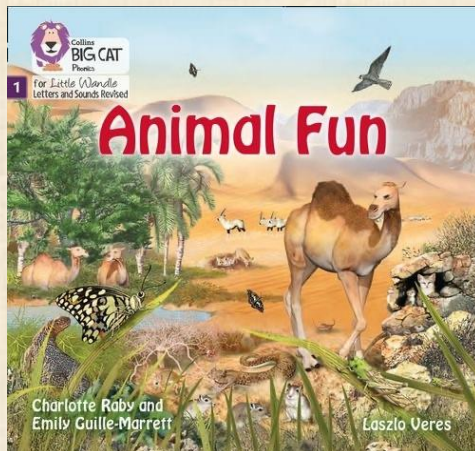
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R Au2

to

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books which develop great language skills and help children practice how to handle books.



Reading

We want children to love reading

Reading should be enjoyable and memorable.



Learning to read should be a positive experience.

We want children to feel positive about books and read for pleasure.

Reading underpins children's access to the curriculum and clearly impacts on their achievement



We teach reading
through a reading
practice session.



What is a reading practice session?

Reading practice sessions are:

- Timetabled and delivered 3 times a week.
- Taught by a trained teacher or learning support assistant/practitioner.
- Taught in small groups.
- Each read begins with some time to review and revisit sounds and words previously learned as well as new vocabulary that might appear in the book.

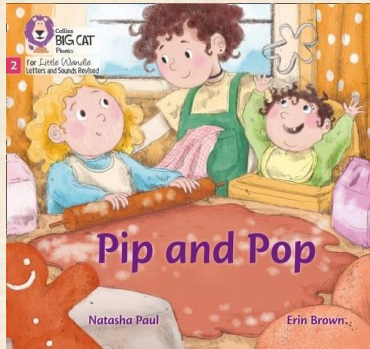
Each lesson has a different focus;

1. Decoding
2. Prosody (intonation, expression)
3. Comprehension

After the 3rd lesson the children will bring their reading book home.

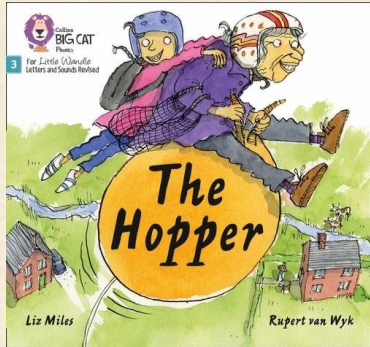
The books that the children read during these sessions have been carefully matched to their developing phonic ability.

How will this work?



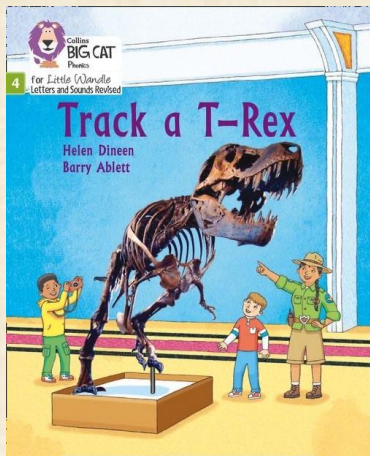
Assess

- Phonic knowledge assessed half termly.



Match

- Assessment used to match children to a book based on their secure phonic knowledge.
- Secure phonics knowledge is at least 95/100 words read fluently.



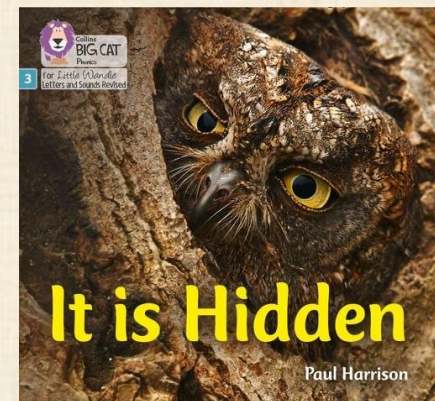
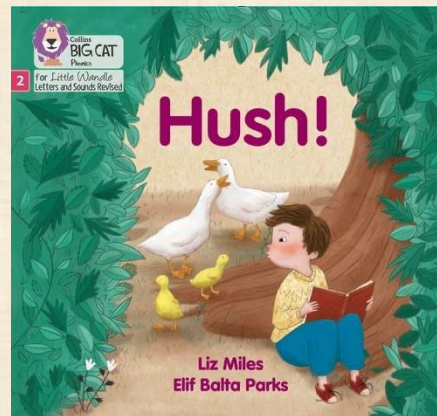
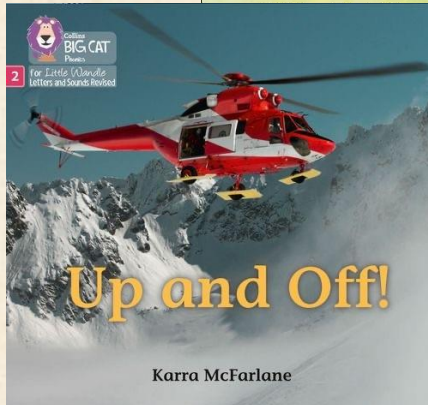
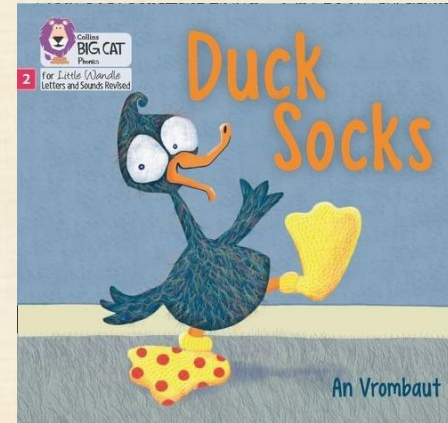
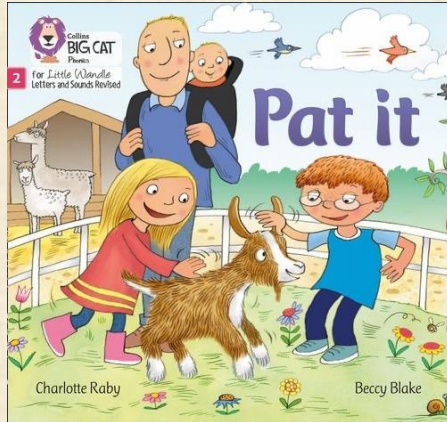
Reading Practice

- Children will learn to read the book in reading practice sessions.
- These will happen 3 times a week in schools that by the time the book comes home the children can read it confidently, fluently and at good pace.

Home reading

- Celebrate, praise, talk about the book with you child.
- Record comments about reading in the reading diary.

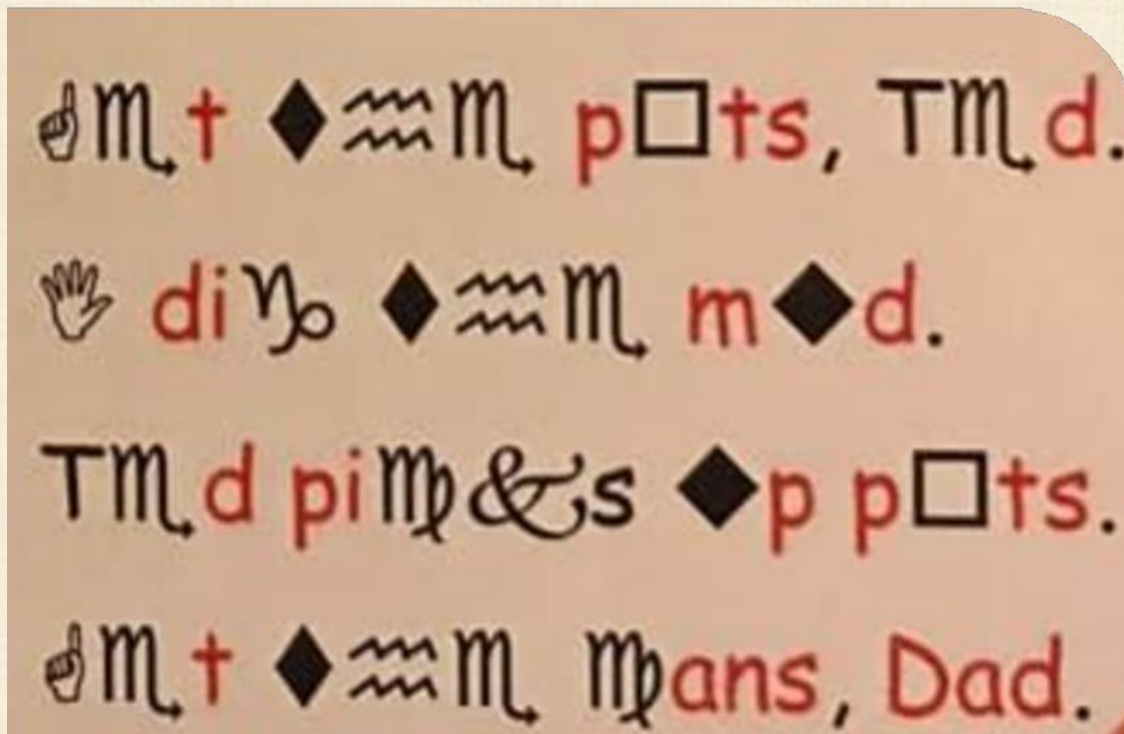
We have invested in over 600 new books from Collins Big Cat which are carefully matched to children's secure phonic knowledge.



Sounds or tricky words the children have not been taught yet will not appear in the books.

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the



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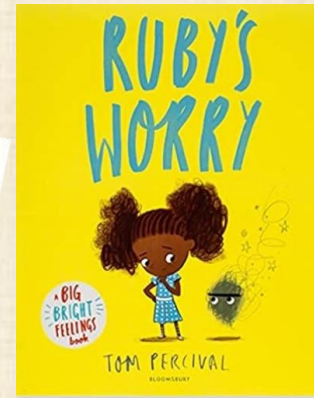
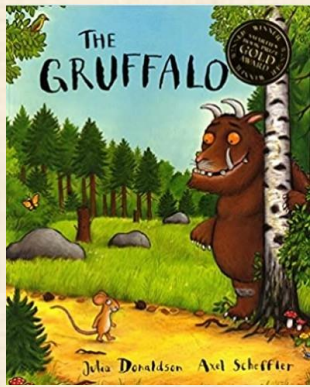
Get the pots, Ted.

I dig the mud.

Ted picks up pots.

Get the cans, Dad.

Share Book



Children will also bring home a 'share book' from the school library each week.

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words

This book is for you to read and share together. We want all our children to have access to good quality books and we want reading to be a fun, memorable and enjoyable experience.

Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

What else can parents do?



Explore the videos and guidance for parents on the Little Wandle parents page.

Support your child to learn the alphabetic code. The overview shows which sounds have been taught each week.

Let your child “show off” their reading to you and celebrate how well they are doing.

Reception	
Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l	New tricky words is I the
Autumn 2 Phase 2 graphemes ff ll ss j v w x y z z gq ch sh th ng nk * words with -i /ai added at the end (hats sits) * words ending -s /z (his) and with -s /z added at the end (bags)	New tricky words put* pull* full* as and has his her go no to into the push* he of we me be
<small>*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.</small>	
Spring 1 Phase 3 graphemes ai ee igh oo oo or or ur ow oi ear air er * words with double letters * longer words	New tricky words was you they my by all are sure pure
Spring 2 Phase 3 graphemes 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 /z and /z at the end	No new tricky words Review all taught so far
Summer 1 Phase 4 Short vowels with adjacent consonants - CVCC CCVC CCVCC CCVCV CCVCC * longer words and compound words * words ending in suffixes -ing, -ed /t/, -ed /d/ /ed/, -est	New tricky words said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCVCC CCV CCVCC * words ending in suffixes -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est * longer words and compound words	No new tricky words Review all taught so far

Thank you for joining us

Questions ???

The Jargon - A Quick Guide

phonics (also known as 'synthetic phonics') - The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds

phoneme - Any one of the 44 sounds which make up words in the English language

grapheme - How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

blending - Putting together the sounds in a word in order to read it, e.g. 'f - r - o - g, frog'

segmenting - Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f - r - o - g'