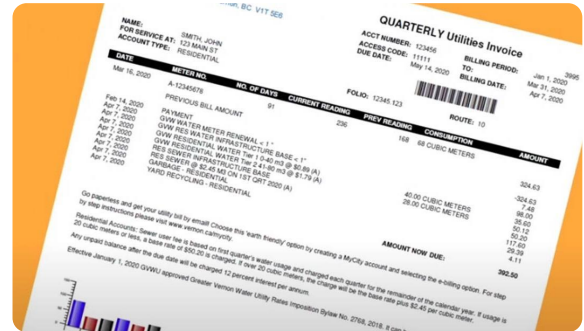


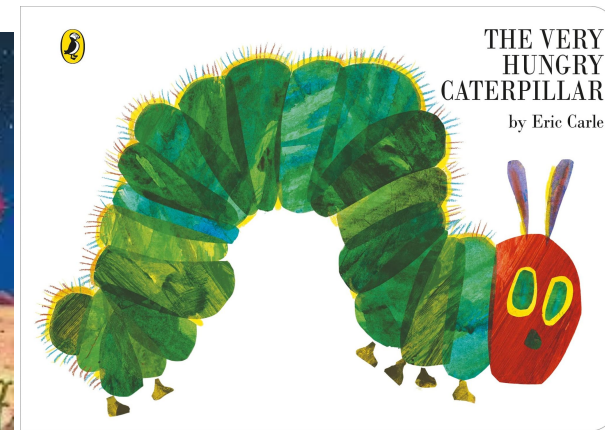
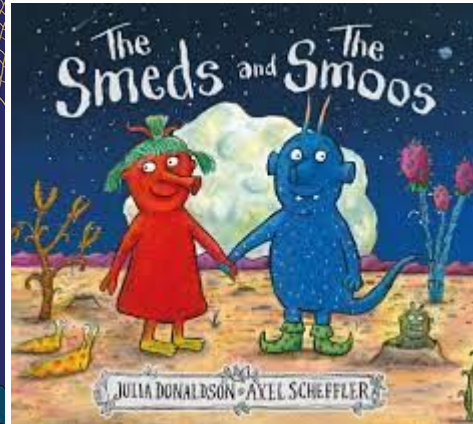
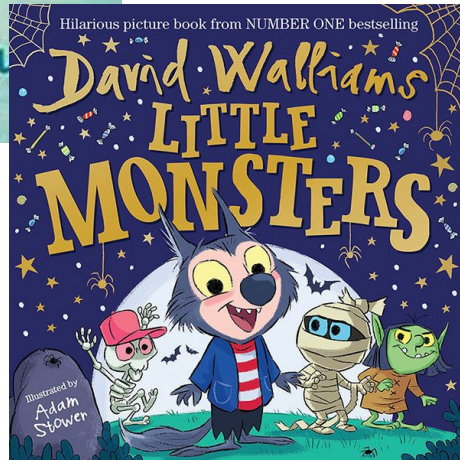
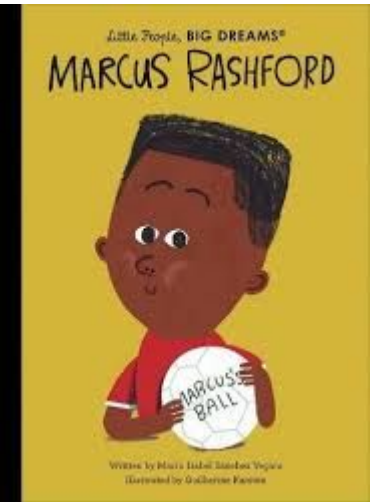
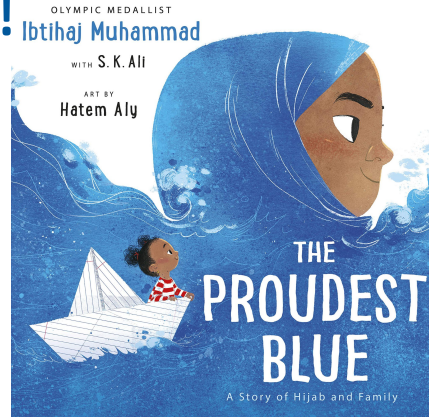
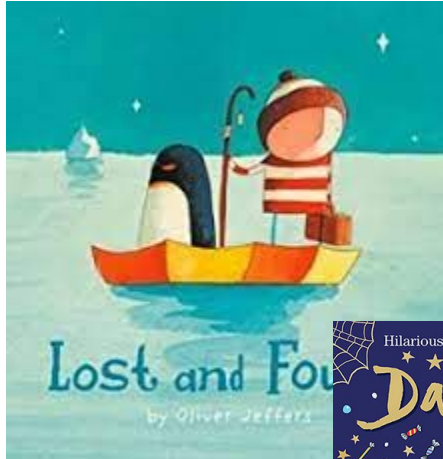
Early Reading and Phonics Meeting

Aims

- To give you an overview of how we teach children to read in school.
- To explain specific vocabulary your children might talk to you about at home.
- To advise what you can do next to help your children to learn how to read at home.
- To signpost you to some useful resources that you can access at home.
- To answer your questions.



We love reading!



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

Blend

Segment

Phoneme

The smallest unit of sound that can be identified in words.



Grapheme

A letter or group of letters used to represent a particular phoneme



In simple terms, a phoneme is sound we hear and a grapheme is what we see written down.

Once children are confident with single letter graphemes...

Digraph

2 letters that
make 1 sound

ll zz oa ai or

Trigraph

3 letters that
make 1 sound

igh air

Blend

Blending is combining individual phonemes into a whole word.

Segment

To identify each of the individual phonemes in a word. This is an important first stage of writing (spelling) a word.










Blending to read words



Teaching order









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 ssssss	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 aaa	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 t t t	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 p p p	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 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	Down the stick, up and over the

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 j j j	All the way down the jellyfish. Dot on its head.
 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.
 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.
 x		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.

How many words can you make?

s a t p i n

at	in	it	an	sat
sit	tap	tan	pat	nap
nip	pip	sin	tin	sip
pin	tip	ant	pan	pit

Segmenting Activity

- Using 'sound buttons' can you say how many phonemes are in each word.
 - shelf
 - dress
 - sprint
 - right

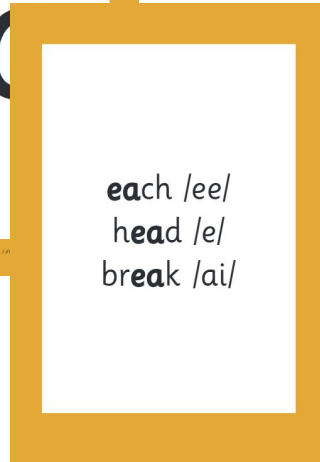
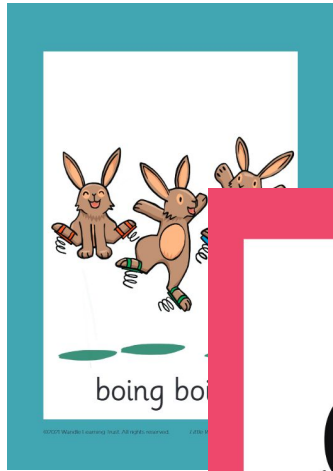
Did you get it right?

- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- right = r - igh - t = 3 phonemes

Phase 3 Phonics

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo
 march in the dark	ar	 born with a horn	or
 curl the fur	ur	 wow owl	ow
 boing boing	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er

How we make learning stick





Reading and spelling

Tricky words



Spelling

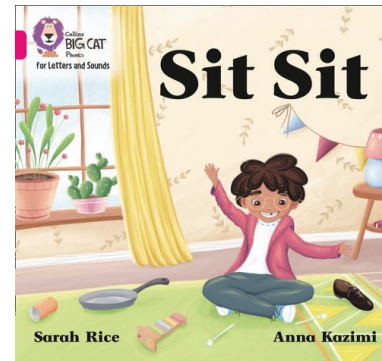
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



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	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

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

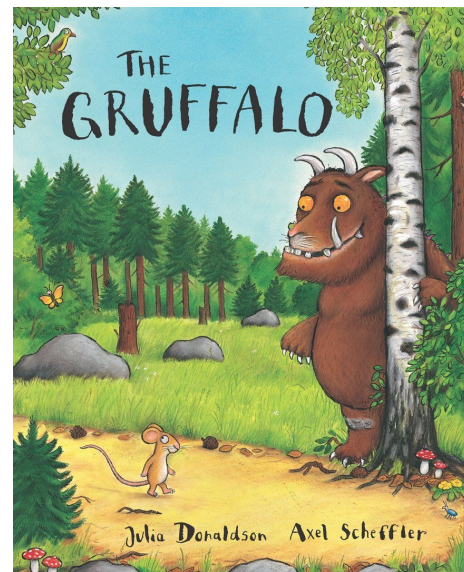
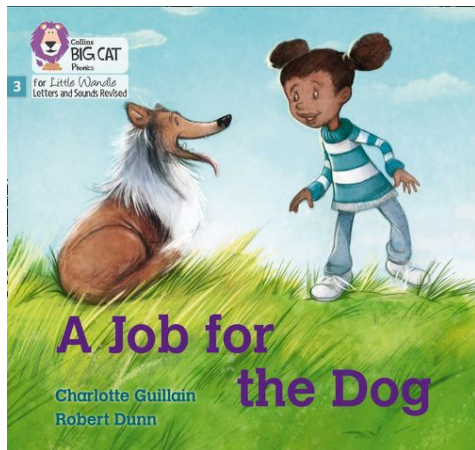
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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



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.



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 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.





“

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

Carl Sagan

”

9th February 2022

Questions from parents/ carers

Q: Have you got enough sharing books for everyone?

A: Yes, we do and we will be getting even more books soon! Our library is being renovated next term and as part of this we have ordered a large collection of new books. We will be restocking our classic story books, as well as buying new releases, non-fiction and diversifying our collection so that all children and families are represented.

9th February 2022

Questions from parents/ carers continued...

Q: How do we use the reading log with the new system?

A: Please use the reading logs to let us know your child has read the books. We would love to hear how they got on too. We will be using it to let you know the titles of the book. You may see less comments from us in the log but please be assured we are using the time to teach and listen to readers more frequently than we did before. As your child has their Spotlight month, we will be making use of the Learning Journal to record reading progress, which is viewable to parents. We will also catch up with you about your child's progress in our parent meetings. As we continue to work on implementing the scheme, we will look to standardise our comments in the log across the 3 classes. For instance, detailing GPCs/ tricky words to practise at home after the assessment points.

9th February 2022

Questions from parents/ carers continued...

Q: Is the Little Wandle phonics scheme connected to the Learning Journals platform?

A: No these are separate programmes. However, we will use the Learning Journals platform to inform you about phonics / reading progress.

Everybody has been given a login to the Learning Journals. Please be aware it gives you very short time to login for the first time so if you have found that your login has expired, please email the school so we can send you a reset email.

9th February 2022

Questions from parents/ carers continued...

Q: Are the Phonics Bug Club phases the same as the Little Wandle phases?

A: The teaching sequence of GPCs is the same. However, there are some minor differences in terms of the Phase. For instance, the GPCs j, v, w, x, y, z, sh, ch, th, ng are now considered to be in Phase 2 instead of Phase 3. Phase 3 starts with the vowel digraphs - ai, ee, igh etc.

We have carefully audited our book stock to match the LW teaching progression.

9th February 2022

Questions from parents/ carers continued...

Q: Is the eBook the same book as they read in their Reading Practice Sessions in school? Which book should they read in the eBook library?

A: Yes, it is. We would like the children to practise the same book as they have been reading school again with you at home. A chance to show off their skills and book knowledge!

9th February 2022

Questions from parents/ carers continued...

Q: When will the 3 books be changed?

A: Every week but on different days according to your child's class. Please ask you child's class teacher for details of the book change day.

9th February 2022

Questions from parents/ carers continued...

Q: The writing progress seems to be slower than the reading progress. Will the programme be teaching writing?

A: It is natural for reading progress to be ahead of writing progress. To be able to write depends on other factors, such as fine motor skills, the ability to hold writing implements correctly and to form letters. We do teach spelling as part of the phonics lesson. They use whiteboards and pens to spell words in the lesson. This sits separately to handwriting sessions where they will learn to form letters correctly. You can help with this at home by using the formation phrases on the Little Wandle parent page. We also do a weekly writing task, which is linked to the topic. They will be using their phonics skills to segment words. We use grapheme mats and tricky word displays to support them but we never ask the children to copy our writing. In Reception, we want them to use their phonics skills to write. We expect phonetically plausible writing so it doesn't matter if words are not spelt correctly.