

Phonics Presentation



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)

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.



Establishing Phonological Awareness

- ▶ Being able to tune in to certain sounds - using games like Bertha the bus, name game, what's in the box.
- ▶ Syllable clapping - breaking words down into syllables.
- ▶ Oral blending - blend from the box.
- ▶ Rhymes and rhyming words - odd one out, rhyming strings.



Which word rhymes?



Odd one out



Phonics is:

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

It sounds complicated but it really isn't!

Terminology

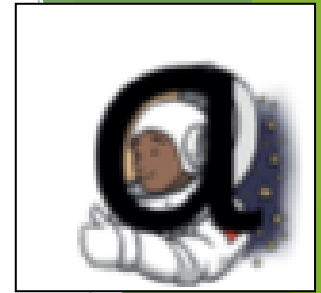
Phoneme	The sound a letter (grapheme) makes
Grapheme	How a sound looks when written down
Digraph	Two letters that make one sound
Trigraph	Three letters that make one sound
Split vowel digraph	Two letters that make one that are not next to each other
Blend	Squeezing the phonemes together to make a word
Segment	Separating a word into phonemes

Teaching sequence

- ▶ *We usually teach four new sounds a week and have a review lesson on a Friday.*
- ▶ *The day after a new sound is taught, we practice writing it and a copy of the sound is sent home in your child's bookbag.*
- ▶ *You can practice writing the sound with your child on the sheet or in a multi-sensory way e.g.*
 - *In sand/flour or mud*
 - *With paint*
 - *In the air*
 - *Or you could make a treasure hunt of the sounds we have learned around your house!*



- ▶ *Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'.*
- ▶ *This helps the children recognise and remember the graphemes.*
- ▶ *Every time we teach a new sound, we also listen to or read words during the phonics lesson that contain that new sound so that the children practise what they have learned.*
- ▶ *We then go on to reading a sentence containing some of those words in the Spring Term.*



Round the astronaut's helmet and down into space

How we say our sounds

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

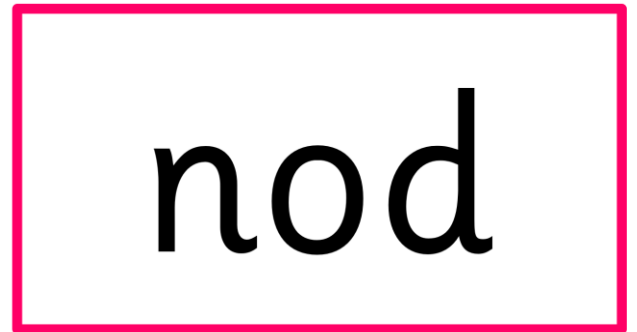
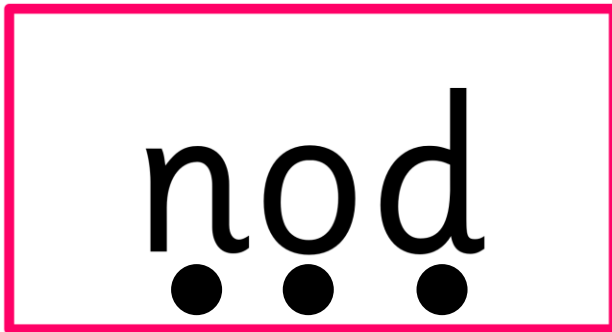
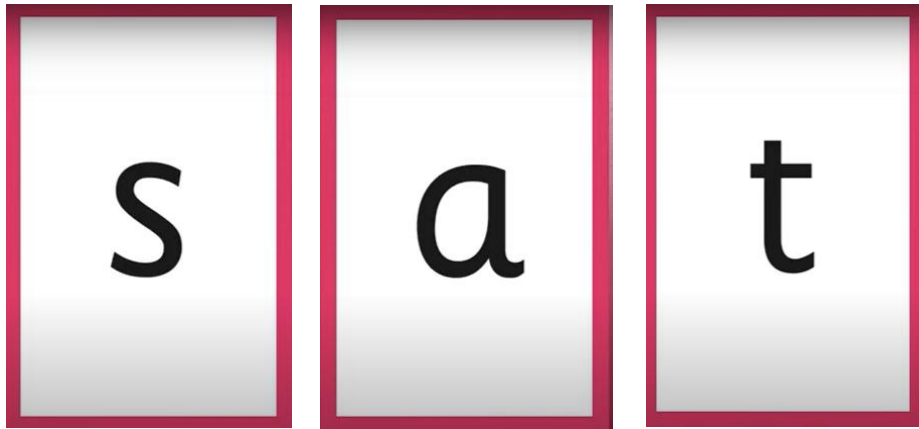


How we learn a new GPC



How we blend

- ▶ Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, we can give you some ideas of ways to help at home - playing blending games at home is so helpful!



Fluency when blending

Children should be encouraged to be reading fluently as early as Phase 2. All children reading Phase 4 should be reading fluently.

You can encourage fluency initially by asking children to whisper sounds.

The next stage would be to silently make the mouth shapes.


A third stage could be to nod along as you sound each word in their head.

twists

streets

Tricky words

In this word the e is being tricky and making an ee sound



we



to

In this word the o is being tricky and making an oo sound

Spelling - segmenting fingers

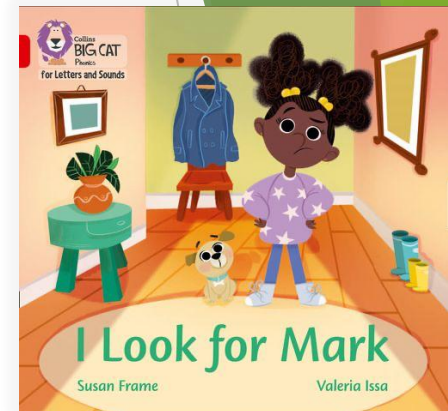
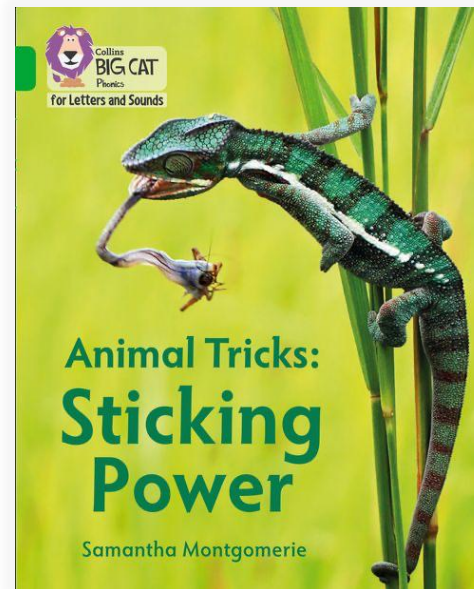
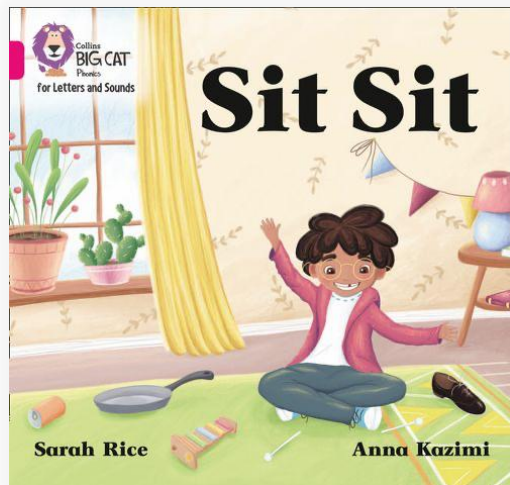
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we teach reading in books?

Reading practice sessions are:

- ▶ Timetabled on a Tuesday, Wednesday and Thursday
- ▶ taught by a trained teacher/teaching assistant
- ▶ taught in small groups.



We use assessment to match your child the right level of book

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

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 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.



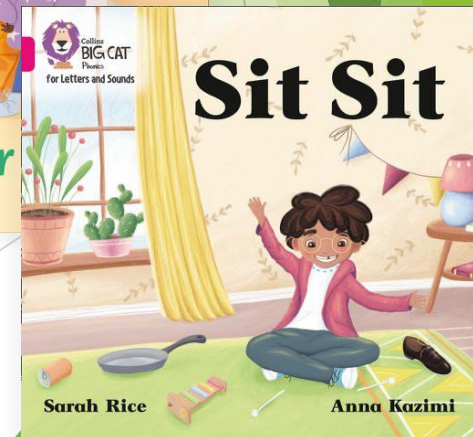
Reading a book at the right level

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.

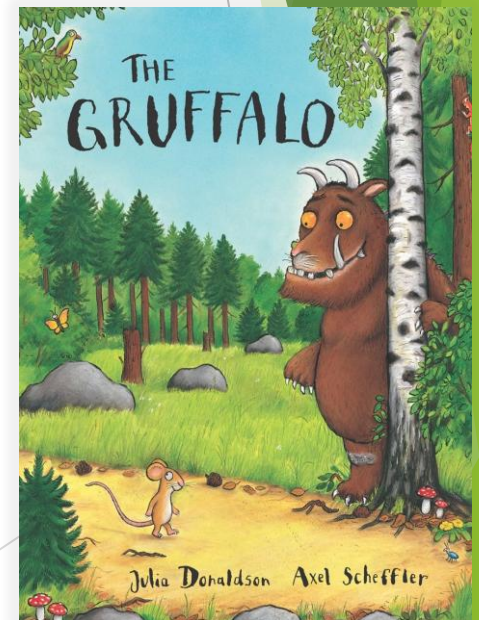
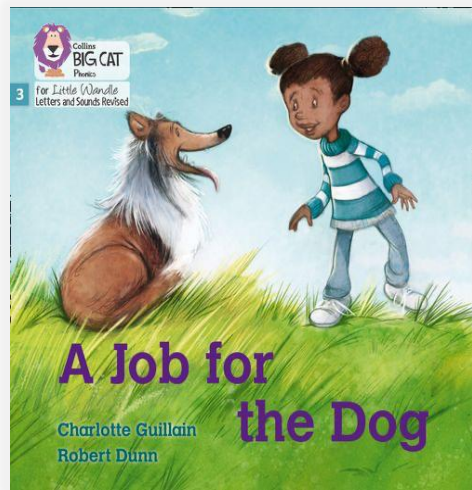
Listening to your child read their phonics book

- ▶ 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.



Books going home - Reading Practice Groups and Library Books

- ▶ Monday- new reading book
- ▶ Wednesday- change library book
- ▶ Thursday- new reading scheme book



Read to your child

The library 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.

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.

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

What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words of phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!

Reading Raffle Tickets



Everybody
read!

► What are we hoping to achieve?

- To raise the profile of reading at GPNS.
- To increase the number of children who engage with reading outside of school.
- To create a ‘love of reading’ that goes beyond their time at GPNS.

► How does it work?

- Read with your child at least three times a week and record it in their home-link book either on the sticker or in the book.
- Every Friday, the children who have read at least three times that week will receive a raffle ticket and be entered into a prize draw.
- At celebration assembly, one raffle ticket will be drawn out and the winning child will receive a brand-new book to keep!

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

Carl Sagan

Thank you!

Little Wandle GPC cards are available on Amazon.

Phase 2 (Autumn Term)

Little Wandle at Home First Phonics Flashcards for Reception : Wandle Learning Trust and Little Sutton

Primary School: Amazon.co.uk: Books

Phase 3 (Spring Term)

Little Wandle at Home More Phonics Flashcards for Reception: Amazon.co.uk: Wandle Learning Trust and

Little Sutton Primary School: 9780008587543: Books