



# Phonics, reading and writing

# New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with



[littlewandlelettersandsounds.org.uk](http://littlewandlelettersandsounds.org.uk)

## Why Little Wandle?

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.

# Phonics

Word	Definition
Phoneme	The sound
Grapheme	The letter representing the sounds
Diagraph	Two letters making one sound e.g. sh in sh-i-p/
Trigraph	Three letters making one sound e.g. igh in n-igh-t.
Blending	The process of using phonics for reading. Children identify the phonemes and put them together in order to read a word.
Segmenting	The process of using phonics for writing. The children listen to the whole word and break it down into its phonemes.

s



t



n



d



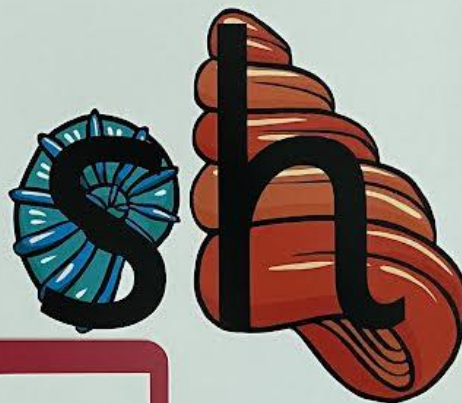


th

ss

ck

ng



ch

sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book



R Au1 extra

map

R Au1 extra

nip

R Au1 extra

sat

R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .



R Au2

go

R Au1

the

R Au1

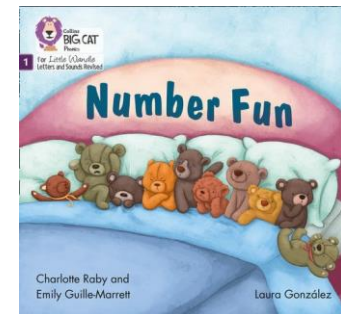
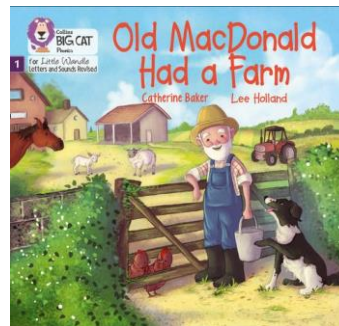
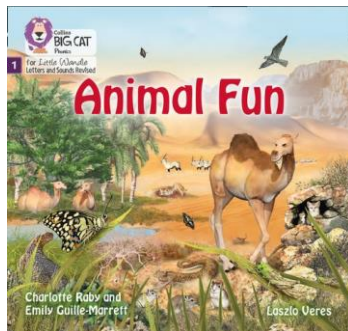
is

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 will have wordless books which develop great language skills and teaches children the layout of books and how to handle books.



# Reading

We want children to love reading

Learning to read should be a positive experience

Reading should be enjoyable

We want children to read for pleasure

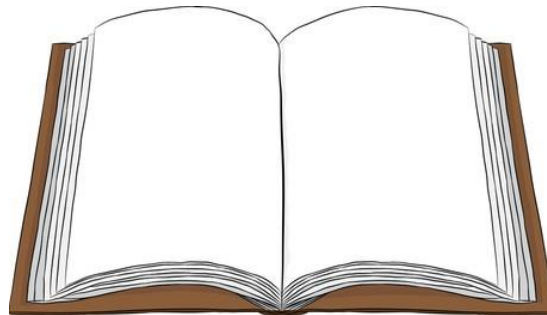


Reading underpins children's access to the curriculum and clearly impacts on their achievement

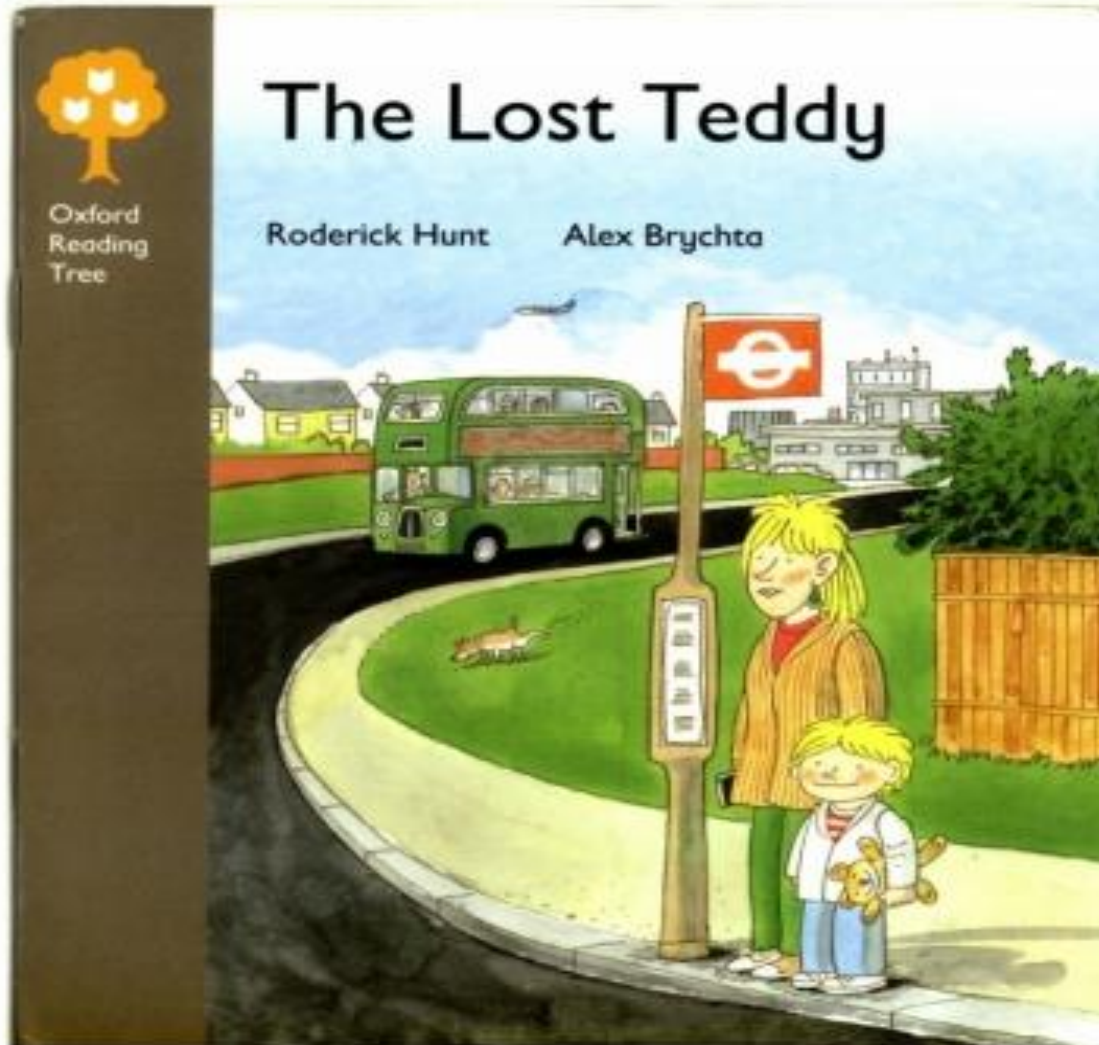


# Reading

- There are three aspects of reading.....
  1. Word Reading
  2. Prosody (intonation/ voices)
  3. Comprehension
    - Retelling the story
    - Predictions
    - Inference (feelings and actions of characters)



# Sharing a book with your child



Look at the front cover...

What can you see?

Who can you see?

Where are they?

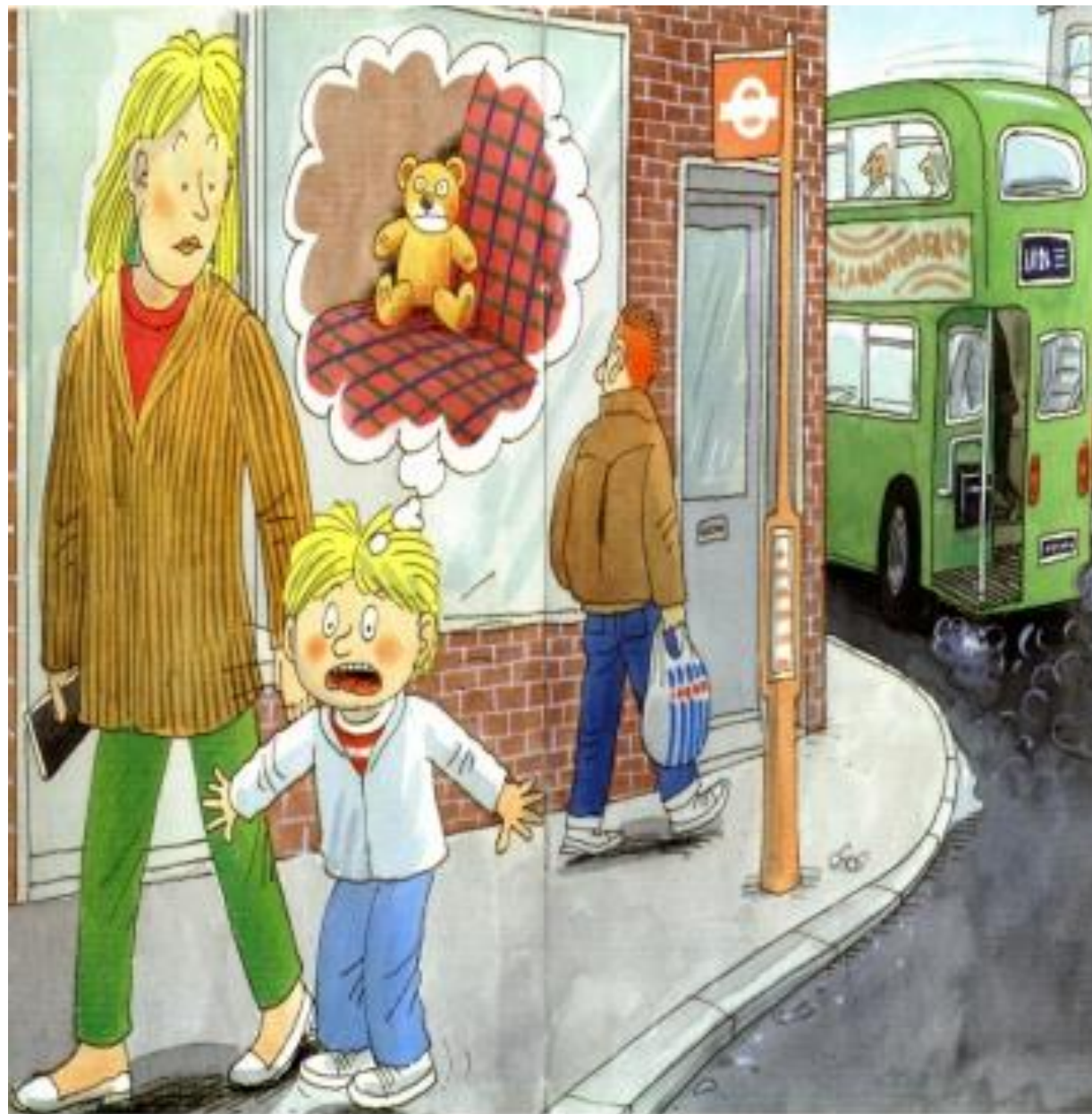
Where do you think they are going?

Where do you think Biff and Chip are?

Read the title....

What does lost mean?

Have you lost anything before?



What can you see?

What is happening?

Where do you think teddy is?

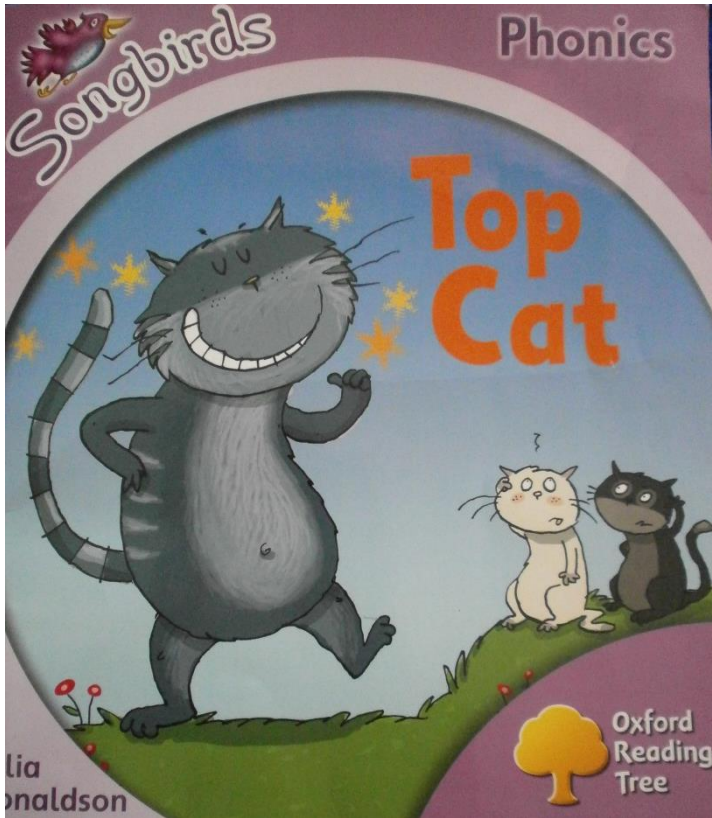
How did he get there?

How is Kipper feeling?

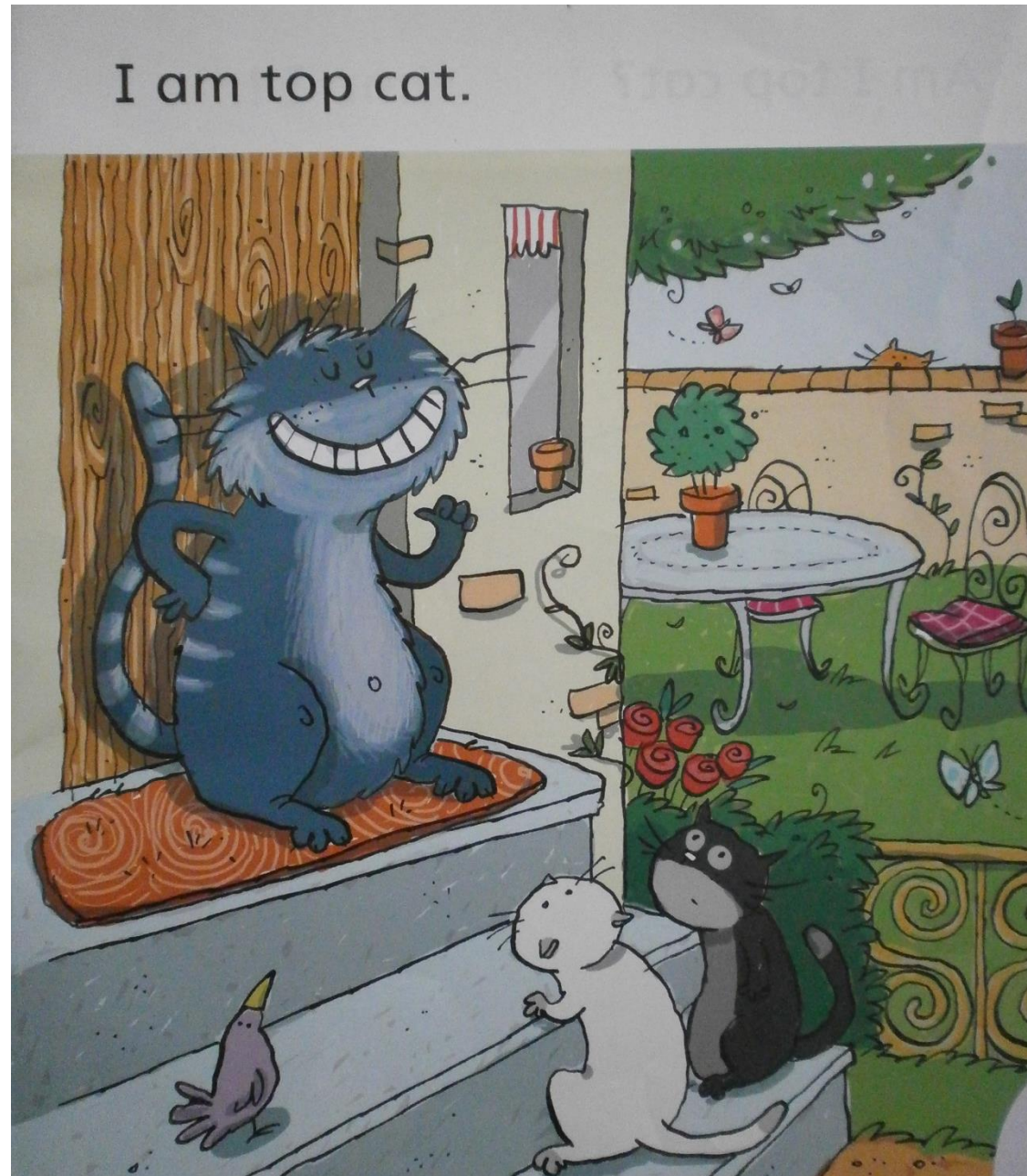
What do you think Mummy will do next?

Have you been upset before?





1. Word Reading
2. Prosody
3. Comprehension



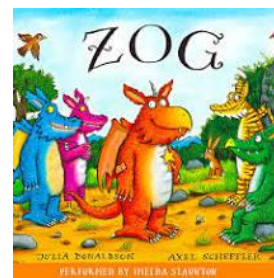
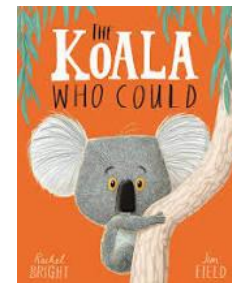
# Sharing Book

Children will also bring home a 'sharing book' from our school library each week.

To become lifelong readers, it is essential that they read for pleasure.

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.

Enjoy the book together and foster a love of reading "pair and share".








## 40 Possible Reception Reads



 Owl Babies Martin Waddell	 A bit lost Chris Houghton	 Handa's Surprise Ellen Browne	 Oh no, George! Chris Houghton
 Not now, Bernard David McKee	 The Tiger who came to tea Judith Kerr	 Dinner David McKee	 The very hungry caterpillar Eric Carle
 We're going on a bear hunt Michael Rosen	 We're going on a lion hunt David Aspell	 Astro Girl Kim Wilson-Max	 Jabari Jumps Gale Carrivick
 You can't take an elephant on the bus Patricia Cleveland-Peck and David Zippori	 Would you rather... John Burt Foster	 You Choose Nick Sharratt and Pippa Goodhart	 Ruby's Worry Tom Percival
 The Lion Inside Rachel Bright and Jim Field	 Ravi's Roar Tom Percival	 I say ooh you say John Kane	 Dave's Cave Emma Preston-Cannon



## 40 Possible Reception Reads

 Kaya's Heart song Dina Thian Sanders and Nerina Card	 The Pterosaur's Neck Adam Smith, Jonathan Emmett et al	 Lulu and Peppu Wendy Mott	 Farmer Duck Martin Waddell
 Leaf Man Lois Ehlert	 Pumpkin Soup Helen Cooper	 The Gruffalo Julia Donaldson	 Little Red and the very hungry lion Alex T. Smith
 My Hair Hannah Lee	 Star in the Jar Sam Hay	 Oi Frog! Lois Ehlert	 Not a Box Antoinette Portis
 Pink is for boys Robb Pearlman	 The pirates next door John Burt Foster	 What Happened to you? James Cuthipole	 The runaway pea Gertie Fockitt
 Odd dog out Rob Biddulph	 Look up! Nathan Bryson	 Omar, the bees and me Helen Mortimer	 Princess Smartypants Barbara Cole





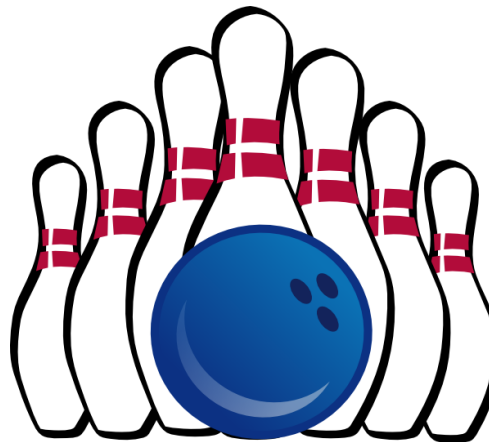
Before children can write they need to be physically ready!



# Gross motor skills



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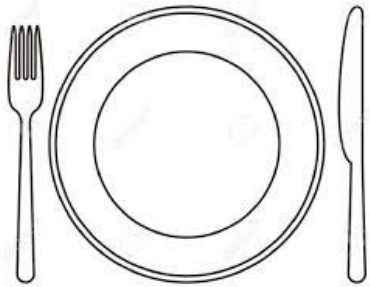
# Fine motor skills

- ❖ Young children need to develop the muscles in their fingers before they can hold a pencil properly.





# Fine motor skills



We need many skills for writing and these are broken down into smaller

# Pencil Grasp Development

*Stay At Home Educator*

Cylindrical Grasp 1-1/2 years



Digital Grasp 2-3 years



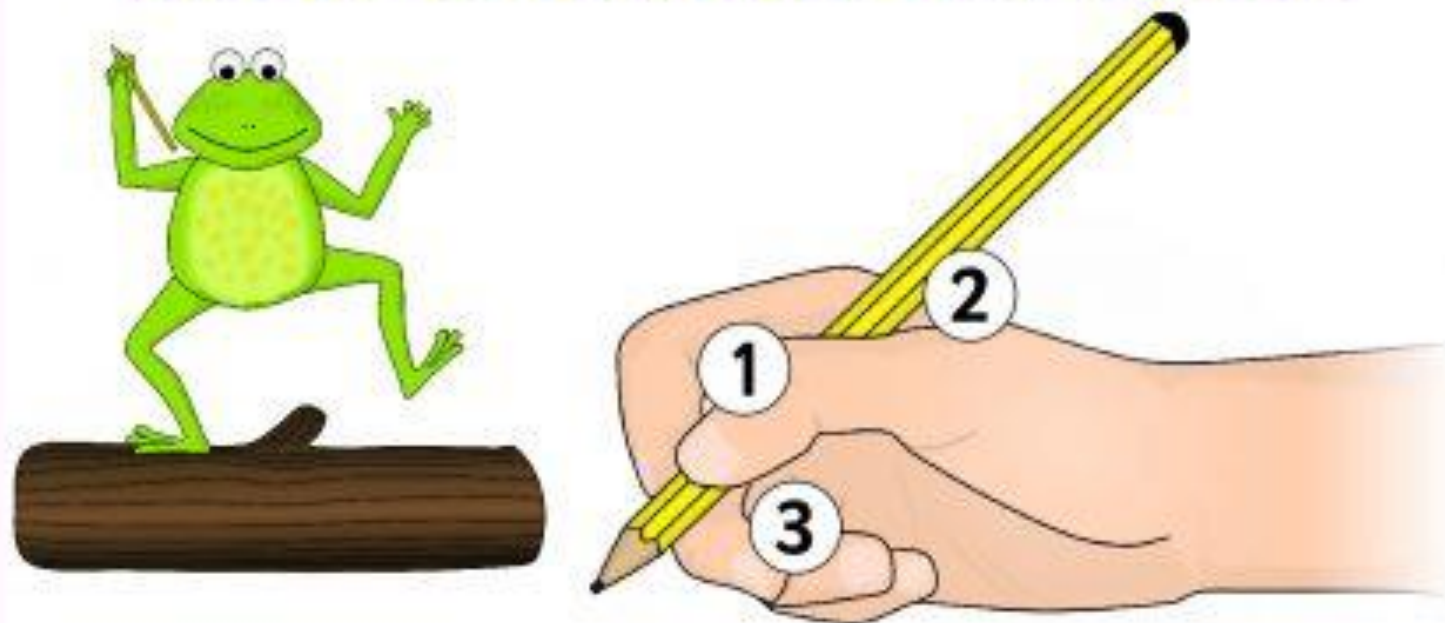
Modified Tripod Grasp 3 1/2-4 years



Tripod Grasp 4 1/2-7 years

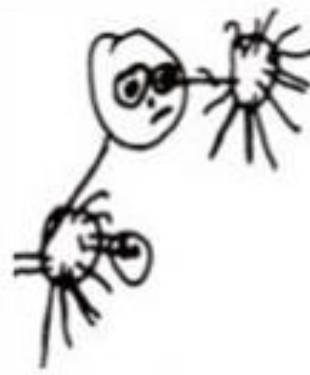




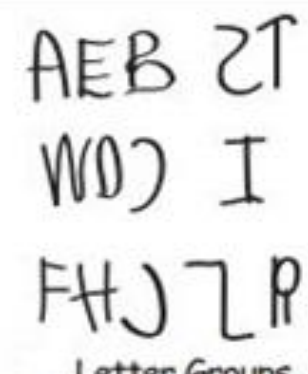


# How to Hold a Pencil



1. Put two frog legs just above the cone shaped part of the pencil.
2. Let the pencil lie across the frog's back.
3. Then put the log under the frog.



			
<p>Pictures</p>	<p>Random Scribbling</p>	<p>Scribble Writing (Written in linear fashion to mimic real writing.)</p>	<p>Symbols That Represent Letters</p>
		<p>Thehcanr (The horse can run.)</p>	<p>We wn to the s (We went to the store.)</p>
<p>Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	<p>Letter Groups (The groups have spaces in between to resemble words.)</p>	<p>Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>
			<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p>
			<p>Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

## Writing Development

Every child develops at a different rate and teachers will skilfully support them in their next stage of development.

# Writing at home

- ❖ Praise your child for 'play writing'.
- ❖ Write with your child- 'think out loud'
- ❖ Spellings- phonetically spelt.
- ❖ Encourage correct formation of letters and lowercase
- ❖ Give your child a **purpose** for writing:

Send an email to family



Write a birthday card

Writing labels



Treasure maps



writing a shopping list

# Make writing fun!





# Thank you for coming

Please can you fill in  
our parent  
questionnaire using  
this QR code

