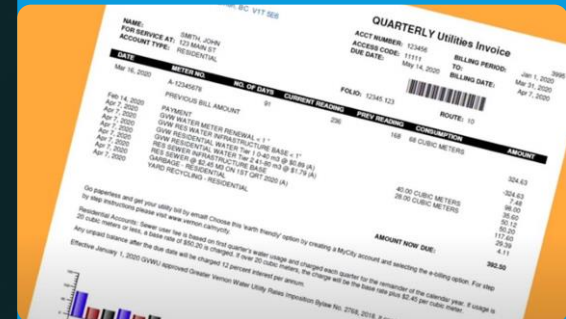
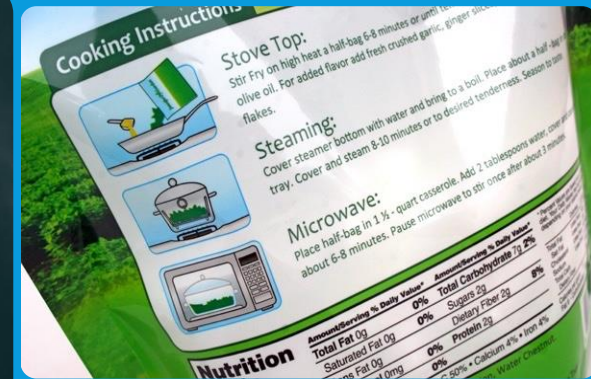


WELCOME TO RECEPTION'S READING AND PHONICS WORKSHOP



How many times have you already read today?



“

**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

Phonics and Early Reading

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading

Part 3 – supporting at home

Phonics

What is Phonics?















- Phonics is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language

Did you know?

The English language has:-

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds



						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air

New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics

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

Useful support for parents.

Terminology

You may hear your children say....

-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.

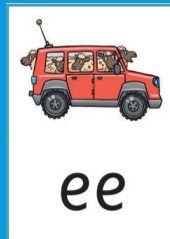
-grapheme – How a phoneme is written down

-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 sounds in order to spell them, e.g. 'frog, f – r – o – g''

-digraph- 2 letters making one sound

-trigraph- 3 letters making one sound



How we teach phonics

Daily sessions

Specific order of teaching

Synthetic phonics

m-u-s-t

Correct pronunciation is vital

Repeated practice

Revisit previously taught sounds at
start of each lesson

Practice makes
permanent

Teaching Order














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 ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 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.
 	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 box	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.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

s



t



n



d

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

— — .

Pronunciation



d

Pronunciation



Reading



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

How many phonemes are in the following words?

Words
top
shower
bird
high
fish
scan

How many phonemes are in the following words?

Words
top
shower
bird
high
fish
scan

Words
t-o-p
sh-ow-er
b-ir-d
h-igh
f-i-sh
s-c-a-n

R Au2

go

R Au1

the

R Au1

is

R Au2

to

Tricky words



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

Which part of the word is tricky?

Words
is
go
to
put
was
be

Words
is
go
to
put
was
be

Phonics Homework

Little Wandle - Letters and Sounds Reception Phonics Home Learning



Phase 2 - Autumn 1 Week 1
Focus - Phonemes s / a / t / p

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -



Pronunciation Phrase - s

Show your teeth and let the s hiss out **sssss**



Pronunciation Phrase - a

Open your mouth wide and make the **a** sound at the back of your mouth **a a**



Pronunciation Phrase - t

Open your lips; put the tip of your tongue behind your teeth and press **ttt**



Pronunciation Phrase - p

Bring your lips together, push them open and say **p p**

We will be orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the word?

s - a - t

t - a - p

s - a - p

p - a - t

a - t

Spelling

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



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)



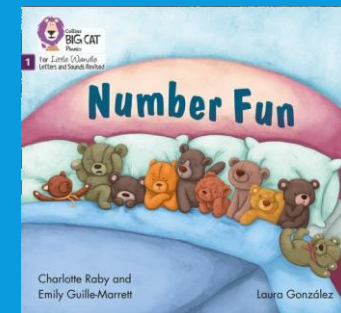
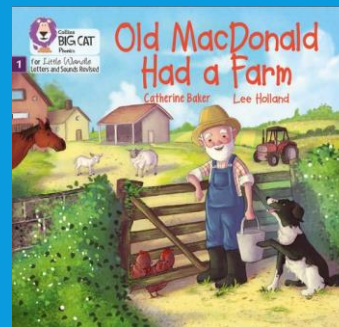
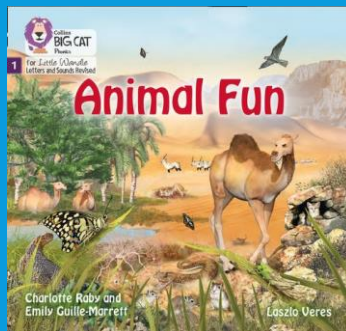
When children take their book home to read they should be 95% fluent.

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

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 with words.

Prior to this they will have wordless books which develop great language skills and teach children the layout of books and how to handle books.

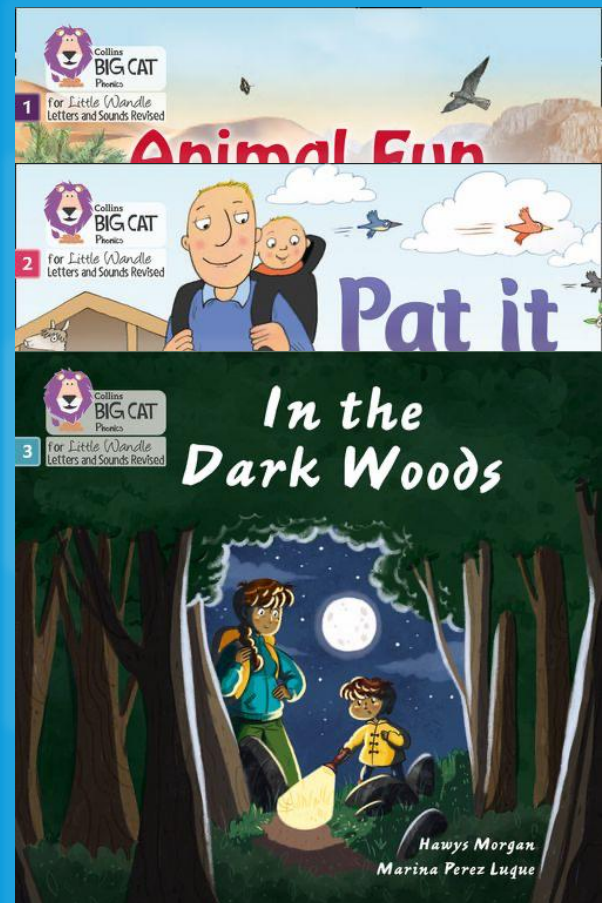


We use assessment to match your child the right level of book

Little Wandle Letters and Sounds Revised Reception Child assessment

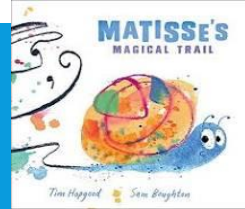
Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l



Supporting your child at home

Children will also bring home a 'reading for pleasure book' from our school library each week.

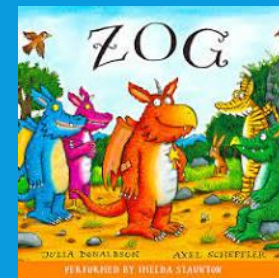


To become lifelong readers, it is essential that they read for pleasure

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.

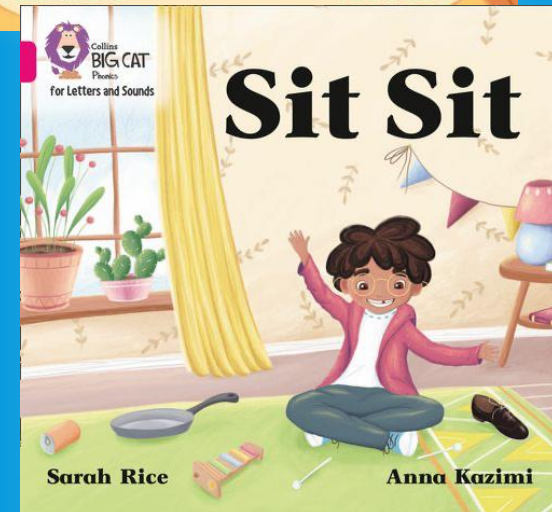
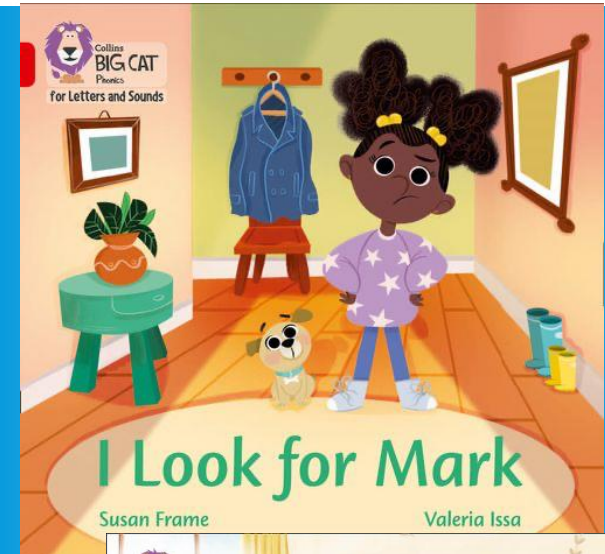


Enjoy the book together and foster a love of reading



Supporting your child at home

- Your child should be able to decode their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.
- We ask parents to read 4 times a week with their children.
- Record reads on the Boom Readers app.



Supporting your child at home



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



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



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

Please look at the Little Wandle videos and guidance for parents

Supporting your child at home

The shared book is for YOU to read:

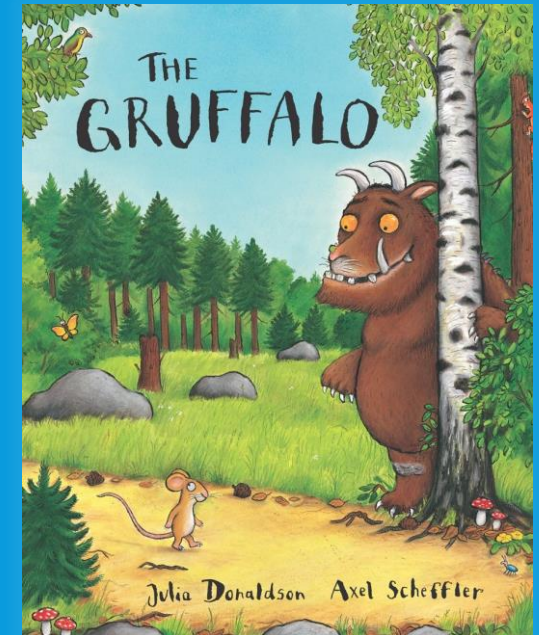
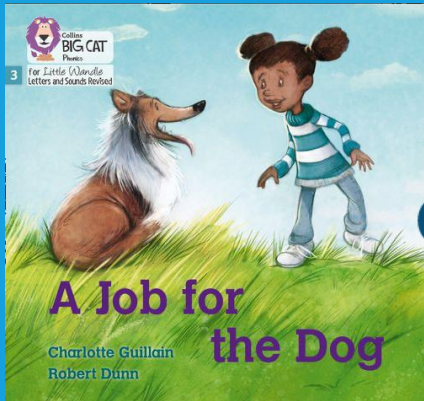
Make the story sound as exciting as you can by changing your voice.

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.



Books going home



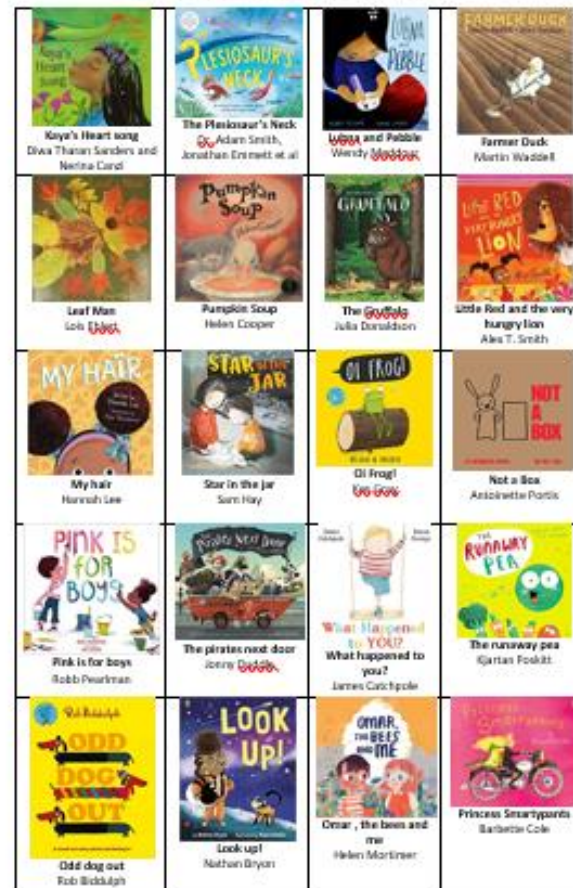
Supporting your child at home



40 Possible Reception Reads



40 Possible Reception Reads



Supporting your child at home

Websites for Phonics games:

Phonics Play - <https://www.phonicsplay.co.uk/>

Phonic Bloom - <https://www.phonicsbloom.com/>

Topmarks - <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Teach Your Monster to Read - [Teach Your Monster: Free Phonics, Reading and Mathematics Games](#)

Thank you for coming

