

# WELCOME TO RECEPTION'S READING AND PHONICS WORKSHOP



# How many times have you already read today?



QUARTERLY Utilities Invoice

NAME: SMITH, JOHN  
FOR SERVICE AT: 123 MAIN ST  
ACCOUNT TYPE: RESIDENTIAL

ACCT NUMBER: 123456  
ACCESS CODE: 11111  
DUPLICATE: 12345

BILLING PERIOD: Jun 1, 2020 - Aug 7, 2020  
BILLING DATE: May 31, 2020  
DUE DATE: May 14, 2020

DATE: MAY 14, 2020  
METER NO: A-12345678  
NO OF DATE: 226  
CONTRIBUT READING: 188  
PREVIOUS BILL AMOUNT: \$1

DATE	DESCRIPTION	UNIT	AMOUNT
Feb 14, 2020	PAYMENT		-\$1
Apr 7, 2020	GWV WATER METER RENEWAL - 1"		\$24.63
Apr 7, 2020	GWV RES INFRASTRUCTURE BASE - 1"		\$6.00
Apr 7, 2020	GWV RESIDENTIAL WATER - 1" @ \$9.00 @ 20 CUBIC FT	20	\$180.00
Apr 7, 2020	GWV SEWER INFRASTRUCTURE BASE - 1"		\$6.00
Apr 7, 2020	GWV SEWER INFRASTRUCTURE BASE - 1" @ \$1.74 @ 100 CUBIC FT	100	\$174.00
Apr 7, 2020	GWV SEWER WATER - 1" @ \$1.74 @ 100 CUBIC FT	100	\$174.00
Apr 7, 2020	GWV RECYCLED RESIDENTIAL		\$11
Apr 7, 2020	GWV RESIDENTIAL		\$22.50

Go paperless and get your utility bill by email! Choose this with biweekly option by creating a MyCity account and selecting the e-billing option. For also try help instructions please visit www.cityofcolumbus.com

Specialized Accounts: Sewer water fee is based on their water & sewer usage and charged each quarter for the remainder of the calendar year. For also 20 cubic meters of water. A base rate of \$60.00 is charged. From 20-5000 Gallons, the charge will be the base rate plus \$2.43 per cubic meter.

Any unpaid balance after the due date will be charged 12 percent interest per annum.

Effective January 1, 2020 (GWV) Approved Greater Columbus Water Utility Rates Resolution Bylaw No. 0716, 2016, § 0716



“

**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

What is this word?

ghryt

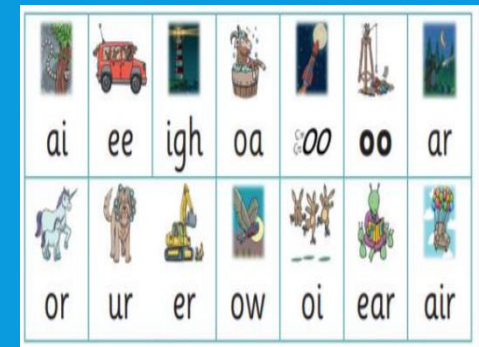
fright

'f' as in rough, r, 'i' as in my, 't' as in station

# Did you know?

The English language has:-

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



# New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics

[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

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.

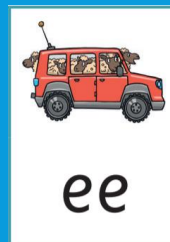
'f – r – o – g, frog'

-**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
 s	 snake	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	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 <b>a a a</b>	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 <b>t t t</b>	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 <b>p p p</b>	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 <b>i i i</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.

## 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 <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	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 <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y		Smile, tongue to the top of your mouth say <b>y</b> without	Down and round the yo-yo, then follow the string sound

# Pronunciation



d

# Pronunciation



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

— — •

# Reading



# 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



# 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 **t t t**



#### 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

We want children to love reading

Reading should be enjoyable

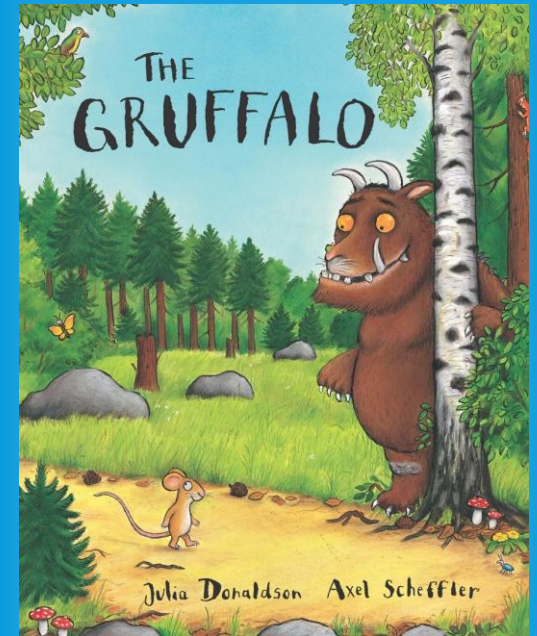
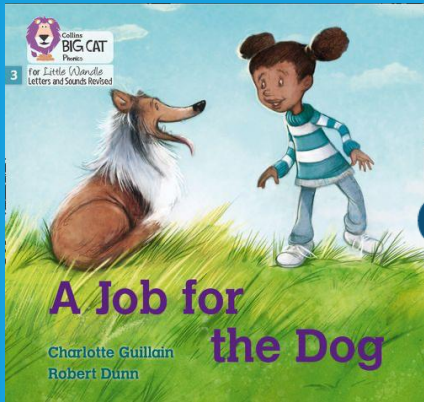


Learning to read should be a positive experience

We want children to read for pleasure and be life long readers

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

# Books going home



# 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)

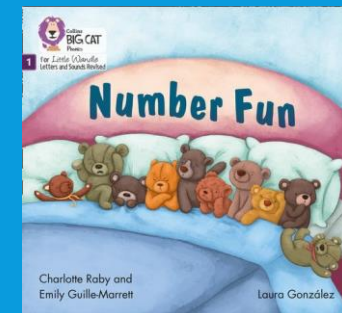
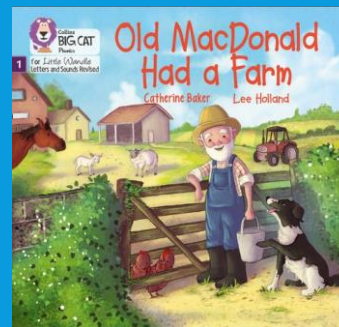
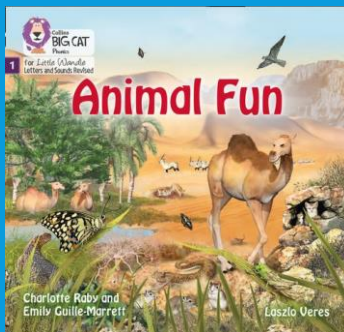


When children take their book home to read they should be 95% fluent. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

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.

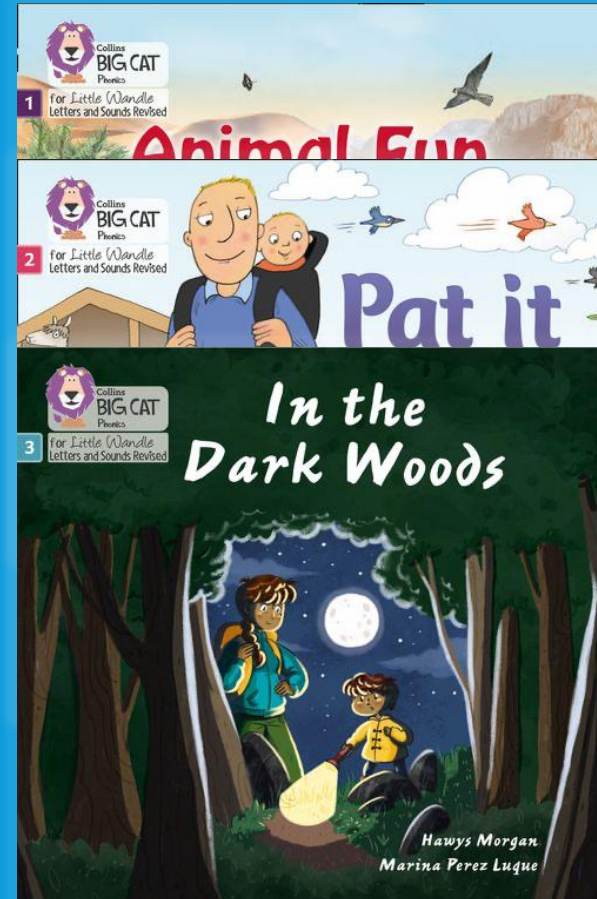


# We use assessment to match your child the right level of book

## Little Wandle Letters and Sounds Revised Reception Child assessment

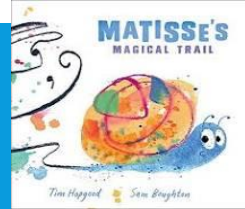
### Autumn 1

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.

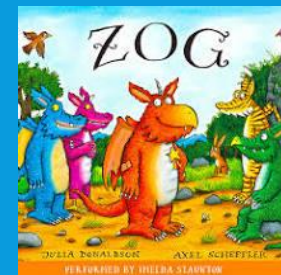


To become lifelong readers, it is essential that they read for pleasure



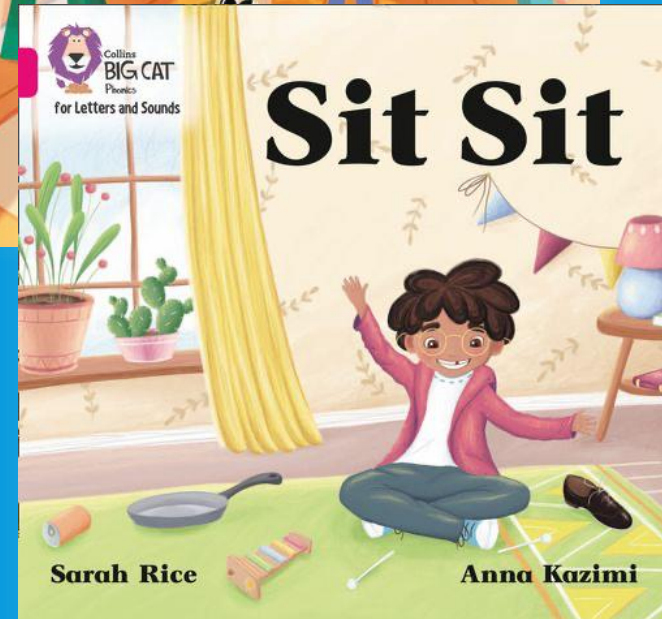
Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

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.












# Supporting your child at home

## 40 Possible Receptions Reads

 Owl Babies Martin Waddell	 A bit lost Chris Houghton	 Handy Mandy Surprise Dawn Gwynne	 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 Aisell	 Astro Girl Kim Wilson-Mac	 Jabari Jumps Gaia Cornwall
 You can't take an elephant on the bus Patricia Cleveland-Peck and David Zippori	 Would you rather... John Green	 You Choose Nick Sharratt and Pippa Goodhart	 Ruby's Worry Tom Percival
 The lion inside Rachel Bright and Jim Field	 Ravi's Row Tom Percival	 I say OOH You say AAH! John Kane	 Dave's Cave Gwen Proctor-Cannon

## 40 Possible Receptions Reads

 Kaya's Heart song Oliva Thomas Sanders and Nerina Card	 The Pterosaur's Neck Adam Smith, Jonathan Emmett et al	 Wendy and Pobble Wendy Woodcock	 Farmer Duck Martin Waddell
 Leaf Man Lois Ehlert	 Pumpkin Soup Helen Cooper	 The Grubbook Julia Donaldson	 Little Red and the very hungry lion Alec T. Smith
 My hair Harrosh Lee	 Star in the Jar Sara Hays	 Oi Frog! Gus Goss	 Not a Box Anastasia Portis
 Pink is for boys Robb Puarman	 The pirates next door Joery Dobson	 What happened to you? James Corbridge	 The runaway pea Gillian Poole
 Odd Dog Out Rob Biddolph	 Look Up! Nathan Bryson	 Omar the Bee's and Me Helen Mortimer	 Princess Smartypants Barbara Cole

# Help your child with reading

## I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Create

Use reading to inspire drawings or new stories.

## Go Online

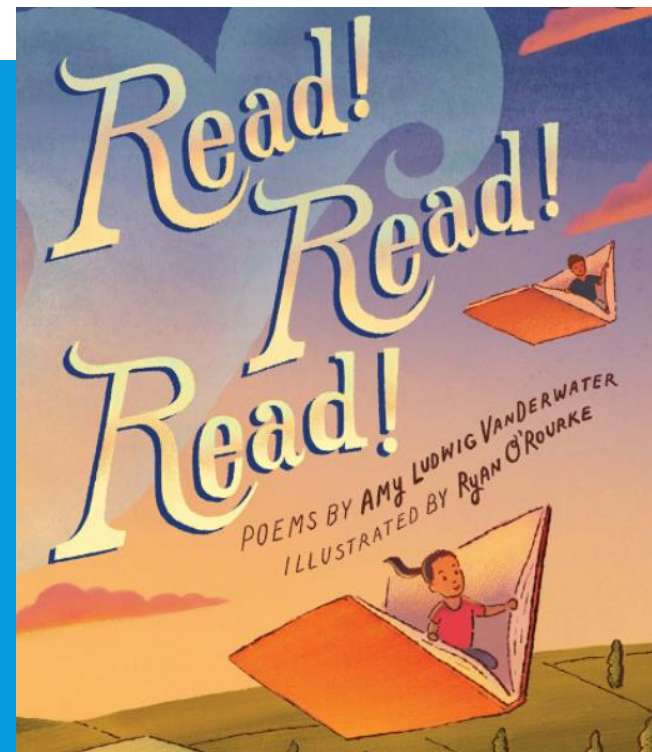
Look online & in app stores for appropriate word & spelling games.

## Make Space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...  
anything that is close to hand!



# 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>

Thank you for coming

