



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

**Teach reading:
change lives**

Parent workshop: Phonics and early reading at Walsh C of E Infant School

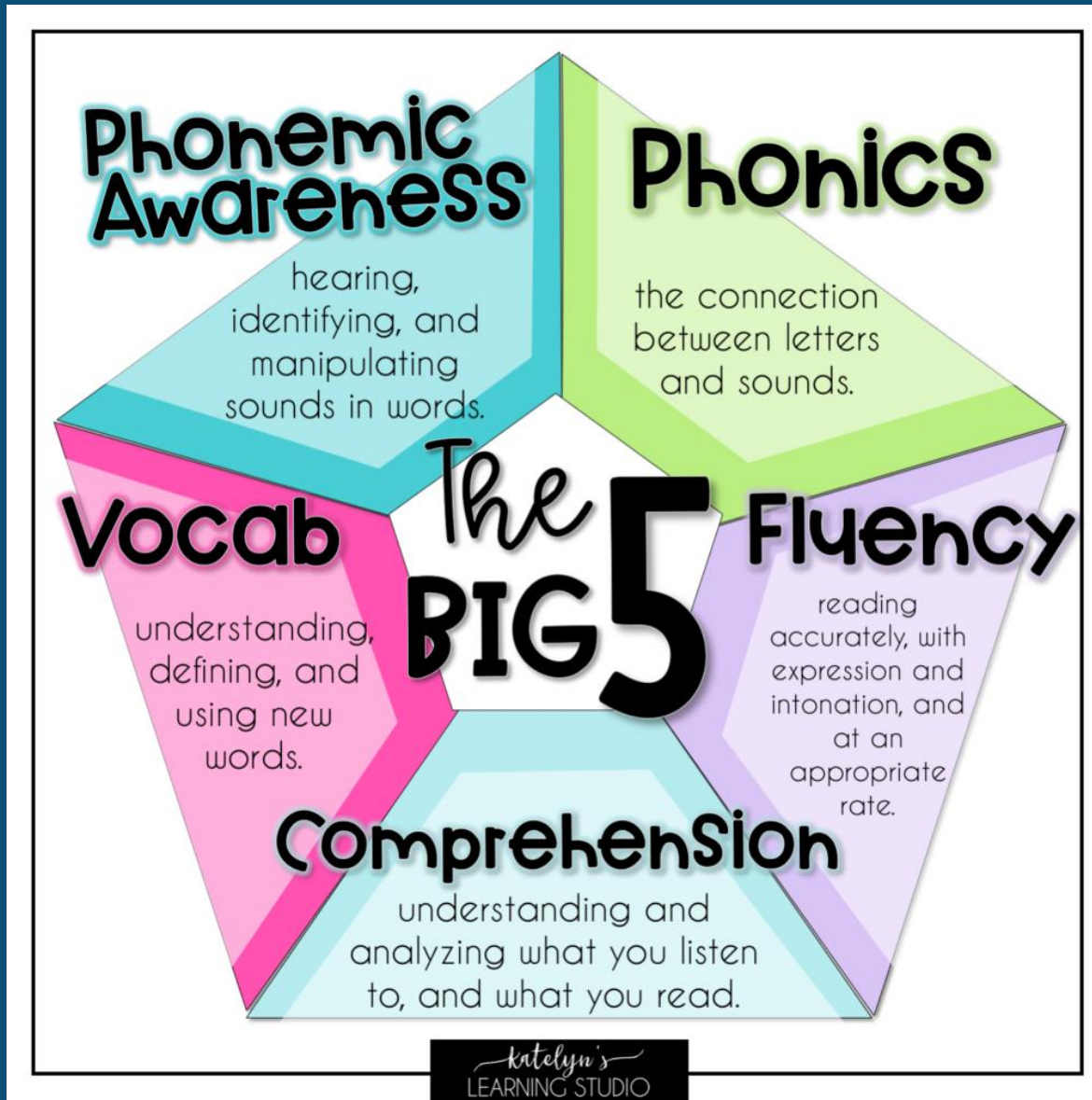




**A love of reading is the biggest indicator
of future academic success.**

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







What is phonics?

Phonics is a way of teaching children to read quickly and skilfully

They are taught how to:

recognise the sounds that each individual letter makes;

identify the sounds that different combinations of letters make -
such as 'sh' or 'oo';

and, blend these sounds together from left to right to make a
word.

Children can then use this knowledge to 'de-code' new words that
they hear or see. This is the first important step in learning to
read.






























How is Phonics taught at Walsh Infants- 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.



Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

Pure Sound

- Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'.

- Changing the way a word sounds:

Chat may become chatuh

Or worse,

Sun may become suhuhnuh

You try- train, sip, clock

The pure sounds can be found on Little Wandle Parents page

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 ssssss sssss	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 a a a	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.
 n		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
 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	 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 it without	Down and round the yo-yo, then follow the string sound



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

The sounds are introduced in an order that allows a large number of words to be read and written from an early stage. The pace of teaching will be fast. Children who do not grasp the learning in the lesson will be given extra tuition to enable them to keep up. It is vitally important that the learning is reinforced at home by reading regularly with an adult and revising the **parent sheet that we will send out each week.**

Phase 1 – 4- Reception

Phase 5 (30 weeks) – Year 1 (completed before the phonics screening check)

Phase 6 (30 weeks) – Year 2



Gradually your child learns the entire alphabetic code:



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work



What might a Little Wandle lesson look like?

- Mnemonic for each grapheme
- A phrase that helps children produce the pure sound .
- A formation phrase that helps children to learn the letter formation.
- Speedy sounds flash cards
- Oral blending
- Teacher led blending
- Decodable books sent home
 - Will contain words made up of sounds your child has been exposed to
 - Should be able to read independently



Terminology

- **Phoneme**- the smallest unit of spoken sound in a word
- **Grapheme**- a written symbol that represents a spoken sound
- **Digraph/trigraph**- two letters that make one sound/ three letters that make one sound (action)
- **Blending**- involves pulling together individual sounds or syllables within words (reading)
- **Segmenting**- involves breaking words down into individual sounds or syllables (writing)
- **Ascender**- the part of a lowercase letter (such as b) that rises above the main body of the letter
- **Descender**- the part of a lowercase letter (such as p) that descends below the main body of the letter

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



Use of sound buttons



- Children begin by learning VC- it, CVC- cat
- VCC- ant, CVCC- lamp, CCVC- blip, CCCVC- split, CCVCC- spent

You try: back, high, clip, milk



Misonceptions

- **‘Magic e’** -there is no magic when it comes to spelling.

It is a split digraph eg o-e.

It is part of the sound family ‘oe’.

oe as in toe, o-e as in cone, oa as in goat, ow as in row.

- **Long and short vowel sounds**

Any sound can be pronounced in a long or short way. We refer to them as vowels and vowel digraphs.

- **Silent letters**

There are no silent letters. Letters we may think of as silent are part of a digraph e.g in knock the kn is part of the n family, the ck is part of the c family.

Reading



We want children to love reading

Reading should be enjoyable



Learning to read should be a positive experience

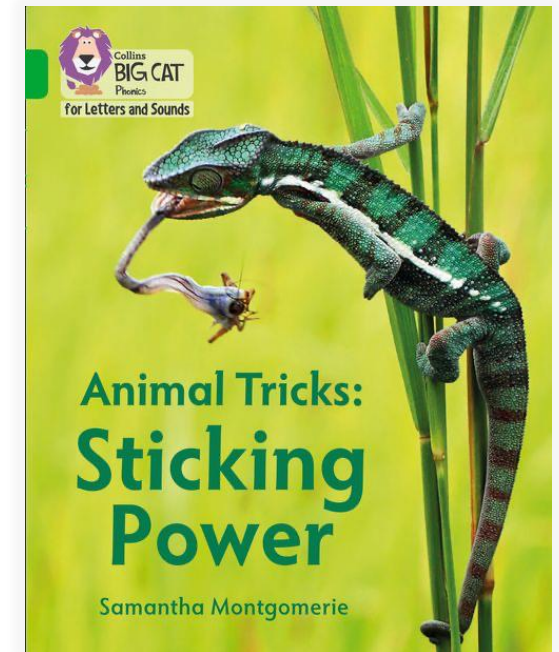
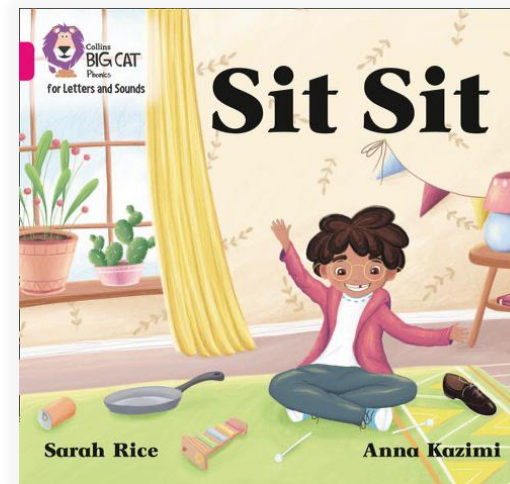
We want children to read for pleasure

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

How do we teach reading in books?

Reading practice sessions

- Every child reads 2/3 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

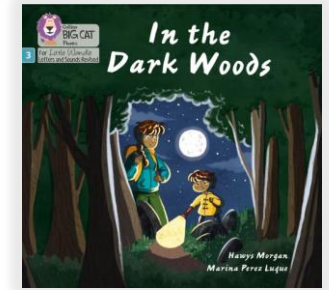
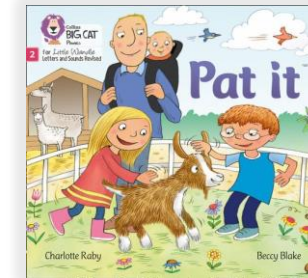
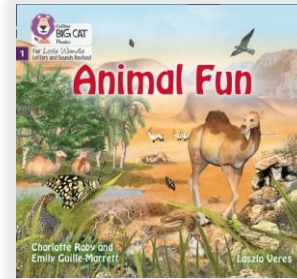


Little Wandle Letters and Sounds Revised Reception Child assessment

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 peck



We are aiming for 95% accuracy!

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.

Tricky words



Spelling (segmenting)



- Say it
- Stretch it
- (tap it)
- Segment it
- Count the sounds
- Write them down





Reading at home

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



Studies show reading a book and chatting about it had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening and comprehension skills

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



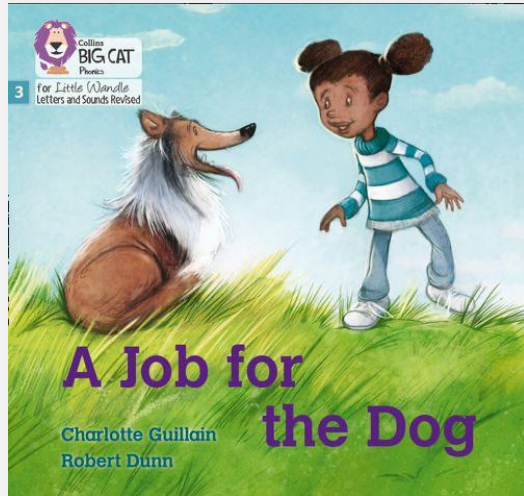
Reading a wordless books

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.

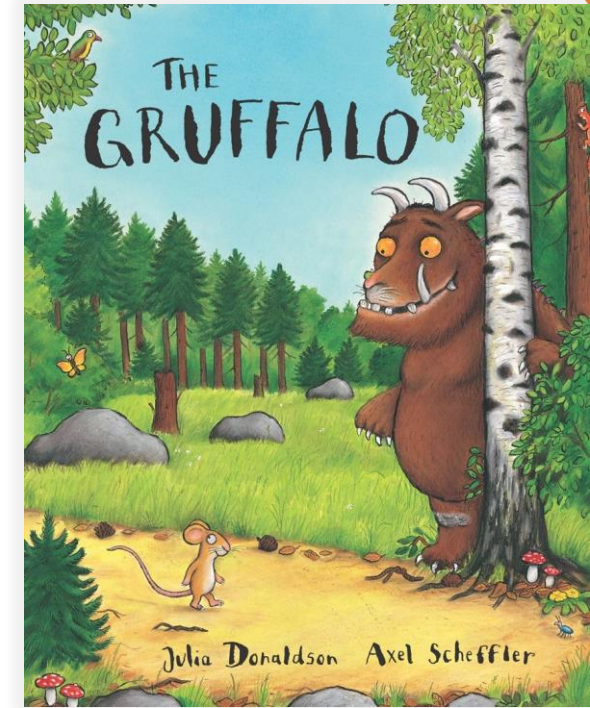
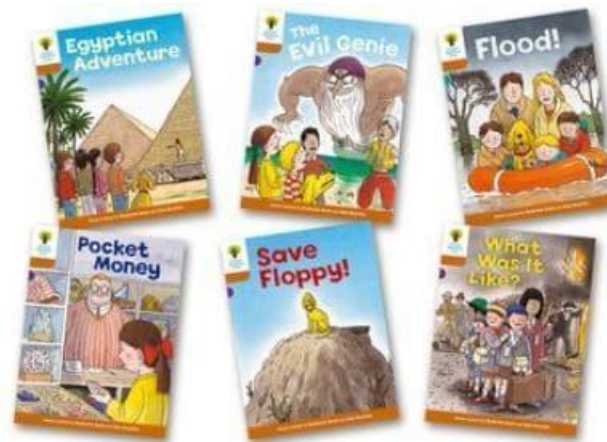


Books going home



Phonetically decodable book

Sharing book – non decodable to share with your child (but there will be words they can read)



Library book to share with your child

Listening to your child read their phonics book

These books need to be read at least three times a week.

- These are phonetically decodable books that are matched to your child's phonic knowledge.
- The book allocated to your child on a Friday is what they have been reading that week in school.
- Your child should be able to read their book without your help.

1-1 reading use a technique called: **Teaching through miscues.**

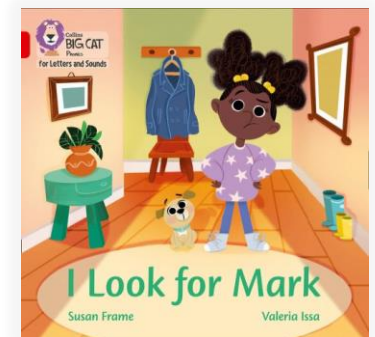
- Don't give all the answers or correct a child too quickly.
- Decoding should be seen as problem solving. You give children the bits of information and let them solve the problem.
- Don't repeat the incorrect word eg *'it's not ...'* focus on the information they need to make it right.
- Misses out a sound in a word when reading.

Child reads split as spit.

I am eating a banana split.

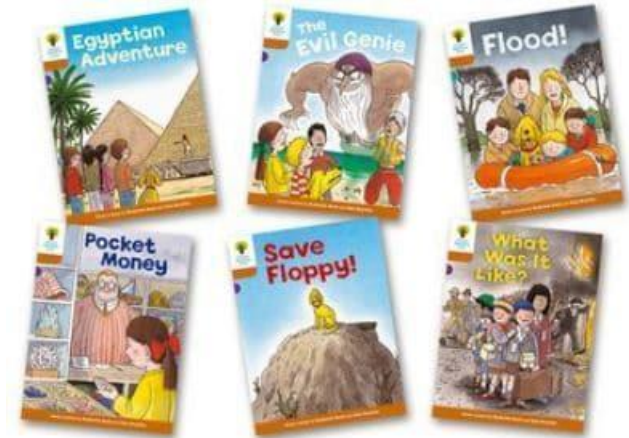
You say, *'Lets look at that again. If this was spit this wouldn't be here (point to I). Say it again with this sound in.'*

- Ask questions about what they have read and give them lots of praise.



Share with your child

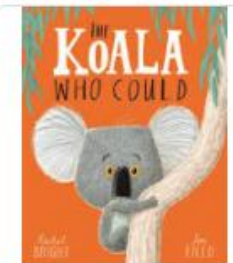
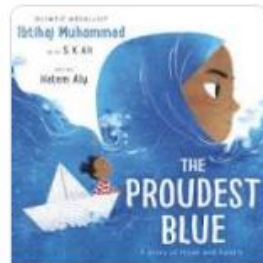
- These **ARE NOT** properly matched to what the children have learnt in phonics but the children really enjoy the stories and the characters. They often have some sounds/tricky words a child has not been taught yet so they may need more help with these than a like for like colour LW book.
- Encourage your child to predict and retell
- Ask them questions about the book



Read to your child

The Library book is for **YOU** to read to your child:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Predict what they think might happen
 - Talk about the meaning of new vocabulary
 - Describe things you see
 - Talk about the story and characters
 - Ask your child lots of questions- both literal and inferential



Reading skills



Inference Iggy
will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Predicting Pip
tries to see the future and she will help you work out what might happen next.

Vocabulary Victor
will help you to look at how authors and poets have chosen to use certain words and phrases.

Sequencing Suki
likes everything in order! She will help you sequence the events in a text.

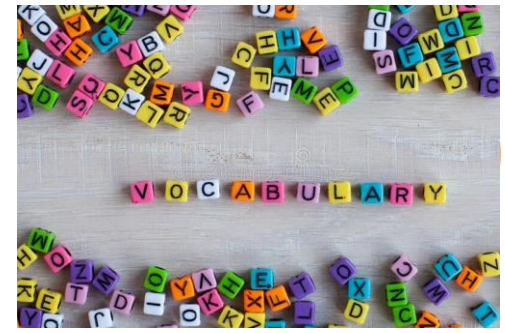
Rex Retriever
will help you to go into a text and retrieve the facts.

Vocabulary

- Vocabulary is the knowledge of words and word meanings.
- It is important to develop vocabulary because:
 - It provides a strong foundation for school activities
 - It helps build confidence
 - It enables children to communicate their needs better (and therefore reduces frustration)
 - It facilitates the development of friendships
- It helps children make sense of the world around them.

How can I help?

- When reading point out unfamiliar words and discuss the meaning of them.
- Make conversation a priority and explain new vocabulary when it arises.
- Play word games such as ‘what am I?’ or ‘unknown story’.
- Don’t ‘dumb it down’ when you talk to children.

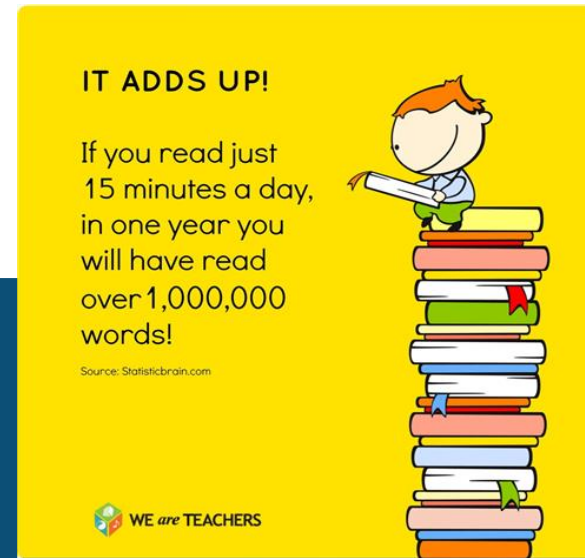
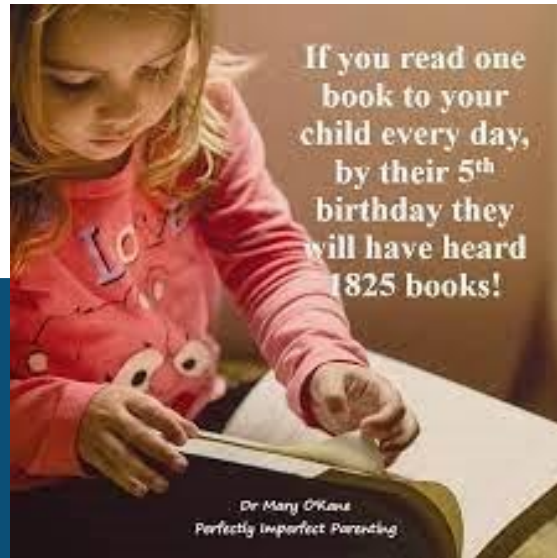




Word Wallets

- Your Child's word/sound wallets contain the graphemes and tricky words your child has learnt
- Please practise holding the grapheme up and wait for your child to say the phoneme
- Use the sounds in the wallet to play games
- Please ensure word wallets remain in your child's book bag so we can add more sounds.

“



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

Carl Sagan

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