

Working together to be the best that we can be.

Phonics and Reading Parent Workshop

EYFS, Year One, Year Two

15th September 2022

Aims

- To understand how **phonics** is taught in your child's class.
- To look at how **reading** is taught in your child's class.
- To discuss some **strategies** that you can use at home to support your child.
- To understand how you can use the **eBooks** at home.
- To answer any **questions** you may have.



INSPIRE NURTURE BELIEVE ACHIEVE

Working **together** to be the **best** we can be.



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: 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)





Phonics

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.





Phonics is:

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



Blending to read words



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

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Teaching order









Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s 		Show your teeth and and let the s flow out sssss sssss	Under the snake's skin, slide down and round its tail.
a a 		Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the ant's helmet, and down into spine.
t t 		Open your lips, put the top of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p 		Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
i i 		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	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j 		Pucker your lips and show your teeth use your tongue to say jjj	All the way down the jellyfish. Out on its head.
v v 		Put your teeth against your bottom lip and make a bubbling vvvv	Down to the bottom of the volcano, and back up to the top.
w w 		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.
x x 		Mouth open then push the stick through as you close your mouth xxxx (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.

Gradually your child learns the entire alphabetic code:

- *We will work our way through the whole Little Wandle Programme until your child can read fluently.*

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 j 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 - words with -s /t/ added at the end (hats sits) - words ending -s /t/ (has) and with -s /t/ added at the end (days)	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 oo oo ee or ur ur ow oi ear air er - 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 - longer words, including those with double letters - words with -s /t/ in the middle - words with -es /t/ at the end - words with -s /t/ and /t/ at the end	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 fai ey glay fow ou cloud foi ey toy foi so 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
lur/ i r bird figh/ ie pie fool/ yoo/ ue blue rescue fool/ i go figh/ i tiger foi/ i paper foi/ e he foi/ o-e shake figh/ i-e time foi/ o-e home fool/ yoo/ ue rude cute foi/ e-e these fool/ yoo/ ew chew new foi/ e shield for/ ow 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

How we make learning stick



There are specific resources for the Little Wandle Programme which the children will be very familiar with.

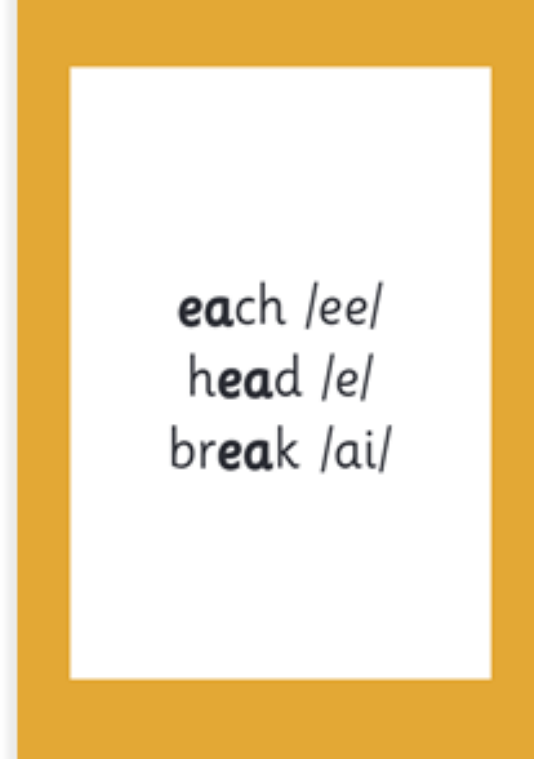
Each sound that we teach to begin with has either a **mnemonic** (like the astronaut that you can see here) or a **phrase** like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.

Every time we teach a new sound, we also 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. We have displays in the classroom and on the tables to support the children throughout the day.



Reading and spelling

Reading and spelling



How we teach Phase 5

Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

Tricky words

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



How we teach tricky words

Spelling

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



- Let's try this together!

Later in year one, we learn all the different ways to write the phoneme sh. We call these alternate sounds/graphemes.



shell

chef

special

caption

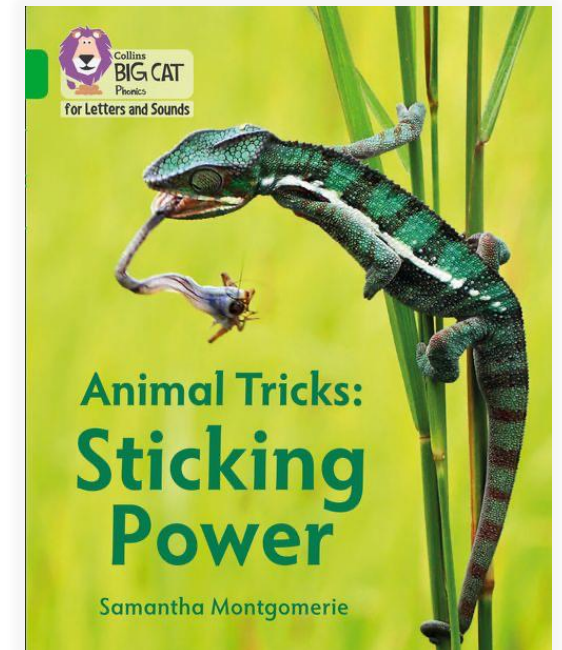
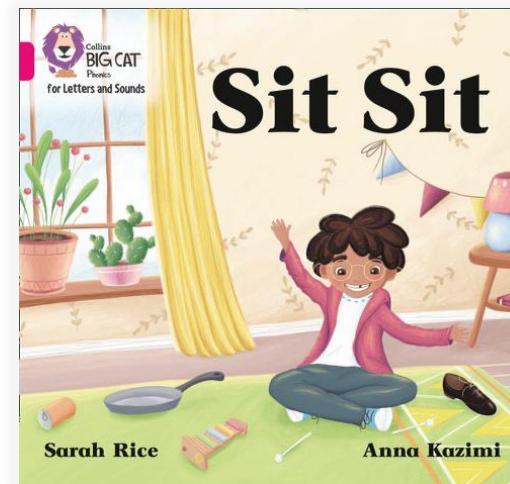
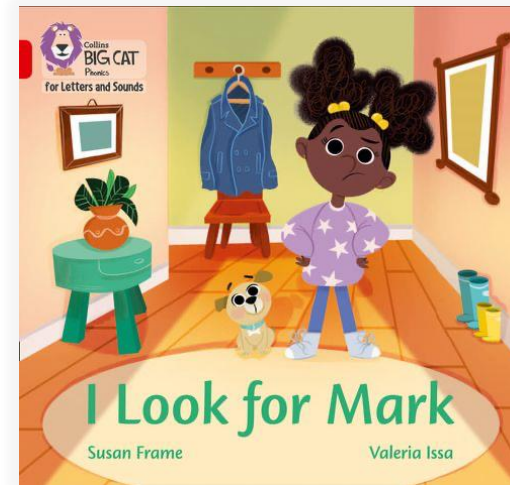
mansion

passion

How do we teach reading in books?

Reading practice sessions are:

- timetabled three 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



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.





Reading at home

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.

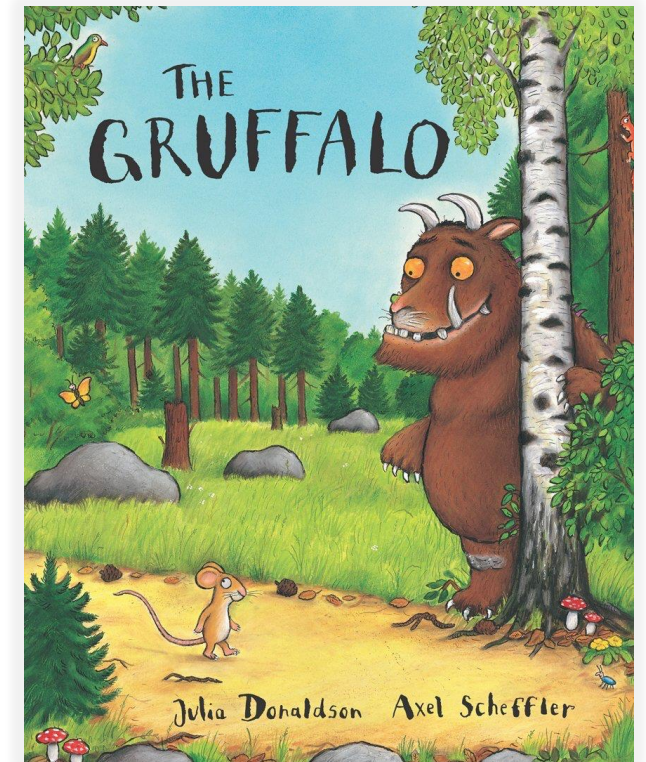
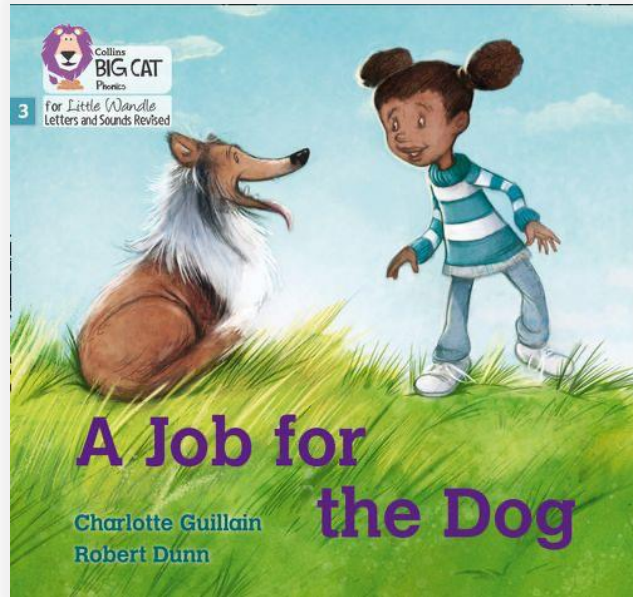


Celebrate child's success at school, make time for reading at home!

Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

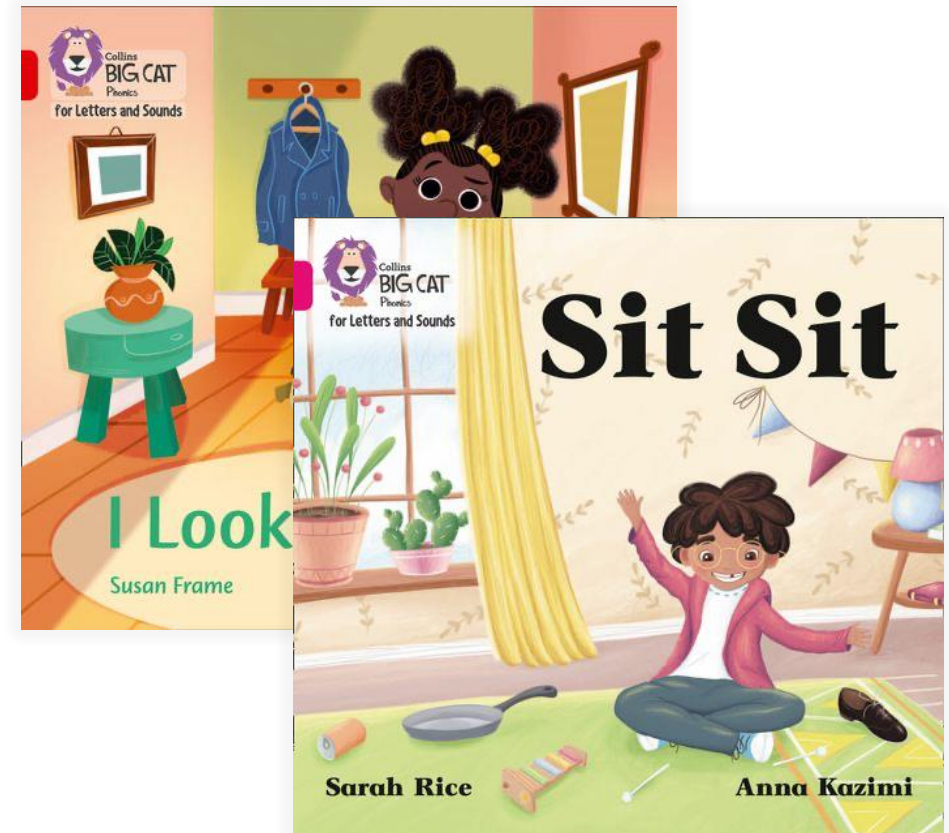
Books going home

As well as the 'learning to read' book that your child will have in their eLibrary, they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.



Listening to your child read their phonics book

- Your child should be able to read their ebook without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics



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



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



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

Read to your child



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.



Read to your child



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

Carl Sagan



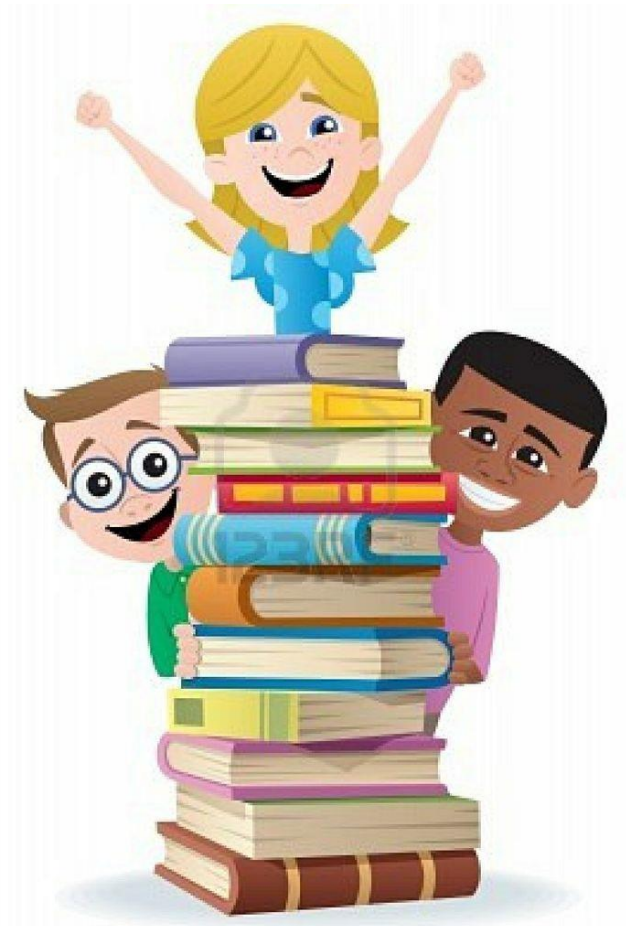
Supporting your child at home

- In the EYFS, children learn a vast amount through play. At school, play areas are equipped with resources for reading and writing, which means that literacy is readily available to pupils. **Play with your child** and encourage them to **make use of the literacy materials** that you have (calendars, diaries, telephone directories, recipe books, newspapers, magazines, cards, postcards, letters, bills).
- Choose a **time and a place that is comfortable** for you and your child.
- All readers **make mistakes** and it is sometimes necessary to prompt if the child is losing the flow of a story. However, it is not always advantageous to provide words too quickly as this prevents the child re-reading and correcting the mistake spontaneously. It is also sometimes more useful to encourage young readers **to guess at the meaning by using the context** of the passage or pictures. This helps the child to develop useful strategies, which will lead to greater fluency and independence with reading.
- Encourage your child to decode and use their phonics. Establish the initial letter and see if you can ‘sound out’ the word together. Are there any patterns like those found in known words? Try reading the whole sentence and think about what could fit and make sense. **Don’t spend hours struggling with one word!** You may need to give the word and move on.
- If your child is struggling with so many words that it disrupts the flow, this indicates that the text is too challenging at that time. If this is the case it may provide encouragement and support to read the text aloud in unison with your child. Above all, reading should be an **enjoyable experience**.

HELPING YOUR CHILD READ A WORD

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Use the first 1 or 2 sounds with another strategy
- Always go back and read the sentence again!

As well as helping to develop an interest and enjoyment of reading, discussing a book with your child will also help comprehension. For example, **examine characters in a story**, discuss how illustrations enhance the text, **predict endings** and discuss any other similar stories or work by the same author. This interaction will also increase your child's involvement with the text.

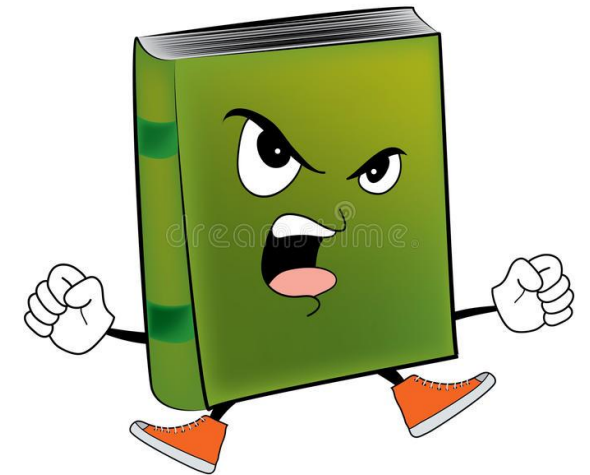


ADVICE IF READING BECOMES A CHALLENGE AT HOME



We would like all our children to enjoy reading rather than see it as a too much effort, hard-work or something they don't enjoy.

- ✓ Try to avoid confrontation
- ✓ Offer alternative reading material, e.g. internet access, magazines, non – fiction etc...
- ✓ Encourage reading at different times of the day or week
- ✓ Buy/borrow books/recorded books from the library and then you can listen whilst in the car or before bed
- ✓ Share reading activities and interact with the text together
- ✓ Share the problem with your child's teacher, we are here to help!



eBooks

A diverse range of decodable phonics books that support the [Little Wandle Letters and Sounds Revised SSP](#).

DfE validated and used in more than 4000 schools!

All books are matched perfectly to the Little Wandle progression and support all the Letters and Sounds phases.

Discover an exciting mix of stories and non-fiction, now with blending practice and stretch and challenge books.

Access to levelled ebooks at school and at home with the Big Cat ebook library. Easy to access, the ebook library is perfect for children to practise reading books at the right level at home.



Key features and benefits of eBooks:

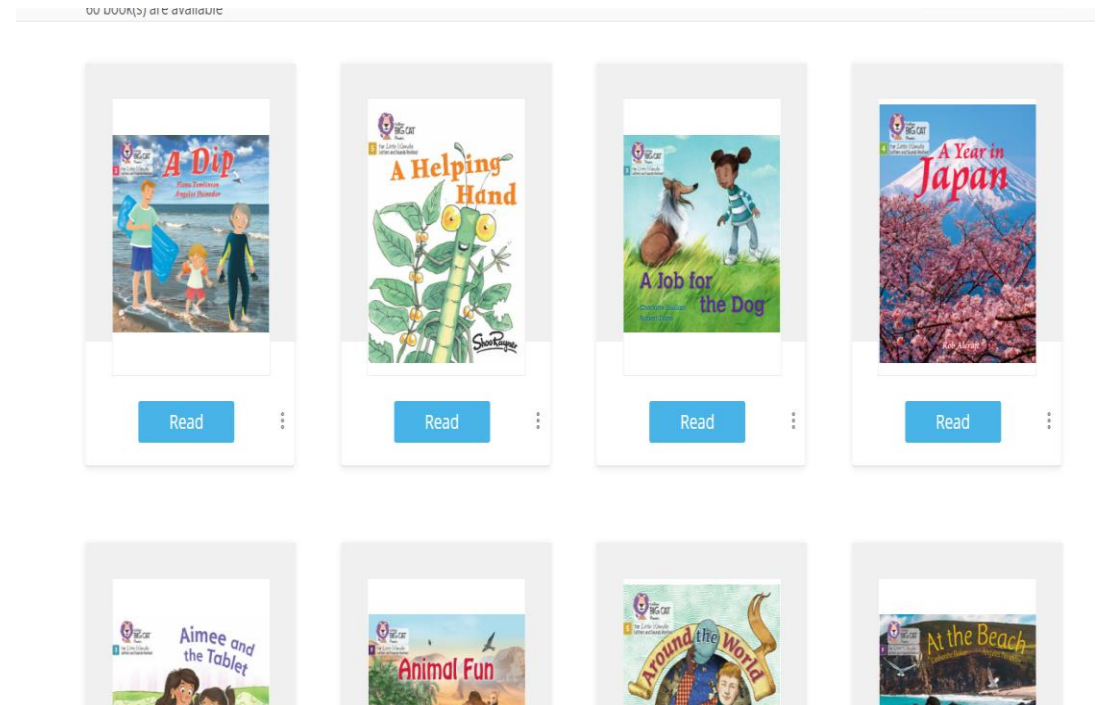
- Provides a seamless link between home and school.
- New books are added throughout the year, keeping our reading library engaging and exciting

Supports pupils reading at home with the option of fully synced audio for all Early Years and KS1 books

Helps parents to support their child's learning with videos that model how to say phonemes correctly

Complete text is included along with guided reading notes and comprehension activities to enhance reading experiences and extend learning.

- Each week a new book is allocated and the child builds up a library of books over time. This means that they can revisit, practise and enjoy their previous books whenever they wish.



eBooks

[Collins Ebooks \(collinsopenpage.com\)](https://collinsopenpage.com)



Access to levelled ebooks at school and at home with the Big Cat ebook library. Easy to access, the ebook library is perfect for children to practise reading books at the right level at home.



Collins Big Cat ebook libraries

Parent Guide

Logging in

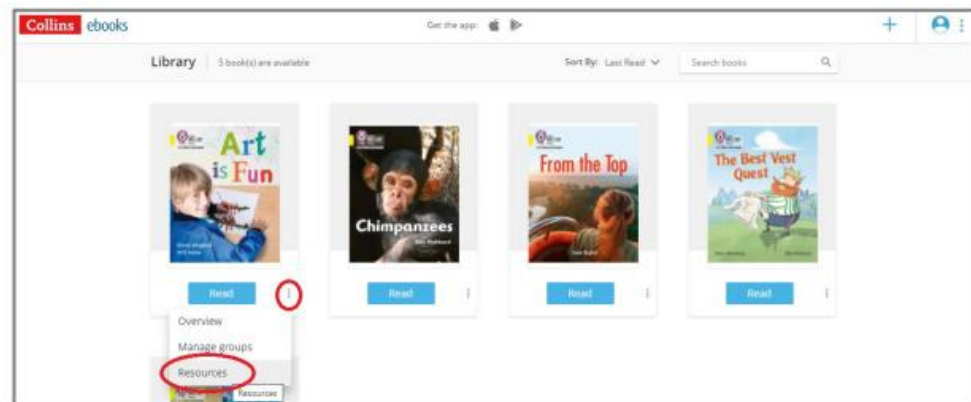
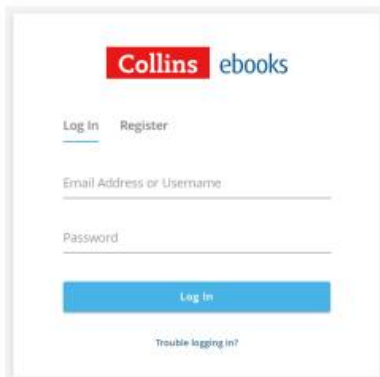
To access your child's Big Cat ebooks, go to: <https://ebooks.collinsopenpage.com/> (see right).

Enter the username and password provided by your school to access your library.

If you misplace your password, contact your school.

Library

Once logged in, you will land on the library. Here you will see any books that have been assigned to your child by their teacher. You can access a resource sheet for each book by clicking the three dots, then "Resources", as shown below.



Some key elements of the reader are highlighted in the above image:

- Use the arrows either side of the page to leaf through the book.
- Use the single and double page icons to switch between those two views. Many of the Big Cat books are best experienced using the double page view.
- Use the zoom function as required. The "Fit to width" option helps you to make best use of your screen
- For longer books, you can use the Table of Contents in the left hand menu to navigate.
- Don't worry about remembering where you left off. When you next open the book, you will start from where you left off.

Audio

Where audio is available, the audio icon will appear in the top right corner. Click this to launch the audio toolbar (shown below).



The words will be highlighted as the audio plays. You can pause the audio at any time, and adjust the volume. The finger icon in the toolbar allows you to point at any word, and the audio will begin playing from there. To dismiss the audio toolbar, simply click the cross icon.

Apps

The Collins eBooks app is available for both iOS and Android, from the App Store and Google Play respectively. The app is free to download, and you can log in using the same details.

When using the app, you can download books to your device, after which you can then access them without needing to be connected to the internet.



Look out for the letter with your login information.

Website: <https://ebooks.collinsopenpage.com/>

Your user name:

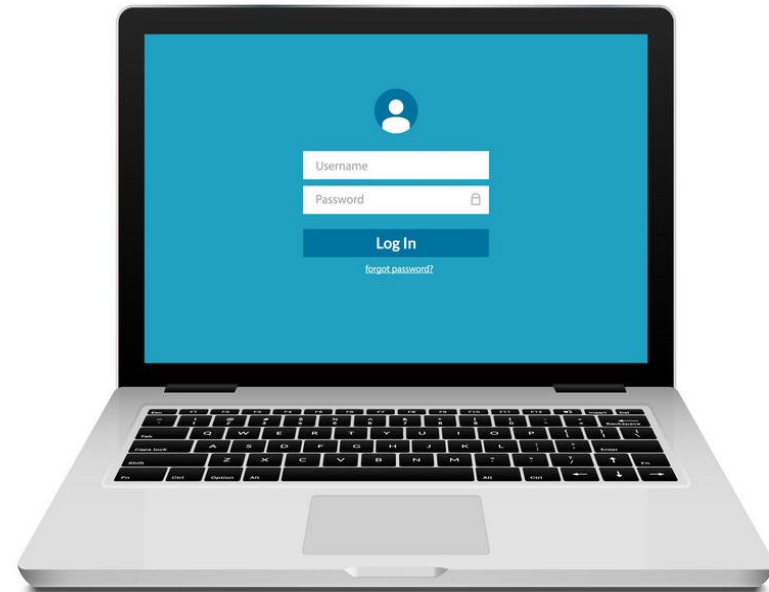
THEIR FULLNAME with no spaces or capitals, FOLLOWED BY UK,
FOLLOWED BY SIC (SICKLINGHALL) OR GOL (GOLDSBOROUGH)

eg:

adamwilsonuksic

janebrownukgol

Password: **Reading1**



Thank you for attending
our meeting.
We hope it was useful.
Any questions?

