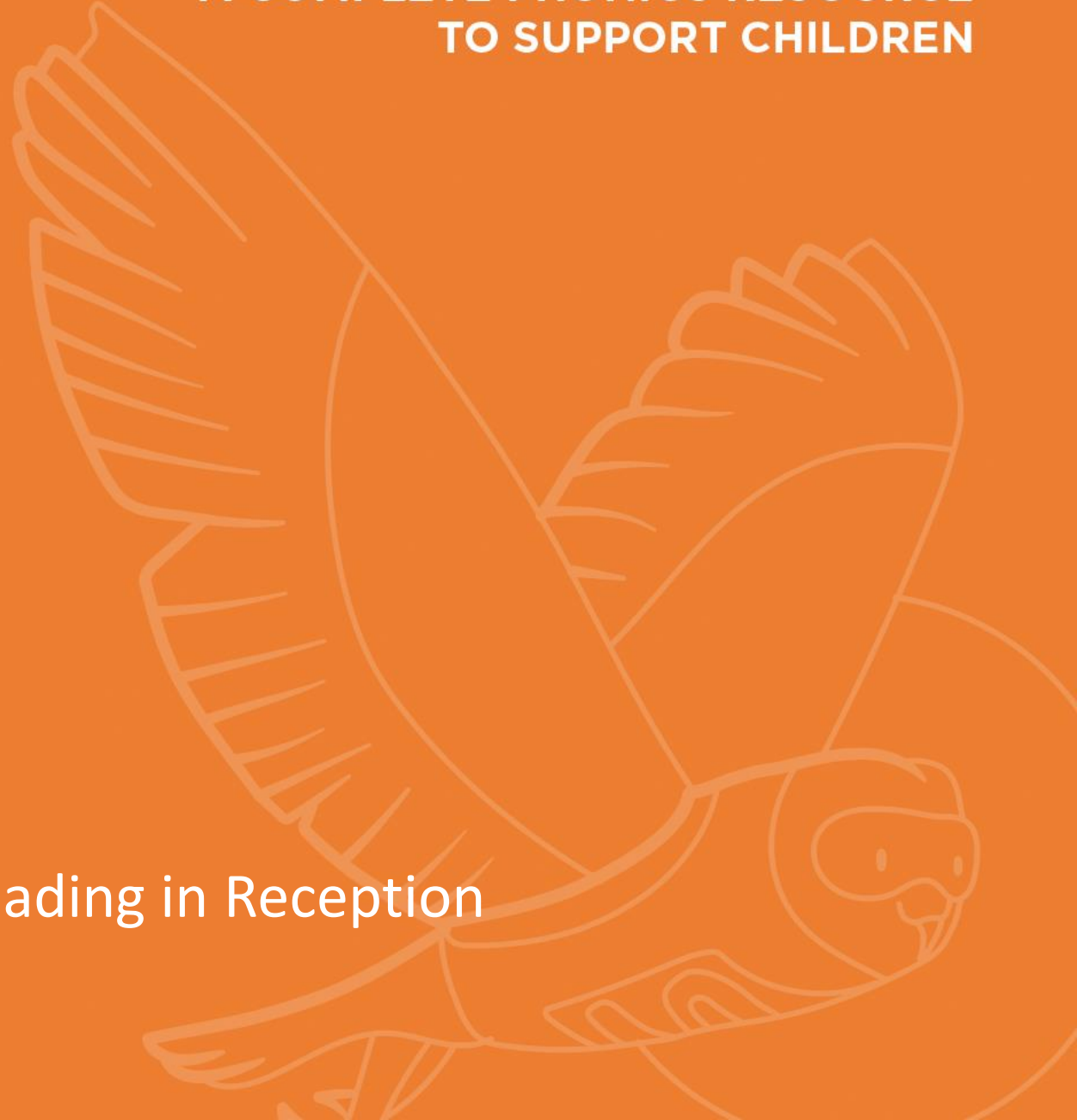




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading in Reception





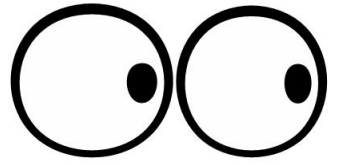
**Early experiences affect the
development of brain architecture,
which provides the foundation for all
future learning, behaviour, and health ...**

Centre on the Developing Child, Harvard University

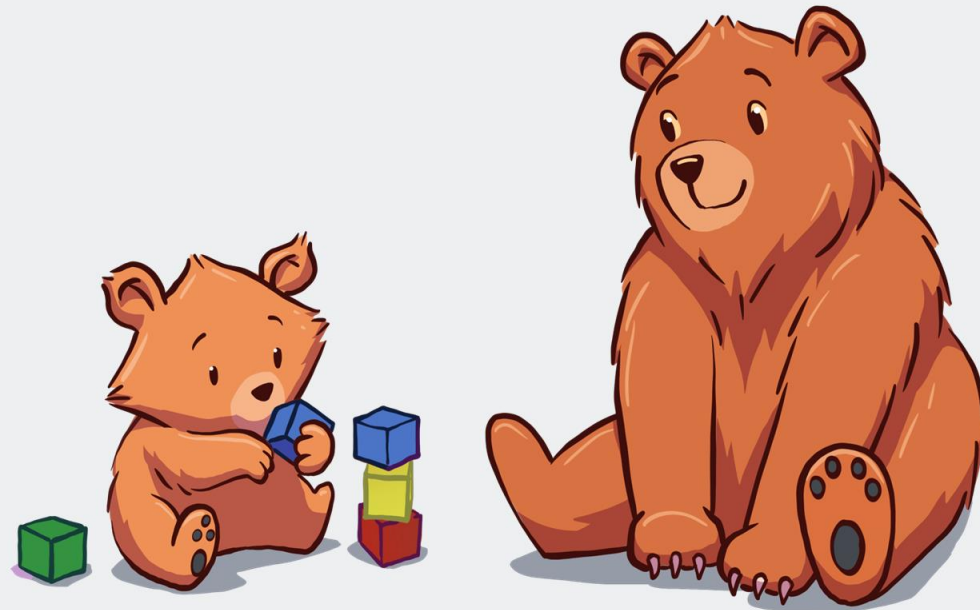


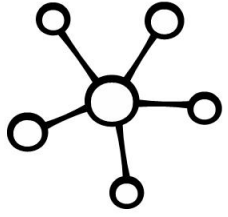
When do you talk with your child?





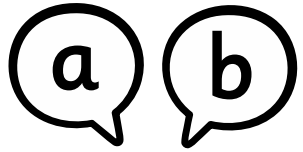
Tune in



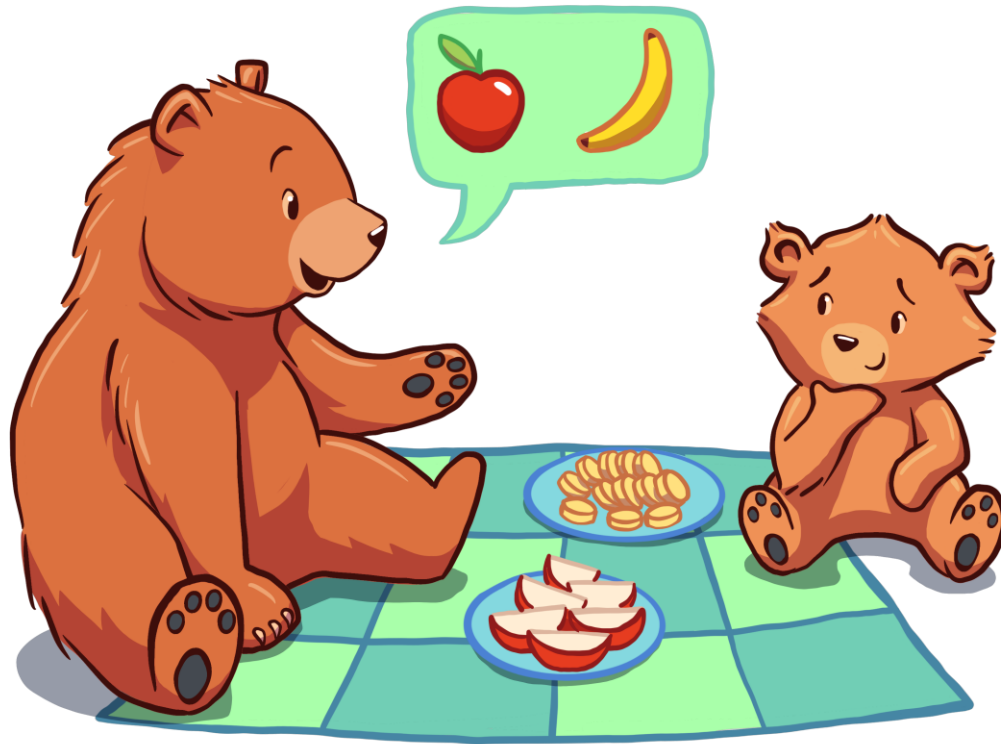


Make links





Give choices





Prompt their thinking





Reading floats on a sea of talk

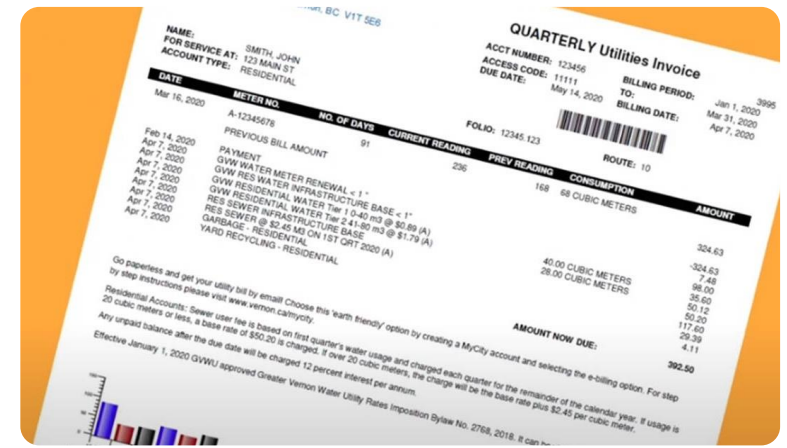
James Britton





Phonics

How many times have you already read today?



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.**



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Decode

Blend

Segment

This term we are teaching Phase 2



- These are the first group of letters and sounds your child will learn
- We start teaching within the first few weeks of beginning Reception
- The lessons are fun, interactive, engaging and have been designed to gradually build over time



We teach Phase 2 in this 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 ssssss	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 y without	Down and round the yo-yo, then follow the string sound

Let's say the Phase 2 sounds

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















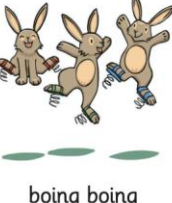

Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Phase 3



In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking')



Let's say the Phase 3 sounds

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



Phase 3 sounds taught in
Reception Spring 1

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



Reading longer words

- During Phase 3, we start teaching children how to read longer words
- We do this using a method called chunking

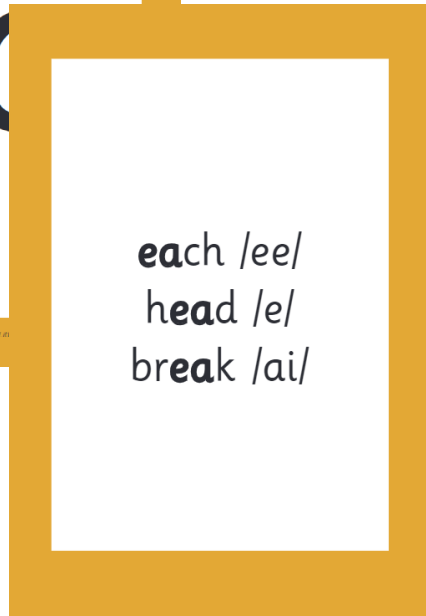
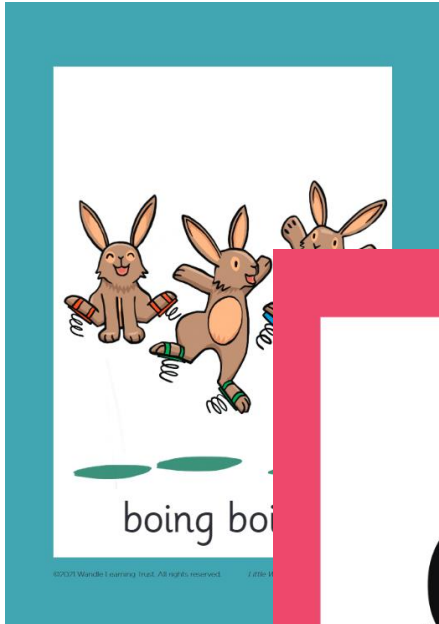
Reception
Teach and practise
Phases 3 and 4:
Reading longer words

Tricky words

- These words have unusual spellings e.g. he, the, was
- They are taught in a systematic way
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be



How we make learning stick





Reading and spelling

Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- Say the word
- Segment the sounds
- Count the sounds
- Write them down



Handwriting



- All children will practise the correct formation of letters.
- They will also have handwriting lessons
- They will practise writing a dictated sentence

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and example	Phoneme and	Pronunciation phrase	Formation phrase
s s	S	Start your mouth and write to the top. ssss	Start the snake on the left and move to the right.
a a	a	Open your mouth wide and hold it as normal in the back of your mouth. a	Start the snake on the left and move to the right.
t t	t	Open your lips, put the tip of your tongue behind your teeth and press. t	Start the snake on the left, then follow the snake across the top.
p p	p	Bring your lips together, push them apart and say p p	Start the snake on the left and around to the top.

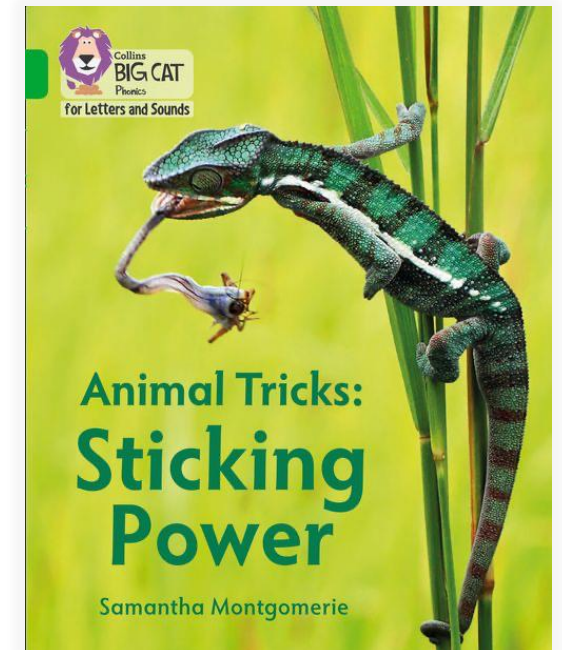
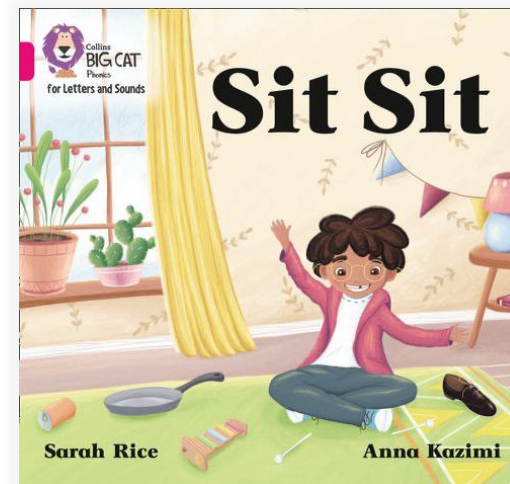


How do we practise reading in books?

Wordless books

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



How do we find the right book for your child?

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 some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.





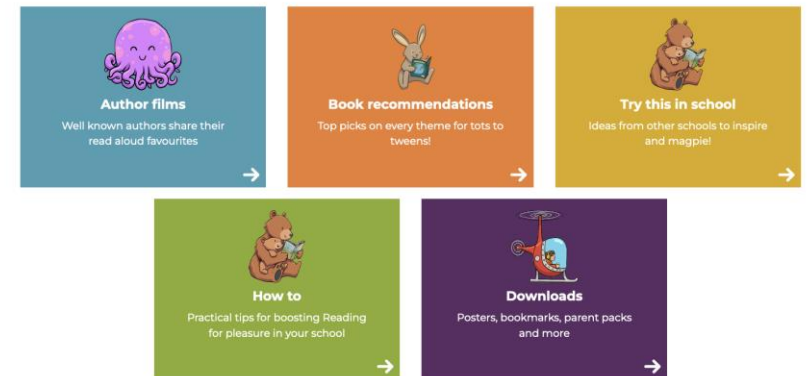
Reading at home

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.

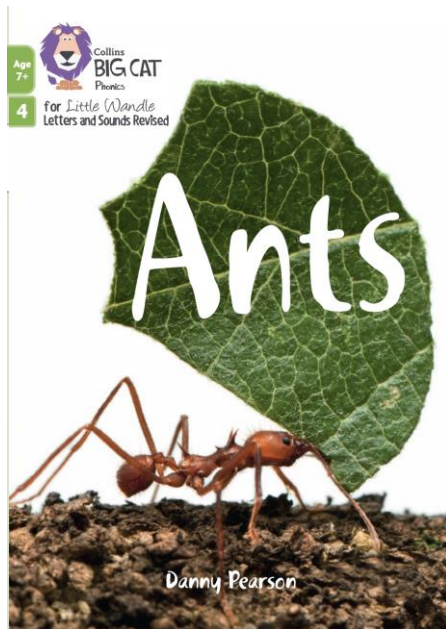
The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



[Little Wandle – Everybody read!](#)

Books going home

- Decodable book
- Non decodable book
- Library book

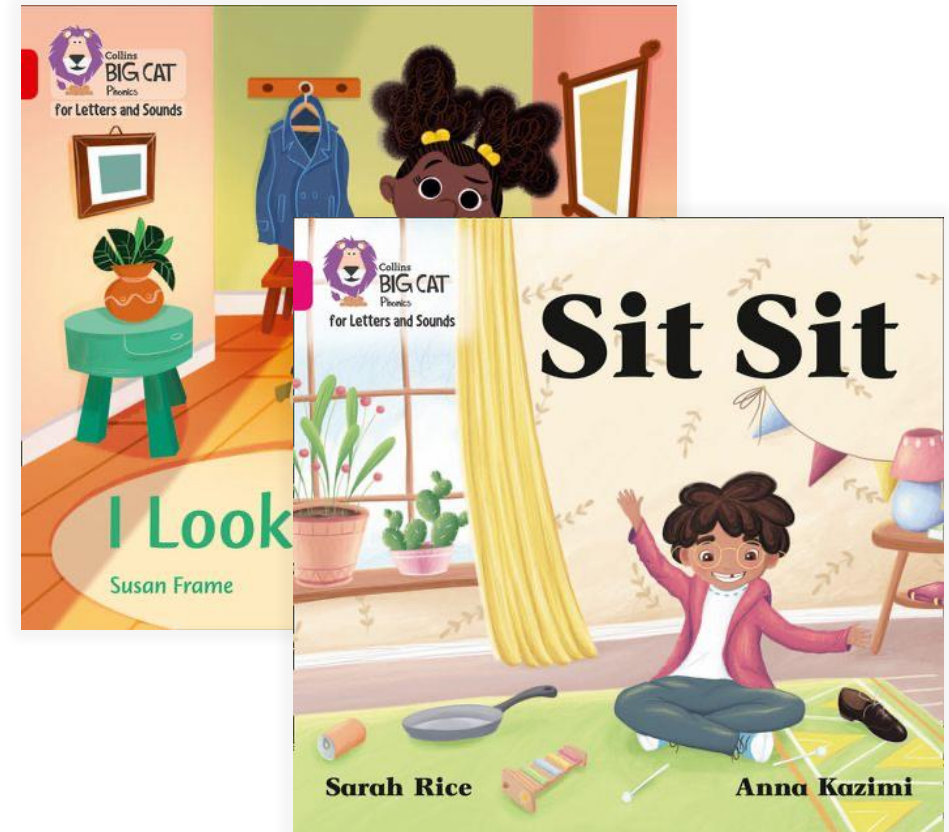


Please read with your child and write a short comment in the reading diary.



Listening to your child read their phonics book

- Your child should be able to read their book without your help
- They might sound out words and blend them before they read them fluently
- If they can't read a word, read it to them
- Talk about the book and celebrate their success



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





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

Carl Sagan



Parents

