



Phonics in Key Stage 1

Introduction to Little Wandle for Parents/Carers
14th September 2022

We're teaching every
child to read with
Little Wandle Letters
and Sounds Revised

A complete SSP validated by
the Department for Education





Important information for you to take away today

- *Phonics is taught daily.*
- *Children who are behind or at risk of falling behind are identified early and provided with effective keep-up support.*
- *Reading is **important!** It has to be a positive experience. This is achieved by children having reading books that they can read with 90% fluency.*
- ***Celebrate their success!***

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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



abcdefghijklmnopqrstuvwxyz

						
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

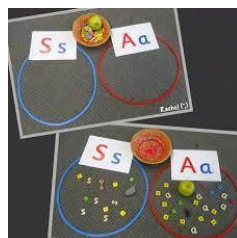
Useful support for parents.

How we teach phonics



- Lessons are taught frequently and in short bursts.
- Maintaining the pace of learning.
- With a consistent approach – correct pronunciation is vital.
- Providing repeated practice throughout the day.
- Ensuring there is a secure and systematic progression by completing assessments every 6 weeks.
- Early identification of children who are at risk of falling behind and providing effective keep-up support.

Revisit previously taught sounds at start of each lesson



Practice makes permanent!

s



t



n



d



th

ss

ck

ng



ch



sh

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

— — .

R Au2

go

R Au1

the

R Au1

is

R Au2

to

Jargon

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. There can be more than one way to spell a phoneme.

E.g. the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

Blending – Putting together the sounds in a word in order to read it, e.g.

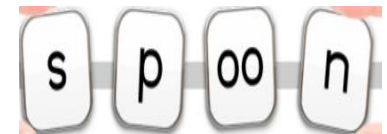
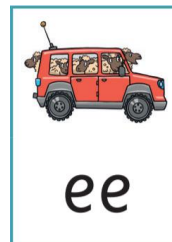
'f – r – o – g, frog'

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



Reading

*We want children to
love reading*

*Reading should be
enjoyable*



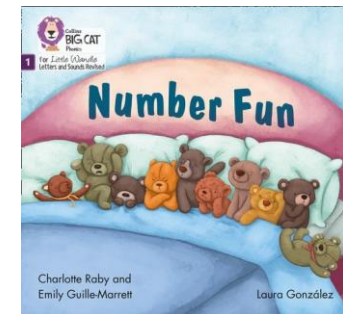
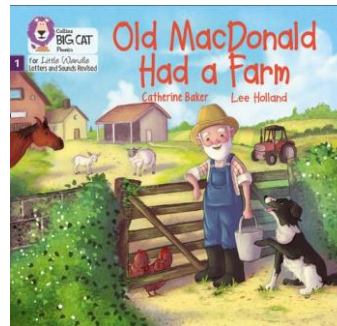
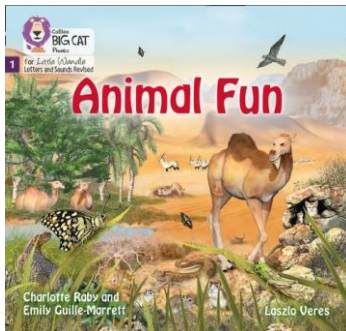
*Learning to read should be
a positive experience*

*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*

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.

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





How we teach reading

Reading practice sessions are:

Timetabled 3 times a week

*Taught by trained teacher or
teaching assistant*

Taught in small groups*

Books are:

*matched to children's
secure phonic knowledge
and word reading*

read three times

sent home virtually

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody
(intonation, expression)

3. Comprehension



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!

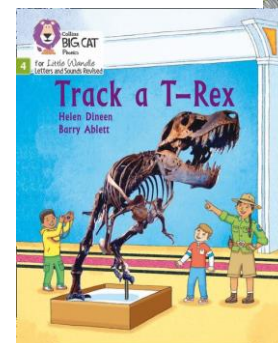
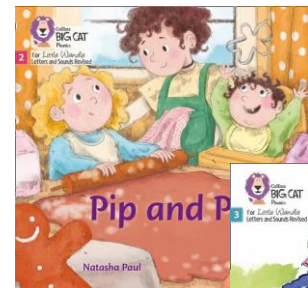
How do we decide which books children read?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

Children will be assigned their Reading Practice Book through our new e-books app – Collins E-Books (after reading it 3 times in school)

Share the front cover page before reading – this cover sounds and words contained in the book.

Celebrate, praise, talk about the book with you child.



Before reading

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

- Read the words together.

feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

- Ask your child:
- What do these words mean?

coax hoots cavort talons curl
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

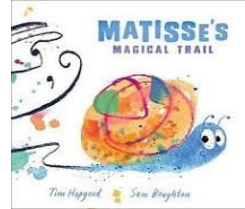
Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park keeper does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (camels)
- Now read the book. Enjoy looking at the pictures and talking about them.

Supporting at home

Reading for pleasure books

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

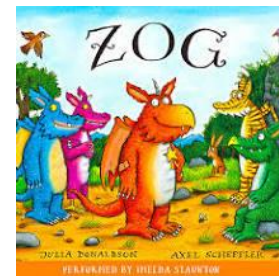


To become lifelong readers, it is essential that they read for pleasure.

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



What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

Check our school website for documents to support reading and phonics

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

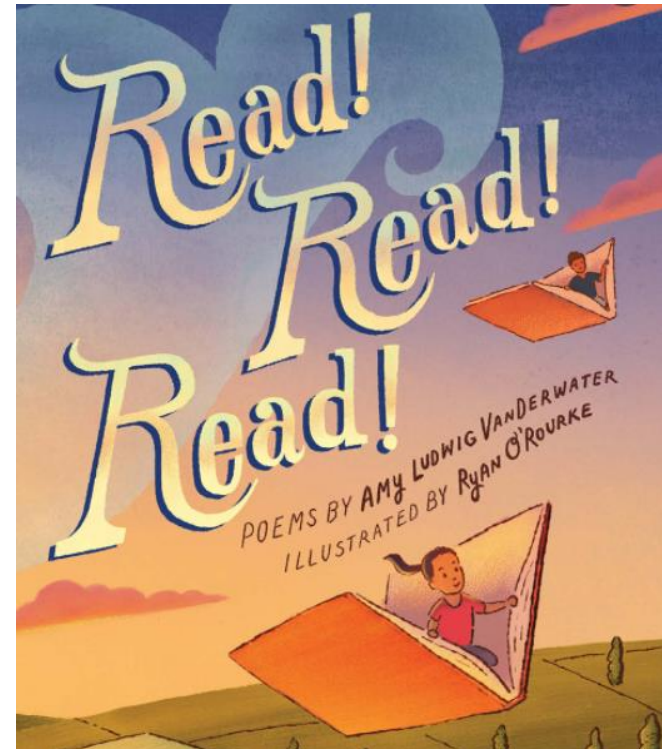
Look online & in app stores for appropriate word & spelling games.

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!



Thank you for joining us.

Questions?

