

Stapleford Community Primary School

Early Reading and Phonics

Information Evening



Thank you for joining us. Please can cameras remain switched off and microphones muted throughout the presentation.

There will be a chance to ask questions at the end.

The meeting will begin at 6.30pm.

This session will be recorded.



Ambitious
Caring
Excellence

Aims



- To provide a greater understanding of phonics and early reading
- To share insight into the changes of our phonics scheme
- To explain how your child will read at school
- To explore ways you can help at home



What is Phonics?



- Phonics is the link between letters and the sounds they make.
- Phonics teaches children to be able to listen carefully and identify the sounds that make up each word. This helps children to learn to read and spell words.
- Reading and writing are like a code: phonics is teaching the child to crack the code.

Technical Vocabulary



phoneme	grapheme	grapheme-phoneme correspondence (GPC)
blending	oral blending	segmenting
multi-syllabic word	digraph	trigraph
split vowel digraph	adjacent consonants	alternative pronunciation
mnemonic	pronunciation phrase	formation phrase

How to say the phonemes



- It is extremely important to say the sounds correctly with your child.
- Sounds should be pronounced softly and in a clipped, short manner, as pure as possible.
- The way we say sounds may well be different from when you were at school.
- The Little Wandle Website - Parent Section has videos demonstrating how to say the phonemes.

Skills used in phonics



Blending for reading

Merging phonemes together to pronounce a word.

In order to read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word.

s – t – o – r – k

sh – e – ll

We use phonic fingers to practise this skill.

Blending can be a stumbling block for some children so it is good to practise this skill orally at home. E.g. I spy, Simon says.

Segmentation for spelling



Hearing individual phonemes within a word.

E.g. crash has 4 phonemes **c – r – a – sh**

In order to spell a word a child must segment a word into the individual phonemes and choose a letter or letter combination to represent the phonemes.

For example a child may write:

'The cat was blak. It had a wiet tayl and a pinc noas.'

'I bulong to Youcalaylee club!'

It is important that children understand that blending and segmenting are reversible.

Tricky words



Alongside the teaching of phonemes 'tricky' high frequency words will be taught. We encourage the children to identify the part of the words that are tricky.

E.g. was, you, I

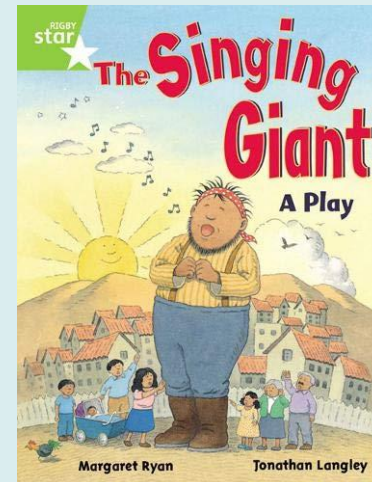
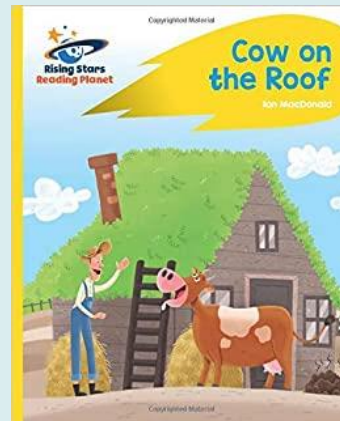
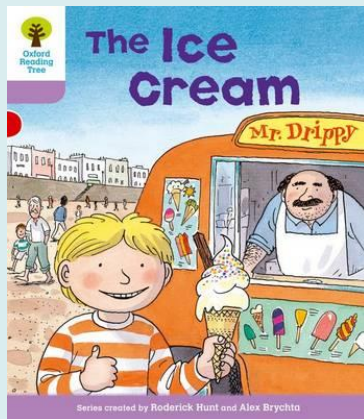
Some are 'tricky' to start with but will become decodable as more is learnt.

E.g. out, there.

Previous approach to teaching phonics



- Previously, we taught using Story Time Phonics with the Phonic Fairy. This was based on Letters and Sounds (2007).
- Children would take home a colour banded reading book and change it as often as they like.
- These books were not completely phonetically decodable.



Why have we changed our phonics scheme?



- We are passionate about research and improving practice to enable children to be successful learners
- We worked with the English Hub last year and received whole staff training on phonics.
- To ensure we are consistent in our approach to phonics teaching.
- New fully decodable books!
- Government guidance about validated phonics schemes, updates to Ofsted framework and research.

What is Little Wandle Letters and Sounds?



- An exciting, new DfE commissioned phonics scheme that puts emphasis on ensuring every child can read by the time they leave Year 1.
- New resources, decodable reading books, letter formation phrases, mnemonics
- Partnership with Harper Collins

Teach reading: change lives!

Delighted to be validated by the Department for Education

being boing

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check.

The image shows a video thumbnail for 'Teach reading: change lives!'. It features a woman with glasses and a blue top smiling. To her right is a graphic with three cartoon rabbits and the text 'being boing'. Below the rabbits is a play button icon. To the right of the woman is an orange box with the text 'Delighted to be validated by the Department for Education' and the 'Little Wandle Letters and Sounds Revised' logo. At the bottom of the video frame, there is a paragraph of text describing the programme.

How do the children learn to read?



- Daily phonics taught
- Regular exposure to taught sounds
- Phonics as a route to decoding
- Learnt in 'phases' as a whole class
- 4 new sounds per week and a review lesson
- 3 reading practice sessions with a decodable book

Reception

Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the

Autumn 2 Phase 2 graphemes

ff ll ss j v w x y z zz qu ch sh th ng nk

- words with -s /s/ added at the end (hats sits)
- words ending -s /z/ (his) and with -s /z/ added at the end (bags)





New tricky words

put* pull* full* as and has his her go no to into she
push* he of we me be

Phonics lessons



- Lesson structure:

	Revisit and review
	Teach and practise
	Practise and apply
	Grow the code
	Reading practice session three times a week

Phonics lessons



- Children will learn the sounds using these pictures to prompt them (this can be found on the Little Wandle website)
- Each grapheme has a pronunciation phrase (e.g. snake) and a formation phrase (e.g. under the snake's chin, slide down and round its tail)
- In Year 1, the children will start to 'grow the code'. They will learn alternative graphemes for phonemes they learnt in Reception. E.g. **science** has two spellings for 's' that are alternatives.

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

Grow the code grapheme chart

Phase 2, 3 and 5

s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve
w wh	x	y	z z zz s se ze	qu	ch tch ture	sh ch ti ssi si ci	th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

Phonics lessons



They will read and write words and sentences with the new sound in. To apply their knowledge, they will read books including recently learnt sounds.



Reading practice sessions



- Each week your child will take part in 3 reading practice sessions with either their class teacher or teaching assistant who have been highly trained in this approach.
- Each session starts with a quick sound practice, word practice and discussion about new vocabulary they will find in their book.
- Your child will read the same book each time, however each of the three reading sessions focuses on a different skill:
 1. Decoding
 2. Prosody (reading with intonation / expression)
 3. Comprehension

Reading practice sessions



- At the end of each half term the children's phonic knowledge and application of phonics is assessed and this assessment is used to decide which books they will read next.
- The books your child will be reading are therefore carefully matched to your child's phonic ability and they should be able to tackle them fluently and automatically. The aim is that the children read at a 95% fluency. This means that the children should need little to no support reading the words.
- Your child will bring their reading book home on Thursdays or Fridays. It is really important these are returned to school on Mondays as it may be needed for another group. They will also bring home their sharing (library) book which they can keep and enjoy till the following Friday.

Phonics Screening Check



- In June of Year 1, children will undertake a statutory assessment called the phonics screening check.
- This consists of 40 words (20 real and 20 nonsense).#
- For the past few years, the pass mark has been 32 out of 40.
- All children in Year 2 will complete this assessment this term due to cancellation from covid.
- If they don't reach the expected standard, they retake the check later in the year. Year 1 children take it again at the end of Year 2 if necessary.



Helping your child at home



- You might find your child comes home with a sticky label on their jumper with a sound – ask them to read it until it is embedded!
- Read as often as possible – research shows that children who read for 20 minutes extra per day acquire 2 million more words per year = more fluency in daily reading
- Promote a love of reading both with the decodable book and the sharing (library) book. Read to your child, ask questions, clarify the meaning of words, role play characters, discuss the pictures, predict what might happen next. Make reading a fun experience!
- Celebrate their success and achievements with reading.
- Practise oral segmenting and blending whenever the opportunity arises, e.g. I spy with my little eye a b_u_s, fetch me your c_oa_t.
- If you would like additional books to read with your child, you can access bug club e-books or we could send home additional reading books, however please bear in mind that these may not be fully decodable!

Parent Information Website



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

Thank you so much for listening.

Any Questions?