



Stapleford Community
Primary School

Phonics Information Evening

Thursday 21st November, 6pm



Our pupils
CARE, they
demonstrate:

Curiosity
Ambition
Resilience
Excellence



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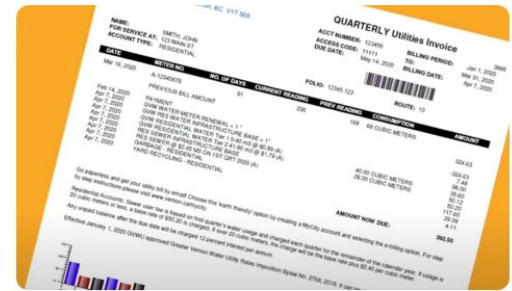
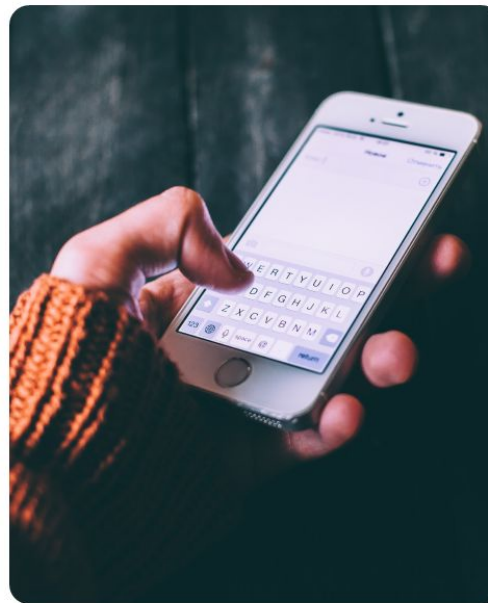
**“A love of reading is the biggest
indicator of future academic
success.”**

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



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How many times have you
already read today?



Meeting Aims



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



What is Phonics?



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- 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



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Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Adjacent consonant

Split digraph

How to say the phonemes



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- 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.



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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 robot arms 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



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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



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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.

Little Wandle Letters and Sounds Revised



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- Our school uses:
Little Wandle Letters and Sounds Revised as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.
- It is an exciting, DfE commissioned phonics scheme that puts emphasis on ensuring every child can read by the time they leave Year 1.



How do the children learn to read?



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- 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



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- Lesson structure:

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

Phonics lessons



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- 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 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



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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



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- 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



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- 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 until their library day.

How do the children learn to write?



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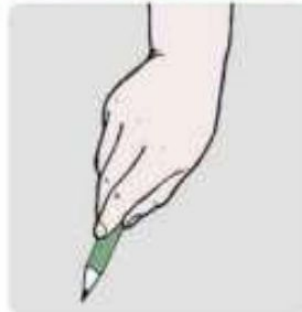
- To support the children's ability to write they need to develop both their gross and fine motor skills and have daily opportunities to do this.
- We support the children to hold their pencils/pens with a tripod grip as this helps them to write efficiently, with less effort and a greater endurance.

Development of the pencil grip through the early years:



1 year to 18mths

Cylindrical Grip



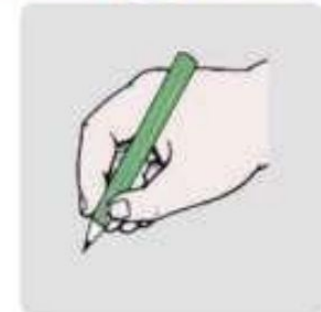
2 to 3 years

Digital Grasp



3.5 to 4 years

Modified Tripod
Grasp



4.5 to 7 years

Tripod Grasp

How do the children learn to write?



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- Children are encouraged to write as part of their purposeful play.
- They write in a variety of role play situations that match their interests and stimulate talking.
- They experiment with writing by making marks, personal writing symbols and conventional script.
- They are given lots of praise and encouragement to have a go.
- Each day in phonics lessons, we model how to sound talk a word and write down the sounds we can hear, then we hide the word and the children have a go! At this point we are writing single words but as the year progresses we move onto writing sentences.
- We provide 'hooks' to capture the children's imagination and to provide purposes for writing, e.g. our frog slime and lily pads in the playground.

How do the children learn to write?



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- We encourage the children to put 'finger spaces' between words so they do not crash into each other!
- We support the children to develop an understanding of what a sentence is and how we need to punctuate with capital letters and full stops.

on sata day I
Went to the
met ro doom.
I s wa ma na pla a wiv sa
I wen on the suid:

Context
Ben is in the role play area which is a hospital
Observation
A packet of tablets
and medicine and
a can of medicine.
This is all.

a packet of tablets and
medicine and a can of
medicine. This is all.

Ben and Natalie were in the role play area. Natalie is pretending to be poorly.
Ben writes out a prescription which will make her better he says.

'A packet of tablets and medicine and a can of medicine. This is all'

2 examples
of end of
year writing
at the
expected
standard

Helping your child at home



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- 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!
- 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.

Helping your child at home



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- Provide opportunities for writing for purpose, e.g. party invitations, Christmas or Birthday cards, shopping lists, postcards, scrapbooks, labels for models, etc.
- Support the children to complete the handwriting sheets shared, ensuring the children are forming letters correctly.
- If you would like additional books to read with your child, we can send home additional reading books, however please bear in mind that these may not be fully decodable!
- Celebrate their success and achievements with reading and writing.



Reading Record

- After we have completed the three reading sessions per week, we will send home this book for your child to read to you at home.
- When you hear your child read, it would be very helpful if you write a short comment in the box.

Books that I have read and shared			
Date	Book	Page No.	Comments
6/10/23	A Pin		This is your child's reading practice book. They have read it three times already in a group with an adult. They should be able to read it to you fluently. Please return on Monday so that we can allocate a new one.
12/10	Sit Tip Pat		
19/10	Pat a Pan		
2/11	A Cat, a kid, a Dog.		

I recognised sounds in the following words:

New words that I have learned:



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**“Children are made readers on
the laps of their parents.”**

— Emilie Buchwald

Parent Information Website

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



Thank you so much for listening.

Any Questions?