

# This Power Point will outline our approach to teaching phonics and early reading in F2 and KS1



**The Trent-Rylands Federation**



# Phonics and Early Reading

This powerpoint will inform you about :

How we teach phonics

How we teach reading

Supporting at home



## Phonics is:

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



# - Did you know?

## The English language has:-















- 26 letters ( the alphabet )



- 44 sounds



- Over 100 different ways to spell those sounds

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

# New DFE Guidance for Early Reading and Phonics

Recent government changes have meant that schools have been encouraged to purchase a validated phonics scheme to ensure there is consistency throughout a child's journey in learning to read.



# 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.



[littlewandlelettersandsounds.org.uk](http://littlewandlelettersandsounds.org.uk)

## Why Little Wandle?

Excellent training for all staff to ensure consistency. All staff from F1 to Year 6 have had the training.

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.

Information for parents can be found here

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



# How we teach phonics in F2 and Year 1

Daily short, whole class sessions which are structured carefully

Specific order of teaching

Lots of repeated practice

High quality consistent teaching  
and resources







Phonemes are taught in order. LW has a picture mnemonic to help children remember the phoneme/grapheme. We start to read words asap.



th

ss

ck



We then  
move on  
to early  
digraphs  
mostly  
consonant  
digraphs –  
2 letters 1  
sound



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

Following this children learn vowel digraphs taught with a short caption to help children remember. Also trigraphs igh, air

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

During phonics lessons we use Sound Buttons so we can sound talk and blend to read. When children are confident we use words with no sound buttons.

Digraphs have a zip to sound talk and blend

R Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

— — •

go

R Au2

the

R Au1

is

R Au1

to

R Au2

Words that do not follow the rules and cannot be decoded – tricky words/ exception words. Children are taught which part of the word is tricky. We will no longer be teaching tricky words through bear words. Have a look at this video on the website: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

# What happens if my child finds phonics hard?

Teachers assess children regularly through observations in lessons and them more formally at the end of each half term.

Any child who needs more support will be offered it as part of a keep up group either as part of a small group or on a 1:1 level. This will be in addition to the daily class phonics lesson.

This support will be directly aimed at building confidence and building knowledge so that children can all keep up with their peers.



# 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. Phoneme relates to a spoken sound or the sound you can hear.

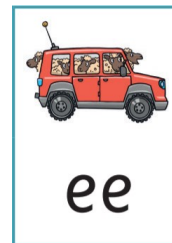
**-grapheme** – How the phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme ‘ay’ is spelt differently in each of the words ‘way’, ‘make’, ‘fail’, ‘great’, ‘sleigh’ and ‘lady’.

**-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 lifelong readers

Reading underpins children's access to the curriculum and clearly impacts on their achievement

# How we teach reading in F2 and year 1

Each week children will work in small groups to have reading practice sessions . There will be 2 or 3 sessions per week and each session will be taught by a trained adult.

**Each session begins with some quick sounds and words practice  
There will be a focus on decoding (using phonics to sound out),  
prosody (intonation, expression), and comprehension**

The books will be carefully matched to the child's secure phonic knowledge and their word reading ability.

**At the end of the third session the books will be sent home.**



# How do we decide which books children read?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge. In F2 your child may have wordless books which develop great language skills and teach children the layout of books and how to handle books

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.

They will then progress through the levels as their knowledge of phonics develops.

# Reading Practice Books are carefully matched

## 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.



**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.**

# Reading the books at home

Children will take their Reading Practice Book home (after reading it 3 times in school).

## Listening to your child read their phonics book



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



Reading groups will be set up for each class and the days children read will vary from class to class. You will be notified of when your book will be sent home/ need to be back in school.

**Please look after our books. They are expensive.**

**They should always be kept in the reading folder so they do not get damaged and always kept in book bags so they can be changed weekly. We will only allocate new books to children if the previous book has been returned.**

**We may charge for the cost of a replacement, if a book is lost or badly damaged. Each book costs £5.**

# In Year 2 and Beyond

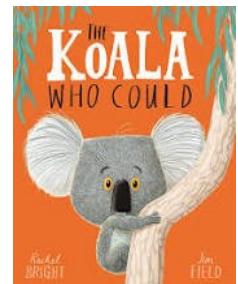
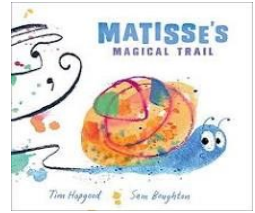
- There is a strong focus on teaching phonics in F2 and Year 1. In year 2 children will recap on the phonics they have learnt in the previous years before moving on to more spelling based work.
- Some children may need to be continue to learn phonics throughout year 2 (and sometimes in to KS2) until they are completely secure . This will be done either one to one or in a small group. This will be additional the class work that the other children are learning.
- In year 2, most children will no longer need the structured approach to reading but will still need to read regularly in school and at home.
- Some children will continue to read in this structured approach until they can approach reading with fluency and confidence .

## Supporting at home. Reading for pleasure books

Children will also bring home a “book to share” reading book. These are not decodable books . They will have a red sticker on them.

To become lifelong readers, it is essential that children read for pleasure. Reading picture books and enjoying the books together will foster a love of reading.

Children **may not** be able to read this book independently. Parents will need to spend time looking at the pictures, talking to the children about the story or the information , reading the books or individual words to the children as appropriate.





# What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Information for parents can be found here

<https://www.littlewandlelettersandsounds.org.uk/resources/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**

# 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

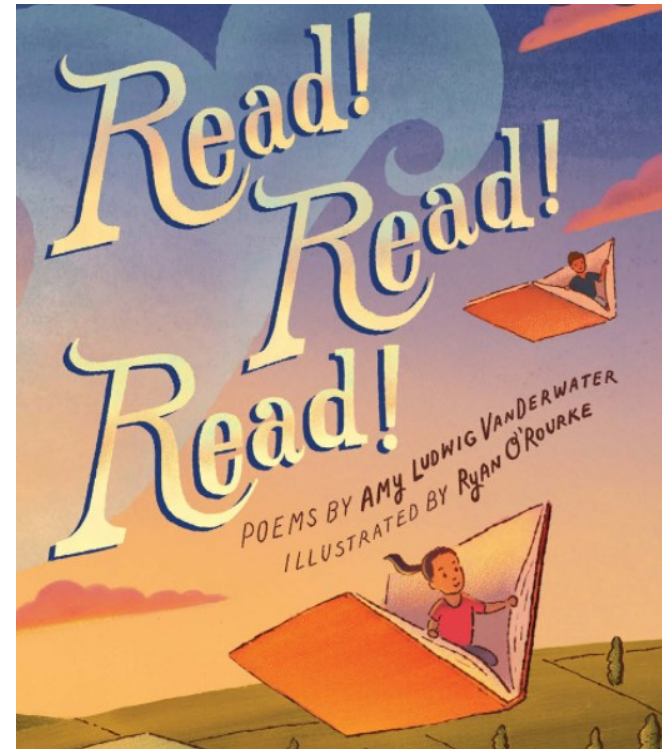
Look online & in app stores for appropriate word & spelling games.

## 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 taking the time to read this Power Point. This is a new scheme for us also, so please bear with us whilst we also become familiar with it and iron out any possible teething problems.