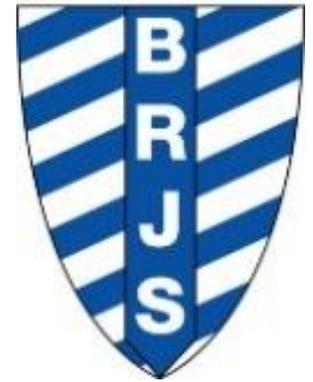


# Welcome to our phonics information sharing session



**The Trent-Rylands Federation**



# Phonics and Early Reading

## **Aims for the session**

**1 – Information about how we teach phonics**

**2 – Information about how we teach reading**

**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 ( the alphabet )

abcdefghijklmnopqrstuvwxyz

- 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

The journey to independent reading and writing begins with 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. We have chosen "The Little Wandle Letters and Sounds" scheme.**

[littlewandlelettersandsounds.org.uk](http://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 in F2 and Year 1

Daily short sessions which are structured carefully

Specific order of teaching

Synthetic phonics

m-u-s-t

Lots of repeated practice



**Practice makes permanent**

Correct pronunciation is vital - Videos on LW, sheet sent home in folder

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

s



t



n



d

Phonemes taught in order LW has a picture pneumonic to help children remember the phoneme/grapheme. Start to read words asap



th

ss

ck



ch

sh

Early digraphs  
mostly  
consonant  
digraphs – 2  
letters 1  
sound

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

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

— — •

R Au2

go

R Au1

the

R Au1

is

R Au2

to

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 words through bear words

# 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.

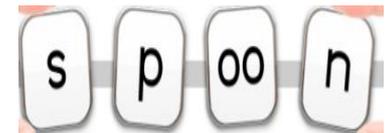
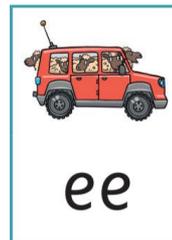
**-grapheme** – How the phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'w**ay**', 'm**ake**', 'f**ai**l', 'gr**ea**t', 'sl**ei**gh' and 'l**ad**y'.

**-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



# What happens if my child finds phonics hard?

- Teachers assess children regularly through observations in lessons and then 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 support will be directly aimed at building confidence and building knowledge so that children can all keep up with their peers.



# Reading

We want children to love reading

Learning to read should be a positive experience



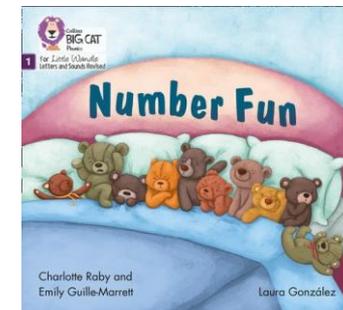
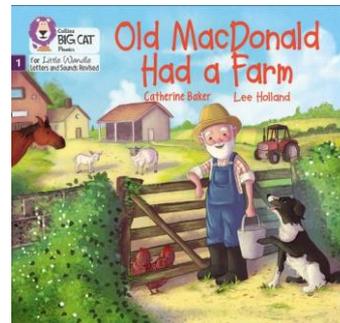
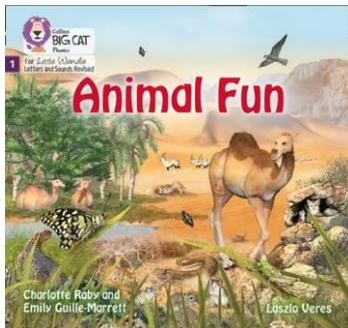
We want children to read for pleasure and be life long readers

Reading should be enjoyable

**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 in F2 and year 1

## 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



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

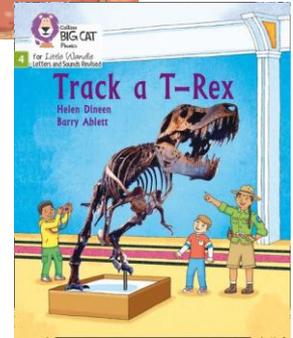
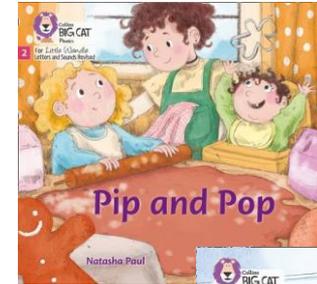
Share the front cover page before reading – inside the front cover there is information about the sounds and key words .

Reading groups will be set up so 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 plastic wallets 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.**



🐾 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**

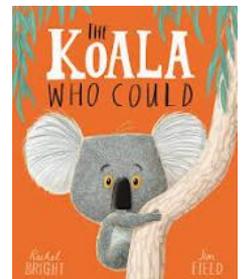
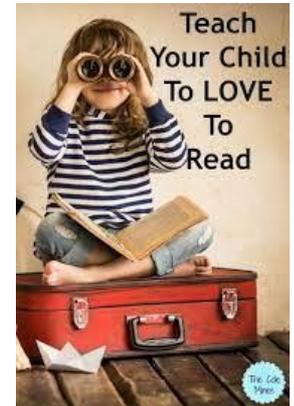
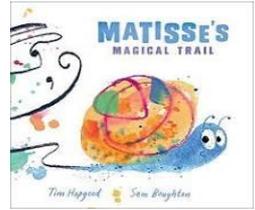
- Look at the cover and read the title together. Ask your child:
  - What do you think an animal park keeper does? (books after animals)
  - Is this a fiction or non-fiction book? (non-fiction)
  - What animals can you see on the front cover? (zebras)
- Now read the book. Enjoy looking at the pictures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

# Supporting at home.

## Reading for pleasure books

Children will also bring home a 'sharing book' each week-they will have a red sticker on them. There is no expectation that the children can read these books. Parents should 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.

**To become lifelong readers, it is essential that children read for pleasure. Reading picture books and enjoying the book together will 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**

# 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

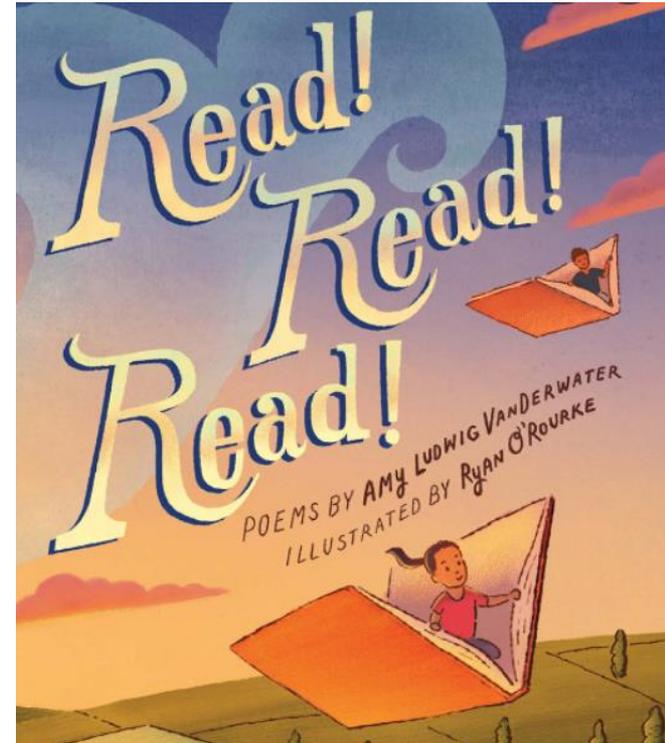
Look online & in app stores for appropriate word & spelling games.

## 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!



# Further information

## Websites for Phonics games:

Phonics Play -

<https://www.phonicsplay.co.uk/>

Phonic Bloom -

<https://www.phonicsbloom.com/>

Topmarks -

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Thank you for joining us

Questions ???