



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Welcome to our phonics and early reading session. The session will be split into two parts:

- part one – information about how we teach phonics
- part two – information about how we teach reading
- part three – information about helping your child at home

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

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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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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

Why Little Wandle?

Excellent training for all staff to ensure consistency.

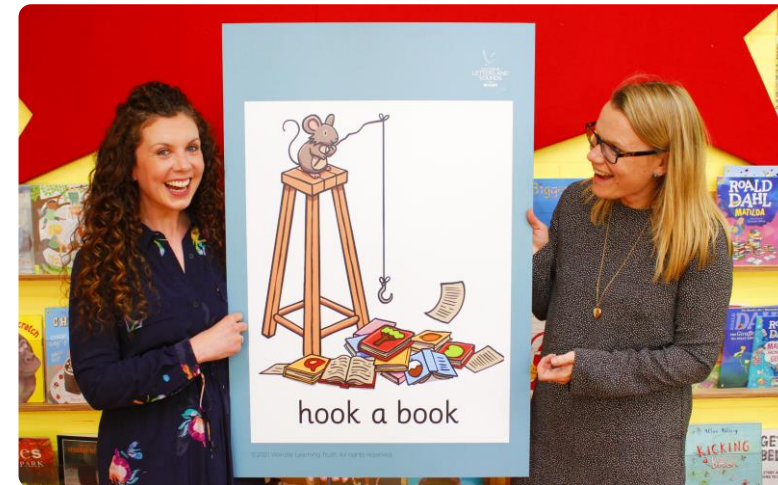
Every aspect of phonics and reading included in a detailed, thorough and systematic approach.

Engaging resources without distracting from the learning.

Comprehensive system for identifying and supporting children requiring extra help

Useful support for parents.

The reading books we will be using are from a company called 'Big Cats'. We have chosen them because we consider them to be high quality and an interesting read.





Phonics is:

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

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.

Daily phonics lessons in Reception have already started. We hope that your child has shared some of their learning with you. The new sounds that we will be learning are included in the weekly Yorke Mead newsletter.

Terminology

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.

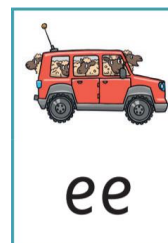
Grapheme – How a phoneme is written down.

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

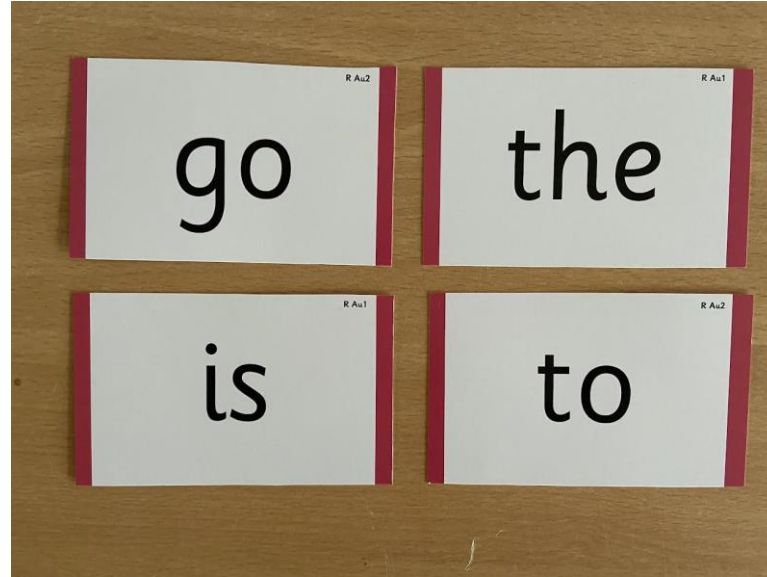
Teaching order

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
t t		Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p		Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i		pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet		Autumn 2	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j		Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
v v		Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w w		Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x		Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say yo-yo	Down and round the yo-yo, then follow the string round

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

Tricky words



Some words that we use quite early on in the scheme cannot be made phonetically. We call these 'Tricky Words'. Each term we will send a list of these home to help your child practice at home.

Writing

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.





Reading at school

How do we teach reading in school?

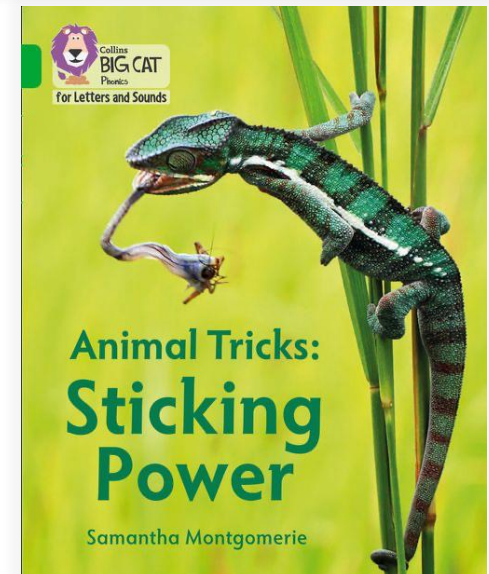
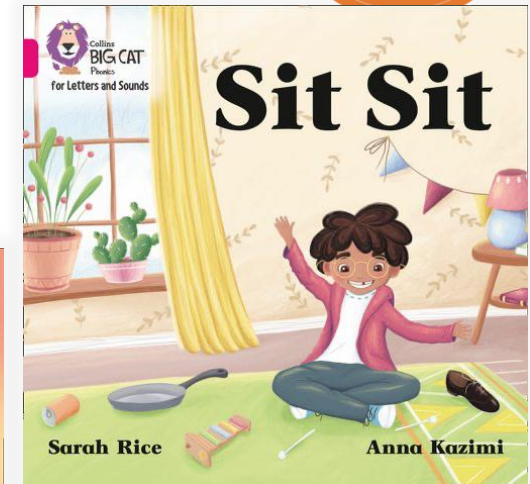
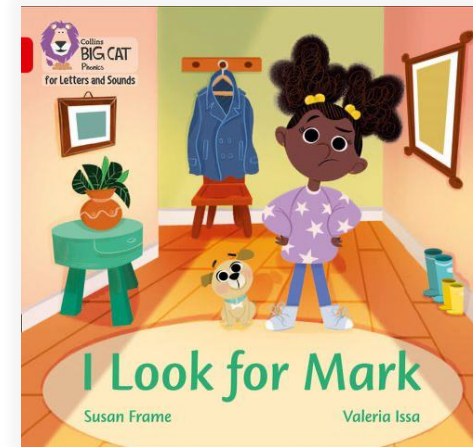
Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.

The three reads:

1. Decoding (sounding out the words)
2. Prosody (reading with expression)
3. Comprehension (understanding what we have read)

Aiming to develop fluency – the more they read the words the more they begin to read the words automatically without sounding them out



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	pe <u>ck</u>



We assess your child every six weeks to check progress. Any child who needs extra support has daily keep-up sessions planned for them.

Reading a book at the right level

This means that your child should:

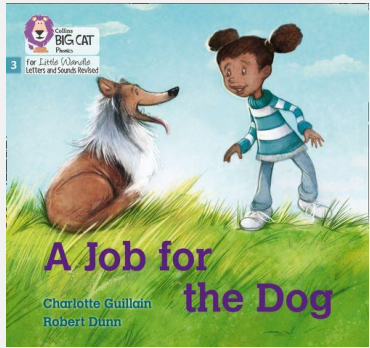
- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading at home

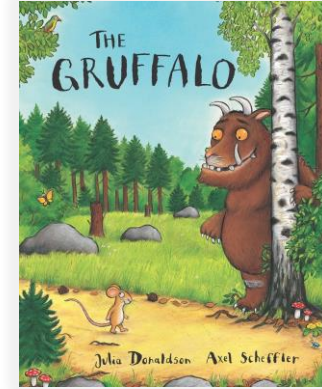
Books going home



eBook – your child will have read this book 3 times at school. Please do not worry that this book may seem to easy, your child needs to develop fluency and confidence in reading and celebrate their success.



Book taken home – your child will **not** have read this at school and so will need to read three times at home.



Library book - As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

The most important thing you can do is read with your child



- 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 **will 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. This is a book for you to share with your child.
- Research shows that reading stories and chatting about books has a positive impact on:
 - Understanding words and sentences
 - Using a wide range of vocabulary
 - Developing comprehensive skills



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to and if you are unsure, please ask your child's teacher.

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



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 did that happen? What do you think will happen next?
- **Make it fun** – give the characters funny voices and engage with the pictures. Make a game out of finding words that start with the same sound
- **Get out** – go to the public library regularly
- **Create**- use reading to inspire drawings or new stories

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**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

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