



**St Andrew's**  
Church of England Primary School



*Reception*

*Phonics &  
Reading Workshop*



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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?

A photograph of a 'Quarterly Utilities Invoice' from the Greater Vernon Water Utility. The invoice is for a residential account and includes a table of charges for water, sewer, and garbage services. It also shows the amount due and a barcode.

DATE	METER NO.	NO. OF DAYS	CURRENT READING	PREV. READING	CONSUMPTION	AMOUNT
Feb 14, 2020	A-12345678	91	236	168	68 CUBIC METERS	324.63
Apr 7, 2020					40.00 CUBIC METERS	-324.63
Apr 7, 2020					28.00 CUBIC METERS	7.48
Apr 7, 2020						35.60
Apr 7, 2020						50.10
Apr 7, 2020						80.20
Apr 7, 2020						117.60
Apr 7, 2020						26.39
Apr 7, 2020						4.11
Apr 7, 2020						392.50



# Phonics

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**Phonics is:**

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

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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.





# Blending to read words



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**



# Teaching order



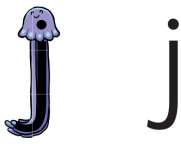
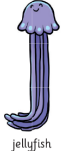







## Phase 2 grapheme information sheet

## Autumn 1

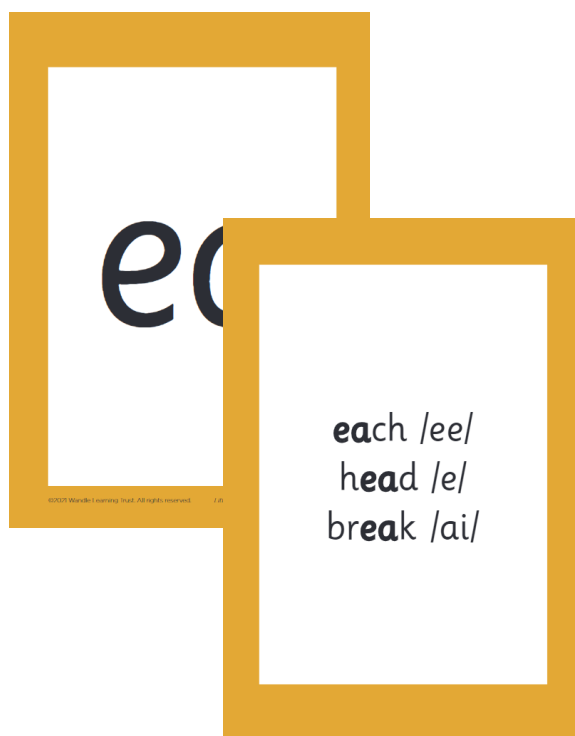
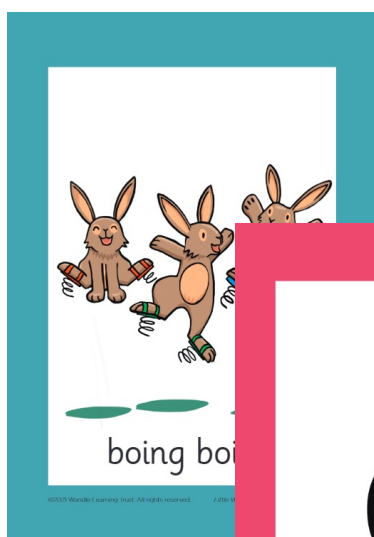
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	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	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>jjj</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say <b>www</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	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 <b>y</b> without	Down and round the yo-yo, then follow the string round

# How we make learning stick





# Reading and spelling

# Tricky words



# Spelling



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

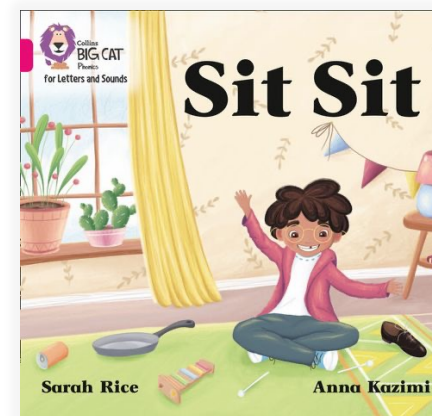


# How do we teach reading in books?



## Reading practice sessions are:

- timetabled throughout the week
- taught by a trained teacher/teaching assistant
- taught in small groups.





# 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   peck



# 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

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



**Reading a book and chatting had a positive impact a year later on children's ability to...**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

# The Word Gap



## At five years old:

Never read to - 4,622 words

1-2 times a week - 63,570 words

3-5 times a week - 169,520 words

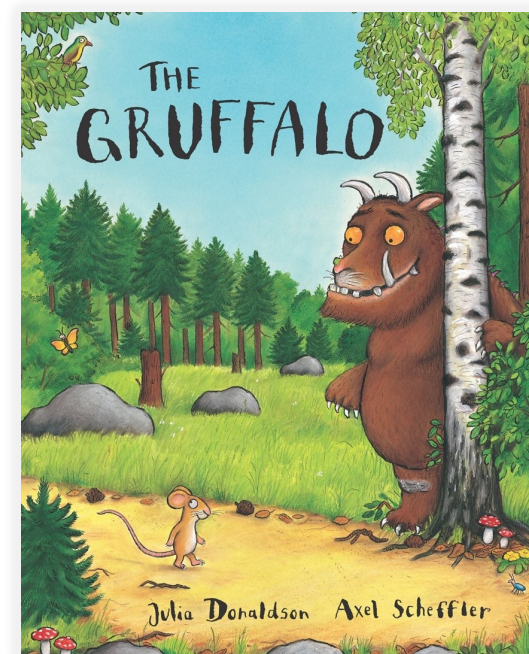
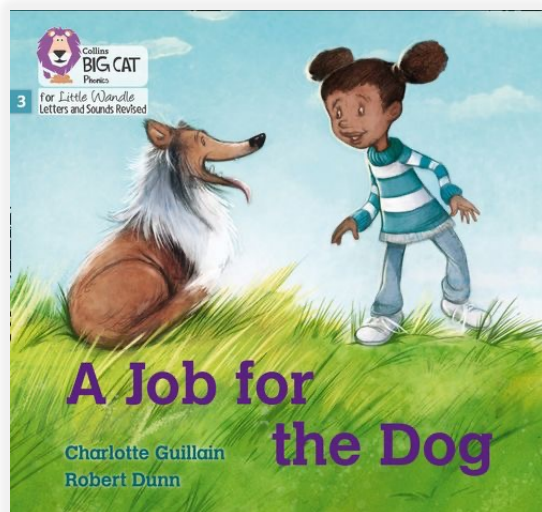
Daily - 296,600 words

Five books a day - 1,483,300 words





# Books going home





# 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.



# 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**

# Read to your child



## The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language
  - Encourage your child to use new vocabulary
  - Make up sentences together
  - Find different words to use
  - Describe things you see.





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

Carl Sagan

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