

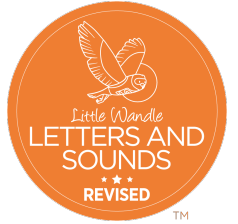


St Andrew's
Church of England Primary School



Reception & Year 1

*Phonics and 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)

”

How many times have you already read today?

Just think about how many times you have already read things today. It really is a vital skill.

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice is for a residential account and covers the period from January 1, 2020, to April 7, 2020. It includes a table of charges for water, sewer, and garbage, as well as a table of credits for water meter renewal and water infrastructure base. The total amount due is \$392.50.

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						50.20
Apr 7, 2020						117.60
Apr 7, 2020						26.39
Apr 7, 2020						4.11
Apr 7, 2020						392.50



Phonics

“

Phonics is:

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

”

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

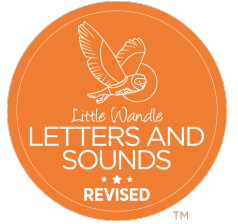
Digraph

Trigraph

Split vowel digraph

Blend

Segment



Terminology

Phoneme The smallest unit of sound that can be identified in words. We sometimes simply call this a ‘sound’.

Grapheme A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this ‘a sound written down’.

Digraph A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra *‘two letters, one sound’*.

Trigraph A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra *‘three letters, one sound’*.



Terminology

Split vowel digraph A digraph representing a vowel sound where its two letters are split by the consonant (for example a_e in cake)

Blend To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice.









Segment To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first.

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 ssssss ssssss	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 aaa	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 ttt	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 ppp	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 iii	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 nnnnn sound nnnnn	Down the stick, up and over the net.

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.

Gradually your child learns the entire alphabetic code:



Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

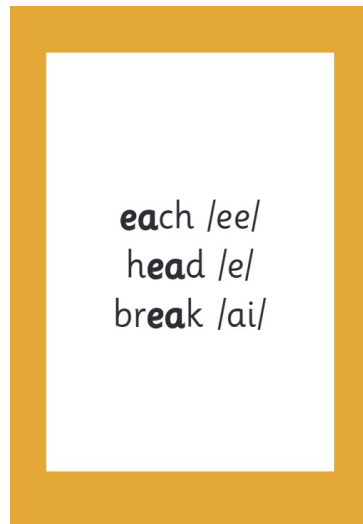
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /eel/ e-e these /oo/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

We will work our way through the whole Little Wandle Programme until your child can read fluently.

How we make learning stick



There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.



Reading and spelling

Reading and spelling

ea

each /ee/
he**ea**d /e/
bre**ea**k /ai/

This is an example of what the children learn in Year 1.

Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

And all the different ways to write
the phoneme sh:



shell
chef
special

caption
mansion
passion

Tricky words



Spelling



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

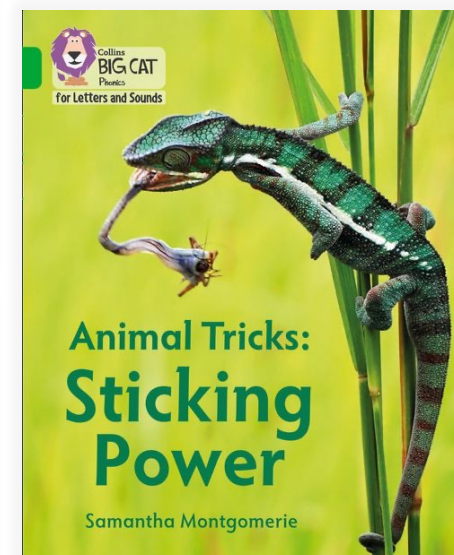
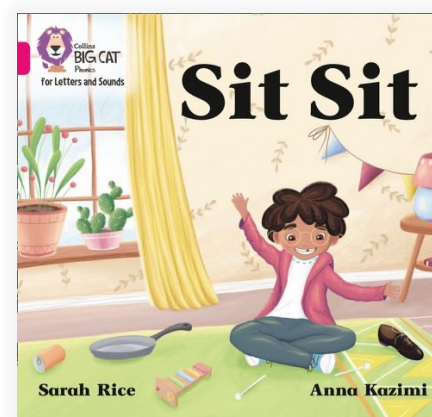


How do we teach reading in books?

Reading practice sessions are:

- Timetabled throughout the week
- Taught by a trained teacher/teaching assistant
- Taught in small groups

The children read the same book three times in a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice – and the third time we look at comprehension. We read the books three times at school because we want to develop the fluency. The more they see words the more they begin to read them automatically without having to sound 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

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.

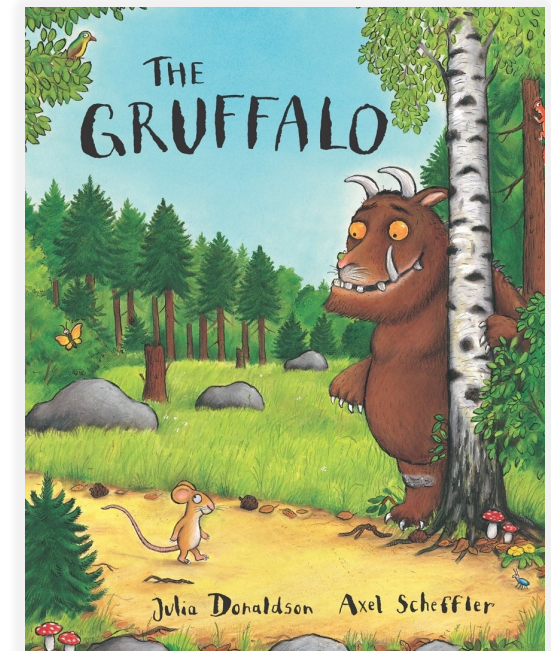
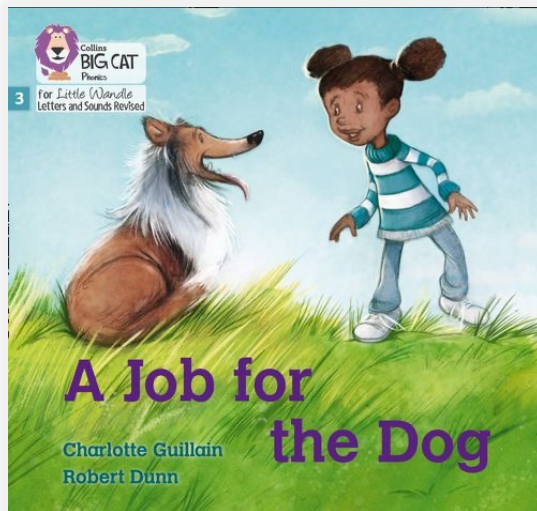
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



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

Books going home

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 – once a day if possible.



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

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



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



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



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

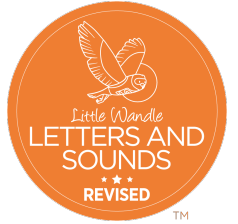
Read to your child



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.





“

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

Carl Sagan

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