



Roxeth Phonics Parent Workshop October 2024

Presented by Mrs D'Souza and Ms Procopiou





Everybody
read!

Why reading to your child really matters



Why read with your child at home?



Reading a book and chatting about it has a positive impact on children's ability to:

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



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



Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



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



Does it matter how we read with our children?



Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



Does it matter which language we use?



Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?



Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.





Reading at home



Developing your child's interest in books



Independent Reading

- Each week your child will be allocated a book via the Collins eBook website.
- Children will be expected to read this book independently to an adult at home.
- Teachers will be able to see if the child has accessed the book at home (this book does not need to be signed or recorded in their reading record book).
- This book will also be read several times over the week with a teacher or teaching assistant at school.
- **eBooks will be allocated everyday Friday.**

Shared Reading

- Your child will also receive 1 shared reading books a week.
- These books will be a 'best fit' to match your child's ability but they may need adult support at home with sounds/words they have not learned yet.
- Teachers/teaching assistants will continue to monitor children's reading progress at school.
- Adults/carers will be expected to sign the reading record book once they have heard their child read the shared reading books.
- Shared reading books will be changed every **Friday.**



Developing your child's interest in books



Reading for pleasure

- Each week your child will visit the school library where they will be able to choose a book of their choice.
- At home, children can enjoy talking about the pictures or reading the book depending on their age and choice of book.
- Adults will be encouraged to read the book with the children.
- This book does not need to be recorded in the reading record book.

Library Timetable

- **Reception** – Friday
- **Year 1** – 1M Tuesday
1P Friday



Phonics is:

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



How we teach Little Wandle



- Currently Little Wandle is taught from Reception to Year 2 (Autumn 1)
- Children are taught phonemes, formation of graphemes, tricky words, oral and written blending, segmenting.
- These skills are then implemented during reading and writing sessions.
- Children are encouraged to use and understand the language:
- Phoneme – the smallest unit of sound that can be identified in words e.g. dog is made up of 3 phonemes d, o and g (please see the link page to find out how each letter is pronounced).
- Grapheme – is the way we write a phoneme e.g. k can be written as c, k, qu and ck.
- Tricky words – these are words that cannot be segmented and blended but have to be memorised.
- Digraph – Two letters to represent one phoneme (two letters, one sound).



This term we are teaching Phase 2



- These are the first group of letters and sounds your child will learn.
- We start teaching from week 3 of Reception once all children are in full-time.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and 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 a a a	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 t t t	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 p p p	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 i i i	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.

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 j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	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	 wave	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	 box	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 a without	Down and round the yo-yo, then follow the string sound

Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

Phases 3 and 5



Grow the code grapheme mat Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h
b bb	f ff ph	l ll le al	j jg dge ge	v vv ve	w wh	x	y zz s se ze	z zz s se ze	qu
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a ea	e ea	i y	o a	u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*
or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	zh su si		

*depending on regional accent



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



Tricky words



- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Our progression



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*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.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words 	said so have like some come love do were here little says there when what one out today

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
/url/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ 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 /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /orl/ 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





Reading and spelling



Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

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 sssss sssss	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, push them open and say ppp	Down the penguin's back, up and around its head.



How do we teach spelling?



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

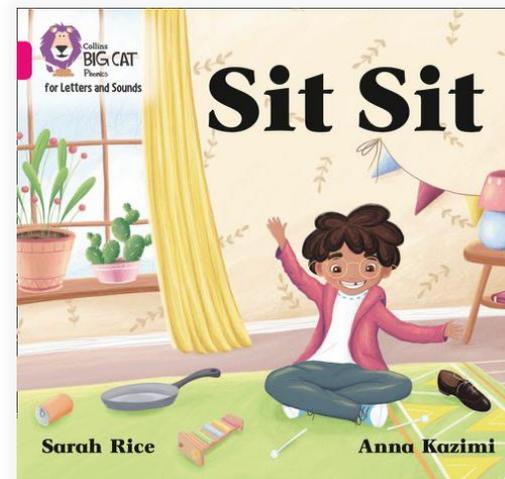
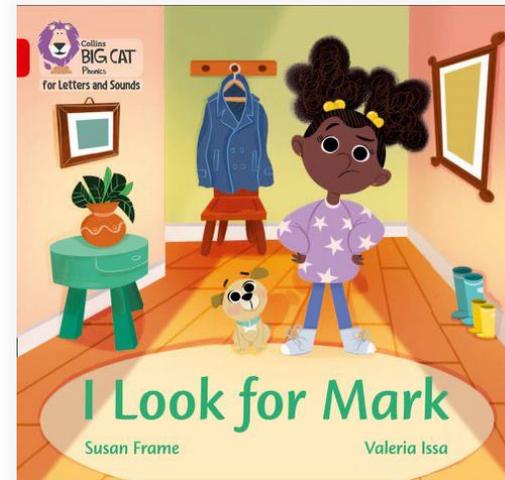


How do we practise reading in books?



Reading practice sessions are:

- timetabled at least once a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 5 of the first half-term.



Useful Links



- Little Wandle for Parents

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

- eBook Website

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



Questions?





A love of reading is the
biggest indicator of future
academic success!