

Phonics and Early Reading

Welcome to our meeting



Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading



New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



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 and useful support for parents.

How we teach phonics

Daily short sessions

Specific order of teaching

Synthetic phonics

Correct pronunciation is vital - Videos on LW

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



Phase 2 sounds taught
in Reception Autumn 1

Repeated practice

Revisit previously taught sounds and words

**Practice makes
permanent**



s



t



n



d



th

ss

ck

ng



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

R Au1 extra

nip

R Au1 extra

sat

R Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

— — •

R Au2

go

R Au1

the

R Au1

is

R Au2

to

Reading

We want children to
love reading

Reading should be
enjoyable

Learning to read should be
a positive experience

We want children to
read
for pleasure



Reading underpins children's access to the curriculum
and clearly impacts on their achievement



How we teach reading

Reading practice sessions are : Books are :

Timetabled **3** times a week

Taught by trained teacher or
teaching assistant

Taught in small groups

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 speedy sounds and words to practice reading

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 will this work?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge

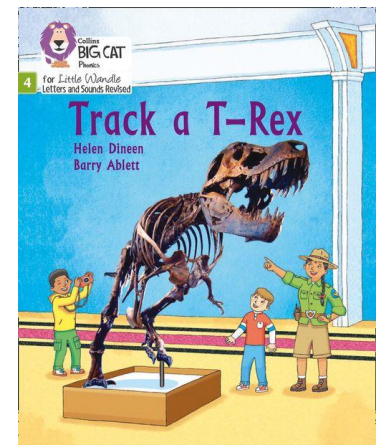
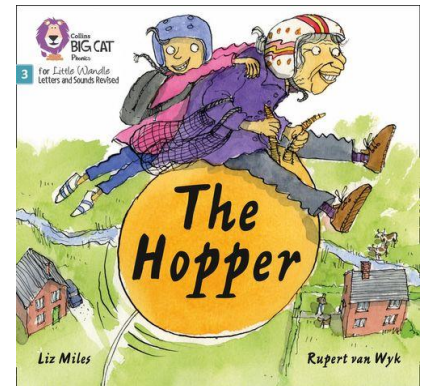
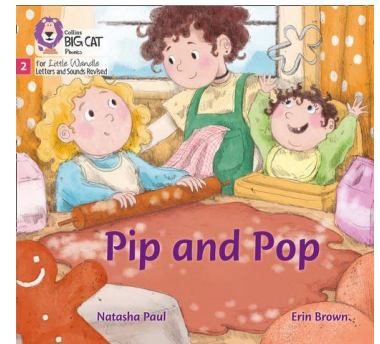
Children will take their Reading Practice Book home (after reading it 3 times in school)

Teachers will let you know the days books go home and when they need to be in school to be changed.

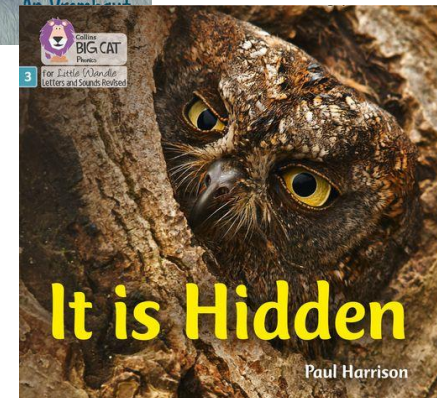
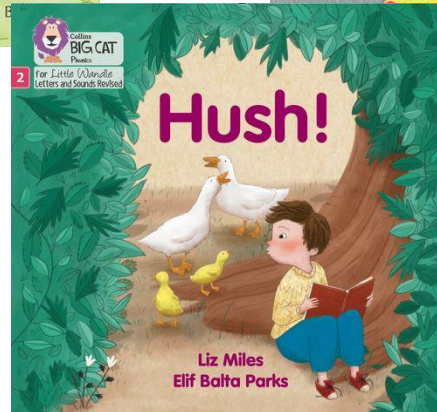
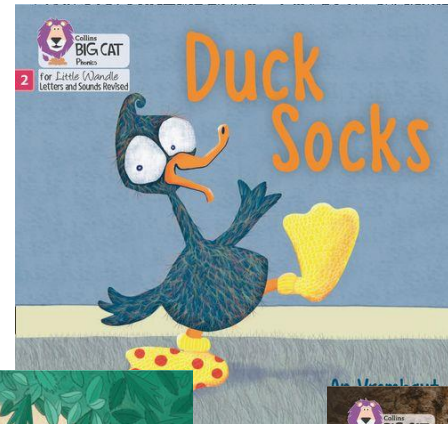
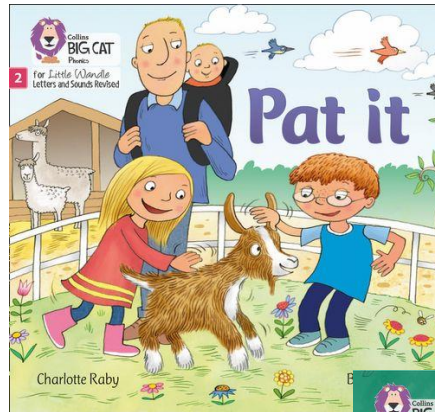
Celebrate, praise, talk about the book with you child.

Please make sure books are in book bags so that we can reallocate books as required

Please look after our books



Big Cat Collins Reading books are carefully matched to children's
secure phonic knowledge



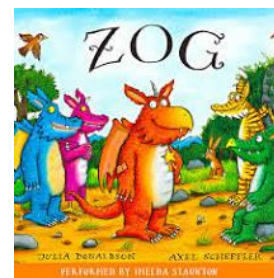
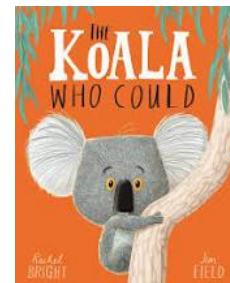
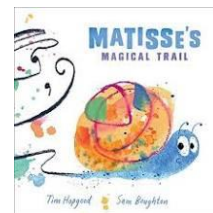
Sharing Book

Children will also bring home a 'sharing book' from our library each week

To become lifelong readers, it is essential that they read for pleasure

Children may 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.

Enjoy the book together and foster a love of reading
“pair and share”



What else can parents do?

Look at the Little Wandle videos and guidance for parents

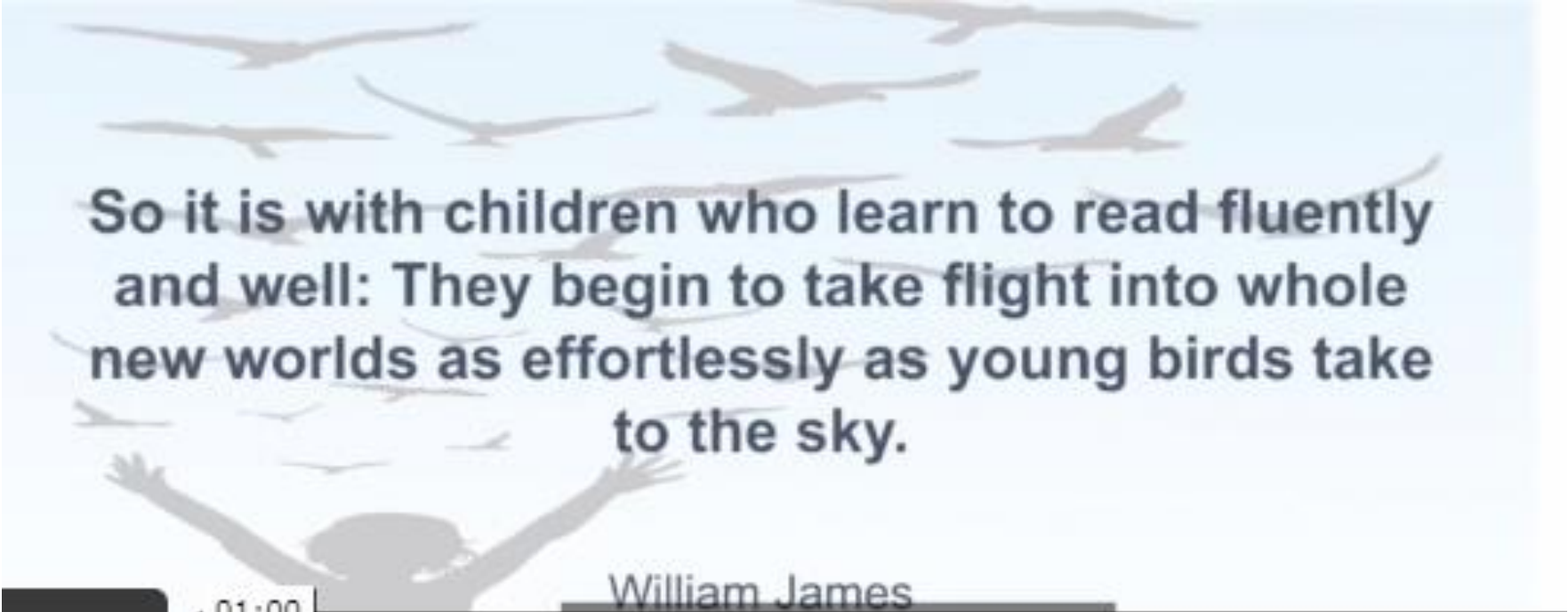
Support children in learning the alphabetic code

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

Thank you for joining us!

Questions ???



So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.

William James