

# Parent workshop: Phonics and Early Reading

Part 1 – information about how we teach  
phonics

Part 2 – information about how we teach  
reading



“

**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?



# New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



[littlewandlelettersandsounds.org.uk](http://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.

“

**Phonics is:**

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

”

# 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**



## Blending to read words- video



# 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 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 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 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 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 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 n	 net	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	 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 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 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 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 x without	Down and round the yo-yo, then follow the string sound

# Gradually your child learns the entire alphabetic code:



## 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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
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#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ou/ 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

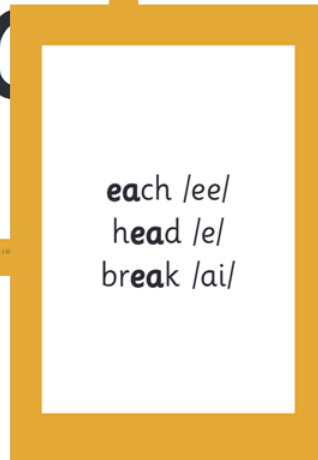
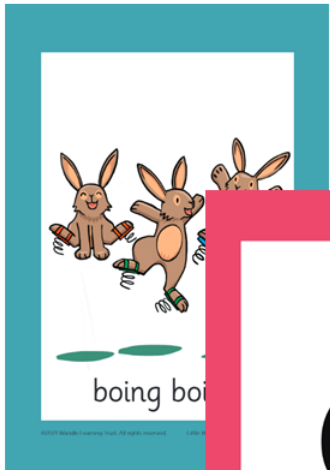
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ail/ a paper /eel/ e he /ail/ 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 /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
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# How we make learning stick



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

— — •



# Have a go...



Can you read....

\*lip

\*fair

\*main

\*sports

\*shed

\*brown

Sound talk each grapheme and then blend to read the word.

Can you put the sound buttons under each grapheme?

# Reading and spelling



ea

**ea**ch /ee/  
hea**d** /e/  
brea**k** /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

R Au2

go

R Au1

the

R Au1

is

R Au2

to

# Tricky words - video



# Spelling



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



# Have a go...



## Can you spell....

(segment the sounds, count them and then write them down)

\*week

\*hear

\*coin

\*cake

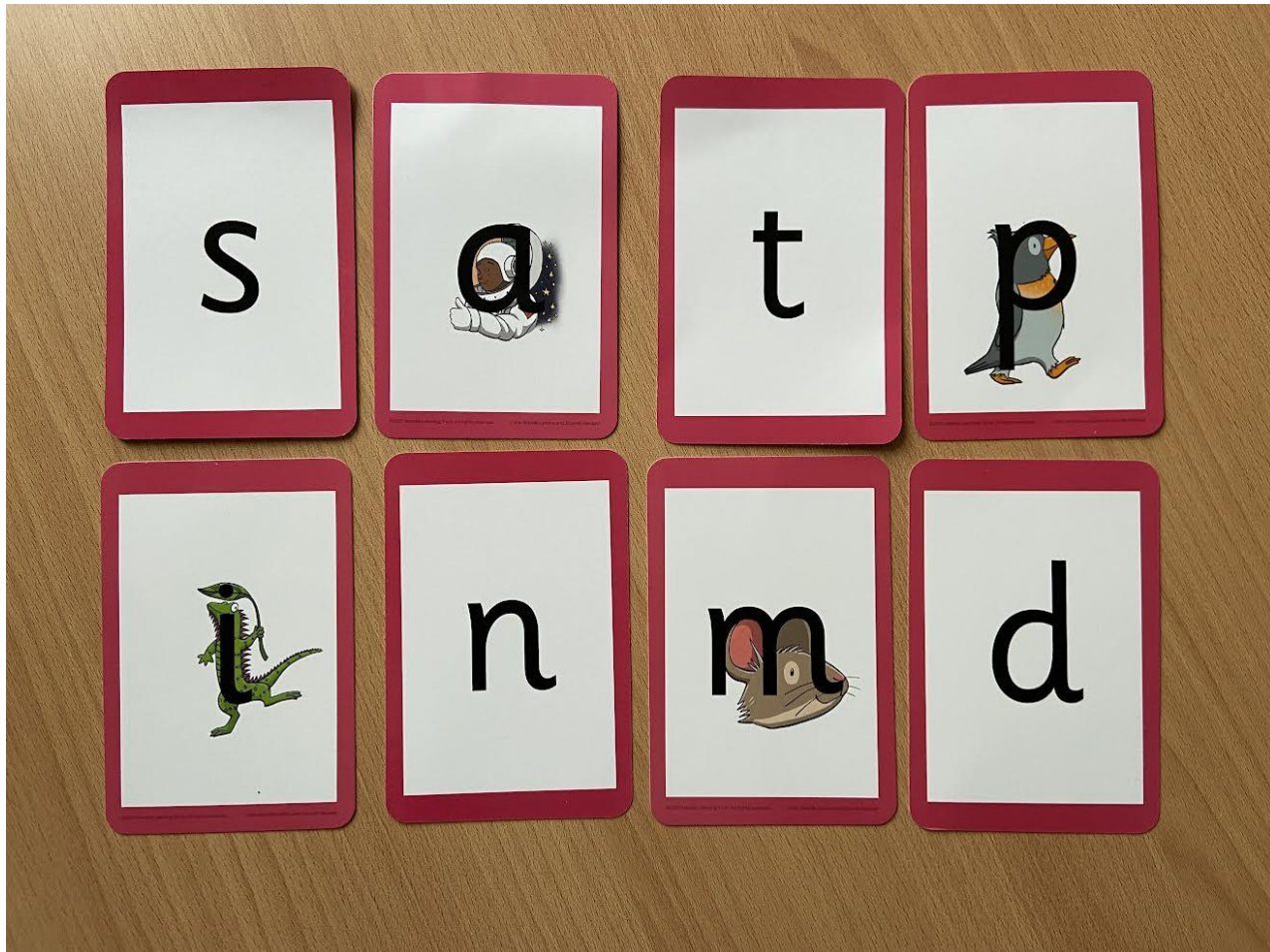
\*much

\*learn



# Handwriting....

Letters have a formation phrase to help children form the letters correctly.





# 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

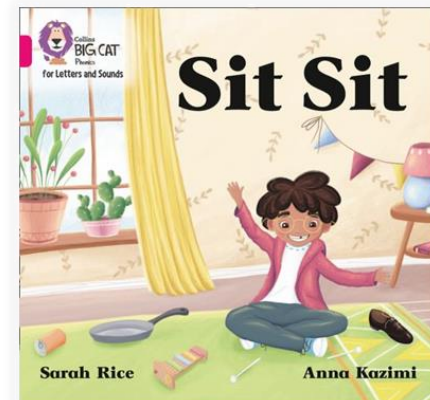
Taught by trained teacher or teaching assistant

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

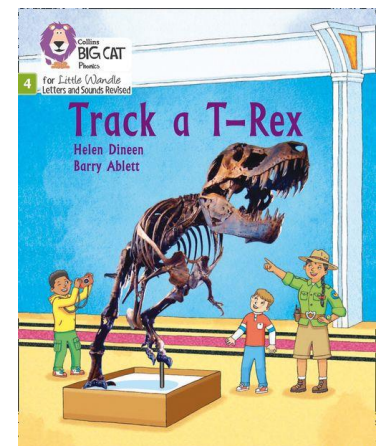
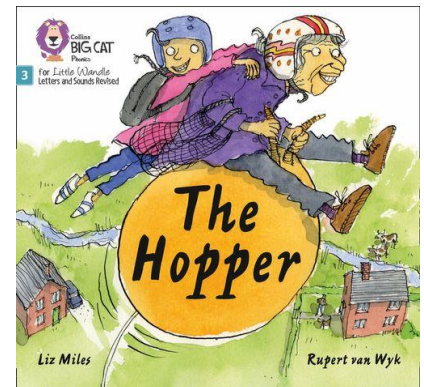
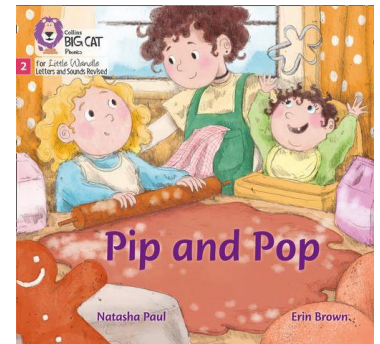
Children will take their Reading Practice Book home (after reading it 3 times in school)

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



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

**Little Wandle Letters and Sounds Revised Reception  
Child assessment**

**Autumn 1**

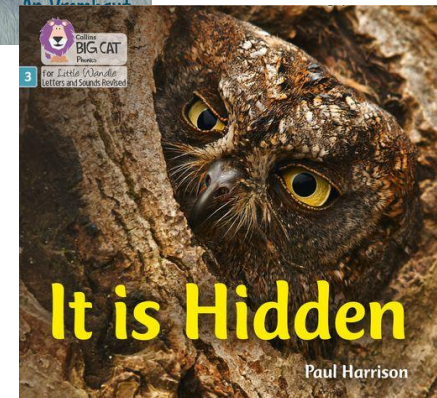
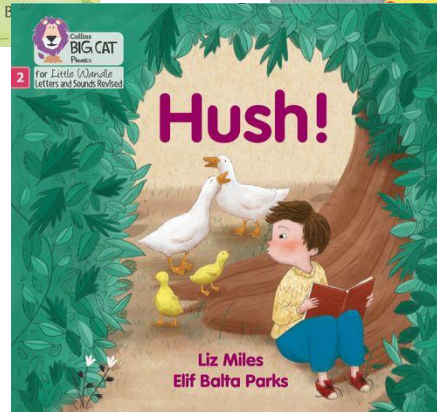
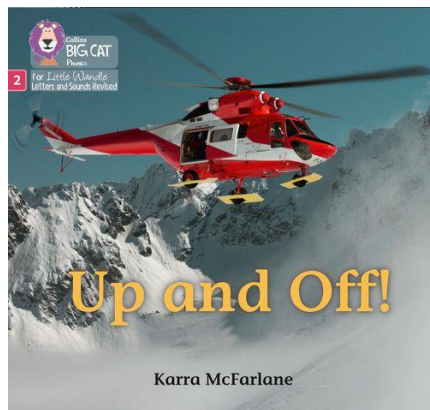
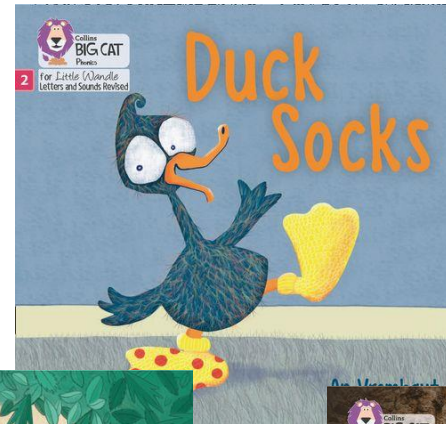
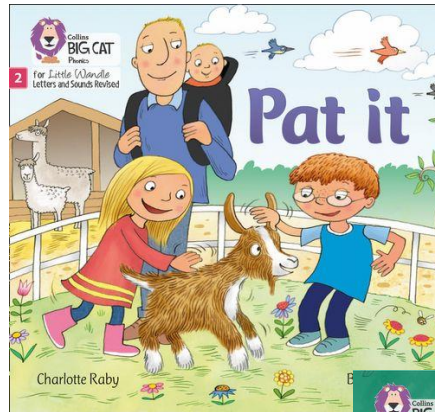
m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck





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



# 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.



# 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*



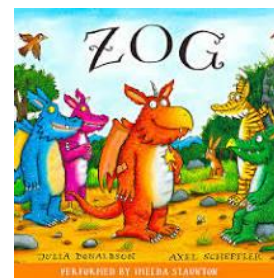
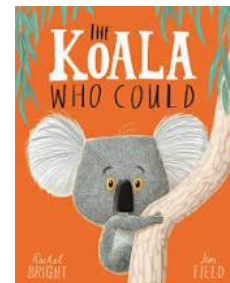
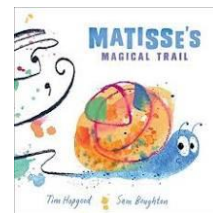
# Sharing Book

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. Talk with your children as much as you can.



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



# Reading at home includes.....

## 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.



# Reading 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.



**Parent pack**

# Thank you for joining us!



“

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

Carl Sagan

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