

Welcome to our phonics
information sharing session
Tuesday 20th September 2022



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Phonics and Early Reading

Part 1 - Information about how we
teach phonics

Part 2 - Information about how we
teach reading

Part 3 - Supporting at home



Phonics

What is Phonics?

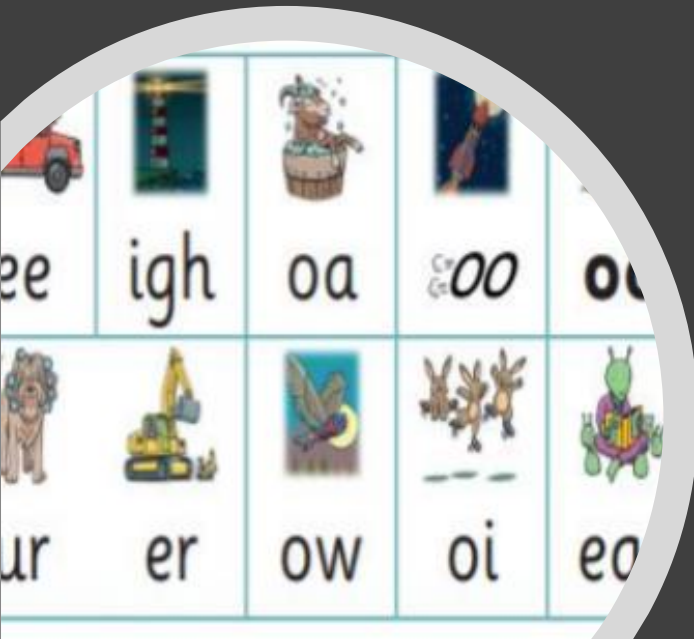
- Phonics is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language



Did you know?

The English language has:-

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds



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 member of Bolton completed the training over the summer

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
Useful support for parents.

How we teach phonics?

Daily short sessions

What does this look like in Reception? Year 1? Year 2?

Currently in Y1 & 2 we are trying to catch up with some children by having 2 phonics sessions a day



m-u-s-t

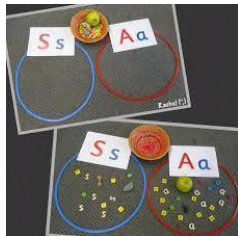
Specific order of teaching

Repeated practice

Synthetic phonics

Correct pronunciation is vital - Videos on LW

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



Revisit previously taught sounds at start of each lesson

Practice makes permanent



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or

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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

Jargon

You may hear your children say....

-phonics (also known as 'synthetic phonics') - The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

phoneme - Any one of the 44 sounds which make up words in the English language.

-grapheme - How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

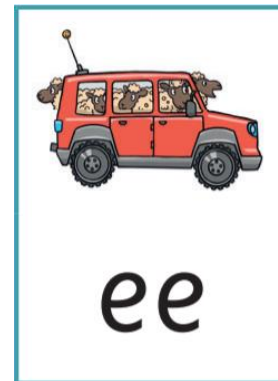
-blending - Putting together the sounds in a word in order to read it, e.g.

'f - r - o - g, frog'

-segmenting - Breaking a word into sounds in order to spell them, e.g. 'frog, f - r - o - g'

-Digraph- 2 letters making one sound

-Trigraph- 3 letters making one sound



Reading

We want children to
love reading

Reading should be
enjoyable

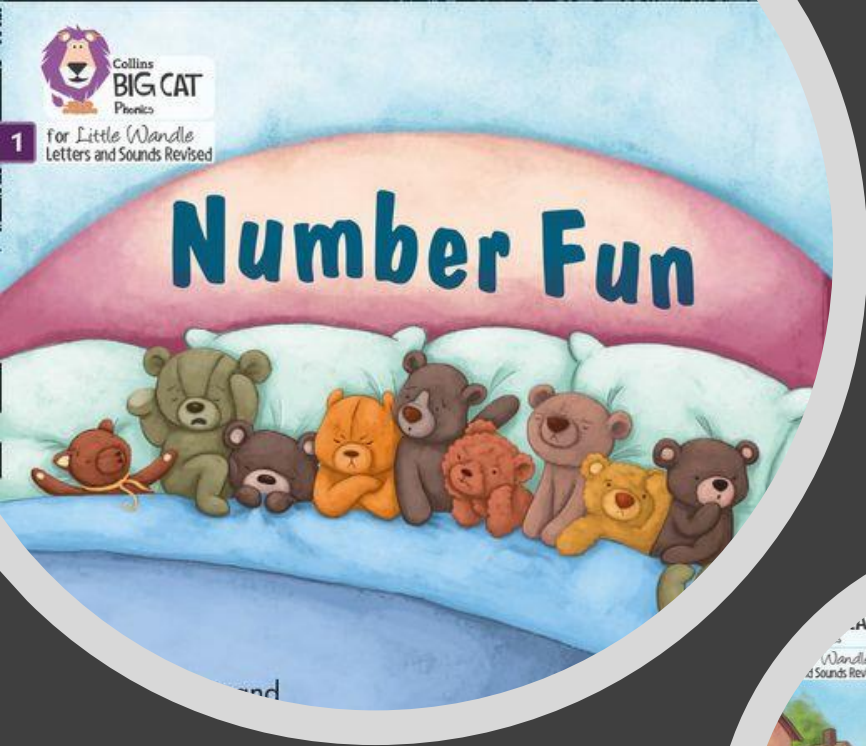
The **MORE** that you
READ, the **MORE** things
you will **KNOW**.
The **MORE** that you
Learn, the **MORE** places
you'll **GO**.

Dr. Seuss

Learning to read should be
a positive experience

We want children to read
for pleasure and be life
long readers

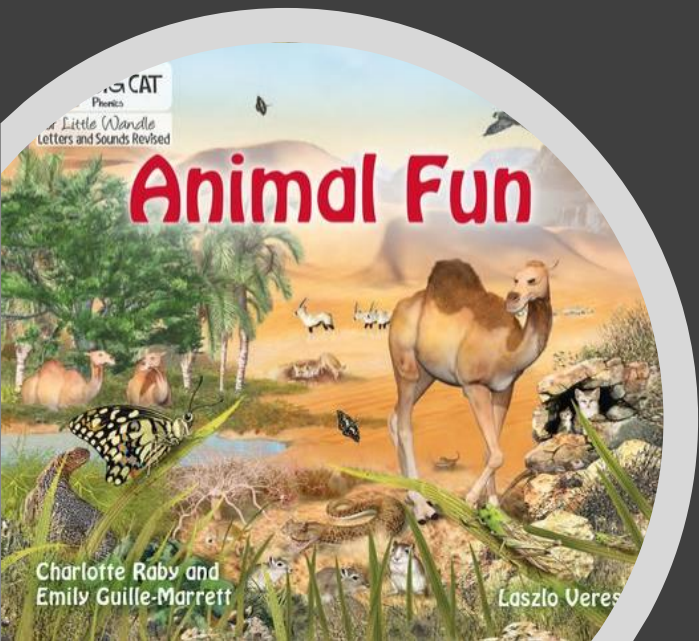
Reading underpins children's access to the curriculum
and clearly impacts on their achievement



Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.



Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books





How we teach reading

Reading practice sessions are :

Timetabled 3 times a week – Mon, Tues, Wed

Taught by trained teacher or
teaching assistant

Taught in small groups

Books are :

matched to children's
secure phonic knowledge
and word reading

read three times

sent home via e-book

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody

(intonation, expression)

3. Comprehension

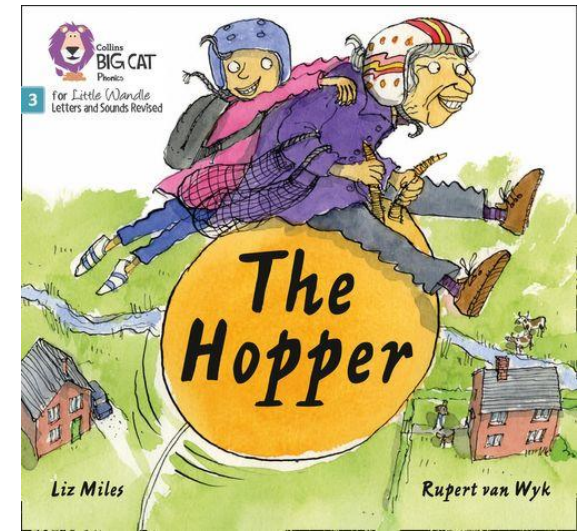
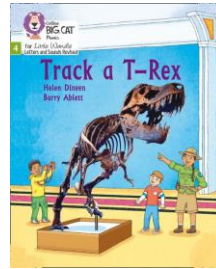
When children take their book home to read they should be **95% fluent**. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!



How do we decide which books children read?

- All children in Class 1 have completed a placement assessment to decide where to begin their Little Wandle phonics starting point
- Little Wandle then matches which books should be allocated depending on the child's secure phonic knowledge
- These groups could change throughout the year depending on how your child progresses with their phonic knowledge



🐾 Before reading 🐾

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together:
ee igh oa oo ar ur ow air er or
- Read the words together:
feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

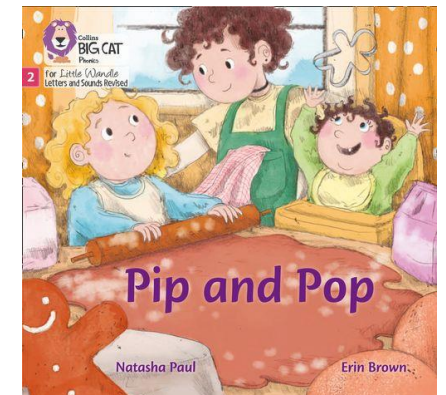
- Ask your child:
 - What do these words mean?

coax hoots cavort talons curl
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park keeper does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (giraffe)
- Now read the book. Enjoy looking at the pictures and talking about them.



Supporting at home - Little Wandle - e-book

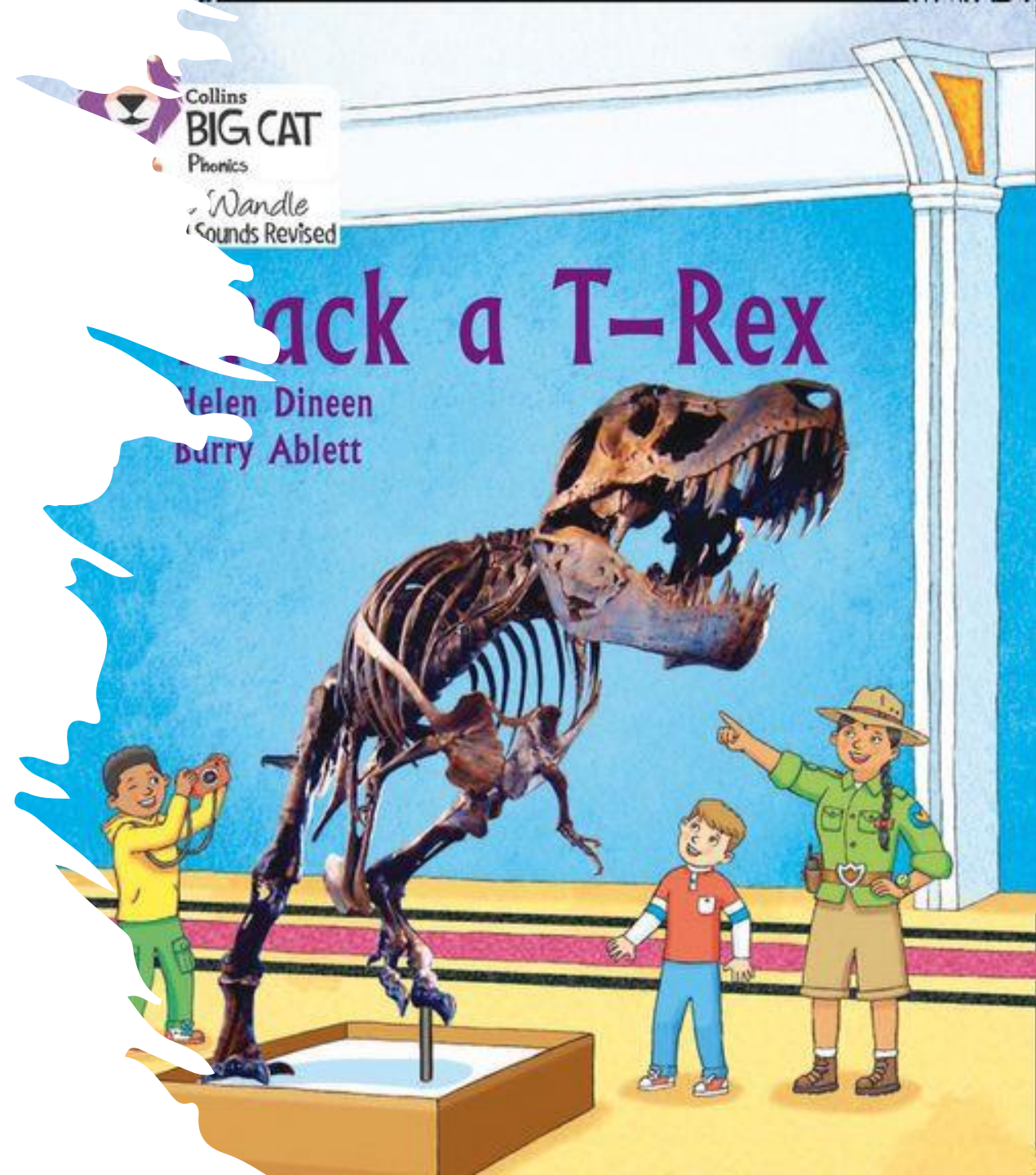
Children will take their Little Wandle Reading Practice

Book home in the form of an e-book - this will be allocated on Wednesday (after reading it 3 times in school)

Share the front cover page before reading - this cover, sounds and words contained in the book.

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

Your child should be able to read this book fluently and confidently



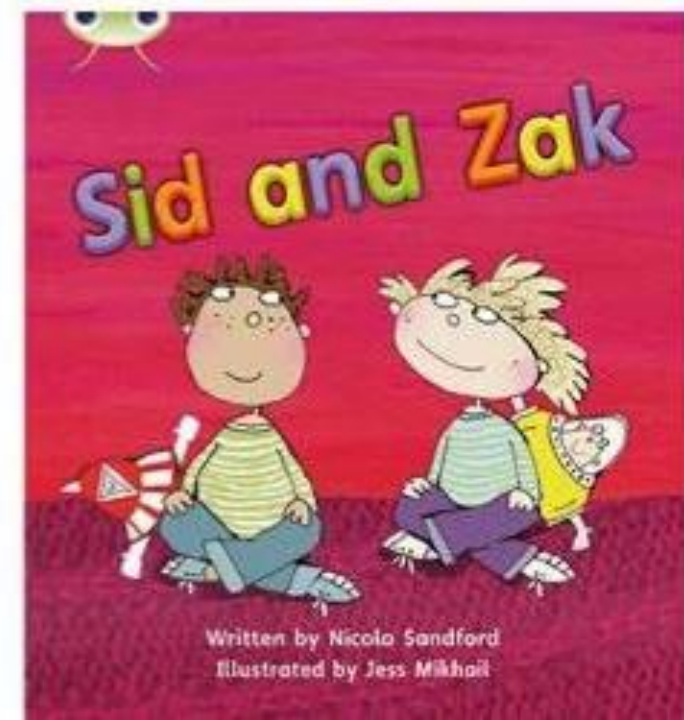
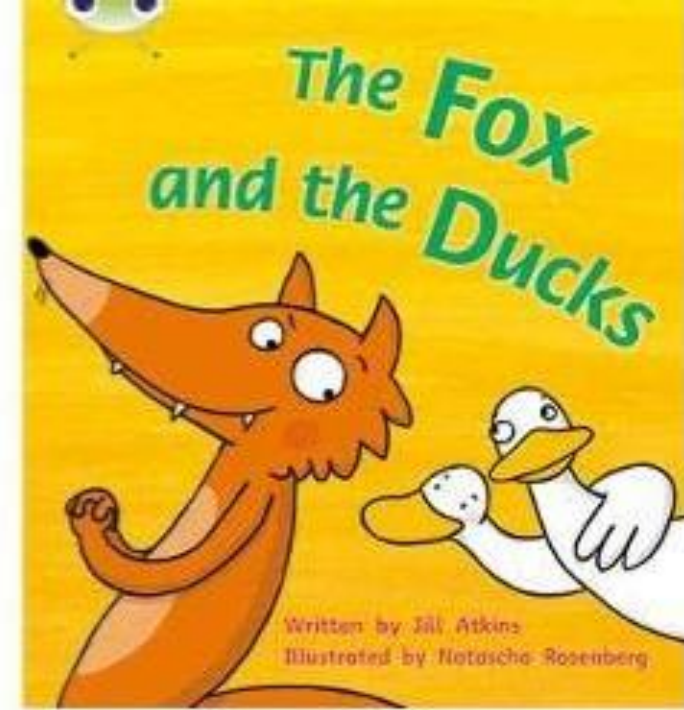
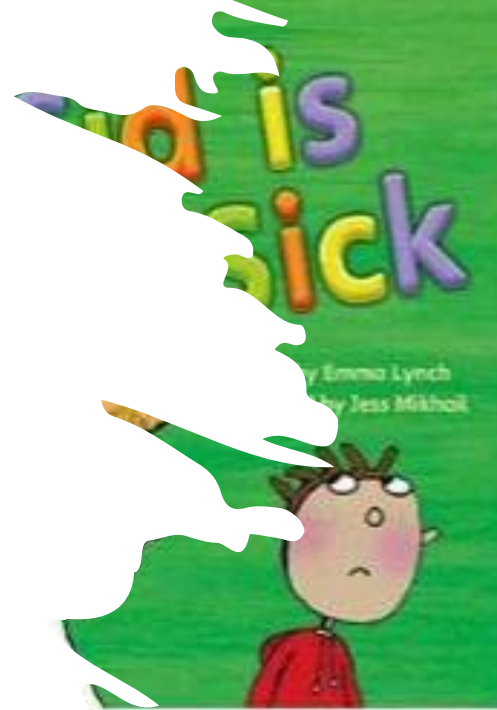
Supporting at home - Extra Reading Practise Books (Yellow Sticker)

Children will also take home a two extra reading practise books - These books has been closely matched to their phonics stage using the Little Wandle guidance.

This book has not been read in school, your child may need some support to read this book.

Most of these book are fully decodable too, so that children can use their phonics to read the new words.

Remember to give your child lots of praise



Supporting at home - Reading for pleasure books (Red Sticker)

- Children will also bring home a 'reading for pleasure book' from our class 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





Homework Reading Expectation at Bolton

For Class 1 children (Reception, Year 1 and Year 2)

3 home reads minimum - ideally this has to include 1 read of their e-book, 1 read of their extra reading practise book and 1 read of their sharing book

To achieve strive for 5 - ideally has to be 2 reads of e-book, 2 reads of the extra reading practise book and 1 read of their sharing book (they can read their sharing book as many times as they want but can't have this read to them and count as 5 reads for strive for five)

Reception - sounds

Please complete your child's reading log

Beyond Little Wandle

Children will continue on the Little Wandle programme until they are fluent, confident readers and they are able to confidently read book band level Orange – children will then be moved onto the school's book band system

If your child ends year 1 and does not pass their phonics screening check and/or is not a fluent/confident reader they will continue on the Little Wandle programme.

In this academic year we have year 2 children continuing on the scheme for the Autumn Term and then they will move onto the school's spelling scheme.

Instead of daily phonic sessions, your child will then have daily spelling pattern sessions using the Jane Considine scheme from Year 2 to Year 6.

What else can parents do?

Look

Please look at the Little Wandle videos and guidance for parents

Support

Support children in learning the alphabetic code

Let

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

Share

Share books with your children for pleasure

Check on

Check on our website for documents to support reading and phonics – there is a whole section on phonics

Websites for Phonics games:

Phonics Play -
<https://www.phonicsplay.co.uk/>

Phonic Bloom -
<https://www.phonicsbloom.com/>

Topmarks -
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Help your child with **reading**

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

Date for the Diary-
Year 1 will take their Phonic
Screening Check in June
2023

Thank you for joining us

Any questions please email
eyfs@bolton.cumbria.sch.uk

