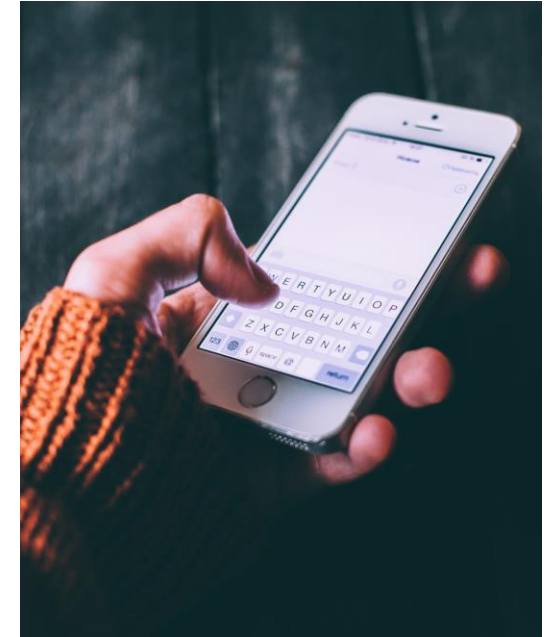
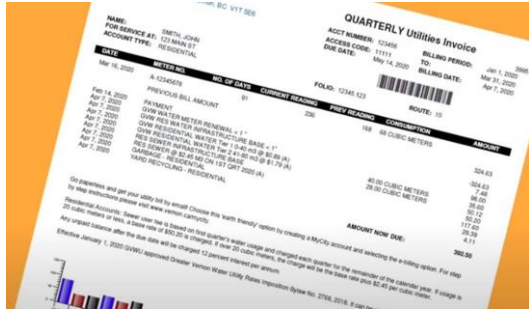


Phonics Workshop

28.9.23

Sunflowers



How many times have you already read today?

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.



Phonics

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

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

How we teach phonics

Daily short sessions

Specific order of teaching

Repeated practice

Revisit previously

taught sounds at

start of each lesson

Practice makes permanent

Videos on LW

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



- Correct pronunciation is vital -

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment
















Blending to read words



Teaching order













Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 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.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 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.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 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.
 	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		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.

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"> 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

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

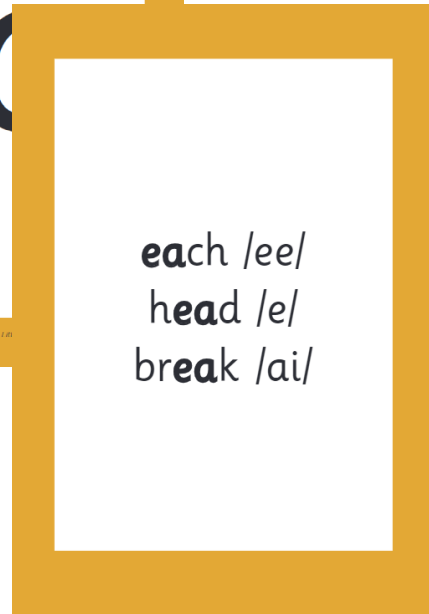
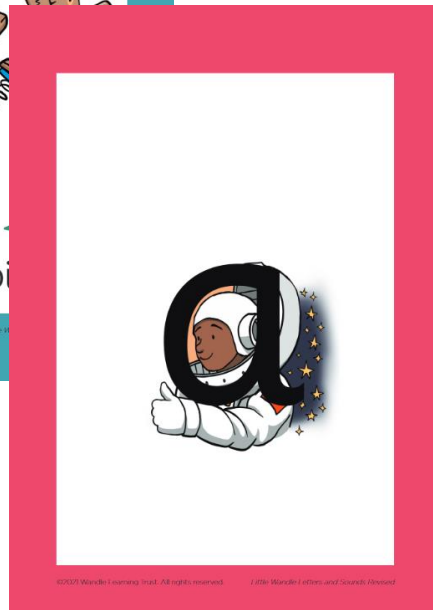
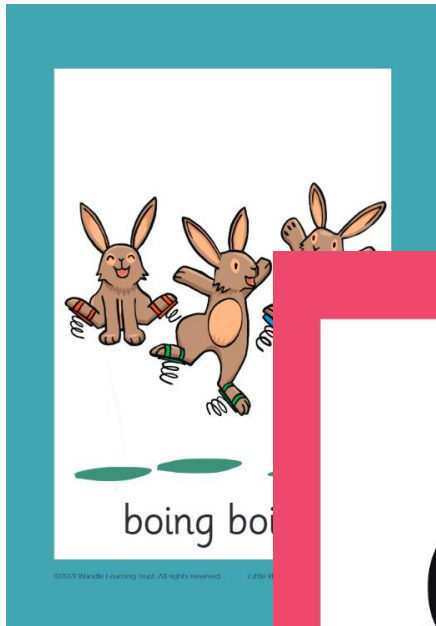
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ 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
/oal/ u funny	any many again

How we make learning stick



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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 Au2

go

R Au1

the

R Au1

is

R Au2

to

Supporting your child with phonics



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



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



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



How we teach reading

Reading practice sessions are :

- Timetabled 3 times a week
- 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

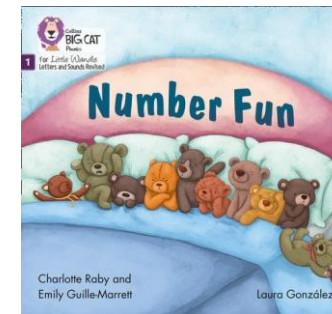
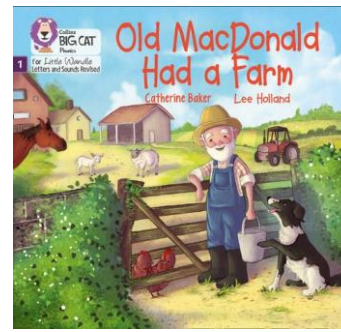
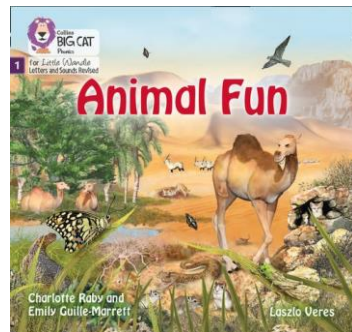
Reading at Home

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



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



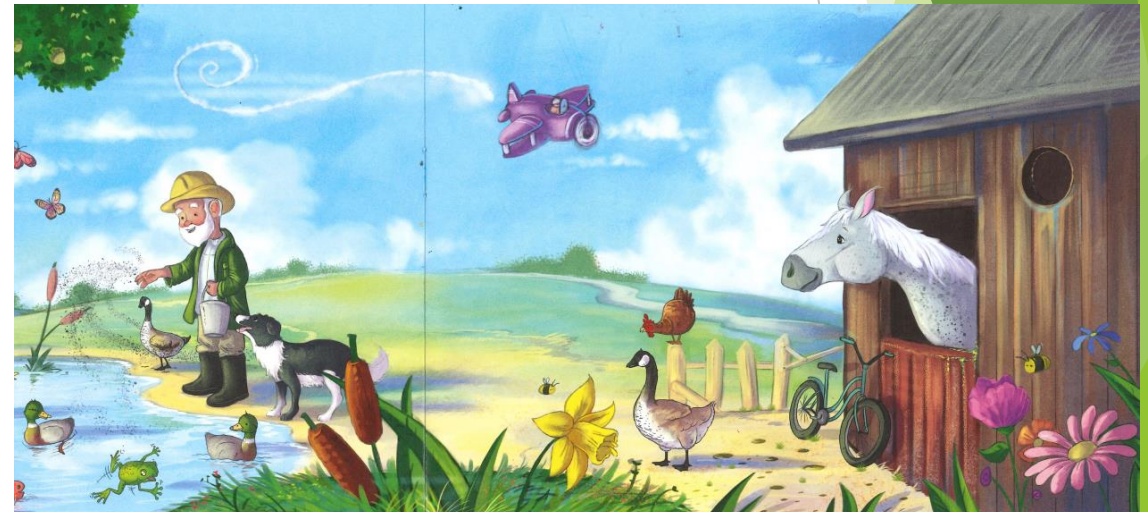
Oral Blending

- ▶ Oral blending is **merging the sounds you hear together in your head**. You hear the sounds and say the word. Blending for reading, involves first sounding out the word. e.g. 'dog'. You say the sounds 'd-o-g' and then you are able to 'blend' them into the word 'dog'.

- B-i-k
- H-or-s
- F-r-o-g
- D-u-ck
- B-ee
- Ch-i-ck-e-n

- ▶ Ask questions about the story...

- What might happen next?
- Where are they?
- What is the farmer doing?
- Can you tell me a story about the farmer?



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!!!

Principles of effective teaching of reading

Session 1: Decoding



Reading practice sessions
Read 1: decoding

Decoding (1)



The process of recognising the sounds that letters make in a word and blending those sounds together to read them.

Structure:

- **Revisit and review:** Read the graphemes, tricky words and new vocabulary, and practise fluent reading of words.
- **Practise and apply:** Children read independently, applying their decoding skills.
- The teacher or TA in charge of the group 'taps in', listening to each child read and checking on their progress.

Principles of effective teaching of reading

Session 2: Prosody



Reading practice sessions
Read 2: prosody

Prosody (1)



The process of modelling effective reading using expression and the vehicle of comprehension.

Structure:

- **Revisit and review:** Quick review of GPCs, tricky words and new vocabulary. Practice reading words fluently.
- **Practise and apply:** Practise reading fluently.
- **Model reading:** Teacher models reading with intonation, expression and emotion.
- **Copy me method** is used to teach prosody over double-page spread.
- Children read the book, with expression on the pages that they have practised.

Prepare



- Use graphemes, words, tricky words and vocabulary from decoding read.
- Select pages to read with prosody.
- Plan what you will focus on:
 - dialogue
 - interesting language
 - speech verbs
 - punctuation.
- Use post-its to mark the appropriate pages with reminders.

Principles of effective teaching of reading

Session 3: Comprehension



Reading practice sessions
Read 3: comprehension

Comprehension (1)



Structure:

- **Revisit and review:** Quick review of GPCs, tricky words and new vocabulary. Practise reading words fluently.
- **Practise and apply:** Short session to practise fluency.
- **Comprehension:** share the comprehension focus, which could be:
 - identify and explain key aspects of fiction and non-fiction
 - identify and explain key aspects of events in texts
 - vocabulary
 - inference
 - prediction.
- Ask questions based on the comprehension focus to assess understanding.
- Encourage children to use: 'Answer, Prove it, Explain it'.

Prepare



- Use graphemes, words, tricky words and vocabulary from decoding read.
- Read the book and plan comprehension questions carefully beforehand.

LRC Books

- ▶ If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading. To help foster a love of reading, children will choose a book from our library to take home that they can share and enjoy with their families.
- ▶ Share the story at home with the adult reading to the child.
- ▶ Children to be inquisitive, asking questions, discussing characters and the events of the story.



How do we decide which books children read?

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

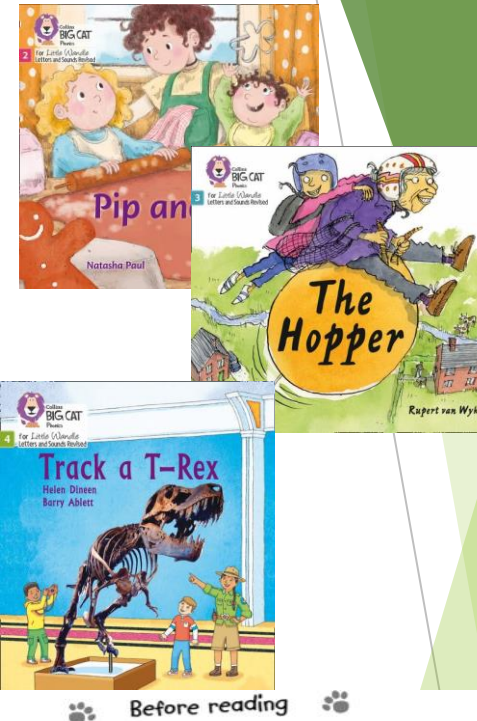
Children will take their Reading Practice Book home (after reading it 3 times in school)

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.

Please make sure books are in book bags and returned on Monday as they may be needed for other groups.

Please look after our books.



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? (camels)
- Now read the book. Enjoy looking at the pictures and talking about them.

Supporting at home.

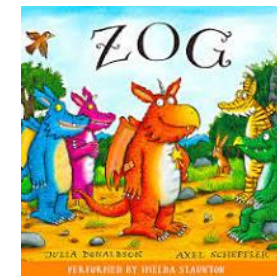
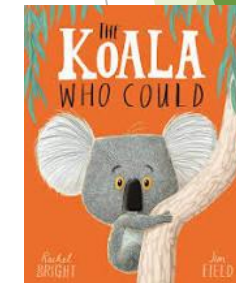
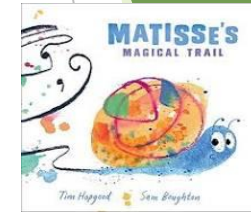
Reading for pleasure books

Children will also bring home a 'reading for pleasure book' from our LRC/ 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



What else can parents do?

Please 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

Check on tapestry for documents to support reading and phonics with Friday's Newsletter

Reading Skills



Predict

What happens
Next in the
story?



Retrieve

What happened
in the story?



Vocabulary

What does
furious mean?



Sequence

What happened at
the start? What
happened next?



Question



Infer

How are the
characters
feeling? Explain
why they are
feeling like that?

What colour are
the ducks socks?



Reading Records

- ▶ Please write in here about your child's reading.
- ▶ Are they able to retell the story once you have read it a few times?
- ▶ Can they answer any questions you ask?
- ▶ Can they use their phonics knowledge?
- ▶ Oral blend and find images.



Thank you



Any questions