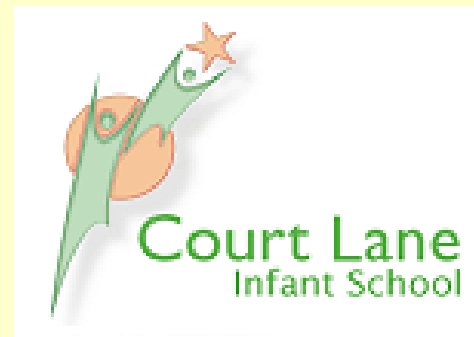


Reading and Phonics

Parent Information Session

June 24



Aims of Session

- Inform parents about Reading and Phonics at Court Lane Infant School
- Share ideas for home learning
- Share ideas about how to prepare your child for school
- Time to look at resources and ask questions

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Why is Reading Important?



- The BookTrust has grouped the benefits of reading into four core themes setting out how children who read are more likely to:
- Overcome disadvantage caused by inequalities
- Be healthier and happier children with better mental wellbeing and self-esteem
- Do better at school and make more progress across the curriculum
- Develop creativity and empathy

READING EVERY DAY...

...**CREATES** lifelong readers.

...**TEACHES** children to find adventure, ideas,
and answers through books.

...**STRENGTHENS** relationships and creates memories
as a family activity.

...**OPENS DOORS** through which children can learn
about themselves.

...**BUILDS** a diverse vocabulary and strengthens
fluency in reading.

...**ALLOWS** a child's imagination and creativity
to blossom.

...**GIVES** children the tools needed to become
successful students.

...**TAKES** the "scary" out of reading in the classroom.

...**HELPS** children make connections to new places,
people, and concepts.

...**AWAKENS** children to the world around them.

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words



CAT



ABC

Reading at Court Lane Infant School

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.

Letters and sounds are taught in a particular order. Children learn how to segment and blend words.





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



Key Points about Little Wandle... Reading and Phonics

- Repetitive structure
- Routines established to avoid cognitive overload
- Aims to not overload working memory
- Reading should become automatic and not require conscious effort

Phonics

- Daily phonics lessons –At the start of the day. It is really important for children to be in school on time so that they do not miss these sessions.
- Revisit and Review –Recapping previously taught sounds and words.
- Teach and Practise – Teaching new sounds/skills and practising this.
- Practise and apply –Reading and writing words. Applying phonics knowledge to help with spellings
- Tricky words –During each sessions we practise tricky words. Teachers will talk about why a word is tricky.
- Review lessons -Recap the previous learning

Specific Teaching Order











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 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	 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	 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.
 y		Smile, tongue to the top of your mouth, say y 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 x y z zz qu ch sh th ng nk * 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 * 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 * 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 * CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	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

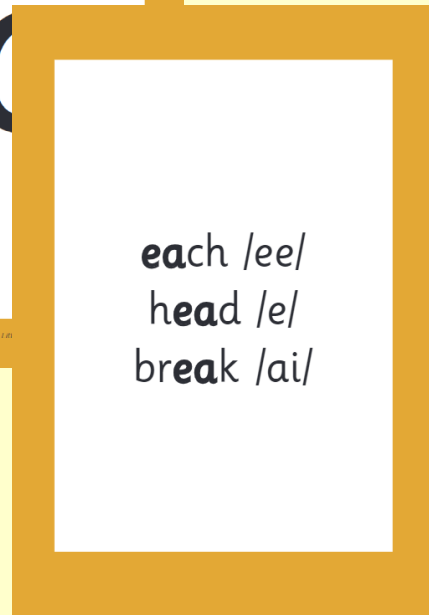
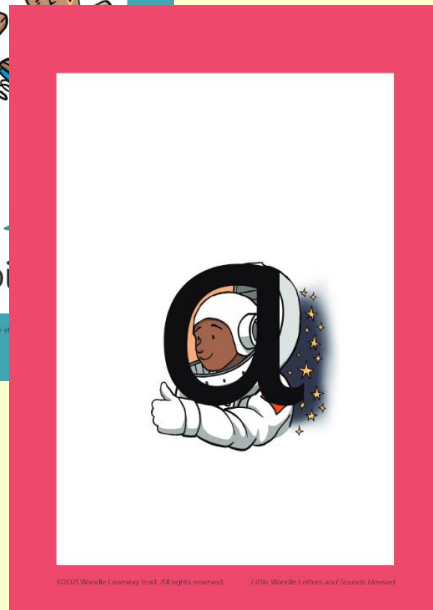
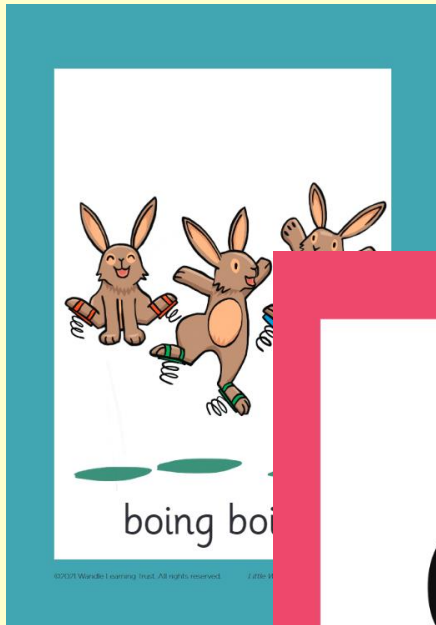
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/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
/eel/ y funny /el/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work

What do we use to help?



Teaching Spelling...

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



Reading Practice Sessions....

- Reading practice sessions with the Teacher/EYA 3 times per week. Your child will work in a small group for this.
- Session 1 –Focus on decoding the words
- Session 2 –Focus on prosody/fluency and expression
- Session 3 –Focus on comprehension

Other Reading at CLIS....


- Independent Activities linked to reading –puppets, role play
- Key texts used in other areas of the curriculum
- Library sessions
- Story times
- Classroom reading areas

Reading At Home

Reading at home...

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

Support for phonics How we teach **Books coming home**



Reading a book to you is a big deal for them.

Reading books with your child video arriving here soon.

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

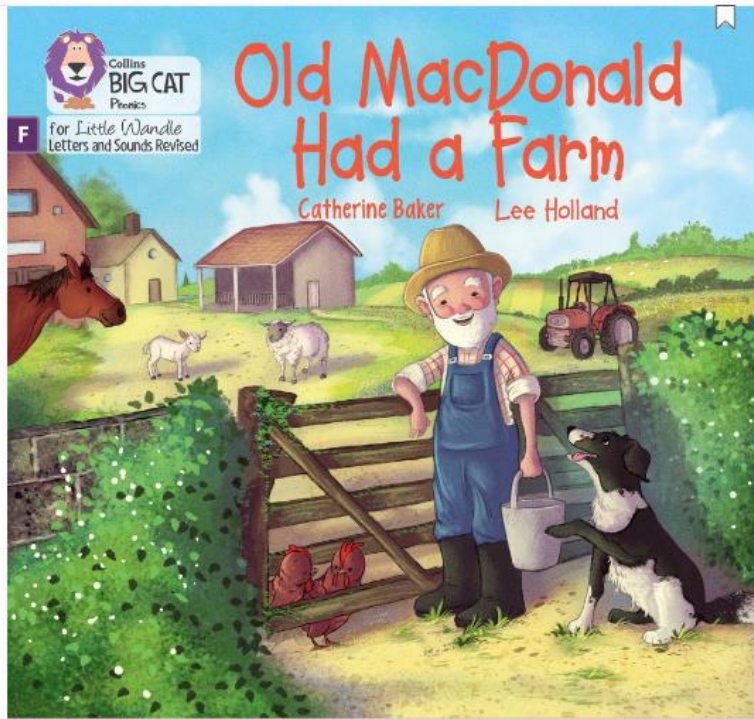
Reading Practice Books...

- These are set electronically each week.
- Teachers can see whether your child is reading the books and how long they are spending on this.
- 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.
- Use an iPad/computer to access these.



Log In Screen...

The screenshot displays a web browser window with two tabs: 'Collins ebooks' and 'Sign in to your account'. The address bar shows the URL 'ebooks.collinsopenpage.com/wr/index.html?version=1.0.261.1'. The page header features the 'Collins ebooks' logo, a 'Get the app' button with Apple and Android icons, and a user profile icon. Below the header, a navigation bar includes the word 'Library', a note '16 book(s) are available', and filters for 'Series: All', 'Band/Phase/Level: All', 'Set: All', and 'Sort By: Last Read'. A search bar is also present. The main content area shows a grid of eight book covers, each with a 'Read' button and a vertical ellipsis menu icon. The visible book titles are: 'Pat it', 'At the Beach', 'Incy Wincy Spider', 'Animal Fun', 'I Spy Fairytales', 'My Day, Our World', 'Number Fun', and 'Old MacDonald Had a Farm'. The page number '12/55' is visible in the bottom right corner.



Before reading

- Use wordless books to practise book behaviours, grow children's vocabulary and make connections with their world knowledge and their lives.
- Start practising reading in decodable books as soon as children can blend.

Tuning into sounds

- Ask the children if they know the song, "Old MacDonald had a Farm". Do they remember when we sing "ee, igh, ee, igh, oa"? Sing the song together. Encourage the children to take the lead in choosing the farm animals. When you get to the "ee, igh, ee, igh, oa" section, experiment with making different sounds to the same tune.
- The children will see lots of farm animals in this book. Make the sounds of the following animals together: cow, sheep, cat, chicken, duck, horse, dog.

Check understanding

- Look at the cover together. Explain that this book is set on a farm, Old MacDonald's farm.

Talk about it

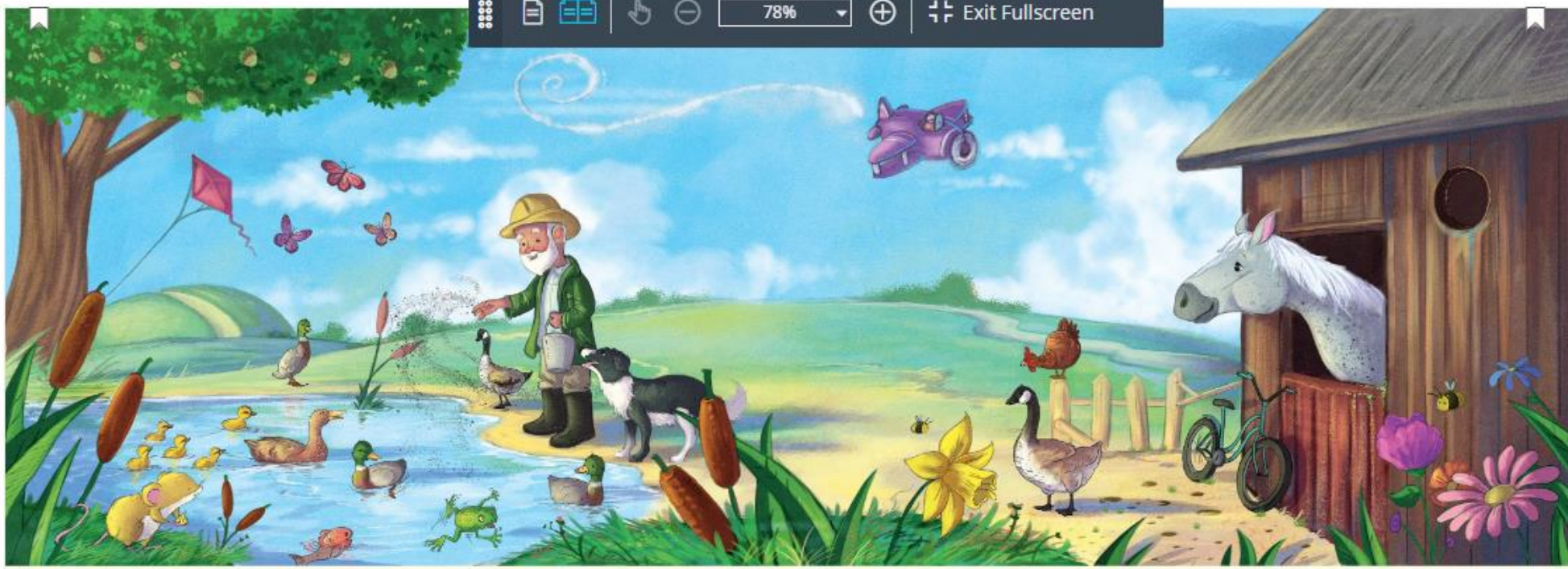
- Ask the children to talk about a time they have visited a farm or seen a farm on television.
 - What sounds did you hear on a farm/do you think you would hear on a farm? Prompt them to think about the animals, people and vehicles, such as tractors, that are found on a farm.
- Read the back cover blurb together. Ask the children what they think they are going to see in this book.
- Now look at the book together. Enjoy looking at the pictures and talking about them, ensuring the children understand what is happening on each page. Remind them of the lines from the rhyme as you read. As you read, ask the children if they can guess which animal they'll see on the next page and if there are any clues.

Reading at home

This book has been chosen for your child to read at home. It is a wordless book. Explore the pictures and talk about them together. Help your child make connections to the picture and what they know about the world and their life. Enjoy the book together. Sharing a book together will help your child grow their vocabulary. Enjoying a book together is an important part of your child becoming a reader for life!

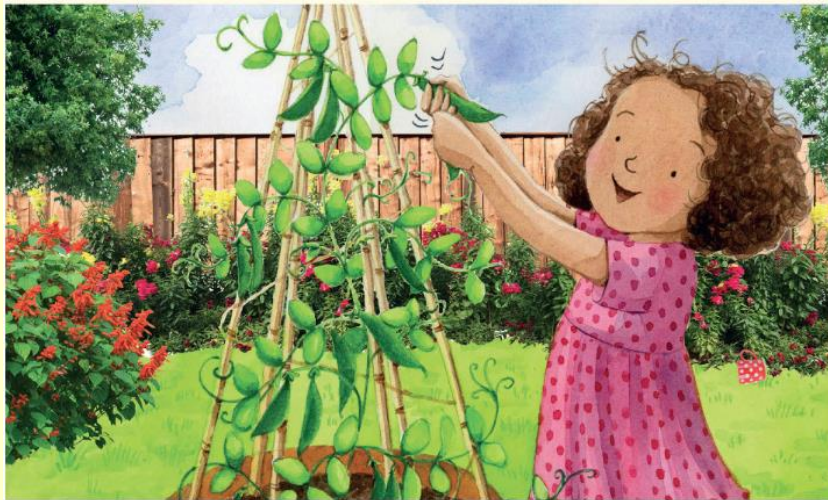
You can find out more about how to support your child to learn to read at

78% Exit Fullscreen





nip it



Before reading

Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

s t p n
a i

Read the words

tap tip pat

Vocabulary

Ask the children to read these words. Check understanding.

nap sip nip

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Ebooks/Screen Time

- Ebooks enable your child to practise what they have been learning in class.
- Ebooks enable teachers to personalise your child's reading book according to the phonic they have learnt.
- Ebooks will help your child to develop independence.
- Ebooks can motivate reluctant readers.
- Ebooks can be read over and over again.
- Your child can have more than one ebook set, meaning that they can have a mini library on their screen.
- Environmentally friendly.

Great addition to the way that children learn to read. However, they do not replace traditional paper books.

Consider...

- When to read the ebooks.
- Read the ebook as 'reading homework' rather than bedtime reading.
- Screen time –Whilst managing children screen time is important, research suggests that high quality digital content (for example ebooks) supports pupils with learning.
- Ebooks can be read as part of structured screen time and can be shared screen time with adults.

Sharing Books....

Story Time Prompts

(CROWD)

Completion prompts -You leave a blank at the end of a sentence and ask the child to fill it in.

EXAMPLE -Goldilocks ate all of the.....

Recall prompts -These are questions about what happened in a book a child has already read.

EXAMPLE -What did Goldilocks do in the bear's cottage?

Open-ended prompts - focus on the pictures in books.

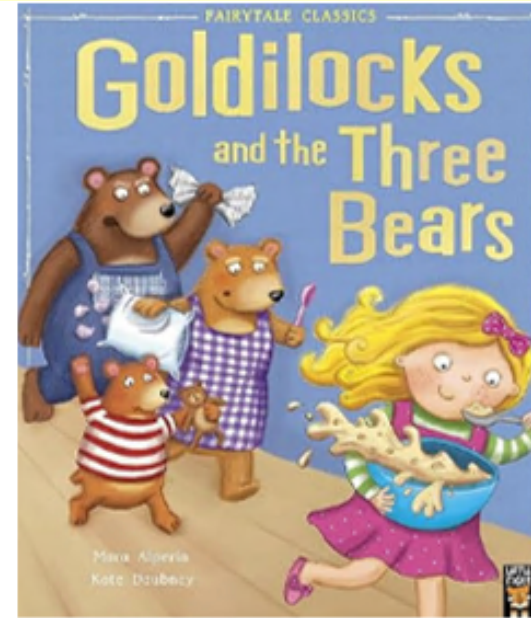
EXAMPLE – What is happening here?

Wh- prompts -usually begin with what, where, when, why, and how questions.

EXAMPLE -Where did the bears live?

Distancing prompts -These ask children to relate the pictures or words in the book they are reading to experiences outside the book.

EXAMPLE -Have you ever visited a forest? What was it like? What do you like eating?



Little Wandle Website...

Website...

[Contact us](#)[Join](#)[View basket](#)[Log in](#)[About us](#) [For parents](#) [Why join?](#) [FAQs](#) [Everybody read!](#)

Teach reading: change lives!



Rachel Davis MBE

Go-Founder Little Wandle

Join us for a free, Friday information briefing to find out what a Little Wandle membership could mean for your setting!

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check.

Ready to teach every child to read with Little Wandle Letters and Sounds Revised?

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**

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

Support for
phonics

How we teach

Books coming
home

**Nursery rhymes
- videos**

Nursery rhymes
- downloads



1, 2, 3, 4, 5, Once I Caught a Fish Alive



A Sailor Went to Sea



Baa, Baa, Black Sheep



Down at the Station



Hey, Diddle, Diddle



Hickory, Dickory, Dock



Humpty Dumpty



Incy Wincy Spider



Little Wandle Letters and Sounds

Information For Parents



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.



Supporting at Home... Types of reading

- Reading to your child.
- Your child reading to you.
- Together re-telling the story by using the pictures.
- Making up your own story!
- Role play the story using puppets and dressing up



Choose a variety of types of books to read...

- Stories
 - Rhymes/Poems
 - Nursery Rhymes
 - Picture books
 - Non-fiction books
-
- Read books over and over again.
 - Talk about the book before, during and after reading.
 - Use different voices to enhance comprehension and interest.
 - Be a reader yourself. This provides a great role model for your child.



How should I read with my child?

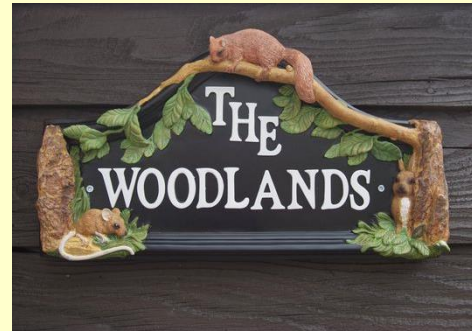
- Side by side is a great position when reading with your child so you both can see the words and pictures.
- Quiet and comfortable. It is so important not to be distracted while reading.
- ENJOY the time you spend reading with your child. It is very important not to display anxiety or frustration - remember to become a good reader you need to practise a lot!
- When is it the best time to read? Is it right after school? Is it right after dinner? Before bed? Picking a common time helps you create a routine.
- Repeat the story the next day. Model that reading the same story twice is exciting.

Reading Behaviours



- Where is the front of the book?
- Can you point to the title?
- Where are the pictures/words?
- Where should I start reading?
- Which way should I follow the words?
- Where is the bottom of the picture?
- Can you turn the page?
- Can you follow along whilst I read?

Reading in your environment



Other Ideas for Home Learning...

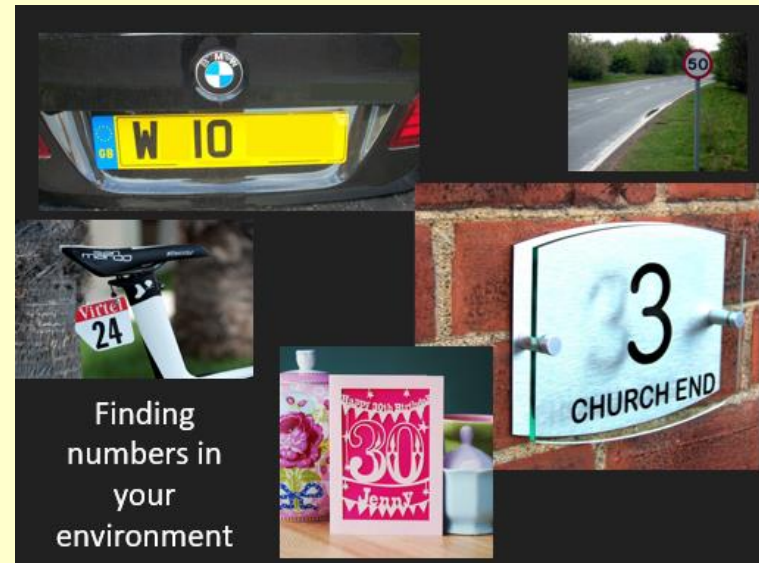


Maths



Counting with your child is fun

- Practise counting to 5 and beyond.
- Count using different objects (cars, animals, sweets etc.)
- Spotting numbers around you, do they know their house number
- Singing number songs (1,2,3,4,5 or 5 little men in a flying saucer)
- Adding small amounts together (up to 5).





Spotting Shapes

- Finding different 2D shapes – square, triangles, rectangles or circles.
- Finding different 3D shapes – cube, sphere, cuboid or cone.
- Making it fun – playing shape spotting games!



Writing

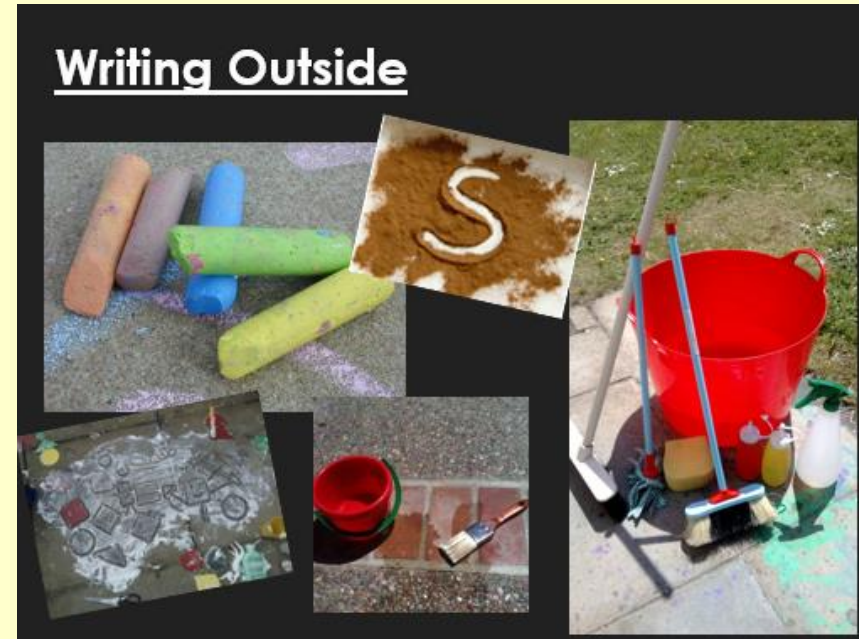
Fine and Gross Motor Activities

- Pegging out washing.
- Rolling, pinching and cutting playdough.
- Using big tweezers to pick up different objects.
- Lacing
- Rolling small pieces of paper.
- Flicking small balls of paper or playdough.
- Cutting different shapes with scissors.



Writing Activity Ideas

- Getting your children to make marks on paper.
- Colouring
- Using different pens, pencils, paints, chalks and crayons.
- Tracing over their own name, over pictures, over shapes or letters.
- Writing their own name, with a capital letter.
- Using water and paint brushes.
- Making it fun!



Communication and Language



Talk for Learning

- Children learn through talking about things around them and using their senses to explore.
- Children need to practise speaking in full sentences and using new words and vocabulary.
- Use imaginary talk is important to allow your child to be creative with their language.
- Children will use real talk to speak about their own experiences.
- Children are only able to write what they can talk about.



Asking and Answering Questions

- Ask your child questions starting with **who**, **what**, **where**, **when**, **why** or **how**.
- Ask your child to explain their answer to you.
- Encourage your child to ask you questions.
- Help your child to answer their own questions by getting books from the library, searching on the Internet, going out to explore or asking someone who might know.



Talk Ideas



- Play I spy
- Talk about pictures, maps, photos, nature around you, places you visit, people you meet.
- Use puppets, role play and action figures to make up stories using their imagination.
- Talk about their feelings, what they like and dislike.
- Use their senses to explore different things explaining what they know.

The First Few Days...



- First Day –Welcome, circle time. Lots of free play/discovery time. Adults able to talk to your child, start to get to know them. Session will finish with a story.
- First few weeks –Short phonics sessions. Some group work that will be adult led. Lots of discovery/free play time. Activities such as drawing self portraits, drawing pictures of their family, talking about their families, establishing class agreements/rules. First topic is 'All About Me'.

Working Together

- Using a **growth mindset** culture:
 - “I can...” or “I can’t...yet but I will”
- Good habits of attendance and arriving on time
- All adults as role models at home and school...***expect respect***
- Keeping each other informed



Break

Time to look at resources/handouts

Time to ask questions

Time to be back for the last short presentation on how to support your child with coming into school

