



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading



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**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

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How many times have you already read today?

A photograph of a 'QUARTERLY Utilities Invoice' from Greater Vernon Water Utility. The invoice is for a residential account (SMITH, JOHN) and covers the period from March 1, 2020, to April 7, 2020. It includes a table of charges for water and sewer services, a table of consumption in cubic meters, and a total amount due of \$392.50. The invoice also includes a barcode and contact information for the utility.

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Phonics is:

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

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Blending to read words



Some children learn to blend really quickly, and others take a little longer.

If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!

Oral blending – put your hands on you 'l-e-g.

Make a noise like a p-i-g
'It's time to go to b-e-d'!etc

We will be doing a lot of oral blending in class throughout the year

Terminology



Phoneme

The sound that a letter makes

Grapheme

The letter shape – written letter

Digraph

Two letters that go together to make one sound eg 'sh'

Trigraph

Three letters that go together to make one sound eg 'igh'

Blend

c-a-t sounds blend to make cat for reading

Segment

cat segmented into its sounds c-a-t for writing

Teaching order

At the end of each week, you will get a summary of the sounds we have learned, how to help your child pronounce them and a formation phrase to help them to write the grapheme,



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and 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 aaa	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 ttt	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 ppp	Down the penguin's back, up and round its head.

Tricky words



Have a look at this video on the website:

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

Spelling and writing

- Say the word. **cat**
- Segment/separate the sounds. **c - a - t**
- Count the sounds.
- Write them down.



As your child gets more ambitious with their writing, they may attempt to use the sounds that they can hear to spell longer words. We celebrate this in EYFS as this demonstrates that the children are confident in using their sounds – phonetically plausible spellings. Please don't correct them for now - in Year One they will concentrate on alternative pronunciations and spellings .

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How do we teach reading in books?



Once your child is able to blend, they will have three reading practice sessions a week taught in small groups.

One reading session for decoding, one for prosody (using expression) and one for comprehension. These three skills will enable your child to read their book with fluency and understanding.

Children who are not yet blending will have daily sessions to practise their phonological awareness.

Our reading books are fully decodeable which means that they only contain the sounds and tricky words that have been taught in school so far.



We make half termly assessments for all children and match your child the right level of book depending on the sounds that they have learned. These assessments will be sent home to you so that you can keep up to date with your child's progress and the expectations of the pace of Little Wandle programme.

**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	pe <u>ck</u>
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Your child may not be on the same reading book as their friend, but it will be a reading book that matches their individual skills and knowledge.

Any child who needs extra support has daily keep-up sessions planned for them. We will keep you updated with your child's progress at our regular Parent meetings. Always come and ask if you would like extra ideas to support your child's reading.

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.



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/>

The videos are also on the EYFS page of Kings Road website



Reading at home

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.

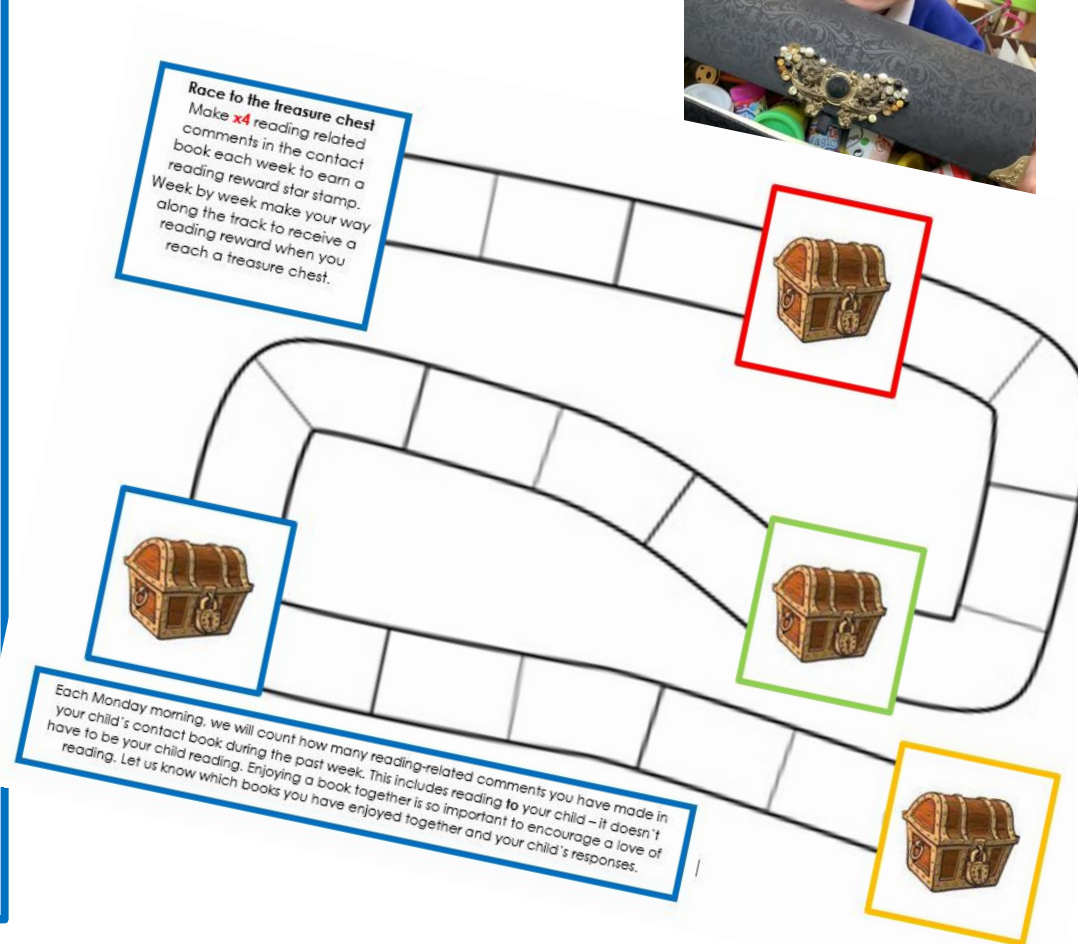
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



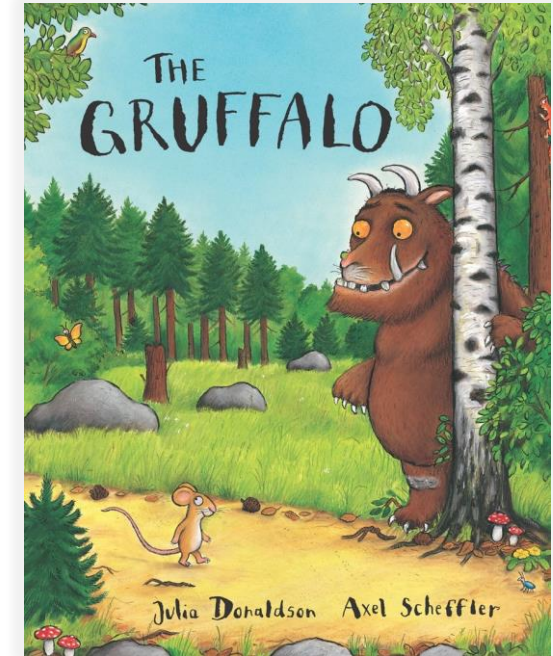
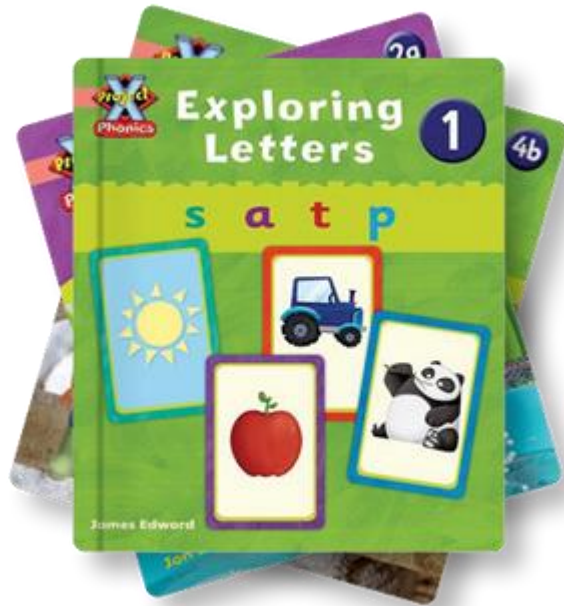
Reading Rewards



We would like you to write in your contact book when you share a book at home. It can be your child's reading book, their school library books or any book from home. Or maybe they've sounded out a sign in Tesco – anything reading related! We will count the comments each Monday from the previous week and if there are x4 reading related comments then your child will receive a stamp along their treasure trail. Whenever they reach a treasure chest, they get to choose some treasure from our box, and we will share their achievements on Tapestry.



Books going home



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. Children can change their sharing books from our class library each day.. This book is SO important. This is how we are going to develop their ENJOYMENT of reading. Please read with your child as often as you can – at least once a day if possible

Phonics books



1. Your child should be able to read their book without very much help.
2. If they can't read a word read it to them.
3. Talk about the book and celebrate their success.

Amethyst Class have started their phonics journey this week and Amber Class will start it next week.

At the beginning of each week your child will bring home an 'Exploring Letters' book which will contain the sounds we are learning this week and other important pre-reading activities. Once children are able to blend sounds together confidently they will also bring home a 'reading book'

Please spend no more than ten minutes a night playing the activities - let us know how you get on by writing in the contact book.

Amethyst Class please return books on Monday in order that Amber Class can take them home that day. All books are numbered so that we can see who has not returned their book – we may have to ring you to ask you to drop it to school.



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

Carl Sagan



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