

Phonics and Early Reading

Welcome to our meeting

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading

New DFE Guidance for Early Reading and Phonics



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
- Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.

How we teach phonics

Daily short sessions

Specific order of teaching





Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes).

Correct pronunciation is vital - Videos on Little Wandle website

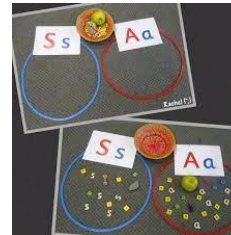
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Letter Formation A mnemonic to help remember the grapheme (which is the shape of the letter) and a formation phrase to help them learn to write each grapheme.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
		Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.

Repeated practice

Revisit previously taught sounds at start of each lesson



Practice makes permanent

Terminology

Phoneme – The sound a letter makes. E.g. ‘s’ is ‘sssssss’

Grapheme - A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this ‘a sound written down’, although, as with ‘phoneme’, it is helpful for children to learn to use the correct term from the beginning.

Digraph - A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra ‘two letters, one sound’. E.g. ‘ai’ ‘ee’ ‘sh’

Formation phrase - A memorable phrase used to support the children in forming the letter correctly using directional vocabulary, such as ‘down’, ‘up’, ‘across’ and ‘over’. *Under the snake’s chin, slide down and round its tail.*

Adjacent consonants - Two or more consonants that come together in a word (for example, ‘d-r’ in ‘drop’, ‘s-t-r’ in ‘strap’).

Mnemonic - Any simple device used to assist memory. In this programme, it is a combination of an engaging picture with a letter and is used as a ‘hook’ to help children with remembering the phoneme and grapheme.

Blending

Blending starts immediately, alongside learning the new phonemes and graphemes.

Oral Blending – lots of blending games

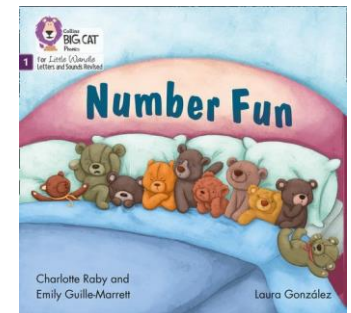
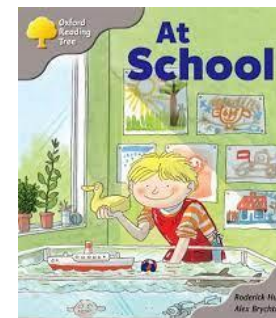
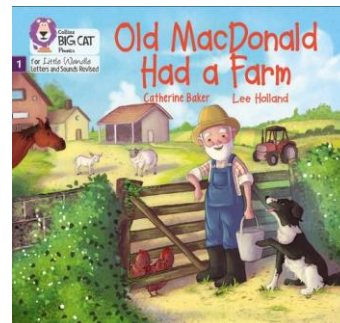
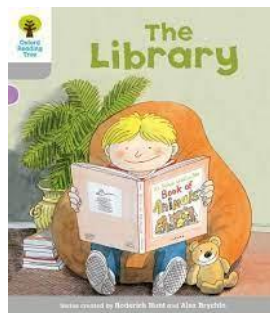
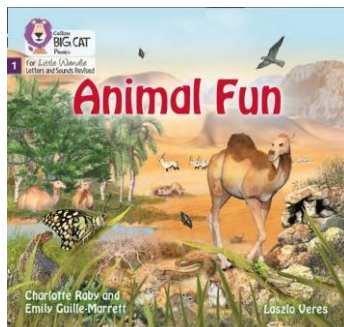
Teacher-Led Blending – using individual cards

Independent Blending – using cards with sound buttons

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.

(Assessment – Children are assessed every 6 weeks so we can ensure that children are bringing home the correct books and to enable us to put in keep up support when necessary.)

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



Reading

We want children to
love reading

Learning to read should be
a positive experience

Reading should be
enjoyable

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 :

- Timetabled 2/3 times a week
- Taught by trained teachers and teaching assistants
- Taught in small groups



How we teach reading

Books are :

- matched to children's secure phonic knowledge and word reading
- read two/three times and that book is sent home

How will this work?

Reading practice books are carefully matched so children can read fluently and independently

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

Lesson 1: Decoding

Lesson 2: Prosody (intonation, expression)

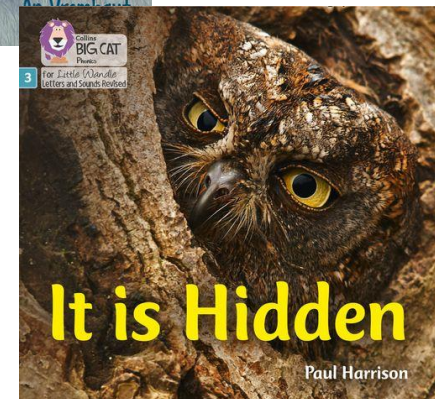
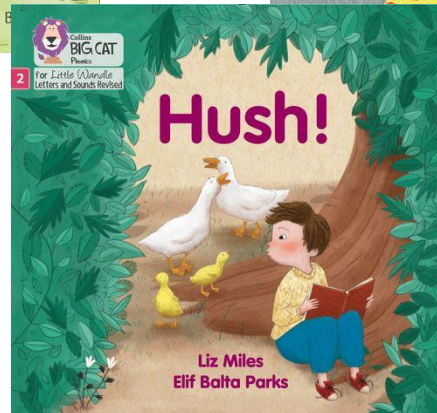
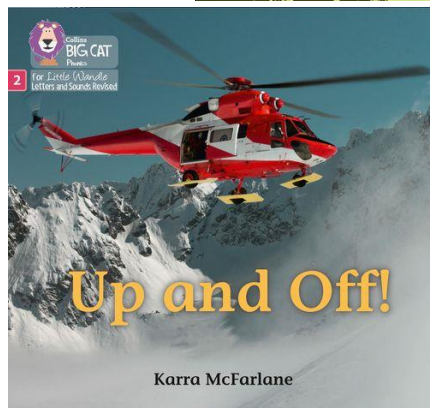
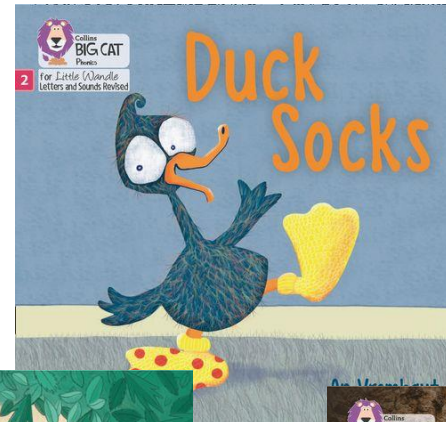
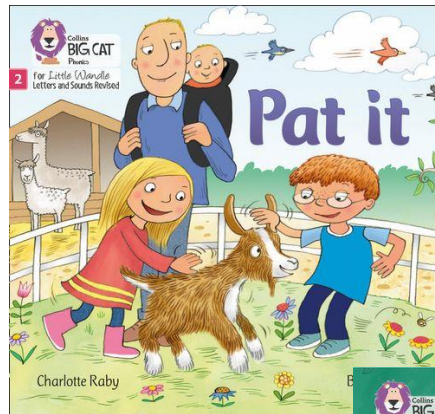
Lesson 3: Comprehension



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!

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

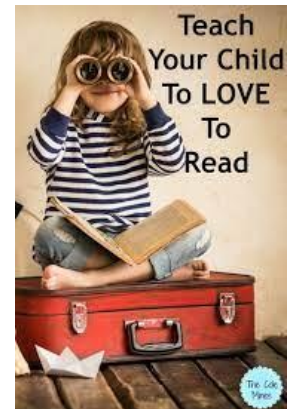


Sharing Book

Children will also bring home a 'sharing book' each week. To become lifelong readers, it is essential that they are encouraged to read for pleasure.

It is important that you should not expect your child to read this book independently and certainly should not try and get your child to do so. Instead 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.

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

Share books with your children for pleasure.

Help your child to learn to **read and spell the tricky words** in their pink word book.

Encourage your child to show respect for the books and return them on the correct day.

Let us know how your child is getting on by writing in their reading diary.

Questions

