

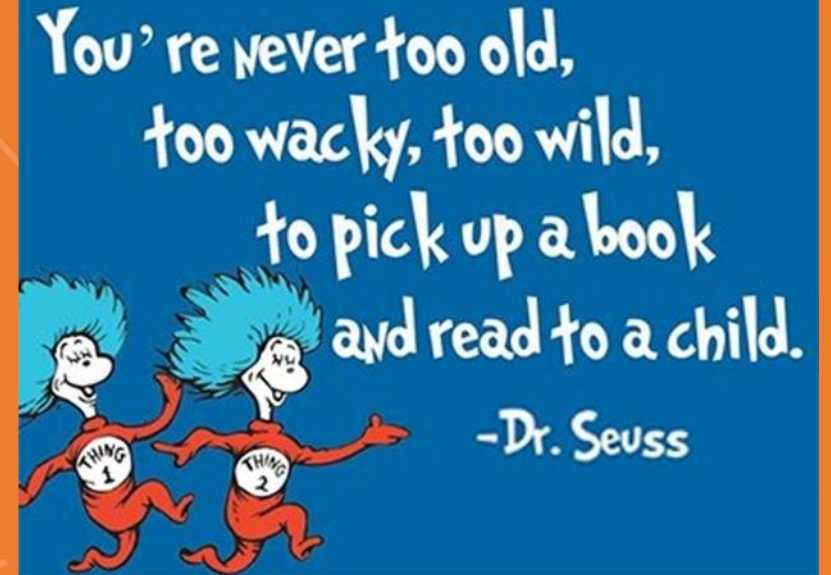


Teach reading: change lives

**The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.**
—Dr. Seuss



A COMPLETE PHONICS RESOURCE



**"A book
is a gift
you can
open
again
and
again."**

— Garrison Keillor



Aims of today

- To explain why reading is central to our curriculum.
- To talk about the changes we are making to the way we teach children to read.
- To discuss the importance of reading to children.
- To talk about our reading partnership.



“

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

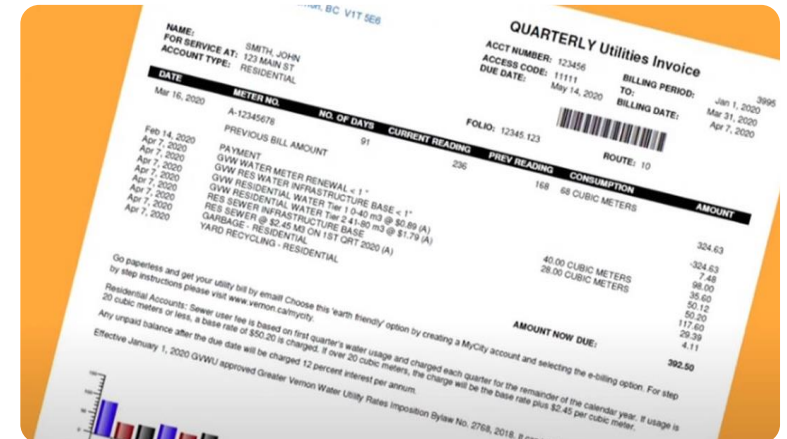
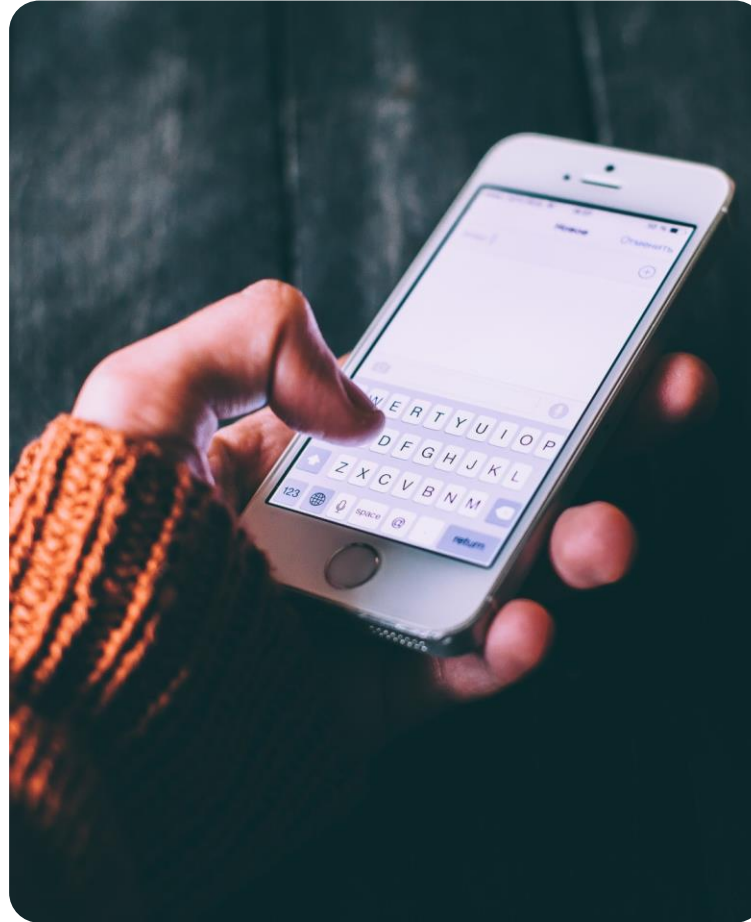
OECD (The Organisation for Economic Co-operation and Development)

”

Impact of the book

on people and society



The logo is a circular emblem with an orange background. At the top, there is a white line drawing of a bird, possibly a wren, with its wings spread as if it is singing or about to take flight. Below the bird, the words "Little Wandle" are written in a small, white, cursive-style font. Underneath that, the words "LETTERS AND SOUNDS" are written in a large, bold, white, sans-serif, all-caps font. Below this, three small white stars are arranged horizontally. At the bottom of the circle, the word "REVISED" is written in a bold, white, sans-serif, all-caps font. In the bottom right corner of the entire page, outside the circle, the letters "TM" are printed in a small, grey font.

Phonics

“

Phonics is:

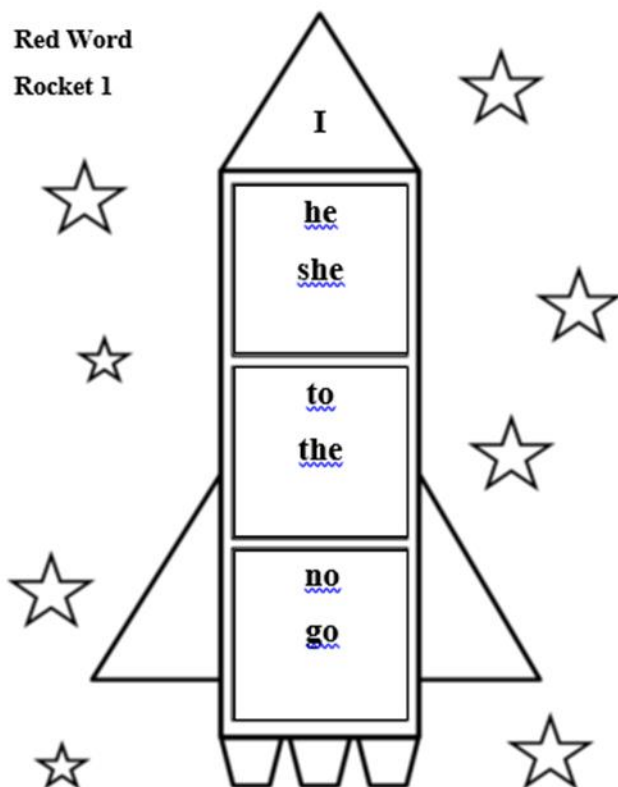
**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Shoot for the stars!
When you can read these tricky words really well, colour in
your space rocket and return it to your teacher!

Red Word

Rocket 1



Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							





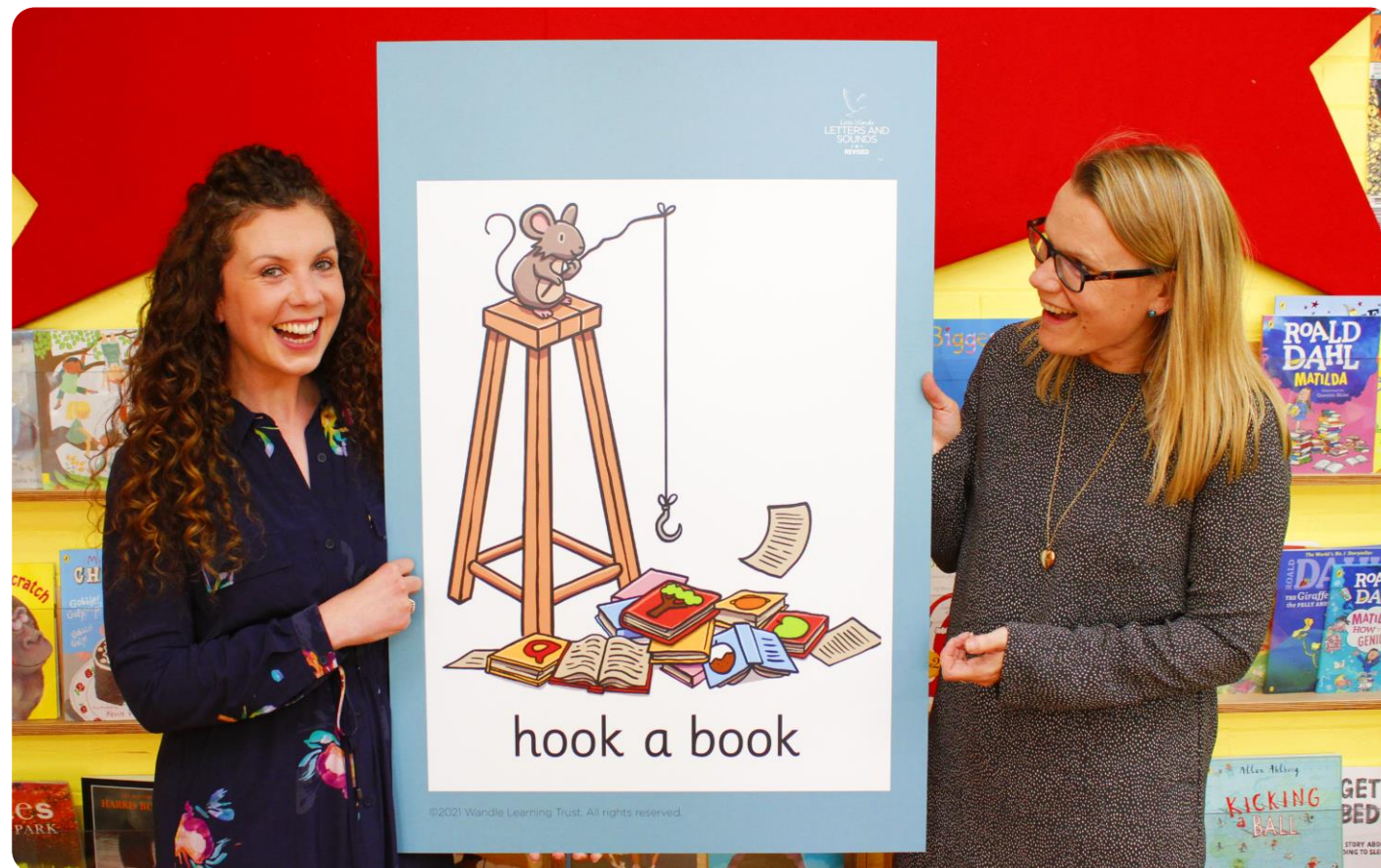
What more did we want for our children:

- For them to feel empowered to read independently by providing them with books that they can access with fluency, automaticity and prosody.
- An approach to increase fluency and automaticity so that they can begin to develop their comprehension skills.
- High quality books that engage them and relate to their real-life experience.
- A clear structured approach to supporting parents to help their children at home, with access to online materials when needed.
- Opportunities for more regular reading with an adult at school.
- A catch up programme that can be used to support those who join the school later or are at risk of falling behind.
- Access to an SEN programme for those needing a more graduated approach.
- A clear, effective and easily accessible training platform for staff so they can use the most up-to-date research and information to continually improve their practice.

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.



Changes to Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Changes to 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		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.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Reading and spelling

And all the different ways to write
the phoneme sh:



shell

chef

special



caption

mansion

passion

Reading and spelling



ea

each /ee/
head /e/
break /ai/

Spelling



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



Tricky words

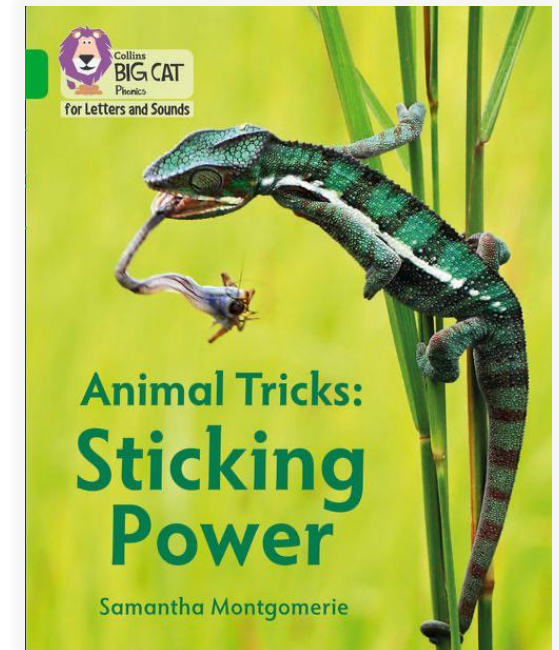
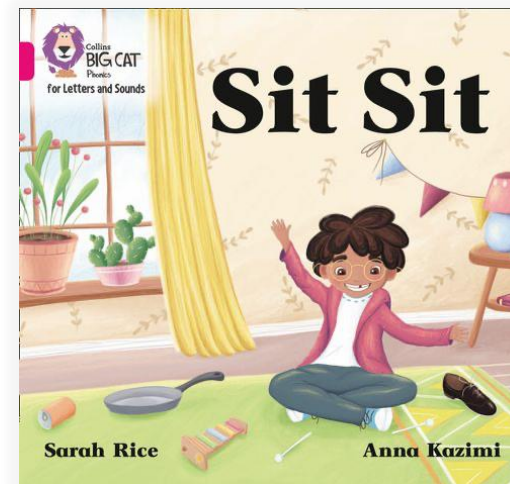
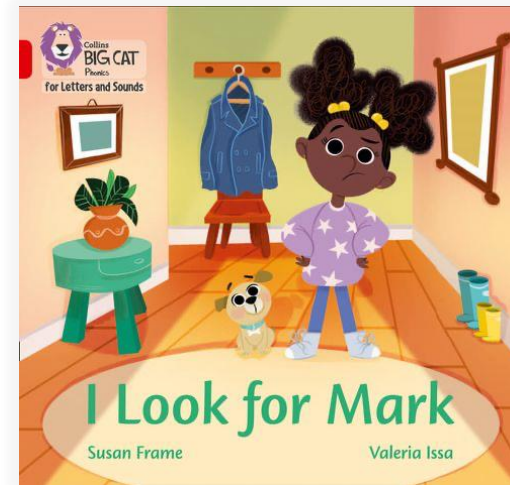


<https://www.youtube.com/watch?v=3C1KTDag0ZA>

How will we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child the right level of book



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 peck



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.





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.





**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Reading books with your child



<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>

“

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

Carl Sagan







”

What happens after phonics?

VIPERS

- Vocabulary
- Inference
- Prediction
- Retrieval
- Sequencing



Vocabulary Draw upon knowledge of vocabulary in order to understand the text. 	Infer Make inferences from the text. 	Predict Predict what you think will happen based on the information that you have been given. 	Explain Explain your preferences, thoughts and opinions about the text. 	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence Sequence the key events in the story. 
<p>Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	<p>Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>Example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

What happens after phonics?

Repeated practice, short-term retrieval and small-step goal achievement is key to spelling improvement and this is why we use technology-driven games to support this.



You can read stories with your child.
Relentlessly.



Reading is important but is less effective if a child is not engaged.

Read everything in your environment – road signs, food labels etc.

Read favourite stories over and over again- the repetition helps them to learn story structure and language.

Read some stories at a higher level than they can read themselves.



Thank You!

