

# ***Welcome to our phonics information sharing session***

***Miss Noble***



# Phonics and Early Reading

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading

Part 3 – supporting at home

# Phonics

## What is Phonics?

- 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

# Did you know?

## The English language has:-

- 26 letters

abcdefghijklmnopqrstuvwxyz



- 44 sounds

- Over 100 different ways to spell those sounds

|                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
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| or                                                                                    | ur                                                                                    | er                                                                                    | ow                                                                                    | oi                                                                                    | ear                                                                                   | air                                                                                   |

The journey to independent reading and writing begins with  
Phonics



[littlewandlelettersandsounds.org.uk](http://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 without distracting from the learning.

Comprehensive system for identifying and supporting children requiring extra help

Useful support for parents.

# How we teach phonics

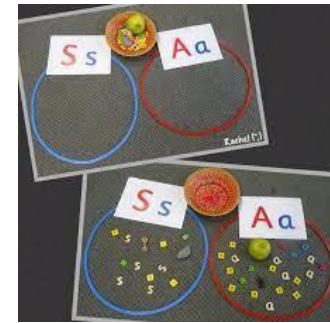
Daily short sessions

Practice makes permanent



Specific order of teaching

Revisit previously taught sounds at start of each lesson



Synthetic phonics

Repeated practice

Correct pronunciation is vital - Videos on LW

h-a-m

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

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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 Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

— — •

R Au2

go

R Au1

the

R Au1

is

R Au2

to

# Jargon

You may hear your children say....

-**phonics** (also known as 'synthetic phonics') – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

-**phoneme** – Any one of the sounds which make up words in the English language.

-**grapheme** – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g. the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

-**blending** – Putting together the sounds in a word in order to read it, e.g.

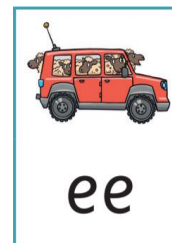
'f – r – o – g, frog'



-**segmenting** – Breaking a word into sounds in order to spell them, e.g. 'frog, f – r – o – g'

-**Digraph**– 2 letters making one sound

-**Trigraph**– 3 letters making one sound



# Reading

We want children to love reading

Reading should be enjoyable

Learning to read should be a positive experience

We want children to read for pleasure and be life long readers

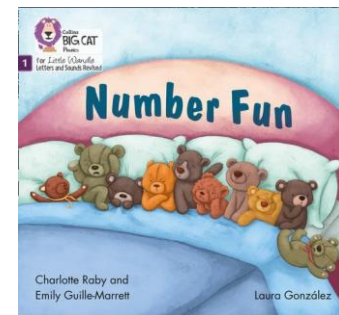
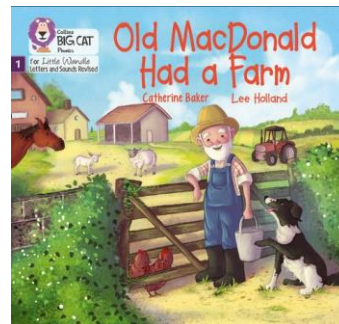
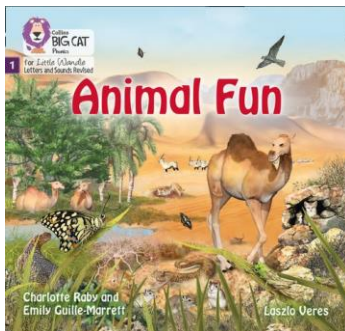


Reading underpins children's access to the curriculum and clearly impacts on their achievement

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.

The best way to support your children with these picture books is to ask questions!





# How we teach reading

Reading practice sessions are :

**Timetabled twice a week**

**Taught by trained teachers  
and teaching assistants**

**Taught in small groups**

Books are :

**Matched to children's  
secure phonic  
knowledge  
and word reading**

**Read three times**

**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**

- 1. Decoding**
- 2. Prosody  
(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!!!**

# How do we decide which books children read?

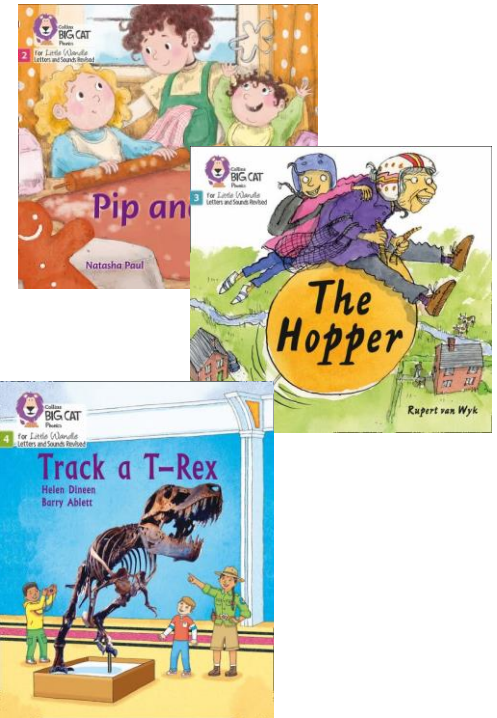
Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

Share the front cover page before reading – this cover sounds and words contained in the book.

Celebrate, praise, talk about the book with your child.

Please make sure books are in book bags everyday so your child can be read with. Please sign off any reading in your child's reading record. This contributes towards their 50 reads (free book).

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.

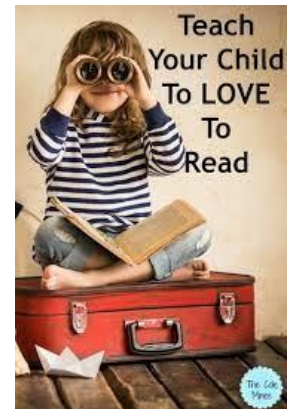
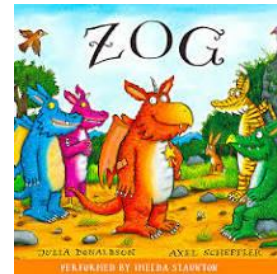
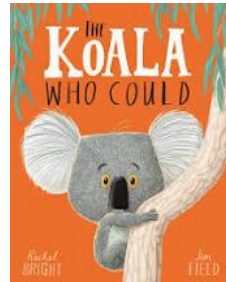
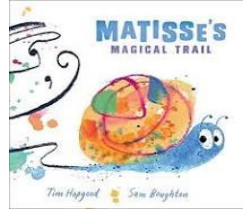
## Reading for pleasure books

Children may also bring home a 'reading for pleasure book' from our library each week.

To become lifelong readers, it is essential that children 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/ carers 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.

Ask your child's teacher or teaching assistant!

## **Websites for Phonics games:**

Phonics Play -

<https://www.phonicsplay.co.uk/>

Phonic Bloom -

<https://www.phonicsbloom.com/>

Topmarks -

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Thank you for listening.

Any questions ???

