



Reception Phonics and Reading Workshop

Mrs Bell

Today's Overview

- Our **phonics** and reading rationale
- What our **daily phonics** lessons look like
- **Keep-up** sessions
- What our **reading practice sessions** look like
- How to support your child with **reading at home**
- Nurturing the **enjoyment of reading**

Our Phonics and Reading Rationale

- We want all children to be able to become fluent, confident readers and writers so that they develop a love of reading and writing as they move through the school.
- All schools must follow a systematic synthetic programme for the teaching of phonics and early reading.
- We want to ensure we are following a **consistent approach** which integrates research about the science of learning.



Our Phonics and Reading Rationale

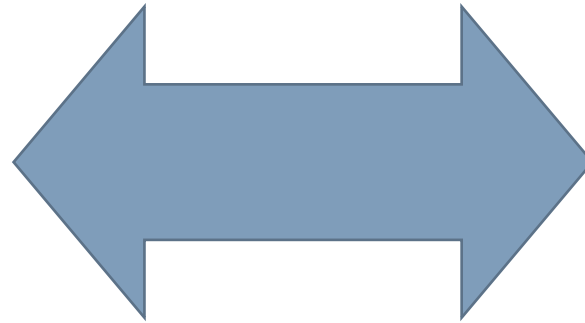
- Following research, we have decided to follow the **Little Wandle Letters and Sounds Revised** programme.
- This programme has been accredited by the Department for Education.



What is phonics?

- Phonics is simply the code that turns written language into spoken language and vice versa.

Grapheme to
phoneme
correspondence
Blending
Reading



Phoneme to grapheme
correspondence
Segmenting
Spelling

Key Words: phoneme and grapheme

- The smallest unit of sound that can be identified in words. We use the term '**phoneme**' but also call it a 'sound'.



- A **grapheme** is a letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down'. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.
- **Grapheme–phoneme correspondence**, the sound–letter relationship between each element of the alphabetic code.

Key Words: digraph and trigraph

- A **digraph** is a grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'.
- A **trigraph** is a grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'.



ai



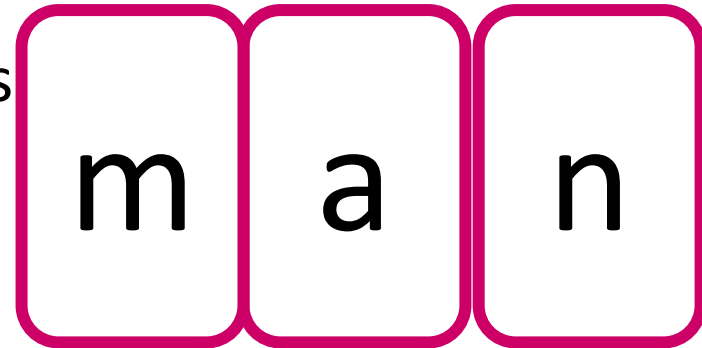
ear

Let's practise some GPCs.

- [Phase 2 sounds taught in Reception Autumn 1 - YouTube](#)

Blending

- When we blend, we combine individual phonemes into a whole word, working all the way through from left to right.
- Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs lots of practise.
- We practise by blending orally e.g. b-a-t, bat and then by using our GPCs.
- Blending sounds into a word is not just saying them more quickly, nor of mixing them together like paint.
- We join the phonemes into one continuous stream of sound to make a spoken word.



How we teach blending

[How we teach blending - YouTube](#)

Tricky Words

- Almost all words can be worked out using our alphabetic code. There are sometimes words with GPCs that we haven't learnt yet that we see often in our books.
- We show the children which part of the word is the tricky part.

is

the

	Reception	Year 1
Autumn 1	is I the	Review all taught so far.
Autumn 2	put pull as and has his her go no to into she push he of we me be	their people oh your Mr Mrs Ms ask could would should our house mouse water want
Spring 1	as you they my by all are sure pure	any many again who whole where two school call different thought through friend work
Spring 2	Review all taught so far.	once laugh because eye
Summer 1	said so have like some come love do were here little says there when what one out today	PSC – no new tricky words.
Summer 2	Review all taught so far.	busy beautiful pretty hour move improve parents shoe

- Eventually, most tricky words become decodable because we have learnt the GPC.

Daily Phonics Lessons: What they look like

- We teach phonics for around 30 minutes a day.
- Within each session we **revisit and review** sounds and words we already know, **teach and practice** pronunciation phrases and play 'What's in the Box'. We also **learn a new GPC and formation phrase**, **orally blend** words and **read words with our new GPC**. We will look at **tricky words** (words with GPCs we may not know yet) and **practise and apply** our knowledge and skills in an **oral blending game**.
- Each Friday, we review the week's teaching to help the children become fluent readers.
- These sessions are very similar to our previous phonics lessons but may follow a different order to make teaching more systematic.

What is the same about Little Wandle?

- Daily teaching
- Careful enunciation
- Lots of positive praise
- Sounding out and blending words
- Technical vocabulary: phoneme, grapheme, digraph, trigraph etc.
- Enthusiastic delivery
- Careful modelling
- Revisit and review to activate prior knowledge







What is different about Little Wandle?

- Some of the routines and mantras
- No actions
- A focus on fluency and automaticity with the aim of children eventually blending in their heads
- Whole class delivery with additional Keep-up support
- Group reading practice sessions
- Teaching tricky words phonetically



Writing

- Little Wandle Letters and Sounds Revised teaches grapheme formation using print.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out sssss sssss	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.

Daily Phonics Lessons: Coverage

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">• words with s /s/ added at the end (hats sits)• words ending s /z/ (his) and with s /z/ added at the end (bags)	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.

Daily Phonics Lessons: Coverage

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Daily Phonics Lessons: Coverage

Summer 1

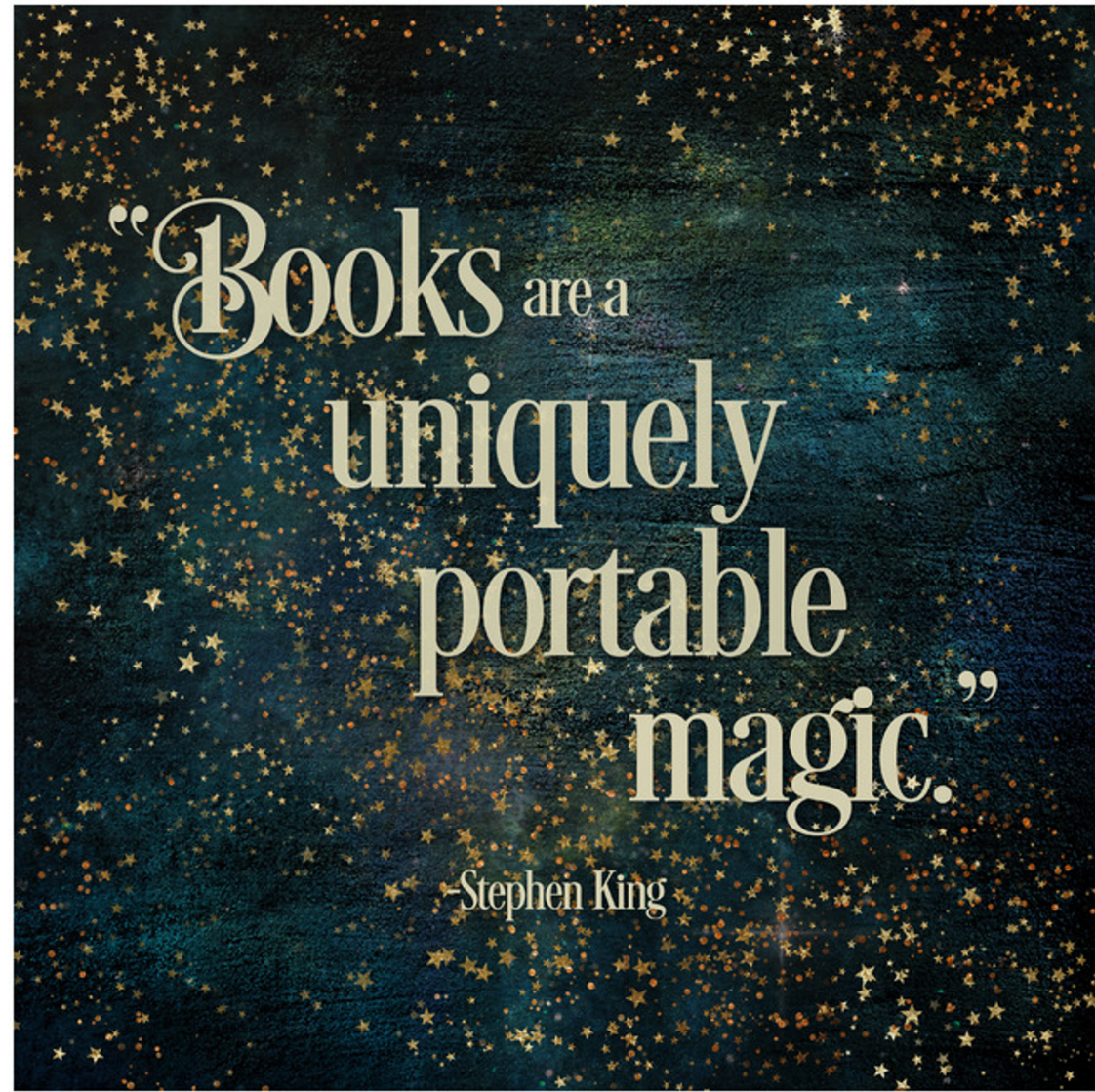
	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Keep Up

- Any child who needs additional practice has Keep-up support, taught by a fully trained adult.
- Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Some Keep-up sessions will be more regular, focusing on specific needs such as blending. Others may just be additional practice of the GPC that was taught in the morning.



“Books are a
uniquely
portable
magic.”

—Stephen King

Reading Practice Sessions

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of children
 - use books matched to the children's **secure** phonic knowledge following assessments of the children.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.





Reading Practice Sessions

- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - **decoding:** reading words by sounding out and blending (if needed)
 - **prosody:** teaching children to read with understanding and expression
 - **comprehension:** teaching children to understand the text.

Reading at Home

- 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, helping them to become fluent, confident readers.
- There are two types of reading book that your child will 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.
 - **A Share a Story library book:** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.



The Reading Practice Book

- We need your support to help your child practise reading and develop prosody within a book they have already read at school.
- The book will be matched to their phonic stage and be **fully decodable**.
- If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. These books are there to celebrate your child's wonderful reading!
- When your child is reading, listen with interest and encourage, praise and enthusiastically acknowledge their achievements, no matter how small!
- Your child will bring home their reading practice book once a week.

How to support reading at home

- Let's go through the steps for reading a book together.



Collins
BIG CAT
Phonics

2 for Little Wandle
Letters and Sounds Revised



Pots, Cans, Cups!

Clare Helen Welsh

Nathalie Ortega

Ask your child
to read the
title of the
book.

What can
they see on
the cover?

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, words and tricky 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

Discuss the vocabulary.

Read the GPCs

g c ck o
e u

Read the words

picks get cans
Mum

Read the tricky words

the and I

Vocabulary

Ask the children to read these words. Check understanding.

dips tugs dock

Practise and apply: Read the book

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

Ask your child to read the GPCs, the words and the tricky words.

They may need to sound out and blend the words, or they might be able to read them automatically.

Pots, Cans, Cups!



by Clare Helen Welsh
illustrated by Nathalie Ortega

Collins

W

Get the pots, Ted.

Now ask your child to read the book. They should read most words fluently but can sound out and blend any unknown words. This could be in their head or out loud.

Allow your child to point to the words themselves as they read them.

pots in the mud



I dig the mud.

Continue reading through the book, allowing your child to turn the pages.

Ted picks up pots.

If your child has had to sound out the word, make sure they re-read the whole word before moving on. If they have had to sound out several words in a sentence, ask them to re-read the full sentence.



Get the cans, Dad.

If they are struggling, say the sounds together so the child can orally blend. If they still can't read the word, read it to them.

Don't encourage your child to guess or look at the pictures for clues. This doesn't help the children to practise their phonic knowledge.

tin cans
and ducks



Dad tugs the can.

I pick up ten.

Now they can focus on using prosody, reading the sentences with expression. Your child will have focused on this during one of their reading practice sessions in school.

If your child is able to read each page fluently, celebrate their success!

Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Point to the word **Get** on page 2. Ask the children to sound out and then blend the word. (*g/e/t – Get*)
- On pages 4 and 5, ask them to find a word that has the /u/ sound. (*mud*) Next, ask them to find the word that has the /e/ sound. (*Ted*)
- On page 7, can they find two spellings for the /c/ sound? If necessary support them by pointing to **cans** and **ducks**.
- Look at the “I spy sounds” pages (14–15). Point to the net and say: I spy an /e/ in net. Challenge the children to point to and name different things they can see containing an /e/ sound. (e.g. *nest, eggs, bench, hens, teddy, leg, wellies, cobweb, elephant, red (train), engine (on the train)*) Ask: Which words begin with /e/? (*eggs, engine, elephant*)

Read 2: Prosody

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.

Read 3: Comprehension

- For every question ask the children how they know the answer. Ask:
 - On page 4, why is the boy digging? (*to get the pot out the mud*)
 - On pages 8 and 9, how many cans does the boy say he has? (*ten*)
 - On pages 10 and 11, why does Mum need a net? (e.g. *because she needs to get cups out of the water*)
 - Does the text tell us that the family got lots of different things out? How do we know? (e.g. *yes, it says they got pots, cans and cups*)

At the end of the book, you can check your child’s understanding by asking the comprehension questions at the back. You could also ask about what has just happened in the story as they are reading.

Only do this as far as the child is interested. We want reading at home to be a positive experience, not a test!

Project: ...
Proofreader: Gayton Spry
Designer: ZFoots Publishing Services Ltd
Production controller: Katharine Willard
Developed in collaboration with Little Wandle Letters and Sounds
Reviewed and aligned to the Little Wandle Letters and Sounds R

Get the latest Collins Big Cat news at
www.collins.co.uk/collinsbigcat

All photos Shutterstock

Tips for reading with your child checklist

- Before reading the book, look at the title of the book and discuss what they can see on the cover.
- Let your child turn the pages themselves so they are in charge of their reading.
- Ask your child to read the GPCs on the inside cover at the front of the book.
- Ask them to read the words on the inside cover by sounding out and blending.
- Ask your child to read the tricky words. Ask them to find the tricky bit before they say the word.
- Ask them to read the vocabulary words. Talk about the words and what they mean. It might help to show them pictures if they are unsure what the word represents.
- Now ask your child to read the book. They should read most words fluently but can sound out and blend any unknown words. This could be in their head or out loud. Allow your child to point to the words themselves as they read them.
- If your child has had to sound out the word, make sure they re-read the whole word before moving on. If they have had to sound out several words in a sentence, ask them to re-read the full sentence.
- If they are struggling, say the sounds together so the child can orally blend. If they still can't read the word, read it to them. Don't encourage your child to guess or look at the pictures for clues. Previously this was used as a strategy for working out an unknown word, but as this doesn't help the children to practise their phonic knowledge, it can no longer be used.
- If your child is able to read each page fluently, celebrate their success! Now they can focus on using prosody, reading the sentences with expression. Your child will have focused on this during one of their reading practice sessions in school.
- At the end of the book, you can check your child's understanding by asking the comprehension questions at the back. You could also ask about what has just happened in the story as they are reading. Only do this as far as the child is interested. We want reading at home to be a positive experience, not a test!

Celebrate your child's reading successes!

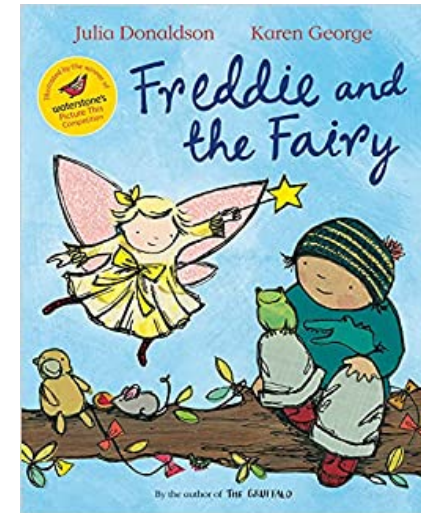
So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.

William James

 quote fancy

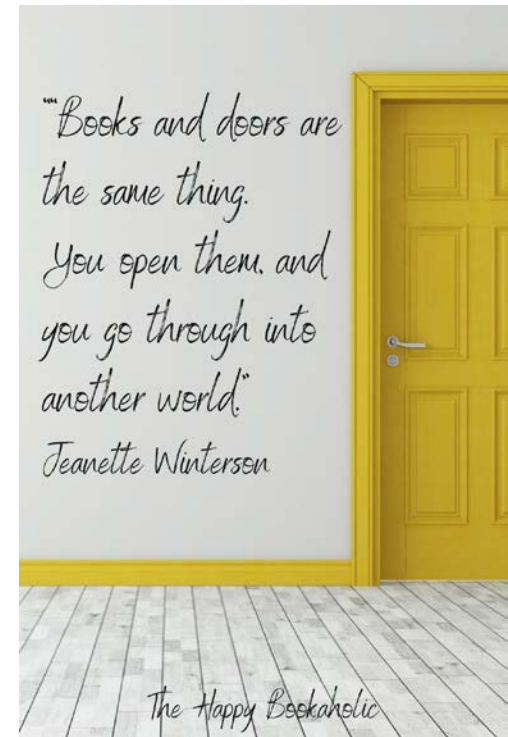
The Share a Story library book:

- To encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you from our school library to enjoy together. These will be changed every Friday.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



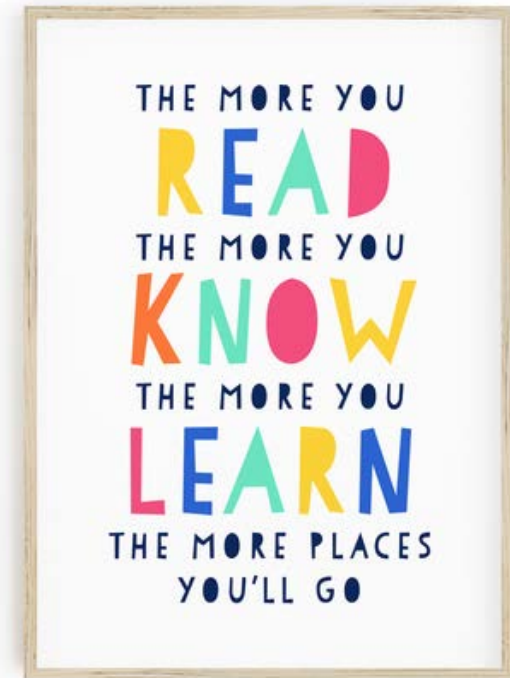
Reading regularly and for enjoyment!

- The children should be reading regularly at home. This will help them master key skills and help them become automatic, fluent readers.
- The more they practice, the more they will be able to read.
- Exposing them to other stories and texts will help to increase their vocabulary and develop that love of books!



Studies have shown...

- Reading with your children builds warm and happy associations with books, increasing the likelihood that children will find reading enjoyable in the future.
- Reading at home boosts school performance later on. It also increases vocabulary, raises self-esteem, builds good communication skills.



Systems/Book Return Days

- **Library Books** – Return and change on a **Monday**
- **Little Wandle Home Reader** – Take home on a **Friday** and return on a **Thursday**
 - Charge if lost or damaged (£5)
- **Reading diary** – Record 1 x Library Book and 2 x Home reader = 3 reads per week
 - Raffle ticket for 3 reads – half termly draw for a book prize.
- **Sound File** – Weekly newsletter and letter formation sheets (We won't mark these but will have a look to see how children get on.) Take home on a **Friday** and return on a **Thursday**

Website: Kirk Merrington Primary School
– South View, Kirk Merrington,
Spennymoor DL16 7JB

Thank you!
Any questions?
