

Thursday 27th June 2024

Miss Oliver and Miss Nickless



Collins
BIG CAT



Little Wandle Letters and Sounds (phonics)

and

Collins Big Cat (reading books)

What is Phonics and Early Reading...?

- at both Newton and Austrey, we teach our children phonics everyday for 30 minutes at the start of the day
 - Nursery (at Newton) ~ **Phase 1: Foundation to PHONICS**
 - Reception ~ **Phases 2, 3 and 4: learning phonemes** (letter-sounds)
 - Year 1 ~ **Phase 5: learning alternative spellings**
e.g. ai spelt 'ay' (as in hay) or a-e (as in cake)
- The children then move to Spelling and Grammar sessions between Year 2 and Year 6

Why Little Wandle...?

In September 2022, we began to use the Little Wandle scheme for Phonics and Reading as we felt it:

- offered excellent training for our teachers and teaching assistants which ensured consistency
- provided every aspect of phonics and early reading planning in a detailed, thorough and systematic approach
- had engaging resources which enhanced and not distracted from the children's learning
- gave a comprehensive system for identifying and supporting children who required extra help
- included useful support for parents:



www.littlewandlelettersandsounds.org.uk



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

“

Phonics is:

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

”

Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				

Resources - Reception | Letters and Sounds
(littlewandlelettersandsounds.org.uk)



phonemes (letter-sounds) are taught in a specific order to encourage children to quickly segment and blend to read words as soon as possible

each phoneme has a mnemonic to help the children remember the phoneme (letter-sound) and grapheme (how the letter-sound looks when written)

Phase 2

mnemonic = something to aid memory ~

a picture a pronunciation phrase and a letter formation phrase...

Pp – penguin

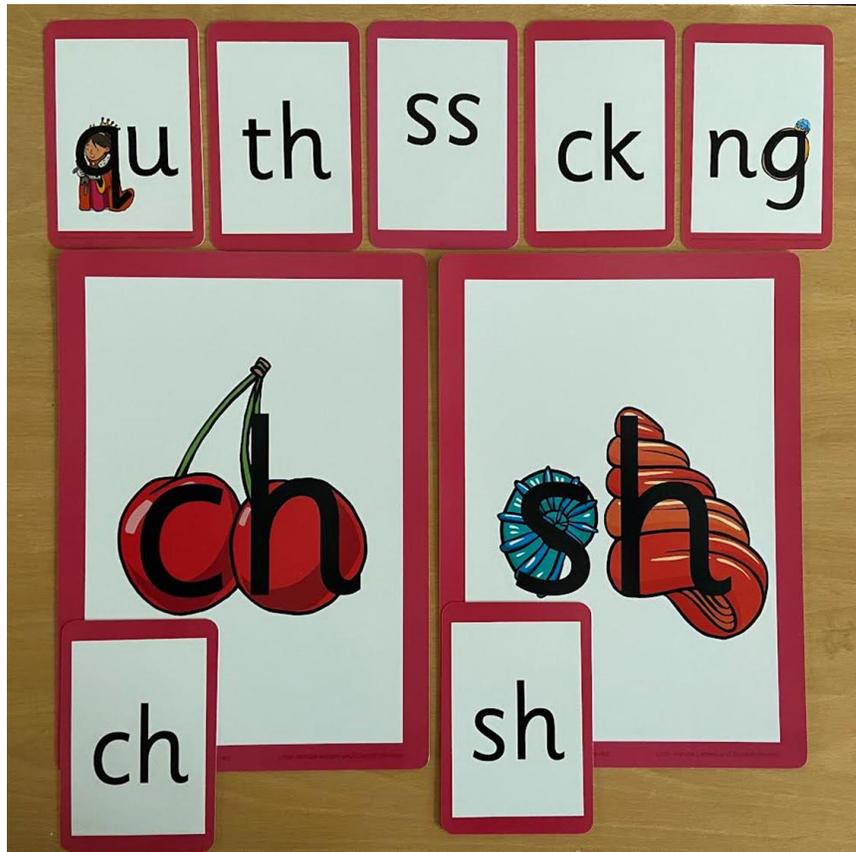
Bring your lips together, push them open and say
p,p,p

Down the penguin's back, up and around it's head.

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.

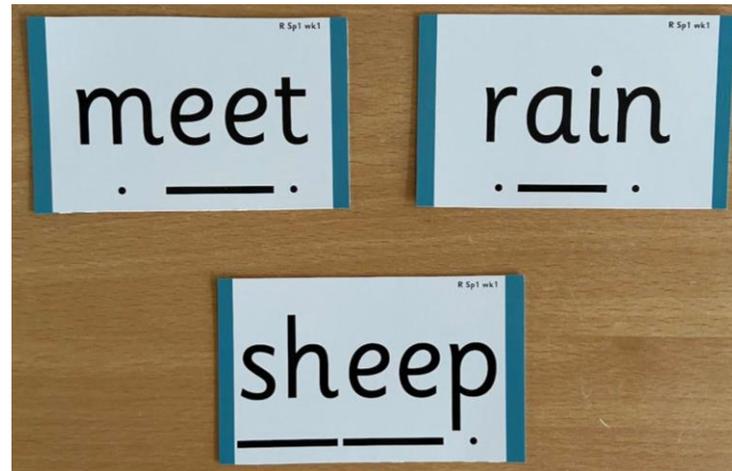
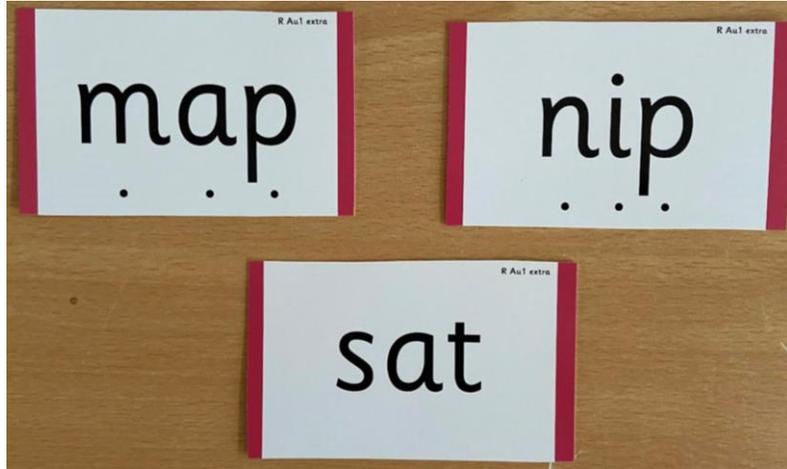




Phase 2

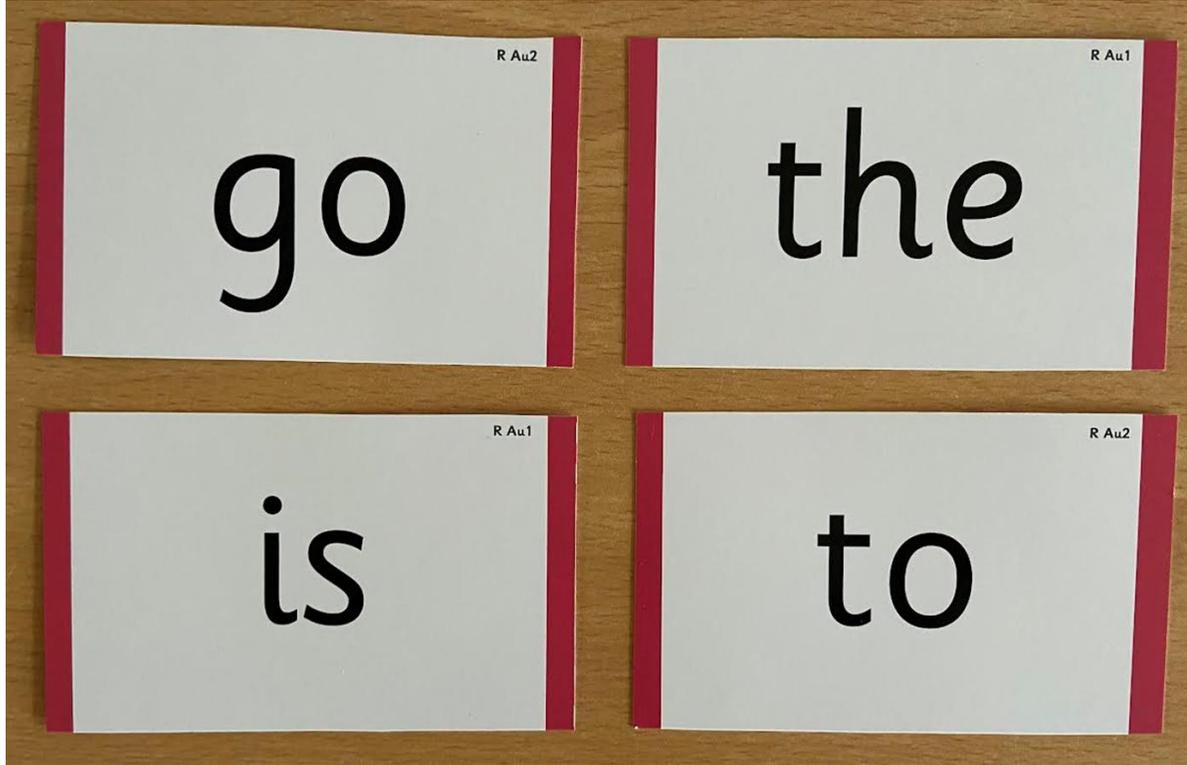
early digraphs are introduced after the individual letter-sounds

digraph:
two letters/one sound



Sound buttons and zips

phonemes have
sound buttons (spots)
and digraphs have
zips (underlines)
to “sound talk” and
blend to read words



Phase 2

tricky words

words that cannot
be decoded
and children learn
by sight

Reading tricky words



How we teach early reading...

Reading practise books are carefully matched so the children are able to read them **fluently** and **independently**.

The children will read the **same book three times** in a week with a trained teacher or TA and each reading session focusses on a different aspect of reading:

- **decoding** ~ **segmenting and blending** words
- **prosody** ~ reading with **intonation and expression**
- **comprehension** ~ **answering questions** about what has been read to **check understanding**

How will this work...?

children will take their reading practise book home on a **FRIDAY** after it has been read three times in school

please celebrate, praise and talk about their book at home with your child over the weekend

please send the reading practise book back to school on a **MONDAY** ready for a new book to be allocated

we have invested a huge amount of school funds in these books – please take care of them 😊

So what happens in Year 1?

- When the children move into Year 1 they will have secure knowledge of individual letter-sounds, digraphs e.g. ck (sock), ng (ring), ch (chip) etc and trigraphs e.g. igh (night)
- The next step already begins at the end of Reception, when the children apply this knowledge to SEGMENT (sound out) phonemes in words when they write and BLEND phonemes when they read
- During Year 1 this is built upon through greater independence of the children reading for pleasure and answering comprehension questions and writing in small groups or as a year group together with teacher or TA support

So what happens in Year 1?

- Phonics sessions continue in a similar way for 20-30 minutes in the morning and these now focus on ALTERNATIVE SPELLINGS where the children learn that e.g.
- The ai digraph they learned in Reception (train) can also be spelt as ay (hay) or a-e- a split digraph (cake)
- There are many alternative spellings and the children begin to 'Grow the Code' as they understand the rules and complexities of the English language
- Reading sessions continue in small focus groups with an adult three times per week and individually in the same way as in Reception

**Thank you for
joining us this evening.**

**Please ask any
questions if you
have them...**