

Welcome to our phonics and early reading session

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

Carl Sagan

”



Let's talk about phonics.



## 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.







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## Phonics is:

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

”

# Terminology you may hear your child say ...

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment




# In Year 1, we will be building on our phonics knowledge from Reception.

Year 1	
<b>Autumn 1</b> Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	<b>Review tricky words Phases 2-4</b> Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
*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.	
<b>Autumn 2 Phase 5 graphemes</b> /ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ ow claw	<b>New tricky words</b> their people oh your Mr Mrs Ms ask* could would should our house mouse water want
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.	
<b>Spring 1 Phase 5 graphemes</b> /ee/ y funny /e/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow	<b>New tricky words</b> any many again who whole where two school call different thought through friend work

## How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

### Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	<b>c se ce st sc</b>
	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	<b>kn gn</b>
	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	<b>mb</b>

ea

**ea**ch /ee/  
h**ea**d /e/  
br**ea**k /ai/



**ABBOTS  
GREEN**  
ACADEMY

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Little Wandle Letters and Sounds Revised



All the different ways to write sh:

shell

chef

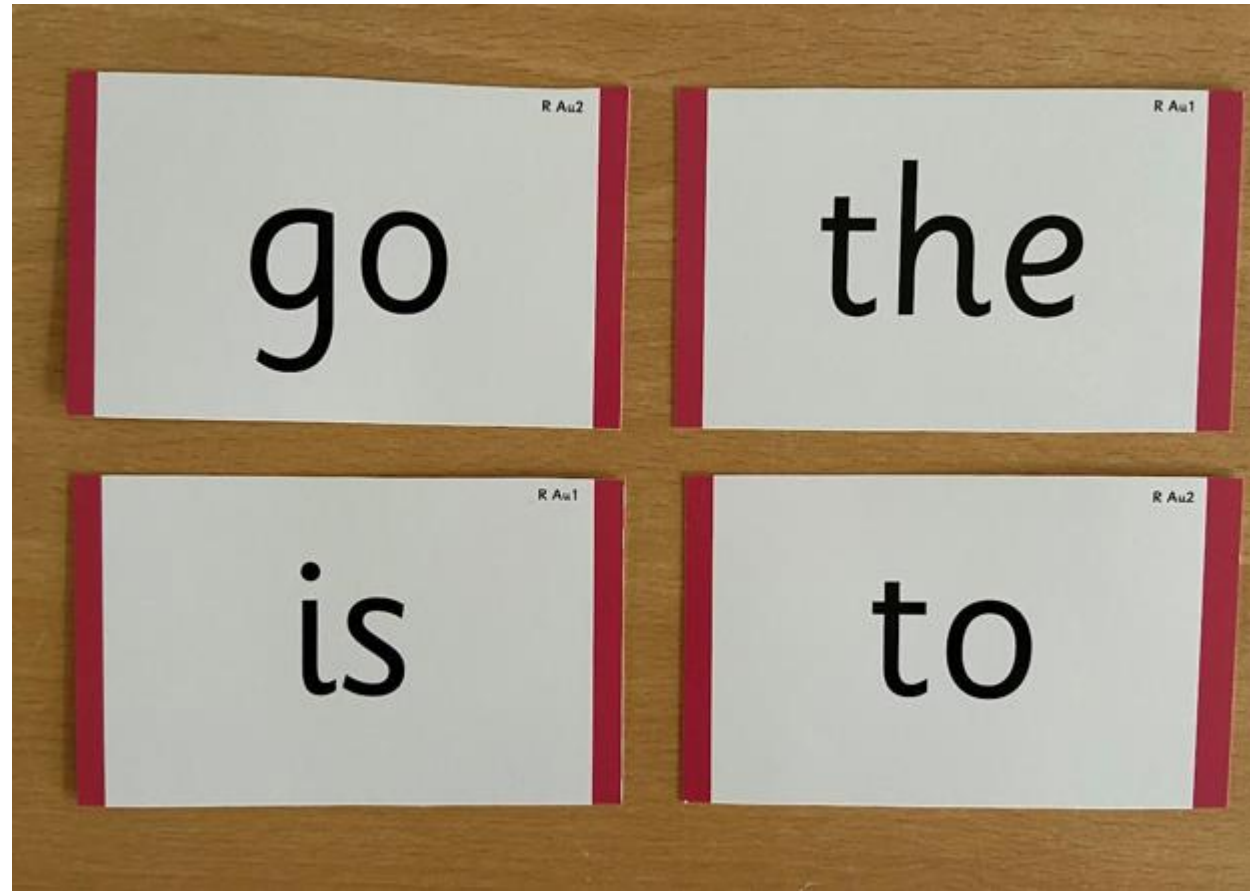
special

caption

mansion

passion

# Teaching tricky words



# Reading

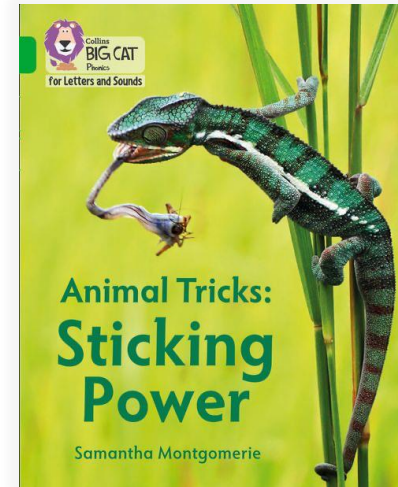
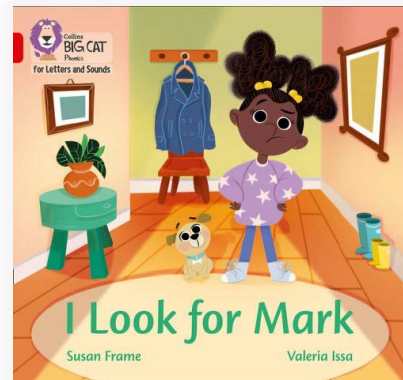
The **MORE** that you  
**READ**, the **MORE** things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the **MORE** places  
you'll **GO**.

- 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 become lifelong readers
- Reading underpins all areas of learning and life skills

# How do we teach Reading in Year 1?

Reading practise sessions are:

- time tabled 3 times a week
- taught by a learning support assistant and teacher who have been trained
- taught in small groups

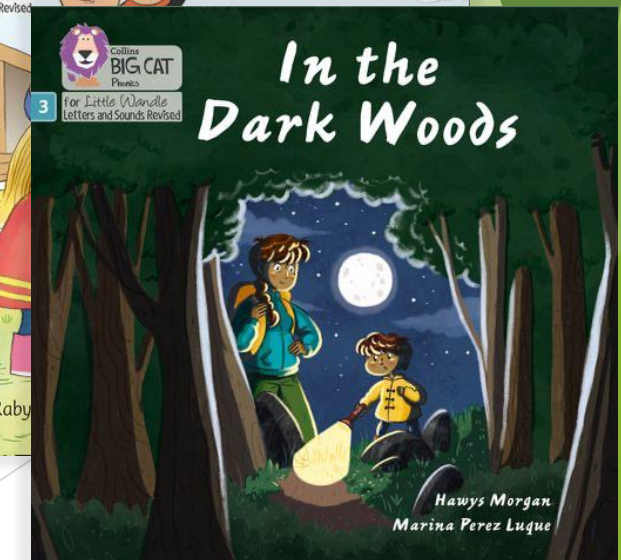
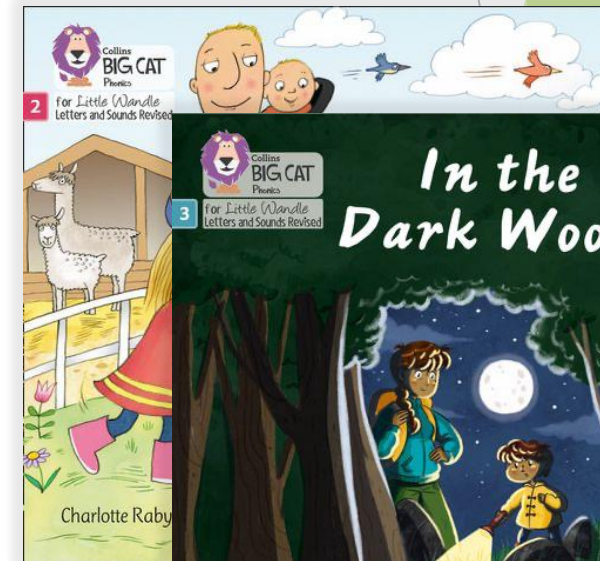
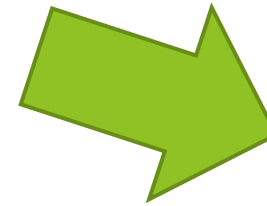




We use assessment to match your child the right level of book.

**Autumn 1**

ai	igh	oa	ur	<b>oo</b>
er	oo	or	ear	ow
ee	ck	ar	air	oi
ay	ou	ea	oy	





# 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 - 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



# Listening to your child read their phonics book

- Your child should be able to read their book without your help
- If they can't read a word, read it to them
- Talk about the book and celebrate their success



## Books for home:

- A reading book will be sent home on a Wednesday or Thursday. Your child should be able to read this fluently.
- Please make sure these reading books are returned on Monday morning.

# Read to your child – library book

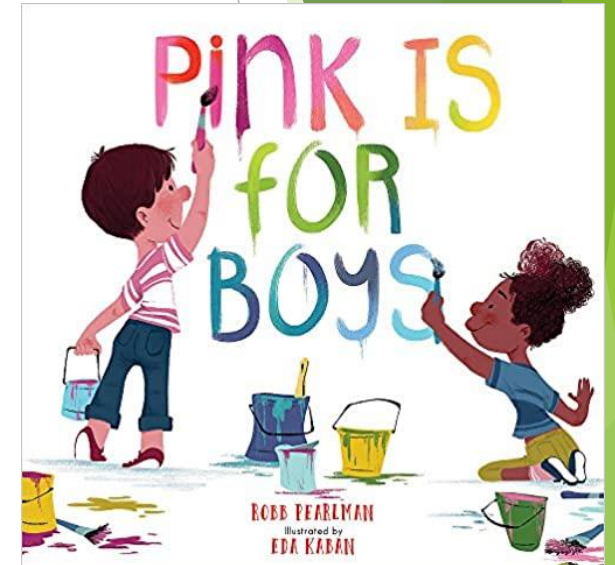
- Make the story sound as exciting as you can by changing your voice.
- Introduce new and exciting language.
- Find different words to use.
- Describe things you see.
- Encourage your child to use new vocabulary.
- Make up sentences together.





# Share and enjoy our bingo books

- ❖ Share the book with your child
- ❖ Talk about what has happened in the book
- ❖ Colour in the box to show you have read it
- ❖ Your teacher will ask you some questions about the book
- ❖ Read a line and collect a prize from our library





Please record all reading in your child's reading record.

We count how many times your child has read each week.

The class with the pupils who have read the most will receive the reading cup.

# Support your child with their phonics



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Phase 5 sounds taught in Y1

We will be selling Little Wandle Letters and Sounds Revised - Little Wandle at Home Phonic Flashcards for £5.00.



Thank you for your time this evening.

Any questions?

