



St Alban & St Stephen Catholic Primary School & Nursery

Learning And Growing With God By Our Side

Parent workshop: Phonics and Reading in K.S.1
Friday 6th October 2023



Sign of the Cross

In the name
of the Father,
and of the Son,
and of the
Holy Spirit.



Amen.



Our School Prayer



Dear God,

Bless all the children and staff in our school.

Bless all our loving parents, our school community and parishioners.

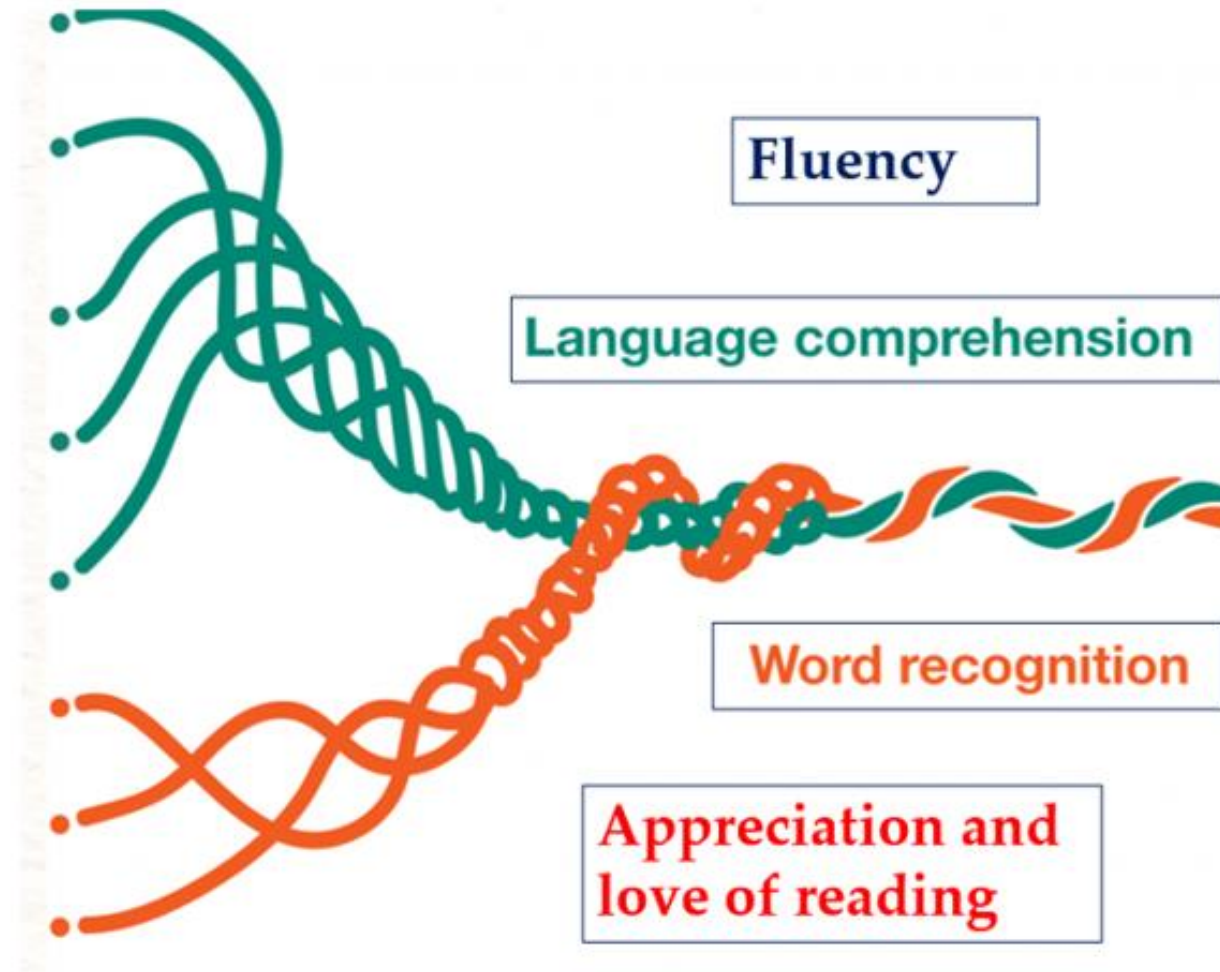
Let us follow the shining examples of St Alban and St Stephen.

Help us to be the best that we can be and guide us as we stay connected to you and Jesus in all that we do.

As a school, we are learning and growing with God by our side.

Amen.

The Scarborough Reading Rope



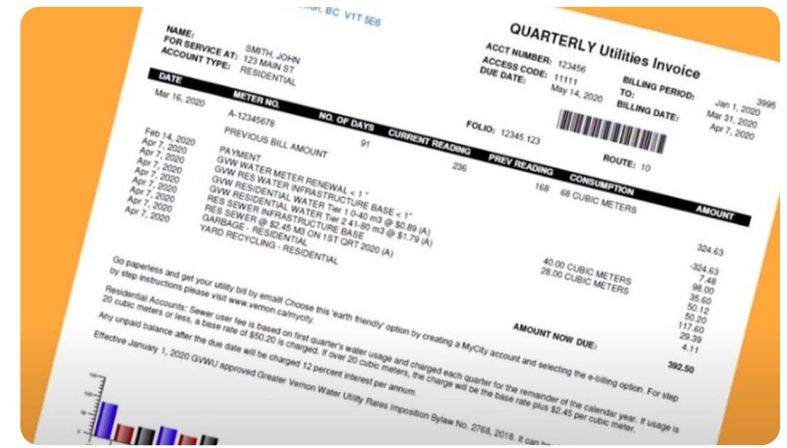


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?





Phonics



Phonics is:

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





What is Phase 1 Phonics?

Phase 1 Phonics

Phase 1: Aspect 1 – Environmental Sounds

- Identify sounds they hear inside/outside.
- Make noises on different surfaces with hands or drumsticks.
- Sing at different volumes.
- Be able to recreate a simple sequence of sounds.
- Identify some sounds they prefer from a choice.
- Add appropriate sound effects to stories with support.



Phase 1 Phonics

Phase 1: Aspect 2 – Instrumental Sounds

- Identify an instrument being played behind a screen.
- Play an instrument louder or quieter.
- Stop and start playing an instrument at a signal.
- Play instruments in front of others, alone or as part of a group.
- Choose instruments to complement animal sounds.



Phase 1 Phonics

Phase 1: Aspect 3 – Body Percussion

- Copy a body sound such as a clap.
- Join in with action songs.
- Identify a body sound.
- Suggest times to be noisy or quiet.
- Move their body in response to music/ sounds.



Phase 1 Phonics

Phase 1: Aspect 4 – Rhythm and Rhyme

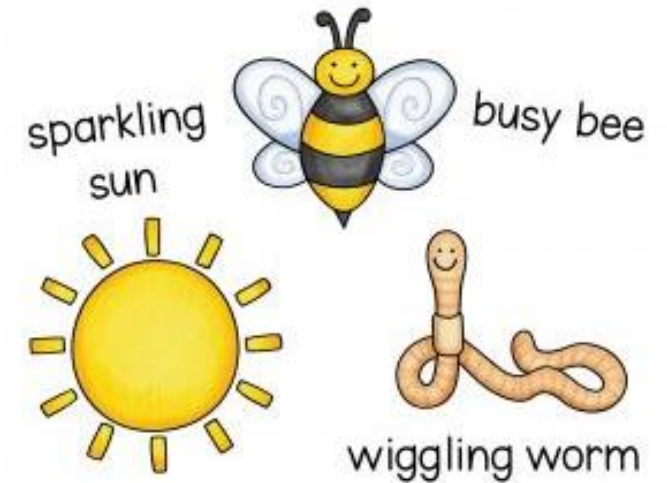
- Join in with repetitive story/song refrains.
- Move in time with a beat.
- Play rhyming bingo.
- Match rhyming items.
- Complete a familiar rhyme



Phase 1 Phonics

Phase 1: Aspect 5 – Alliteration

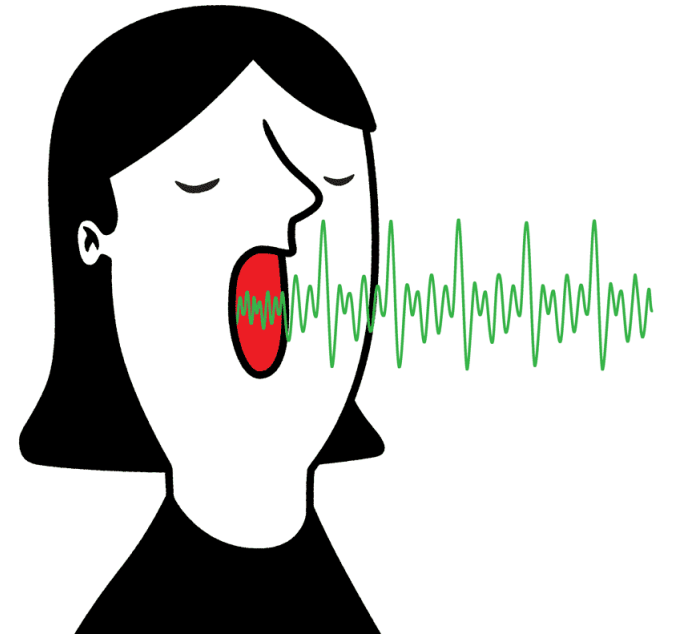
- Match 2 items that have the same initial sound.
- Copy exaggerated sounds such as ssssssss.
- Suggest a person/object when given an initial sound.
- Suggest non-words beginning with a selected initial sound.
- Can make correct mouth movements for simple sounds



Phase 1 Phonics

Phase 1: Aspect 6 – Voice Sounds

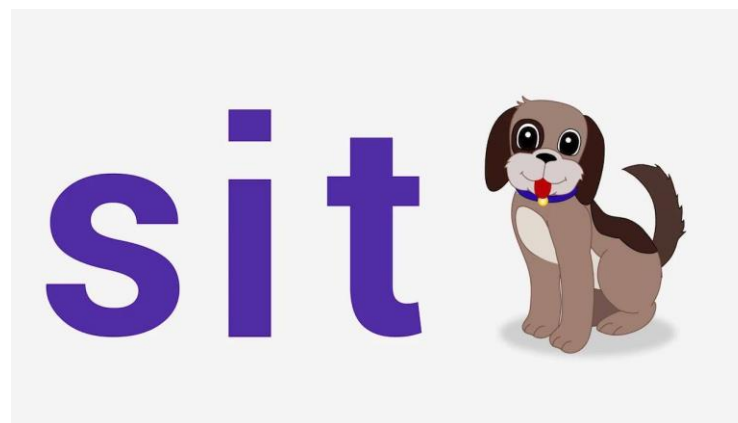
- Explore mouth movements such as blowing, sucking, wiggling their tongue.
- Make voice sounds such as weeeee.
- Experiment with their voice sounds such as shouting, whispering and squeaking.
- Experiment with different animal sounds.
- Describe a sound such as high, low, short, quiet.
- Can copy sound talk e.g. p-i-n.



Phase 1 Phonics

Phase 1: Aspect 7 – Oral Blending and Segmenting

- Identify items by oral blending e.g. t-a-p...tap!
- Speak in sound talk e.g. d-o-g.
- Count or clap out phonemes in CVC words.





What comes next?

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.



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order

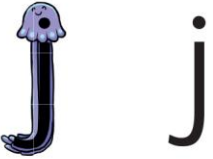








Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|--|--|---|
|  s |  snake | Show your teeth and 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 |

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 | | | | |



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

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.



Blending to read words



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Our progression



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

| Autumn 1 Phase 2 graphemes | New tricky words |
|---|------------------|
| s a t p i n m d g o c k c k e u r h b f l | is I the |

| Autumn 2 Phase 2 graphemes | New tricky words |
|--|--|
| ff ll ss j v w x y z zz qu ch sh th ng nk <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) | put* pull* full* as and has his her go no to into she push* he of 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.

| Spring 1 Phase 3 graphemes | New tricky words |
|---|--------------------------------------|
| ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes | No new tricky words |
|---|--------------------------|
| Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end | Review all taught so far |

| Summer 1 Phase 4 | New tricky words |
|--|---|
| Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words | said so have like some come love do were here little says there when what one out today |

Year 1

| Autumn 1 | Review tricky words Phases 2–4 |
|--|--|
| Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each | 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 |

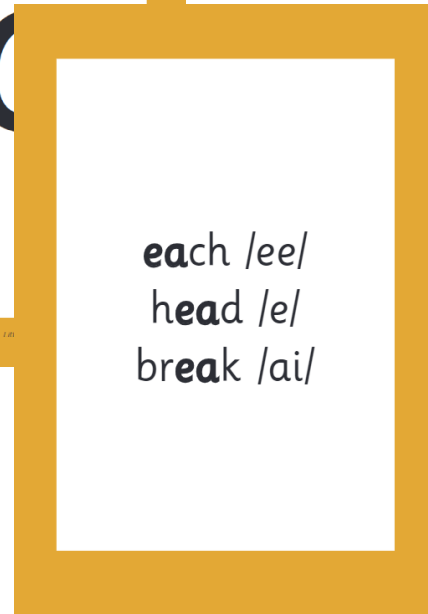
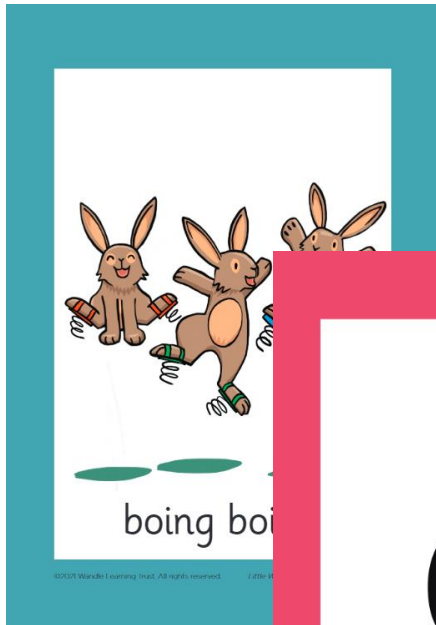
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Autumn 2 Phase 5 graphemes | New tricky words |
|--|--|
| /url/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /orl/ aw claw | 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.

| Spring 1 Phase 5 graphemes | New tricky words |
|--|---|
| /eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow | any many again who whole where two school call different thought through friend work |

How we make learning stick





Reading and spelling









Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

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 aaa | 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 ttt | From the tiger's nose to its tail, then follow the stripe across the tiger. |
|  p |  penguin | Bring your lips together, push them open and say ppp | Down the penguin's back, up and around its head. |



How do we teach spelling?



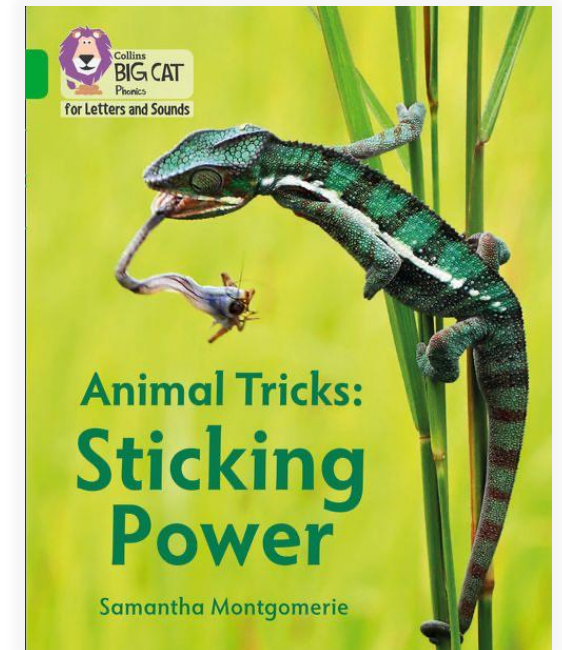
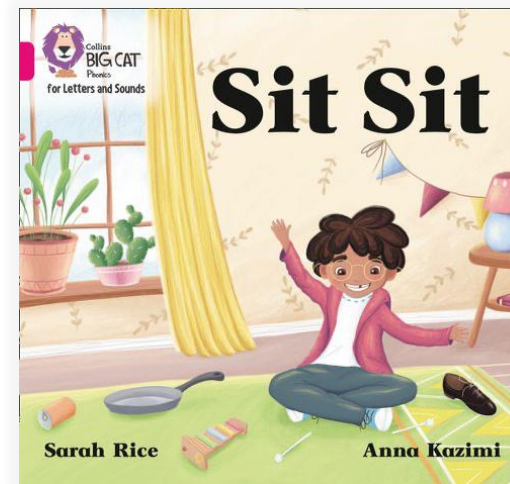
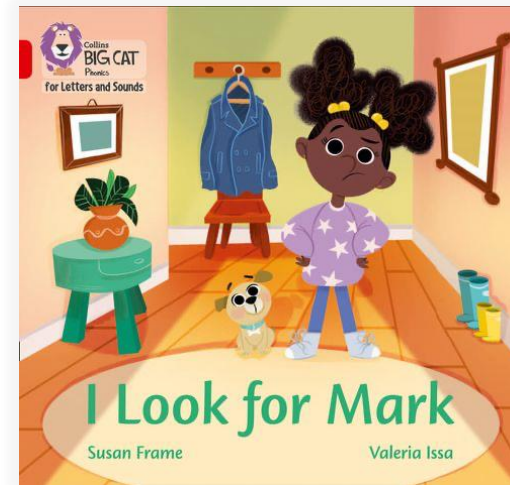
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home in the next few weeks



How do we find the right book for your child?

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 |

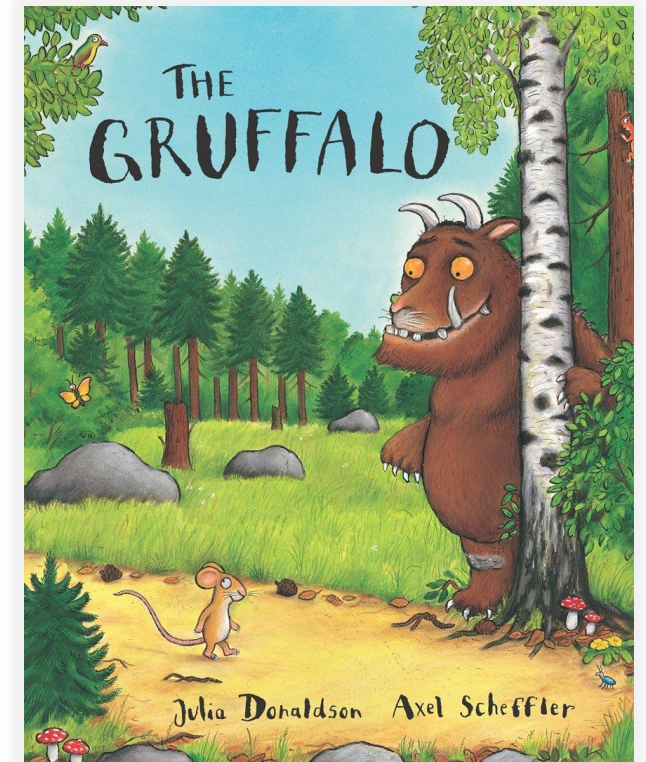
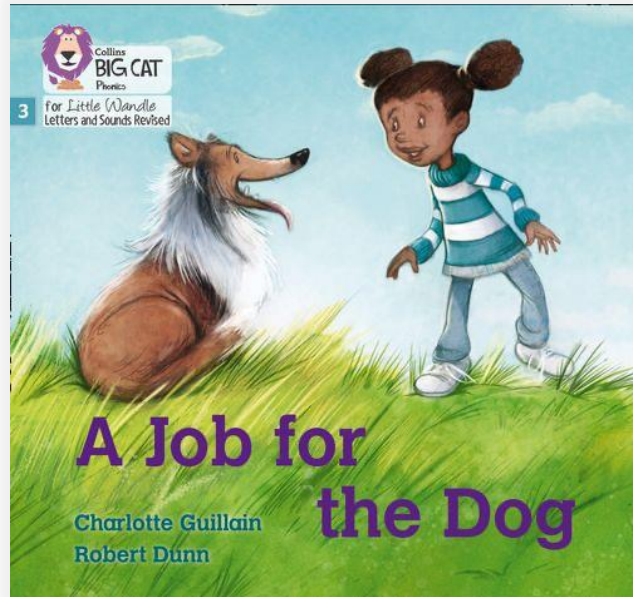
sat man hug red peck





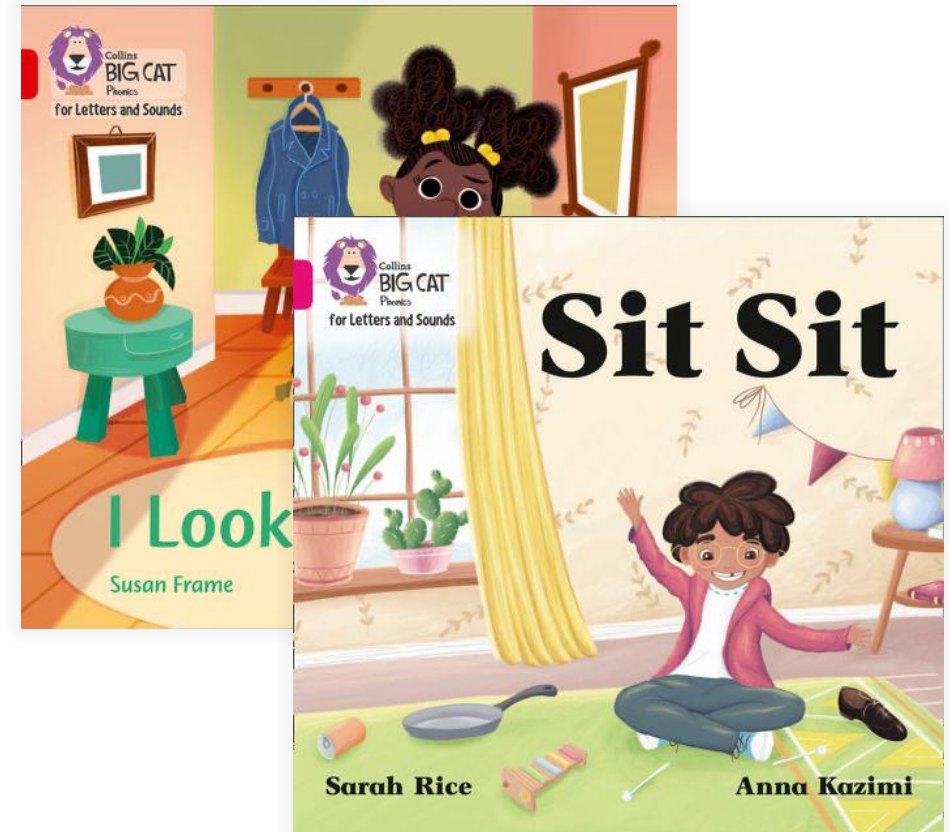
Reading at home

Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Read to your child



The shared book is for **YOU** to read:

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



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**

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.





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

Carl Sagan

