



Welcome to our

# Reception Phonics Workshop

*Please note: All slides will be available to view full size on our Year Group website page, following today's meeting.*

# 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.





# What is Phonics?



Phonics is:

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





# Terminology

**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

**cat**

**bead**

**head**

**light**

**hearing**  
● — ● —

**stencil**

# The opposite process for reading and spelling.



I want to read the word **cat**.

- First I have to see which **graphemes** are in the written word and remember the corresponding **phonemes**.

*If I know a grapheme has more than one possible phoneme, I may need to try both e.g. the grapheme 'oo' would make an /u/ sound in book, but an /oo/ sound in food.*

- I then say the phonemes in order, several times if needed, until my brain 'hears' the word.

I started with the graphemes/phonemes and ended up with the word itself. This is called **blending**. Think of several blobs of paint and when the brush sweeps across them they become one block of colour. We **blend** sounds to read.

*One issue with blending is when children add 'uh' to the end of sounds. For example, if they say 'cuh, ah, tuh' they will struggle to hear the word 'cat'. The pure sounds are very important. These are always used in school and parents can help children practice them at home using the Little Wandle videos. (link on later slide)*



# The opposite process for reading and spelling.



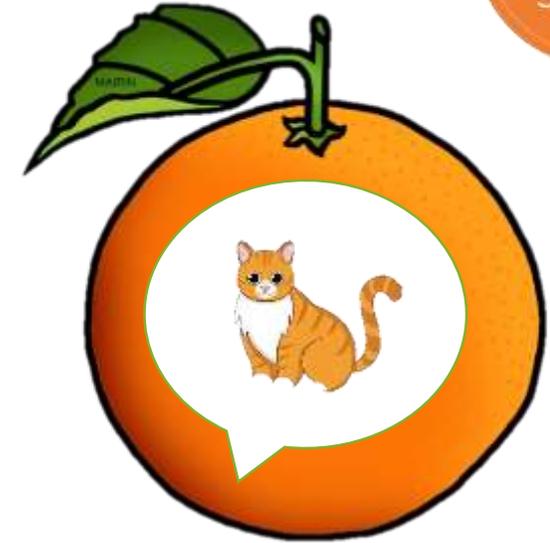
I want to spell the word



- First I have to break down the **spoken word** into the **phonemes** (sounds) I can hear within it. This is called **segmenting**. (I may have no idea what the written word looks like at this point)
- For each **phoneme** I hear, I must decide which **grapheme** to use.

*Sometimes there are several graphemes to choose from. In Reception we use the most common as these are taught first. In Year 1, children begin to learn alternatives. For example, in Reception children might write 'bloo' but in Year 1 they would write 'blue'.*

- For spelling, I started with the full word (spoken) and broke it down into **segments** so that I ended up with the individual phonemes (sounds) and then I recorded the **graphemes** to match these. This process is called **segmenting**. Think of an orange (the full word we want to spell) and when the orange is broken down we discover the individual segments (the sounds/letters we need)



Little Wandle Phonics teaching is broken down into **phases**. Phase 1 is delivered in Nursery and includes: Nursery rhymes, tuning into sounds, saying the sounds of the alphabet and oral blending. **Oral blending** is a key skill which carries on in Reception and can be practiced at home too!



## This term in Reception we are teaching **Phase 2**

- Phase 2 includes 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.



# Teaching Sequence in Phase 2 (see handout)



## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 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.
 	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth. i i i	Draw the iguana's body, then draw a dot (on the leaf) at the top.
 		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
 	 jellyfish	Fucker 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.
 	 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.
 	 wave	Fucker 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.
 	 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 a without	Down, and round the yo-yo, then follow the string round

# Let's practise the Phase 2 sounds



 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c 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

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

This website allows parents to view videos of children saying all 'pure' sounds. The grapheme is displayed and the child says the corresponding phoneme.

# Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way and children must remember to read them from memory NOT from blending or segmenting.
- Teachers help children to recognise the part or parts of the word that are tricky.
- 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.
- Some words are only considered 'tricky' for a certain period of time.



# 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.
- Throughout the Reception year children move through phases 2, 3 and 4. The pace of lessons increase and children reader longer and more complex words.



# Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will learn 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 <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	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 <b>ttt</b>	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 <b>ppp</b>	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
- 
- In Reception, this may include children writing some word 'phonetically' when they are writing independently. For example:

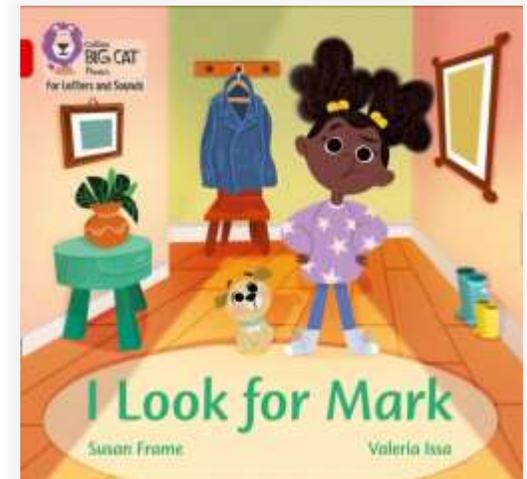
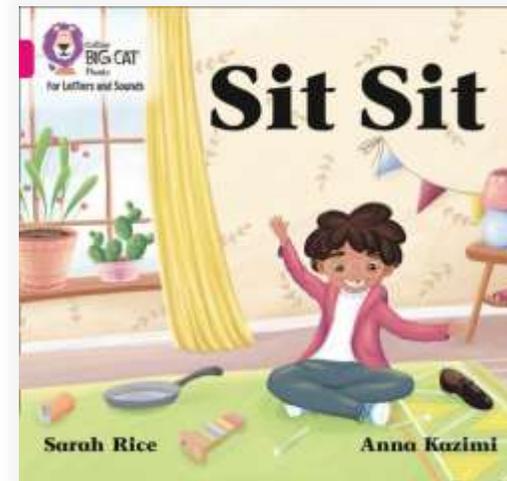
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# How do we teach children to apply their phonics learning to their reading?

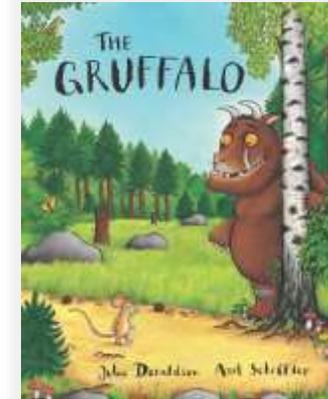
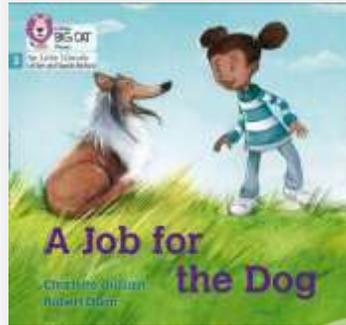


## Reading practice sessions are:

- Every week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will have access to two online phonics book every week to read at home. These are uploaded on a Friday.



# Home Reading



+ the school  
Library Trail  
+ local  
libraries

## Phonics Texts

These are assigned every **Friday**.  
One will be a text that your child has practiced reading in school and the other will be a brand new text.

Both will be texts that your child should be confident reading. Reading at home is about gaining **confidence, fluency and prosody**.

**If your child is struggling with their home reading practice, please let us know.**

Children who read online 4+ times per week will have their name on the reading stars board displayed in our classroom (staff check online)

## Home Lending Library

These are assigned every **Friday and Monday** (if the previous book has been returned).

These are for you to read to your child and for you to enjoy together. You are likely to explain new words and have little discussions about the text along the way, but be mindful of asking too many questions - the key aim here is for children to enjoy books and the experience of being read to.

These texts are key for building up your child's experience of **different narratives** and new **vocabulary**. Children who are read to every night become more confident readers themselves and also become more confident writers.

**If your child is not engaging with books at home, please speak to us for ideas.**

# 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 and then ask them to repeat it back.
- Talk about the book and celebrate their success.



# ‘Reading’ a wordless book

(All children begin their reading journey with 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.



# Reading to your child



## The lending library book is for YOU the parent to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as you go along:
  - 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.



If you are a bi-lingual or multilingual family, please share stories in your home language in the same way, or you may like to tell some of the stories sent home in both English and the home language. It is important that children continue to learn new vocabulary and discuss ideas in their home language alongside learning in English.

# The most important thing you can do to help your child with learning is to read with them regularly.



**Reading a book together and talking about the book has a proven positive impact 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.**



# Reading at School



Phonics lessons twice daily

Special class texts – range of topics

Class Book Corner

Range of fiction, non-fiction and poetry

Weekly reading practice group

Reading interventions /additional support



Valuing books – how to look after them

Book talk sessions twice per week

Daily home-time story

Re-read the same stories again and again

Visits to the school library

Books around the classroom linked to play

# A healthy reading diet at home...



Daily bedtime story – reading to your child

Re-read the same stories again and again

Some non-fiction books at home as well as stories

Enjoy poetry together

Telling stories from memory e.g. traditional tales



Child reading online Phonics books to parent 4+ times

Visits to the local library

Visiting the school library as a family – the library trail

Children seeing their parents reading – books, newspapers etc

Books as gifts on birthdays etc

Valuing books – how to look after them

Pause and chat when watching stories on TV (also re-watch)



## Additional info

- Come and read parent sessions will start next week!

**RMT – Mondays 8.40-8.50am**

**RL – Fridays 8.40-8.50am**

- Save the Little Wandle parent page to your phone's home screen to ensure easy access!

- Please note, if lending library books are not returned, this prevents them being assigned to other pupils. If you have lost or damaged a book, you will need to pay a charge before continuing to borrow other books. If you pay the charge and then find the book, the money will be refunded.