



Reading Meeting

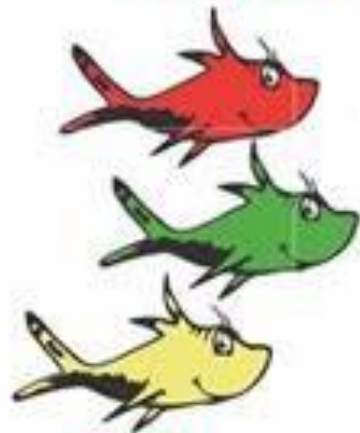
Supporting your child to become a confident reader...

Mrs Stephenson
English Lead & Year 2 Class Teacher



*Use this QR code to access the Little Wandle
Phonics Parent Pages*

“ The more that you read,



the more things

you will know,



The more that you learn,

the more places

you'll go.”



-Dr. Seuss



Overview

- Phonics as part of the reading process
- How we teach phonics in school
- Reading books from school
- Supporting your child at home
- ...a little bit on handwriting





...but becoming a reader
is not that easy...

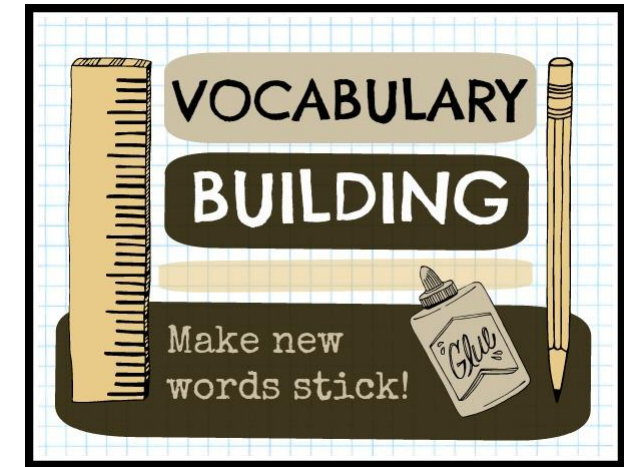
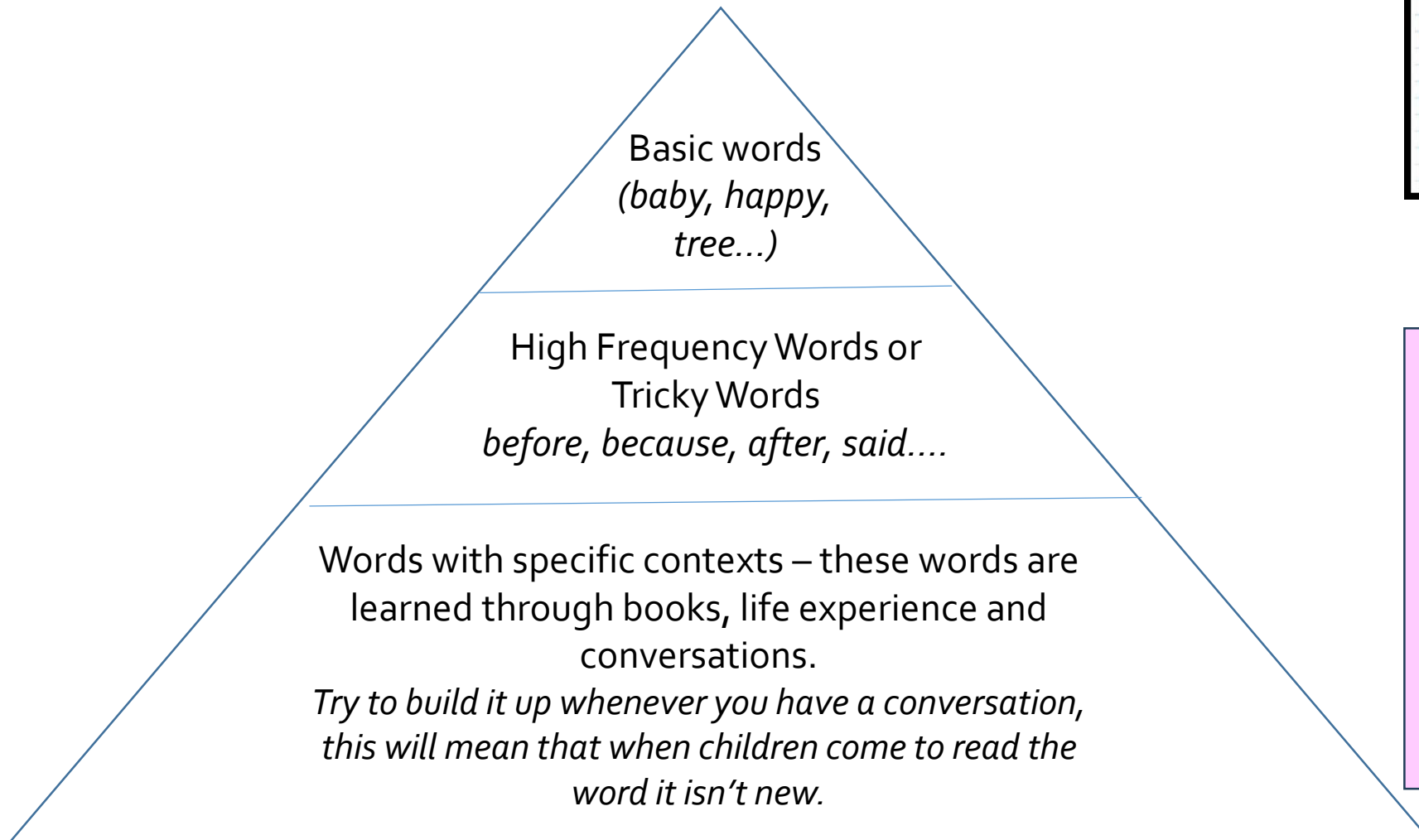
USING PHONICS, there are
many different ways to try to
spell.....

floor / flor / phloor / flore / phlore

witch / which / wich / whitch



Building vocabulary through good speaking and listening...



Building a language rich environment is essential for reading & writing

The vocabulary value of reading books to your child at home...

statistics about the impact of parents reading with, and to their children: Here's how many words a child would have heard by the time they were **five years old**:

- *Never read to: 4662 words*
- *Read to 1-2 times per week: 63 570 words*
- *Read to 3-5 times per week: 169 520 words*
- *Read to daily: 296 660 words*
- *Five books per day: 1 483 300 words*

What we do in School?



Little Wandle

- An approved Systematic Synthetic Phonics (SSP) Programme
- Daily lessons with a consistent format
- Group & 1:1 Reading sessions in school – 3+ times a week
- Decodable books to go home linked to phonic knowledge
- Independent access to phonics-linked reading and writing activities through continuous provision in class
- Lots of teacher-led poetry and story-time opportunities



Cracking the Code

Using synthetic phonics, children become code breakers. As we know, English is tricky code to crack



- Children are taught the link between letters and the sounds they make
- Although there are only 26 letters in the alphabet the children need to learn 44 phonemes
- Over time, they will find out that there are over 400 graphemes!



au

AW

AL

Terminology

- **Phonemes** - the smallest unit of sound in speech
- **Graphemes** - how these sounds are written (ai, ay, a_e)
- **Segmenting** - breaking the spoken word down into sounds
- **Blending** - identifying (or **decoding**) the graphemes from left to write, saying them and blending them together to read the word
- Children will also learn 'Tricky Words'. These are words that are commonly read but do not always follow the rules of phonics.



cat



cat



ARE YOU
THE ONE?

The 44 Phonemes (sounds) 60+ Graphemes Learnt in Reception



Grapheme chart

Phase 2 and 3


























s		p	n	m	d	g	c	r	h	b	f	l	j	v
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	k	rr		bb	ff	ll		vv
							ck							
							cc							
		y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	






- **digraph** – 2 letters to make a single sound (ss/qu/ee)
- **trigraph** – 3 letters to make a single sound (ear/air)


Phonics in Reception

Grapheme mat

Phases 2 and 3

 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
-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

- Children will continue to learn Phase 1 skills of speaking, listening and attention.
- The children have started learning Phase 2 sounds, continuing with Phase 3 sounds by the end of Reception.
- For a child to reach their early learning goal at the end of Reception they need to know sounds for each letter of the alphabet plus at least 10 digraphs
- Little Wandle Parents Section has videos showing how to say sounds.

A Typical Little Wandle Lesson



	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
g goat	s a t p i n m d	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the sound g g g	grapes glue glasses goat	g goat 	Round the goat's face and curl under its chin.	Review: m-a-n p-i-n s-a-t New: d-i-g p-i-g	man mat sad pin dig	is	Can you touch your ... ? t-i-p ch-i-n h-e-a-d f-oo-t

1. Reviewing previously learned sounds
2. Reading the sound & explaining how to pronounce it correctly
3. Reading the words with images
4. Oral blending by tracing words
5. Oral blending by writing words
6. Oral blending by writing words
7. Oral blending by writing words
8. Oral blending by writing words
9. Oral blending by writing words
10. Oral blending by writing words

Year 1: Phase 5 onwards

- Children will learn Phase 5 sounds in Year 1 – many more graphemes!
- 'Alien Words' will be looked at: reading alien words ensures that children can confidently segment and blend sounds that they read
- At the end of Year 1, children take a statutory Phonics Screening Assessment – this includes reading both real and alien words


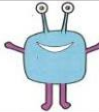
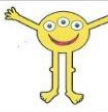

Grow the code grapheme chart

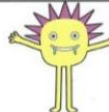



Phase 2, 3 and 5

s ss c se st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h hh	b bb	f ff ph	l ll le al	j jj g dge ge	v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi si ci	th	ng ng	nk nk	a a	e ea	i y	o a	u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

*depending on regional accent

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bluns	
skarld	
splot	
strabe	

quigh	
herks	
jorb	
zale	

Tricky Words

- These are words that CANNOT always be sounded out.
- Usually no other way to read/write them other than just memorising or using mnemonics.
- They are explicitly taught with Little Wandle.
- They will be sent home with reading packets for children to read at home (with first word books). Being able to spell them will really support their writing too.
- Once children can confidently read the tricky words they move to the next sheet.

EY1. Name: _____

Date: _____

I can **read** these words...

I can **find** these words in my reading book...

I can **write** these words (use sand, glitter, pencils, pens, paint, tracing etc)...



is	I	is
I	is	I

And now to School Reading books...

The magic of becoming a reader



- Your child will already have a **LILAC** band **wordless** book.
- Spend time with your child 'reading' these wordless books:
 - Read the title
 - Show how to turn the pages
 - Talk about the pictures and what is going on – make up the story
 - Ask questions e.g. how a character is feeling, what is happening in the picture or what might happen next?
- Pictures help give clues to the words in picture books. This is part of the reading process and can help to decode words and understand what is happening in the story (comprehension).



First Words Reading books...

The magic of becoming a reader

- Your child will start **PINK** banded books when they have learnt some more sounds and starting to blend them together.
- Read books at least 4+ times or more and sign the green bookmark.

Why 4+ times?

- The first time a child reads a book they are just sounding out and blending words, focusing on the word reading.
- They need time to develop their fluency and comprehension skills.
- A child should be able to **fluently read** their **PINK** book by the time it is changed at school **and talk** about what the story is about.
- We aim to change books/reading bookmarks on a Monday.
- Bookmarks signed at least 4 times a week go in the reading prize box. Half-termly draws to win a reading badge!
- Weekly School Library visit to choose an additional book.



This chart gives an indication of the range of Book Band levels at which most children will be reading as they progress through the school.

	<u>Oxford Reading Tree</u>	<u>Approximate Year Groups</u>	<u>Book Bands</u>	<u>Big Cats</u>	<u>L & S Phonics</u>
	1	Reception	Lilac	Lilac	Phase 1
	1+	Reception	Pink	Pink	Phase 2
	2	Reception	Red	Red	phase 3
	3	Year 1	Yellow	Yellow	Phases 3-4
	4	Year 1	blue	blue	Phases 4
	5	Year 1	green	green	Phase 5
	6	Year 1	orange	orange	Phases 5-6
	7	Year 2	turquoise	turquoise	Phase 6
	8	Year 2	purple	purple	
	9	Year 2	gold	gold	
	10	Year 2	white	white	
	11	Year 2	lime	lime	
	11	Year 2 /3	lime +	lime+	

All children learn at different rates

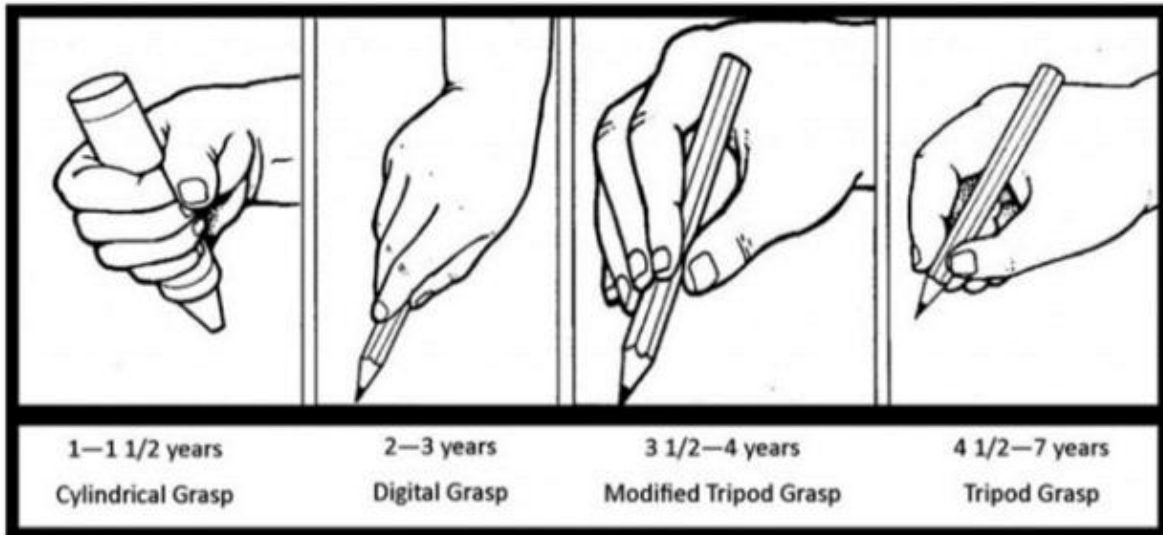
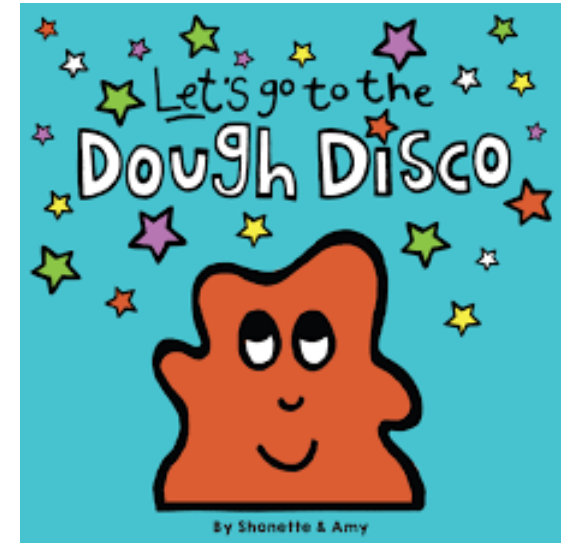
It is a skill that takes time, effort and repetition

Level envy - it is not a competition

Importance of comprehension and building vocabulary

Enjoy sharing other books with your child – especially at bedtime

A final word on Handwriting...



Physical strength for writing

- The skill of holding and controlling a pencil is hard.
- Developing gross motor skills – big movements! P.E. and outdoor learning.
- Developing fine motor skills – smaller movements! Dough disco (playdough, using small beads etc...)

- By the end of Reception we would like children to be able to form most of their lower case and capital letters correctly and to write their first name correctly (remember: ALL letters start above the line!)
- Writing letters and words is highly cognitive – developing automaticity in handwriting formation is key.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx

Yy Zz

At home you can help your child with:

- fine and gross motor skill practise
- letter formation Aa-Zz
- number formation 0-9

Capital Letter at the start only!

Sam

E 'facile leggere una lingua una volta che hai imparato le regole, ma questo non significa che si capisce quello che avete letto.

“It is easy to read a language once you have mastered the rules, but that doesn't mean you understand what you have read.”

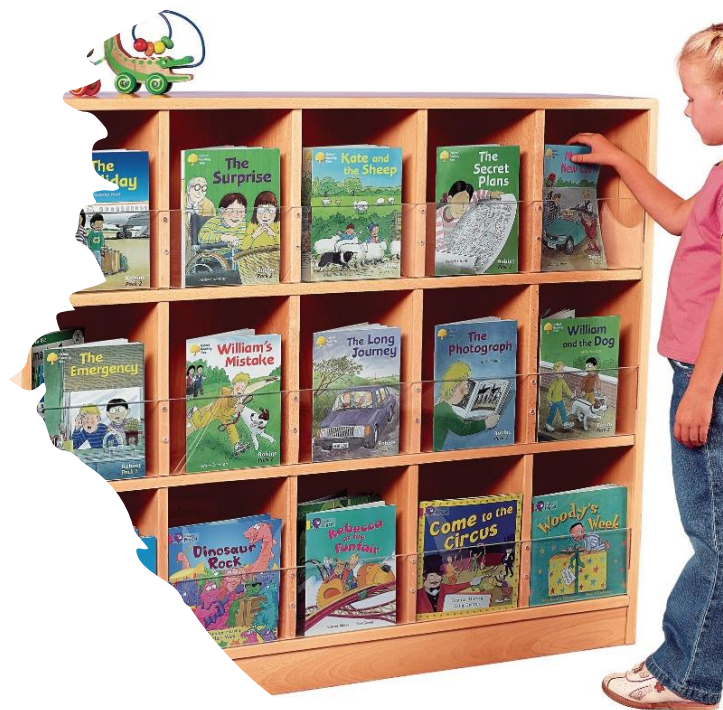
- This is why we want the children to read and enjoy their school reading books a number of times before we change it.
- It is not a race to read... practise, understanding and comprehension are all important in becoming a skilled, confident reader.
- Being exposed to a language -rich environment is essential for our children's learning.

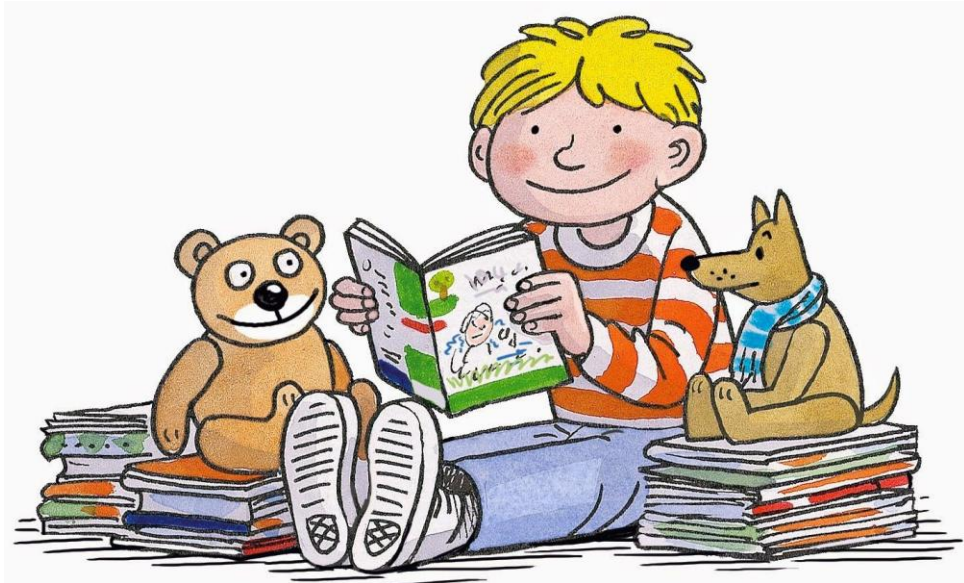




Reading Schemes vs Lovely Books

make time for reading – it is a
skill for life





Tips

- Character check/chat – this will help children understand the plot more – Biff, Chip, Wilma...
- Don't let a child stress over not reading a word. Look at the first letter and tell them. Try not to let it become stressful (for them and you!)
- One page per year old.
- Routine and expectation.
- Praise, praise and more praise!



Did you know:

"Turning on subtitles while children are watching TV can greatly improve their reading skills. A quick, simple, free way to make TV time, reading time" #turnonthesubtitles



Question Time

Thank you



This QR code will access the handwriting section of the school website

