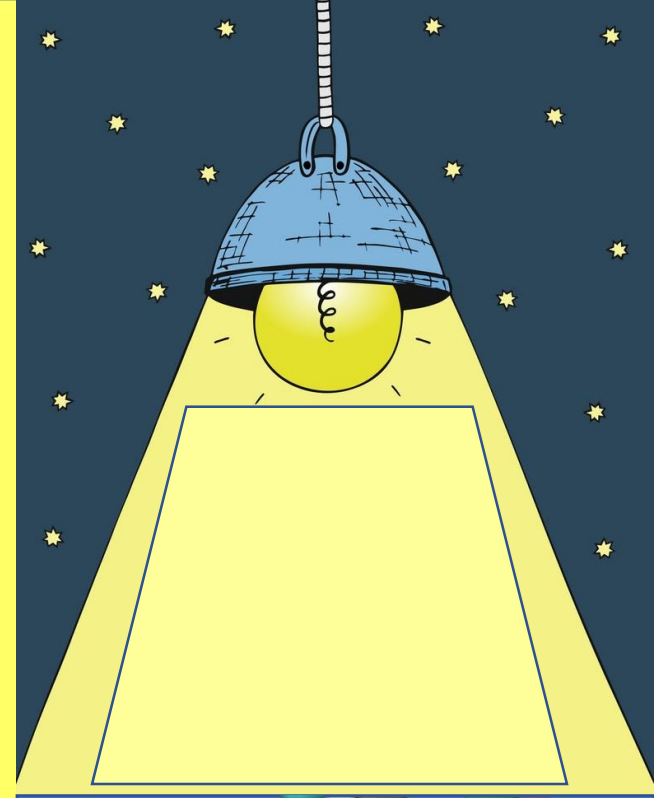
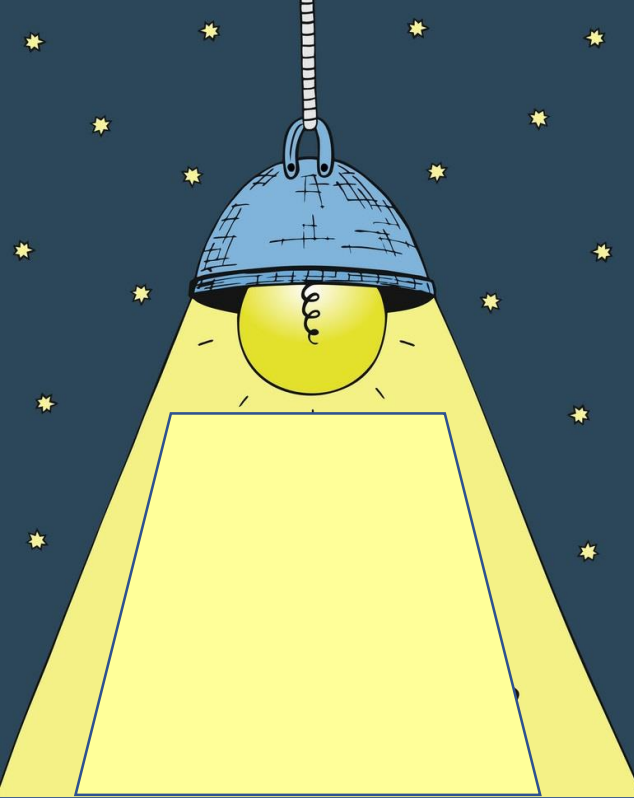


# Reception and KS1 Early Reading Workshop

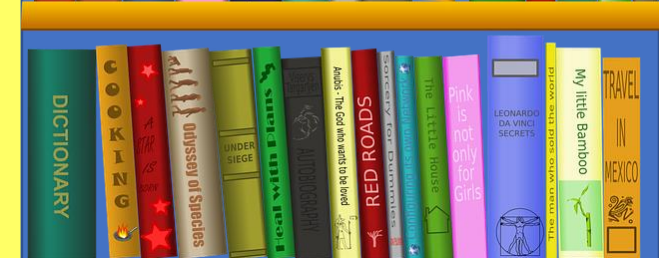
## AIMS:

- How we teach children to read at St Mary's Primary Academy and what you can do to help.



“To learn to read is to light a fire;  
every syllable that is spelled out is a  
spark.” Victor Hugo.

We want the children to let their light shine through reading. Through teaching children to read, we give them a special key with access to facts and stories about the World around them. Books ignite their curiosity and through reading pupils are able to learn as much as possible.



# Early Years. How do we teach reading?

Daily teaching of phonics through Little Wandle Letters and Sounds Revised.  
Additional support to those who are struggling.

Developing a love of reading through regular story time and use of high quality books.

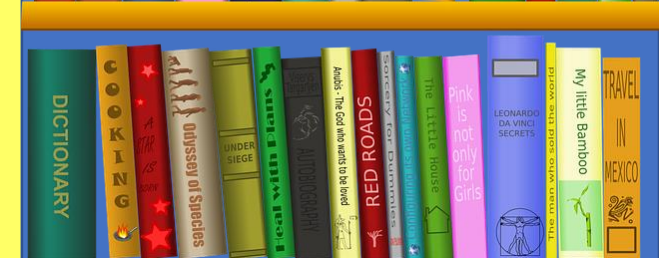
Access to the library.  
Reading Practice Sessions 3x a week.

Enhancement activities such as World Book Day and visiting authors.



# •KEY MESSAGES

- Phonics reading books and a reading journal will now be sent home every week.
- Comments in reading journals- please don't worry about what you write. Please let us know that you have read together . Other story books you have read can be written in here too. e.g., bed time books, other story books.
- Children also have the opportunity to bring a 'non-phonics' book home too from our new library, these include our star books ( high quality books recommended for each year group) .
- Parents need to bring reading books and the journal in every Wednesday, and we will change books ready for the next week.
- Phonics homework – the children have 1 piece of phonic homework each week, please look at this with your child and help them to learn their sounds. Little and often the more practise the better!



# KS1. How do we teach reading?

In KS1 daily teaching of phonics through Little Wandle Letters and Sounds Revised.

Additional support for those who are not secure with their phonic knowledge yet.

Reading Practice sessions for all children in Year 1 and 2, 3 x a week

Developing a love of reading through regular story time and use of high quality books.

Access to the library and a library book to take home each week (including star books) .

Enhancement activities such as World Book Day and visiting authors.



# •KEY MESSAGES

•Little Wandle reading books and a reading journal will now be sent home every week.

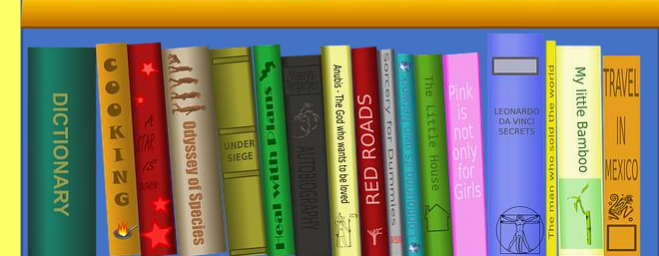
•Comments in reading journals. Please let us know that you have read together

•Children also have the opportunity to bring a 'non-phonics' book home too from our library.

•Parents need to bring reading books and the journal in every Friday, and we will change books ready for the weekend.

•Spelling homework – please practise your child’s weekly spellings (Y2).

•You may feel that your child’s reading book is ‘easy’ because they are reading it independently, without sounding out. However this is called reading fluently, as is the aim! We are aiming for children to be able to read fluently, which means they can read 90% of the book without sounding out the words.



# Y1 Phonics Check

The Phonics Screening Check is designed to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.

The Department for Education defines the checks as “short, light-touch assessments” that take about four to nine minutes to complete.

This will take place the week in June.

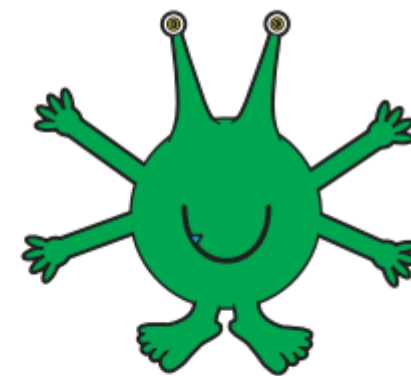


The checks consist of **40 words and non-words (alien words)**

Non-words are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

.

stret

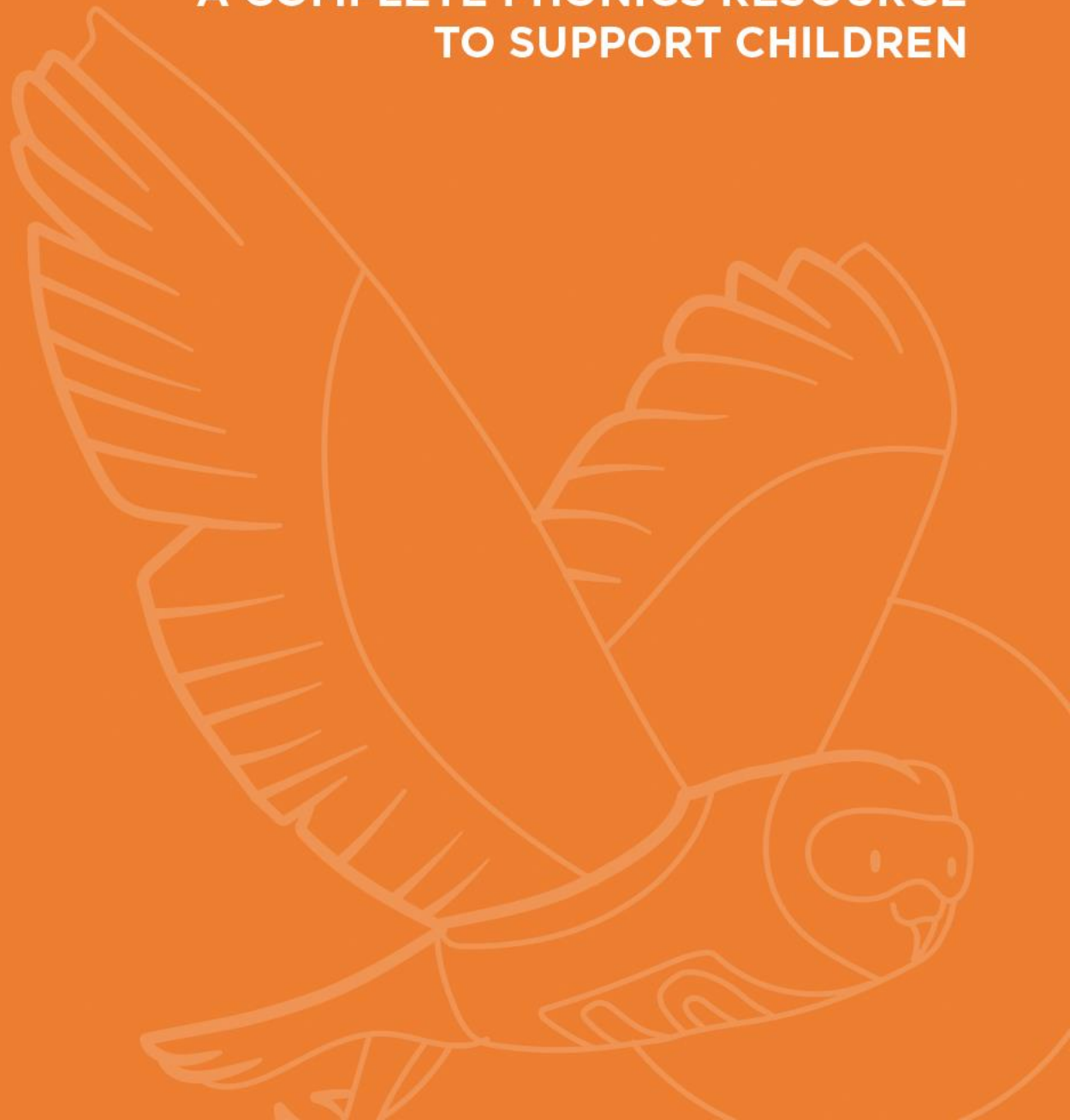


spraw





**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**



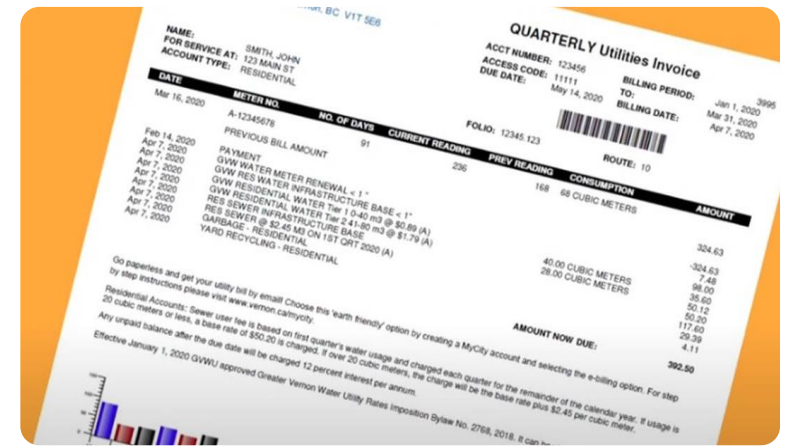


**A love of reading is the biggest  
indicator of future academic success.**

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



# How many times have you already read today?





# Phonics

# 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.





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



# Blending to read words



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**


**Blend**

**Segment**

# Teaching order













## 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 <b>sssss sssss</b>	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 <b>aaa</b>	Around the astronaut's helmet, and down into space.
 	 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.
 	 penguin	Bring your lips together and push them open and say <b>ppp</b>	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 <b>iii</b>	Down 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	Down the stick, up and over the

## Phase 2 grapheme information sheet

## Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>jjj</b>	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say <b>www</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

# Gradually your child learns the entire alphabetic code:



## 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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -z/ added at the end (bags)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words

#### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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

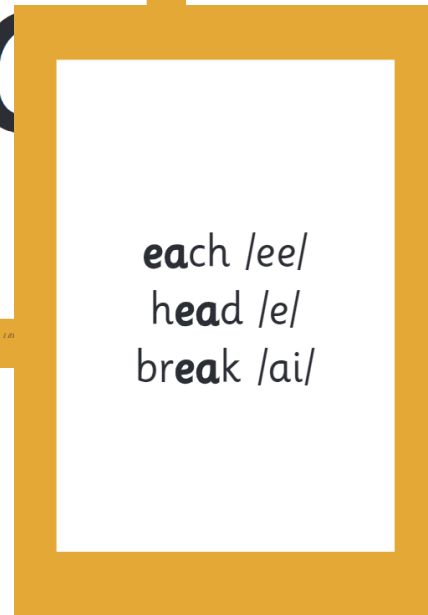
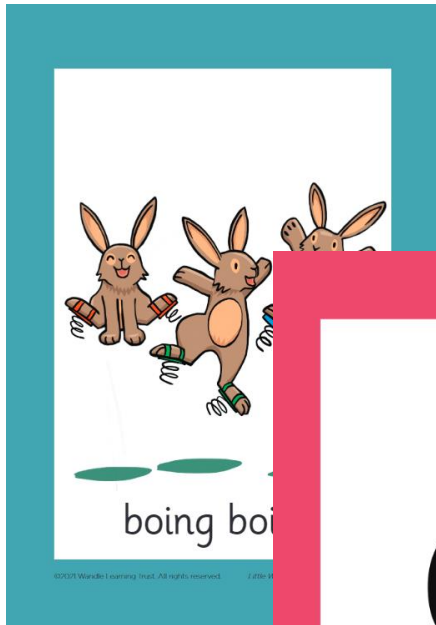
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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

# How we make learning stick





# Reading and spelling

# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

And all the different ways to write  
the phoneme sh:



shell

capshion

shef

mansshion

specshial

passshion

# Tricky words



# Spelling



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

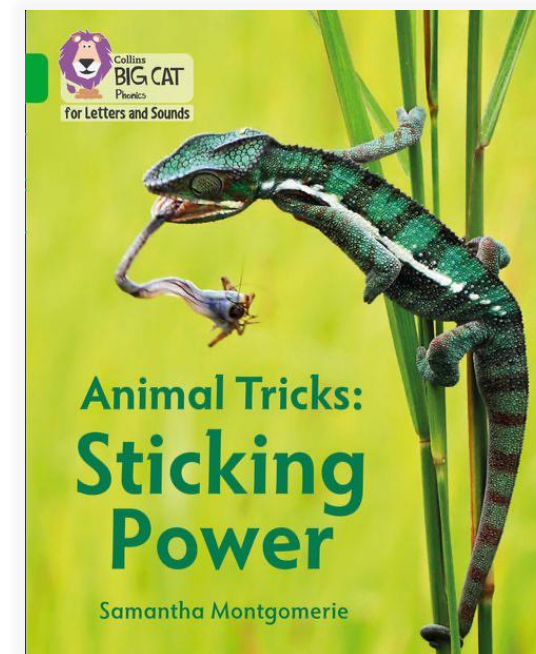
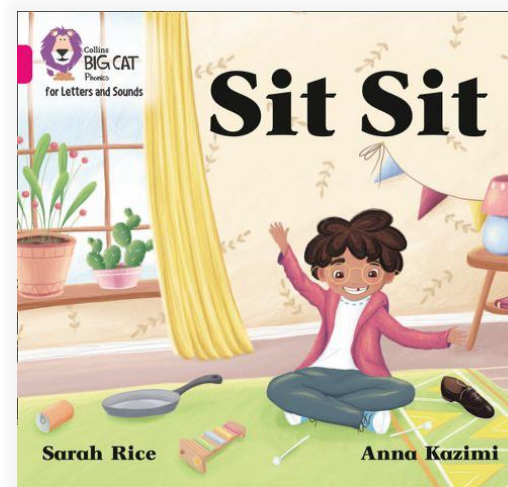
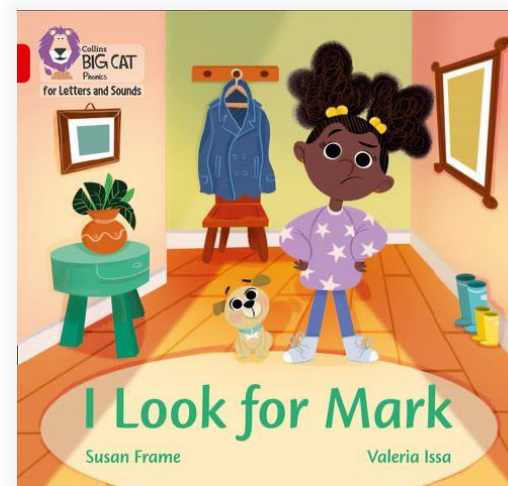


# How do we teach reading in books?



## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



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



## 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 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 (in their head) – 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

# The most important thing you can do is read with your child



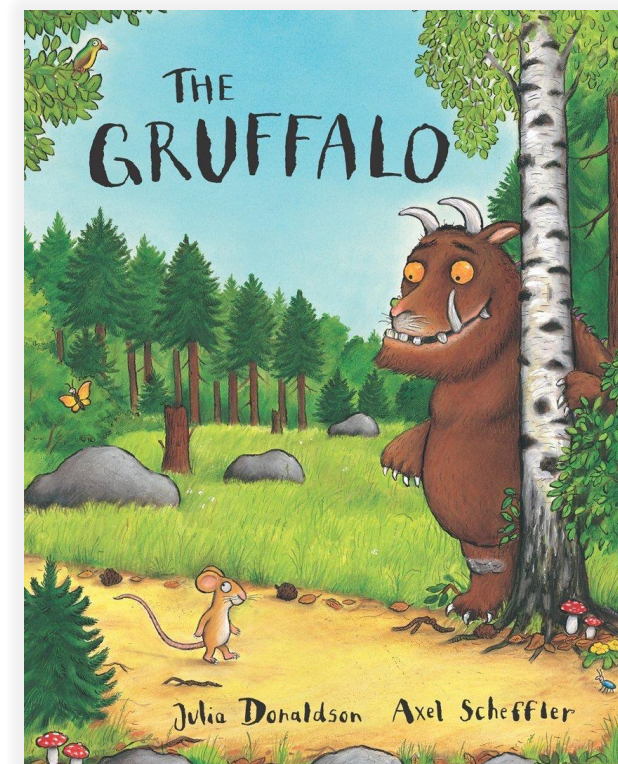
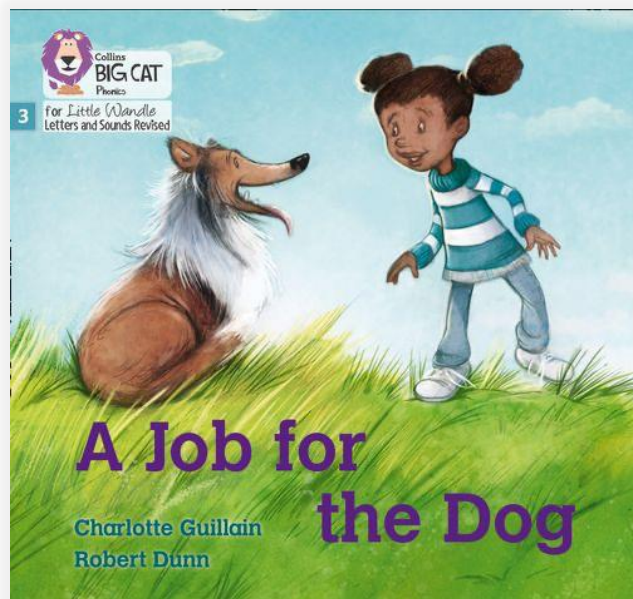
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- 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.



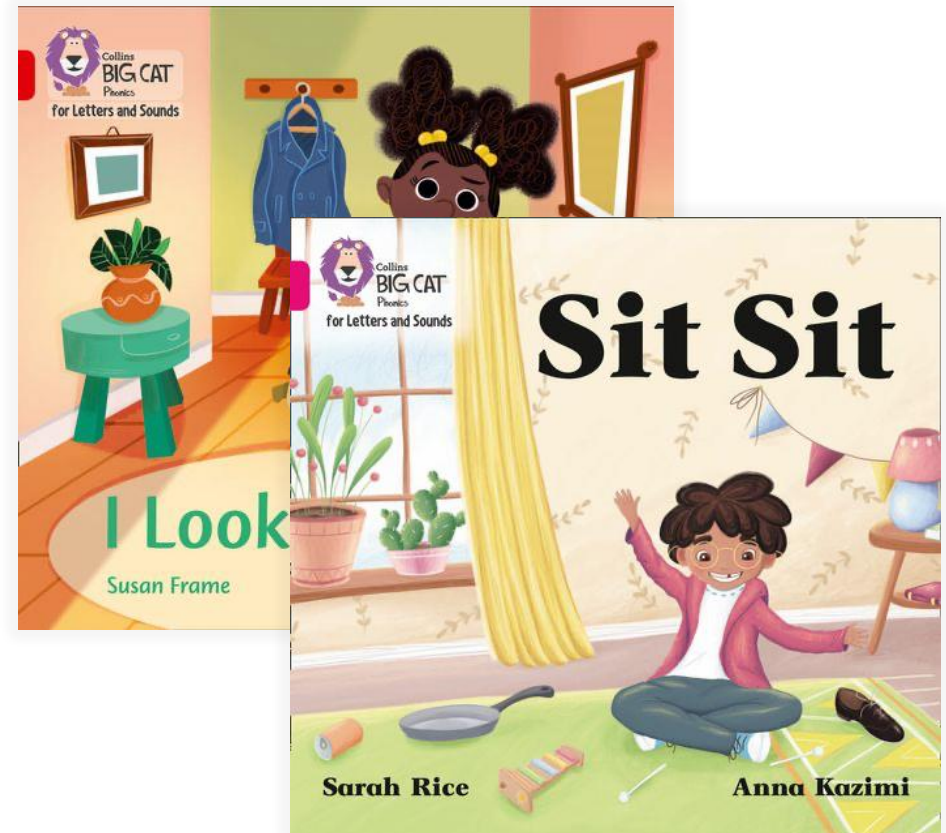
# Books going home



# 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.



# Supporting your child with 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**

# 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.





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

Carl Sagan

