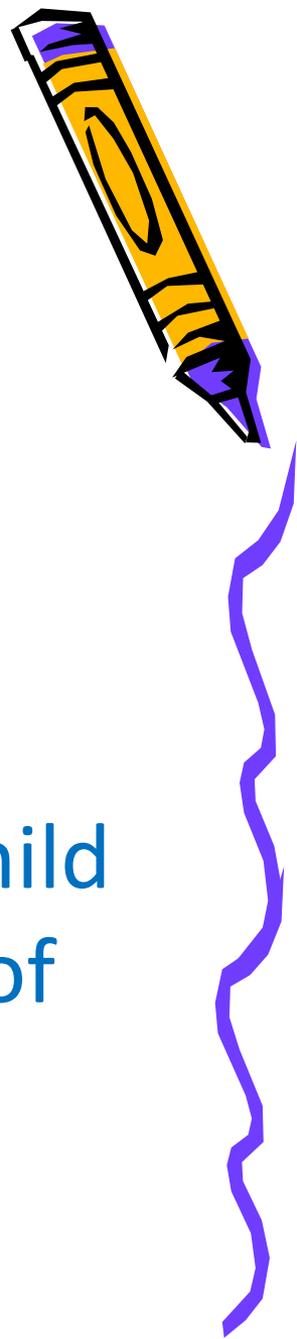
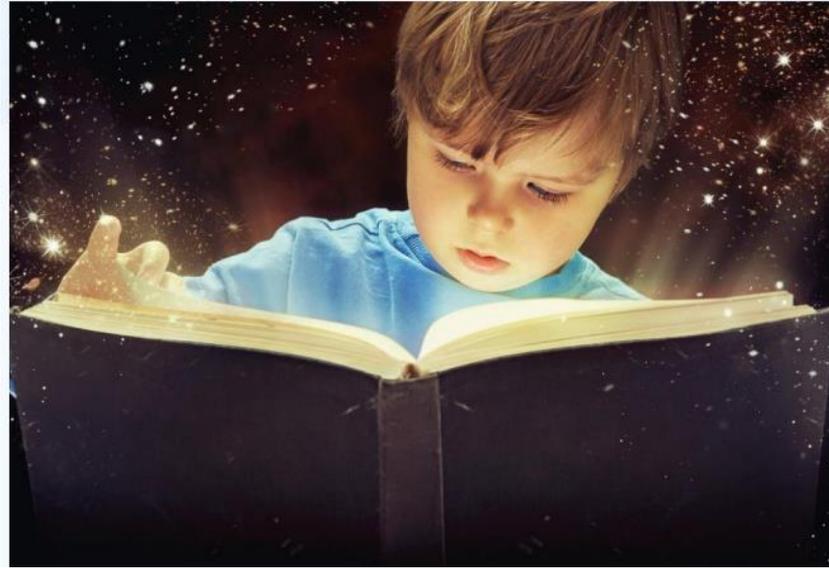


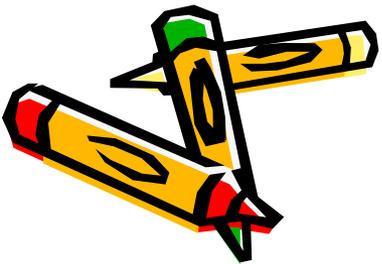


Reading Workshop

October 2023



Our ultimate goal in teaching your child to read is that they develop a love of books and reading.





“

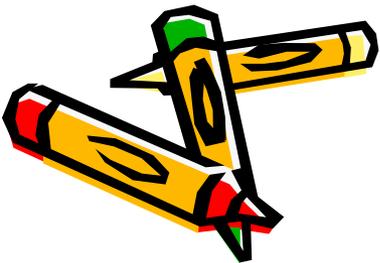
**A love of reading is the biggest indicator
of future academic success.**

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

”

“..the more words children know and understand before they start on a systematic programme of phonic work the better they are to succeed.....a broad and rich language experience for children ..is the hallmark of good early years practice.”

Rose Review 2006





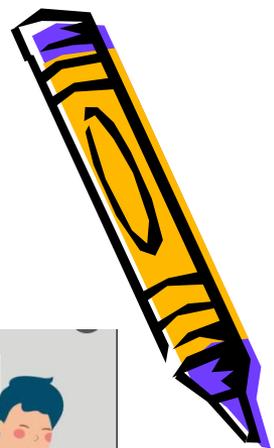
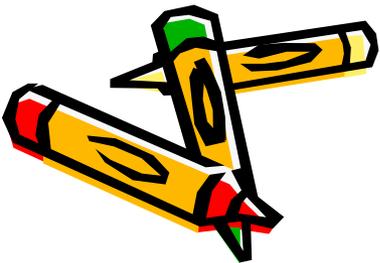
Talk, Talk, Talk!

“In a multimedia world adults may have less time to talk and listen to children, but children need to talk to learn and grow.”
Sue Palmer



The best support for children’s language development is good conversation with an interested adult.

Aim for at least five ‘serve and returns’ in each conversation



Every time you read to your child they are learning...

Language skills

Sparks imagination

Improves listening and attention skills

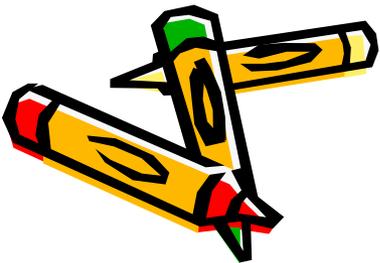
Social skills and values

Cultural awareness

Sharpens memory

Vocabulary

Mental health



Number of words children would have heard by the age of 5 if they were:

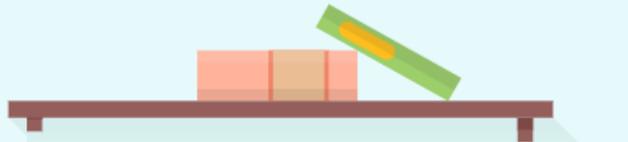
Never read to:

4,662 words



Read to 1-2 times per week:

63,570 words



Read to 3-5 times per week:

169,520 words



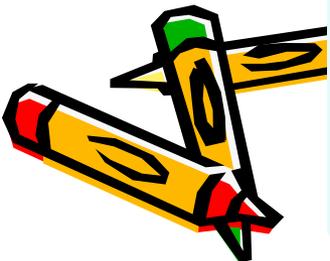
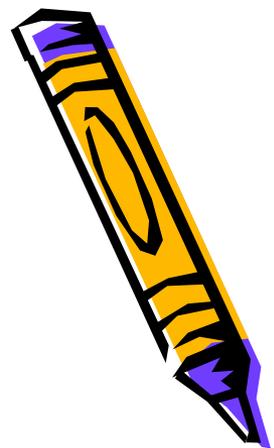
Read to daily:

296,660 words



Read 5 books per day:

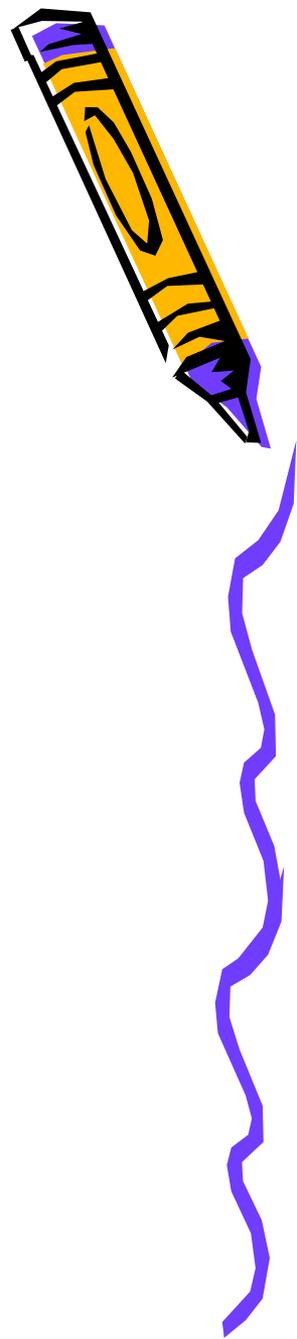
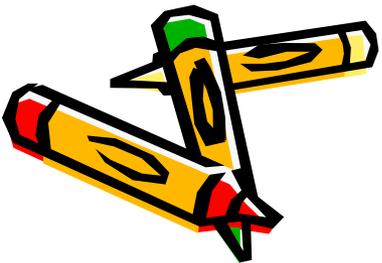
1,483,300 words



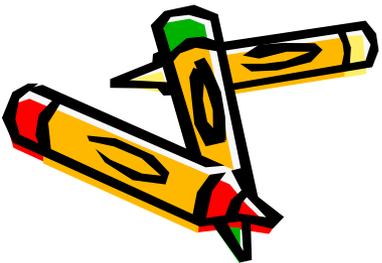
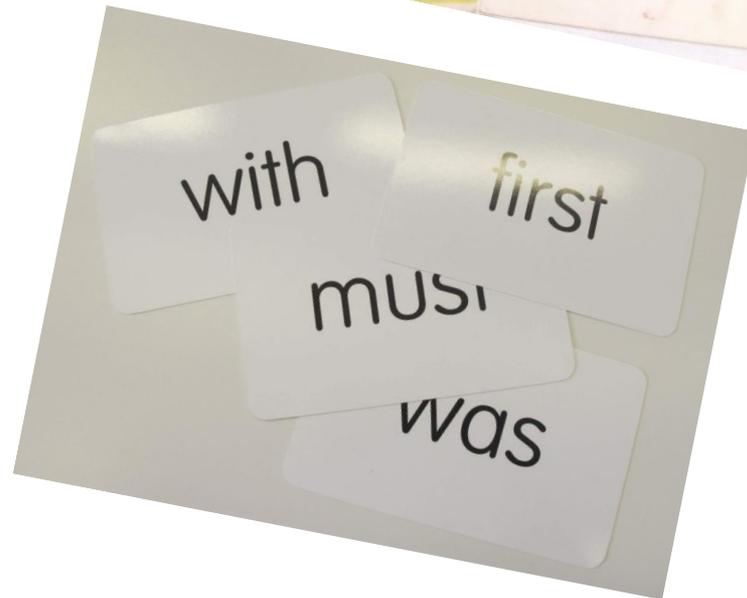
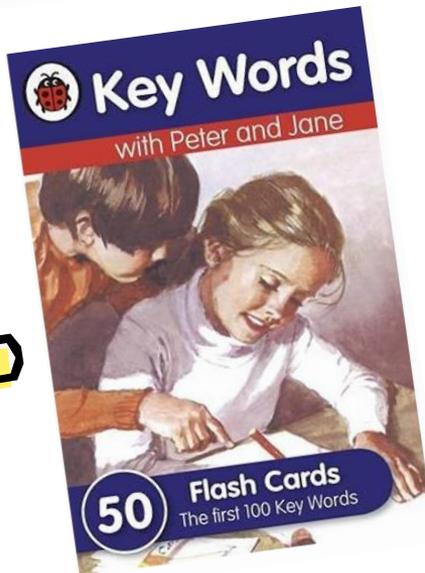
“IF A CHILD KNOWS 8
NURSERY RHYMES
BY HEART BY THE TIME THEY ARE 4
YEARS OLD, THEY ARE
USUALLY AMONG
THE BEST READERS AND
SPELLERS IN THEIR CLASS BY THE
TIME THEY ARE 8”.

CREDIT: MEM FOX, READING MAGIC

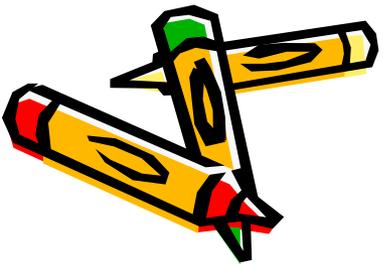
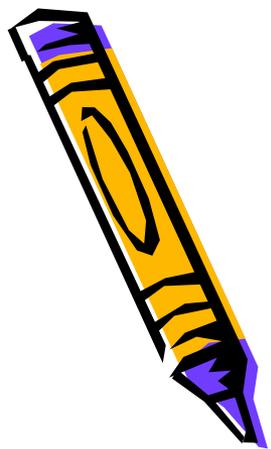
WORLD
Nursery Rhyme Week



How did you learn to read?



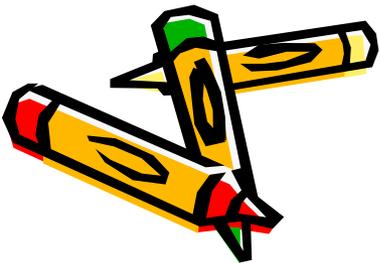
sun



At school we teach the children to read
through phonics.

We follow a phonics programme called

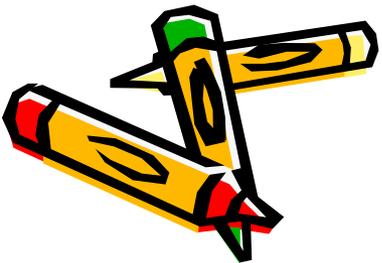
Little Wandle..



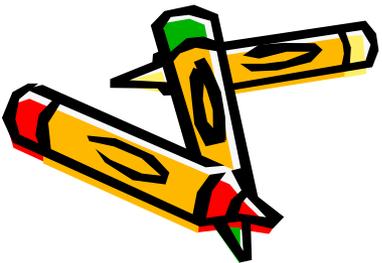
What is phonics?

Phonics = Knowledge of alphabetic code
+
Skills of segmentation and blending

These are the building blocks of learning to read.

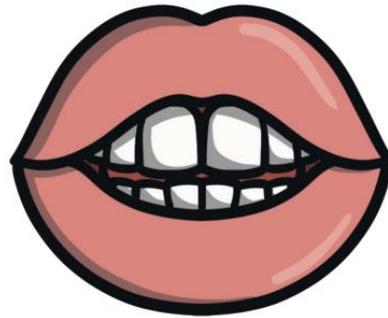


Little Wandle...
what do we do in a lesson?

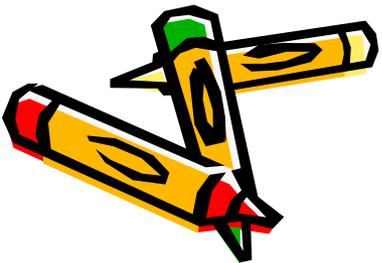


TM

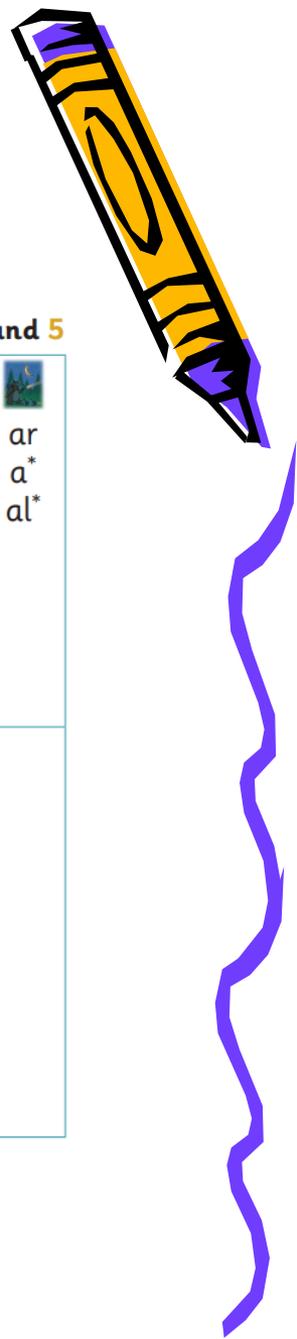
Correct **articulation** is vital...



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



Gradually over Reception and Year 1 your child will learn the entire alphabet code.



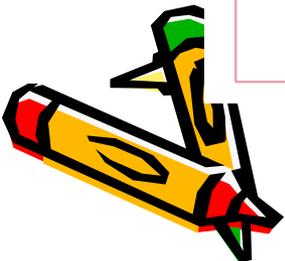
Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce 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
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y yy ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 ou o-e ou

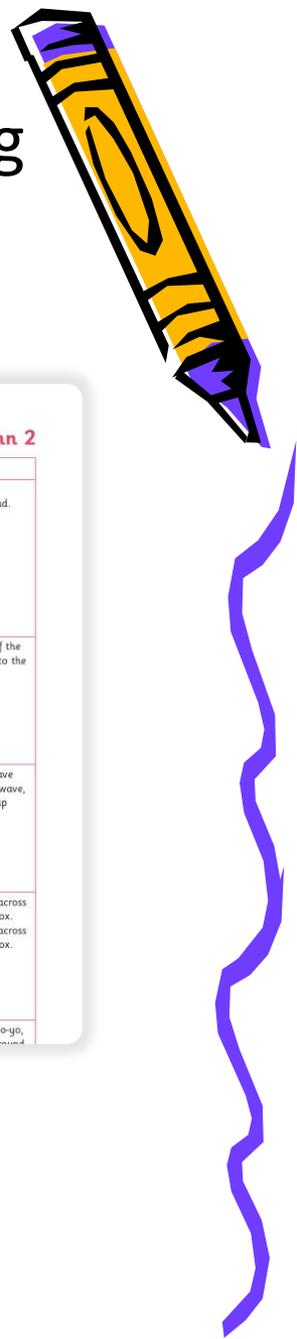
Grow the code grapheme mat Phase 2, 3 and 5

 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	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent



We learn the sounds that the letters make beginning with the most common...

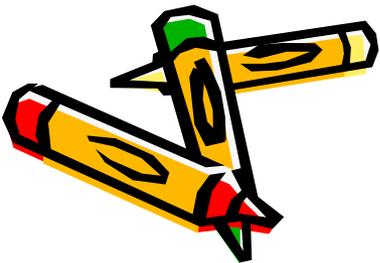


Phase 2 grapheme information sheet **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s 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 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 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 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 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 n	 net	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.

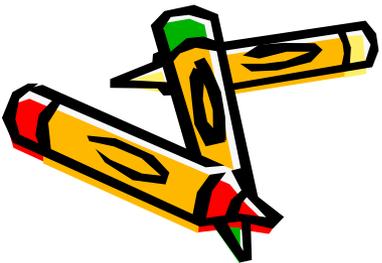
Phase 2 grapheme information sheet **Autumn 2**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j 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 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvv vvv	Down to the bottom of the volcano, and back up to the top.
w 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 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 round



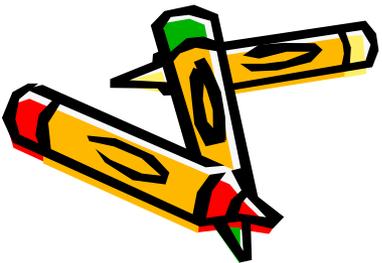
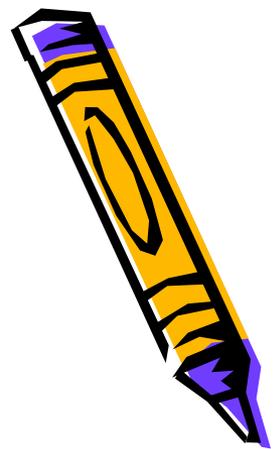
Skills of Blending and Segmenting

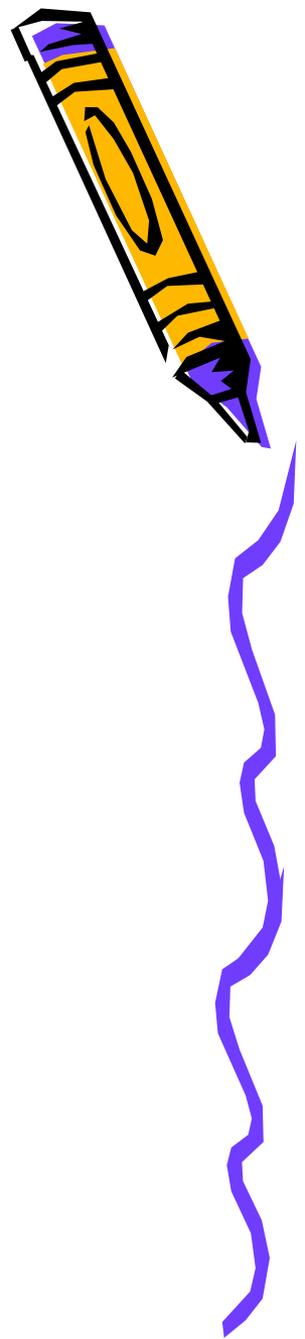
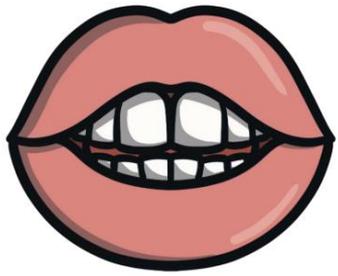
Blending is hearing / recognising the letter sounds in a word and merging them in order to pronounce the word...



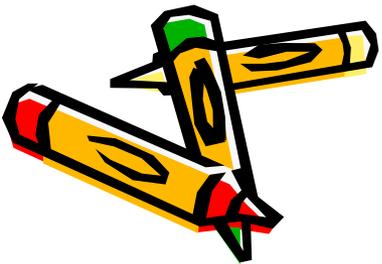


Let's try out loud...





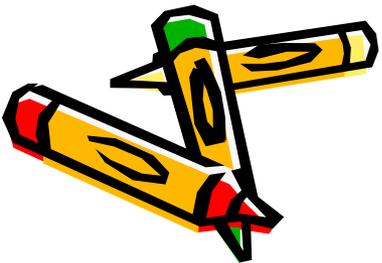
Blending for reading...



Skills of Blending and Segmenting

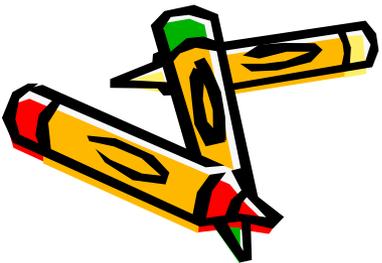
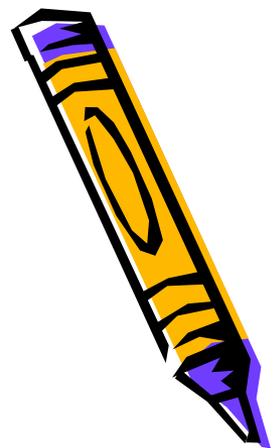


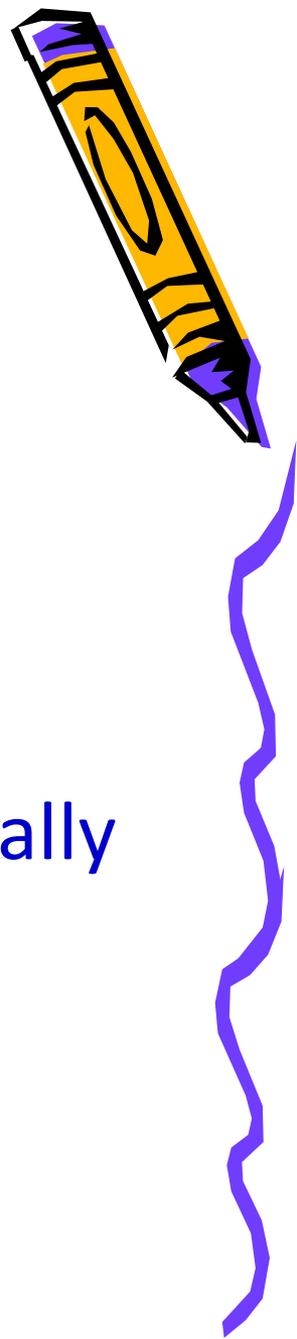
Segmenting is identifying the individual sounds in a spoken word and writing down / use letters for each sound to form the word.



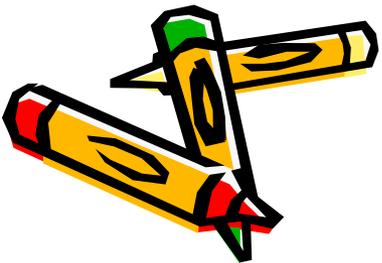
Segmenting for spelling

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





Some children learn to blend and segment really quickly, and others take a little longer.



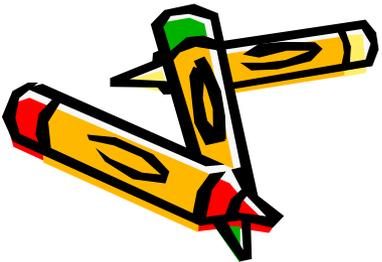
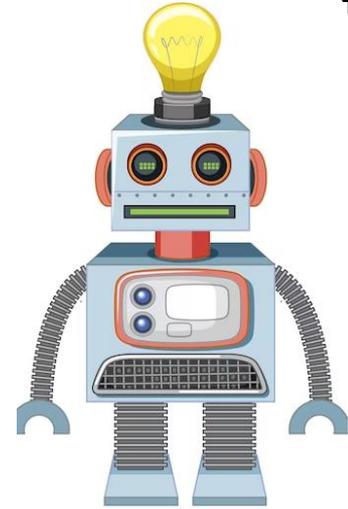
Robot Talking

“let’s get ready for
b – e – d”

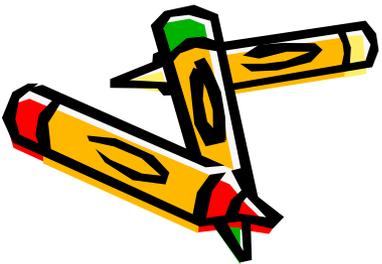
Simon says “c – l - a - p “

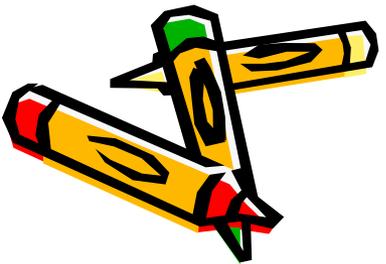
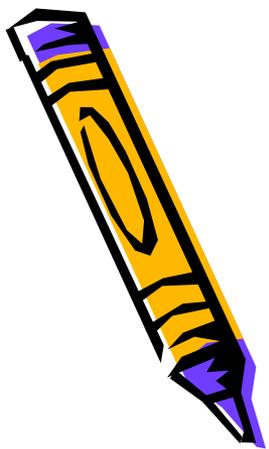
Car journeys – my turn your turn...

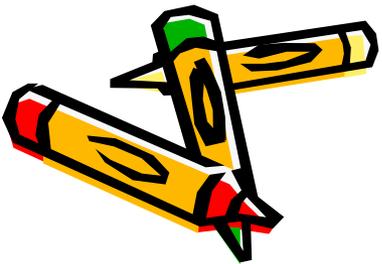
“I can see a sh – o – p”

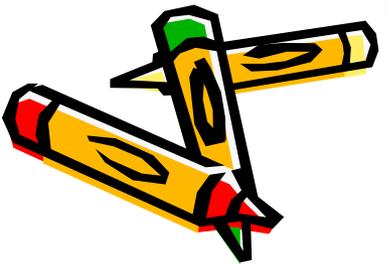
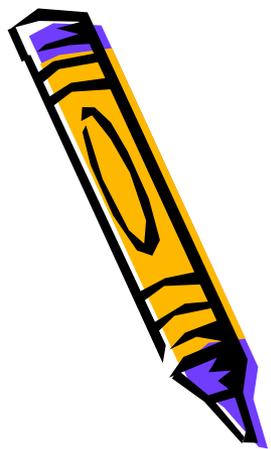


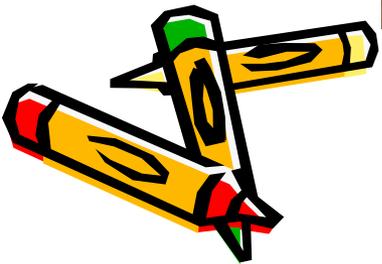
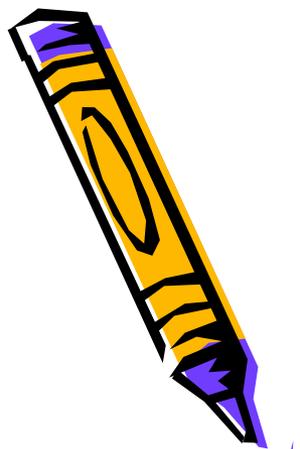
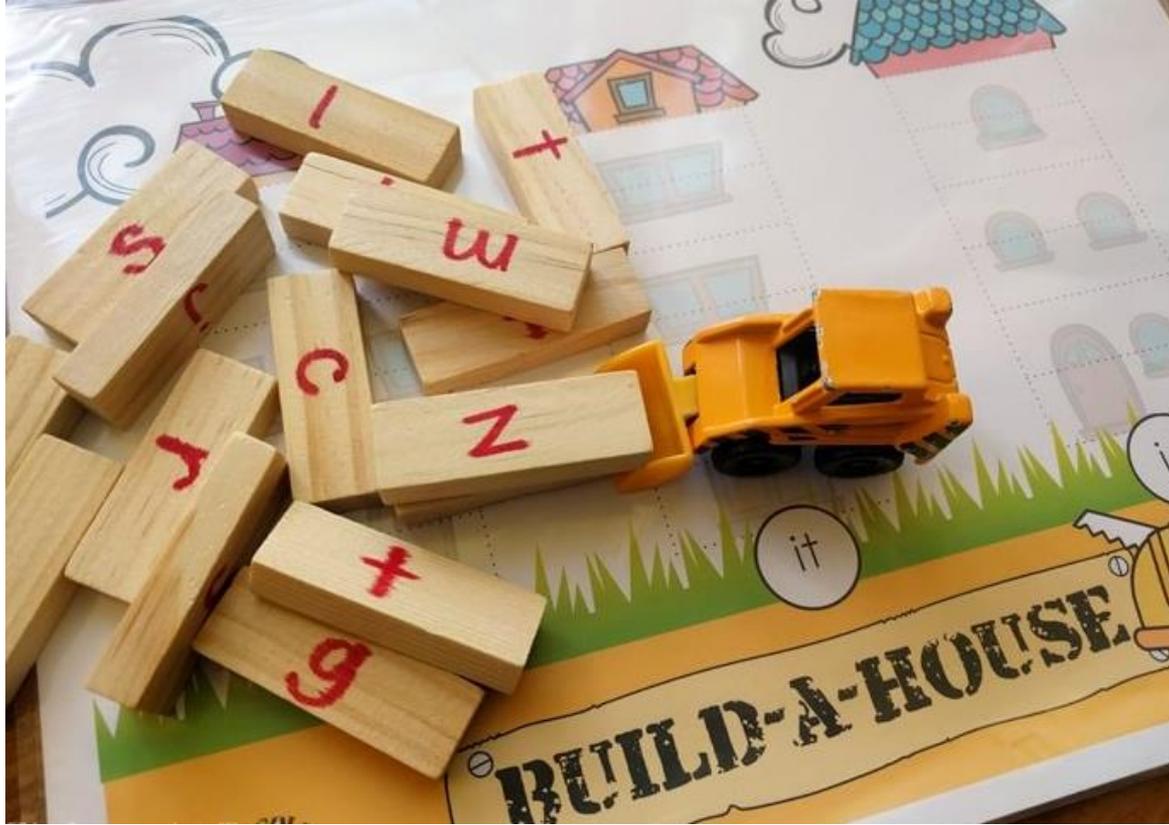
Blending

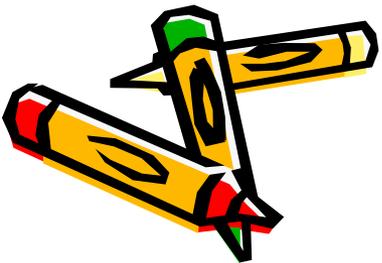


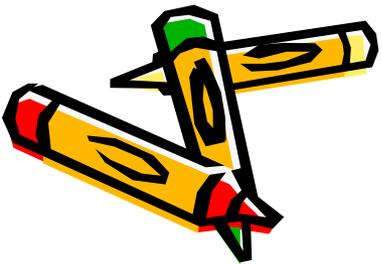








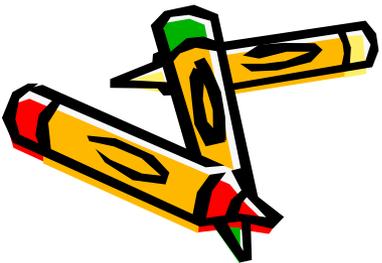
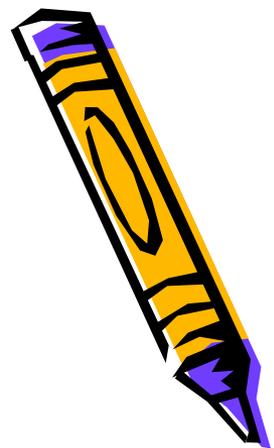


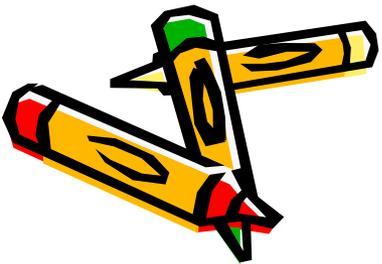
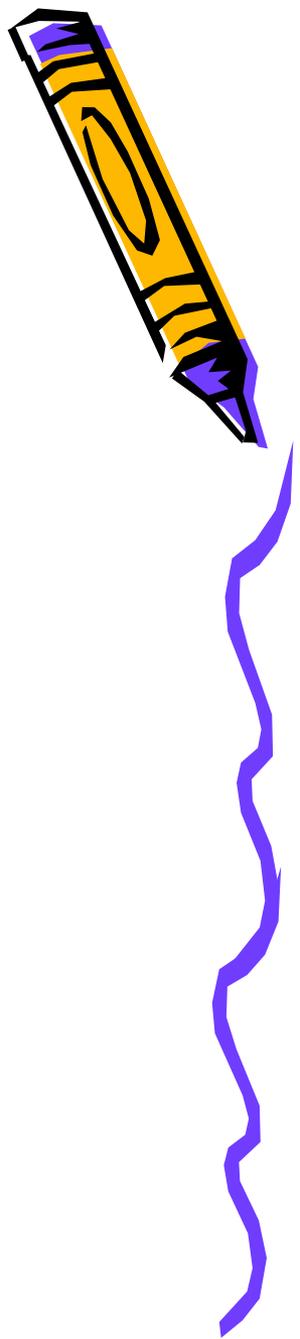


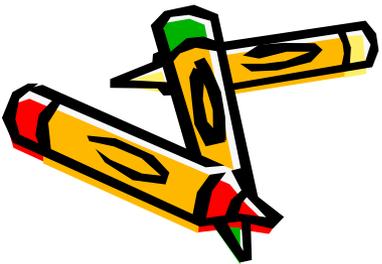
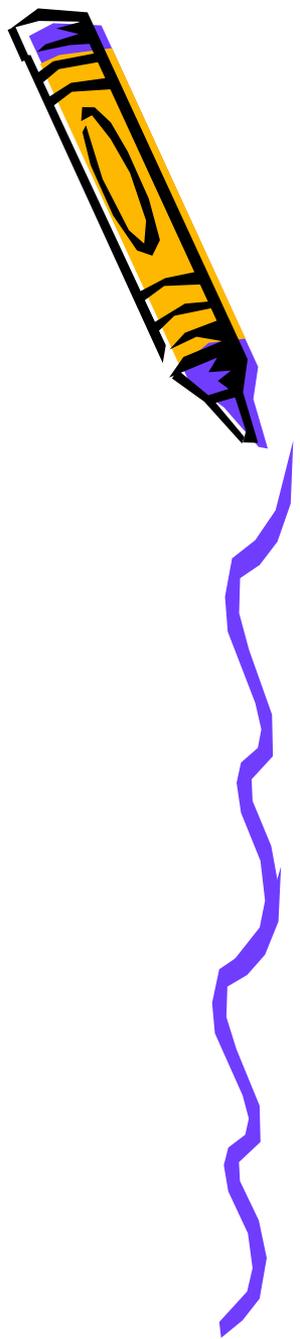
Tricky Words!!!

Some words have to be learnt on sight because the children don't have the advanced sound knowledge they need to work it out.

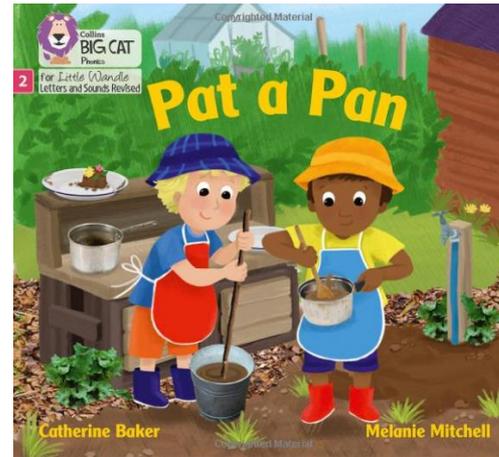
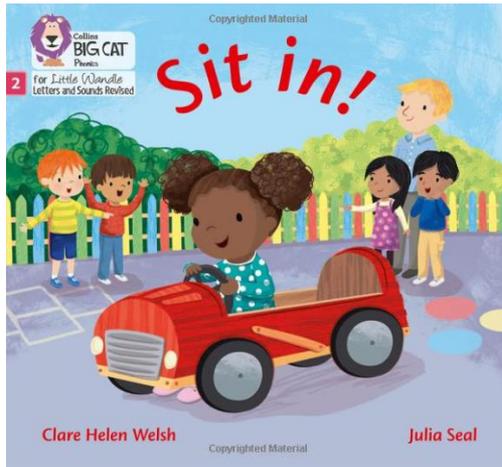
the said they was







Phonics homework book

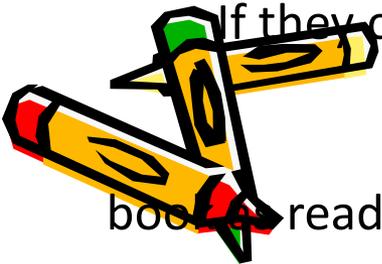


Fully de-codable books read at school 2-3 times per week during guided reading with trained adults.

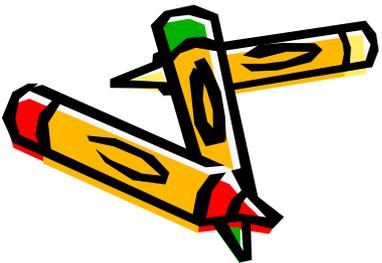
We focus on decoding, building fluency, comprehension and prosody

If they can't read a word model the blending – my turn your turn

Spend as much time talking about the book as reading it. The children need to understand what they are reading.



After half term all reading folders will be collected in on MONDAYS. New books will come home on Tuesday or Wednesday depending on your child's guided reading schedule at school.



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

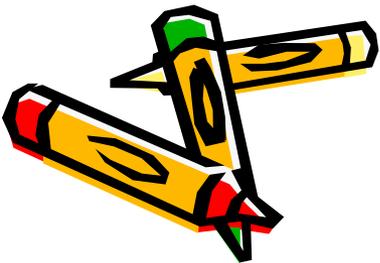
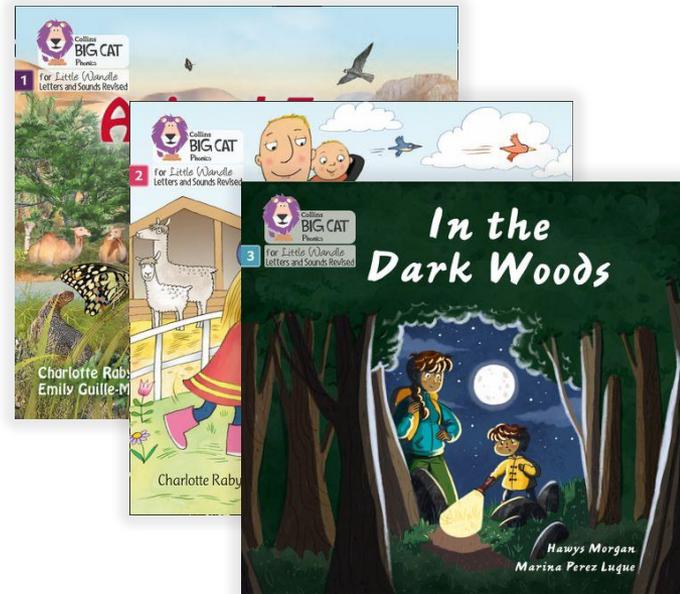


Little Wandle Letters and Sounds Revised Reception
Child assessment

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 Early Learning Goal:



Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

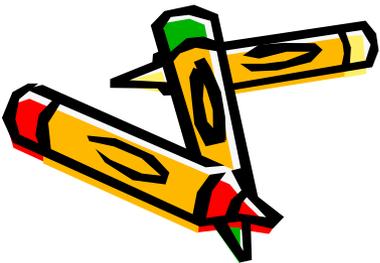
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

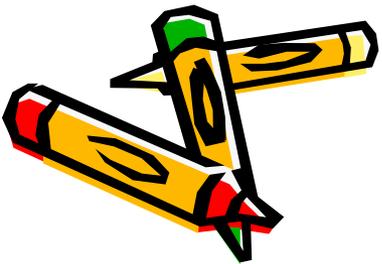
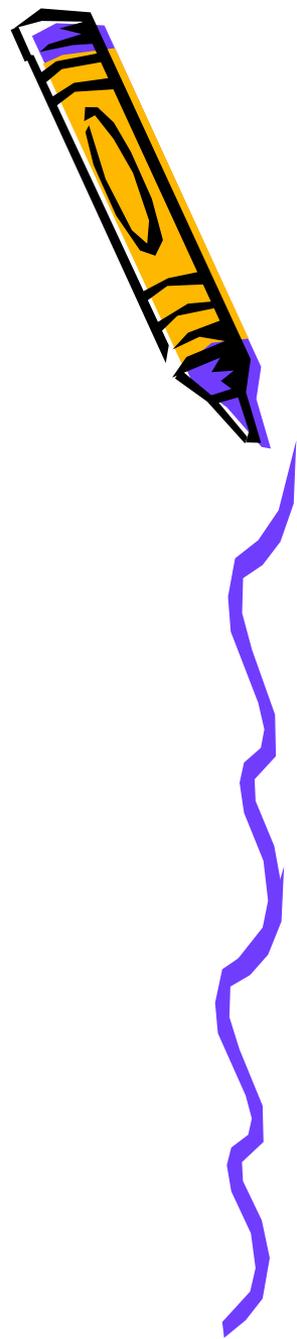
Read words consistent with their phonic knowledge by sound-blending.

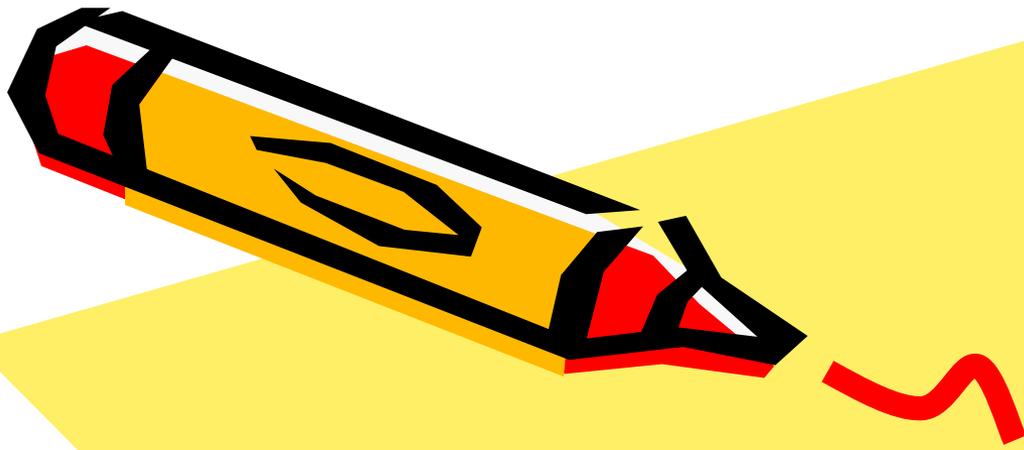
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.





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





Thank You
Any Questions?

