



# Phonics and Reading

*March 2022*

# Aims

*Strengthen knowledge of reading development*

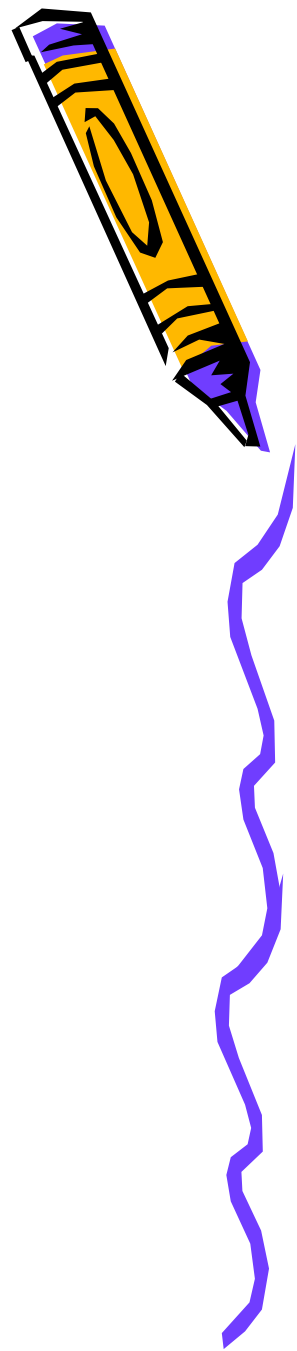
*How do we teach phonics at Holy Family*

*Things you can do at home to support your*



How did you learn to read?

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z





Come here, Janet.  
Run, Janet, run.  
Come and look.  
Come here and see.





See It Go

"Look," said Dick.

"See it go.

See it go up."

6



Jane said, "Oh, look!

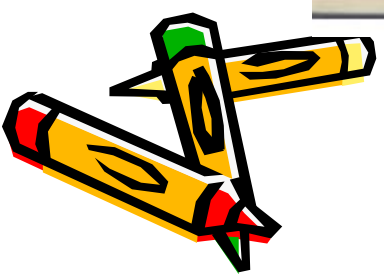
See it go.

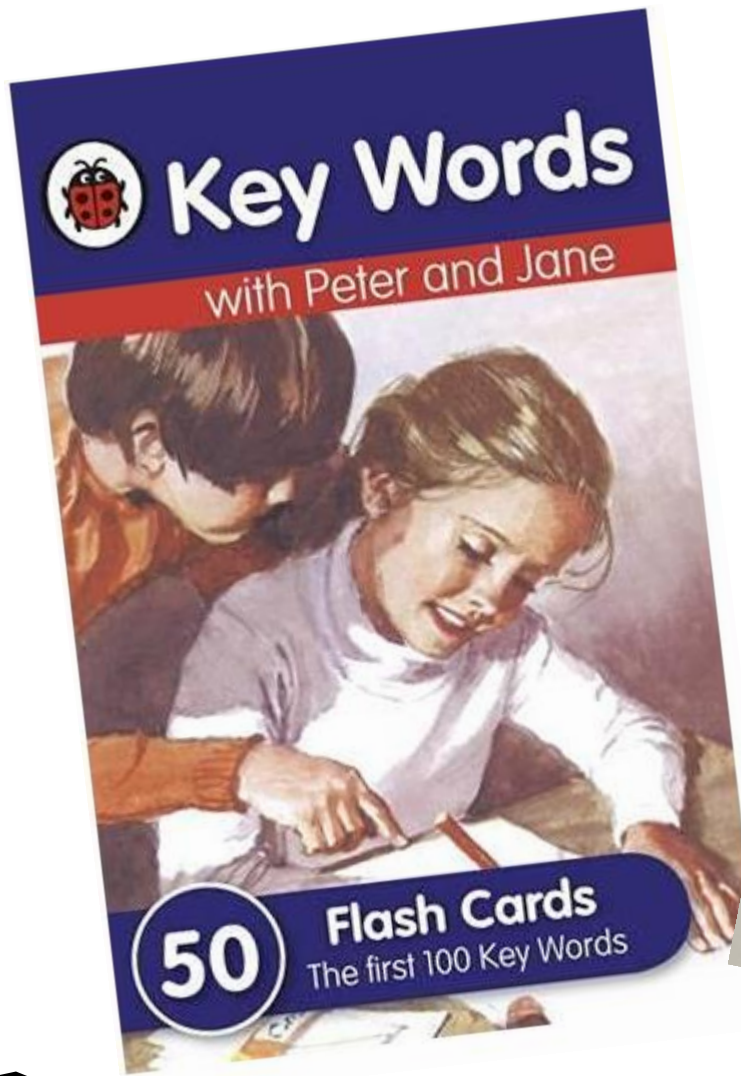
See it go up."

"Up, up," said Sally.

"Go up, up, up."

7



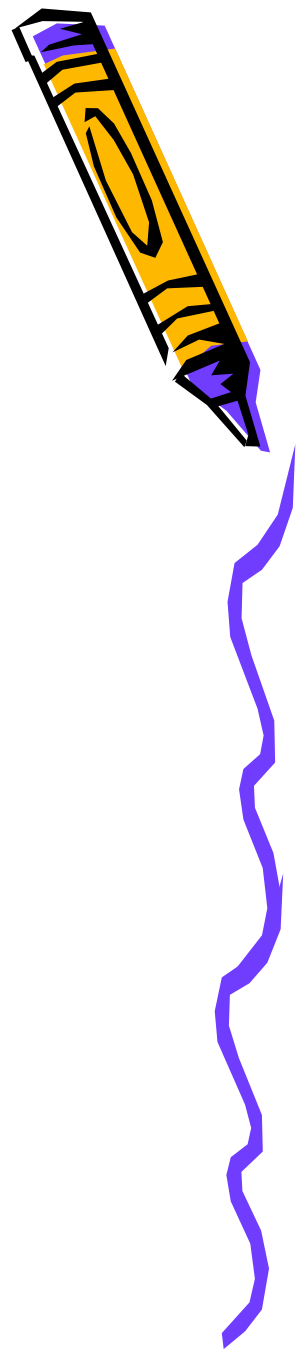


# The Elements of Reading

Word Reading (Phonics)

Comprehension

Reading for pleasure



# Phonics – what is it all about?



Despite there being just 26 letters in the English language there are approximately **44** unique sounds, also known as phonemes. Phonics teaches the children the letters or groups of letters that represent these sounds.

“

**Phonics is:**

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

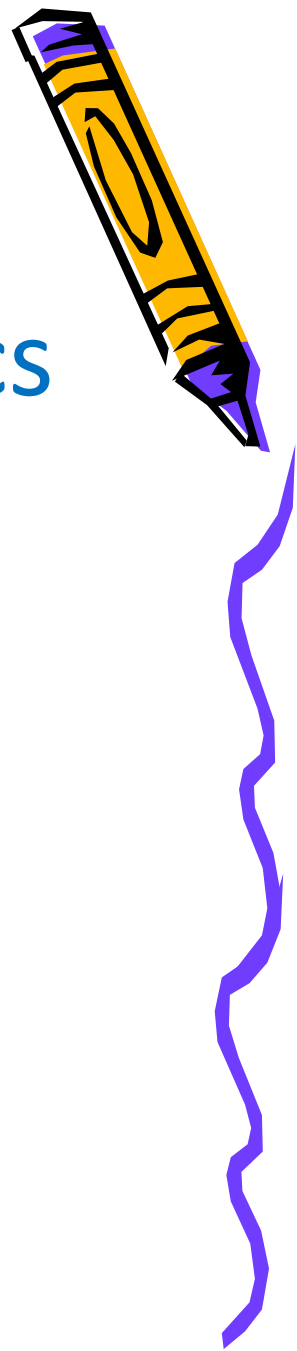
”





At school we follow a phonics  
programme called

Little Wandle



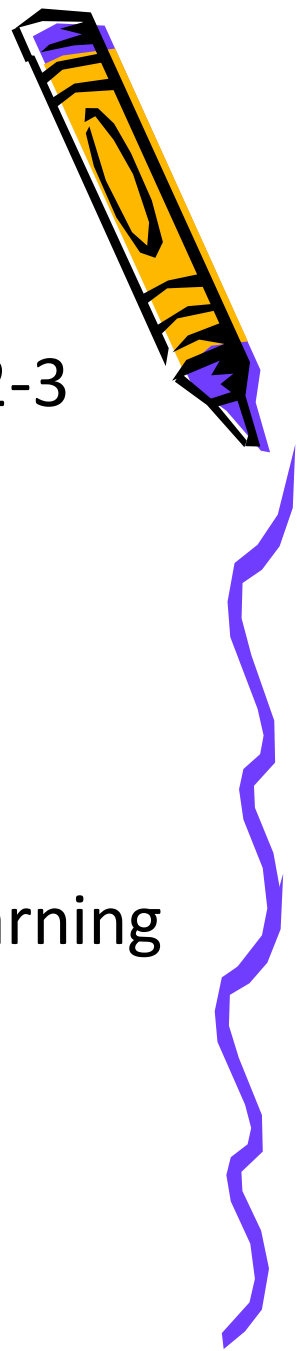
20-30 minute lesson each day.

Guided reading practise groups (max 6 children) 2-3 times per week.

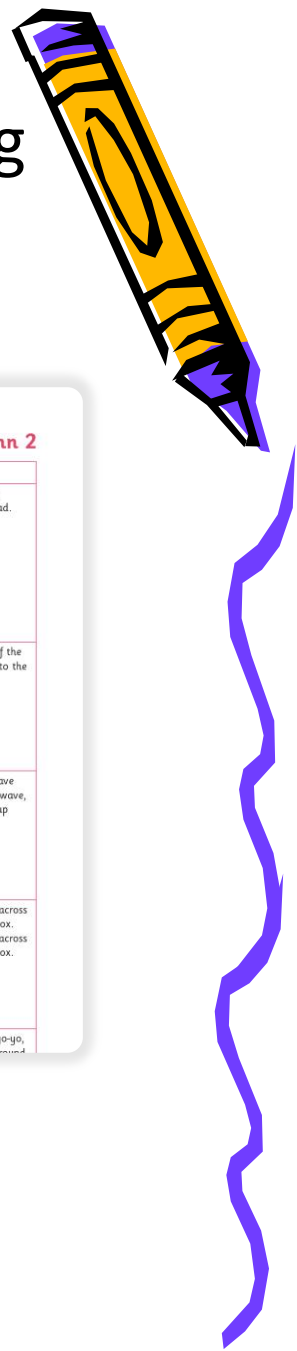
Additional support for those who need it through targeted interventions.

Consolidation in classroom provision / outside learning







Reading practise at home.








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



**Phase 2 grapheme information sheet** **Autumn 1**

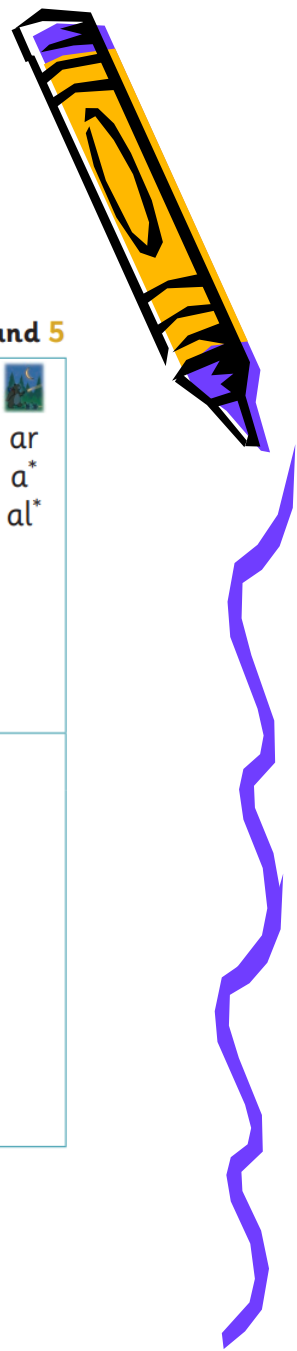
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>s s</b>	 snake	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
<b>a a</b>	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
<b>t t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
<b>p p</b>	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
<b>i i</b>	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot [on the leaf] at the top.
<b>n n</b>		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.

**Phase 2 grapheme information sheet** **Autumn 2**



















Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>j j</b>	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
<b>v v</b>	 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.
<b>w w</b>	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
<b>x x</b>	 box	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.
		Smile, tongue to the top of your mouth, say <b>y</b> without	Down and round the yo-yo, then follow the string round





# 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 k ck ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j 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	 nk	 a	 ea	 i y	 o a	 u o-e ou

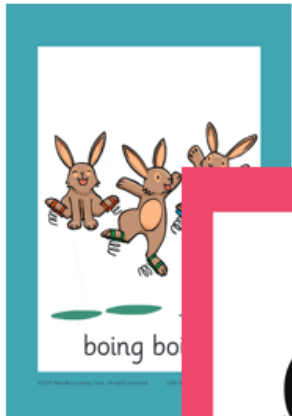
Grow the code grapheme mat Phase 2, 3 and 5

 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



# How we make the learning stick...



# Blending and Segmenting

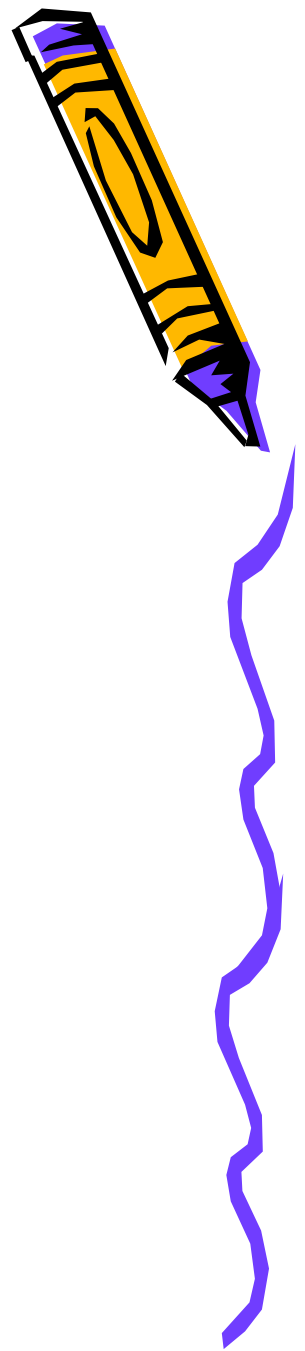
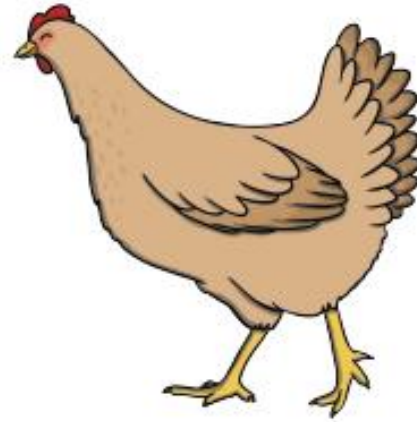


**Blending** is a method used to help children learn to read by combining sounds to make a word. It's an effective method that teaches pupils how to decode words that they are unfamiliar with. Through the use of blending, pupils can fluently join together the individual sound-spellings (also called letter-sound correspondence) in a word.

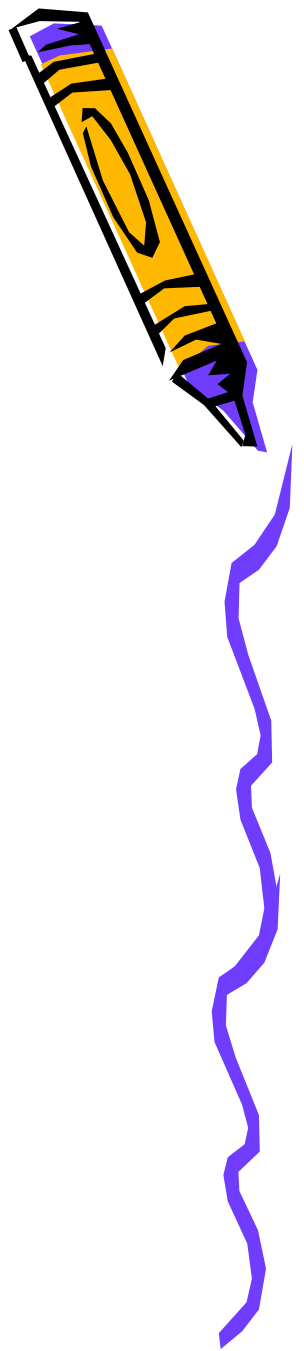
Blending is often used in conjunction with **segmenting**, which is where a word is broken down into its individual sounds (which are called phonemes). By taking a word apart, children can see all of the different sounds that it's made up of before blending the sounds back together again. You could say that blending and segmenting are complementary to one another



Now it's your turn...



ring





quack



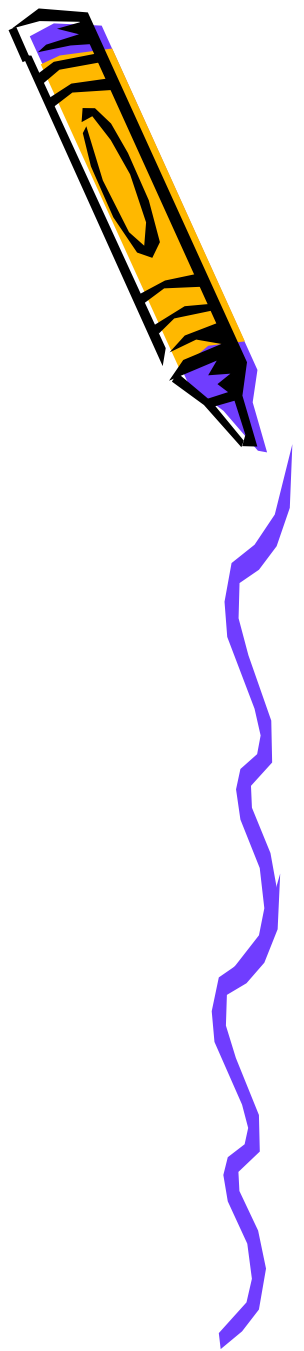
mop

high

shout

light

robin

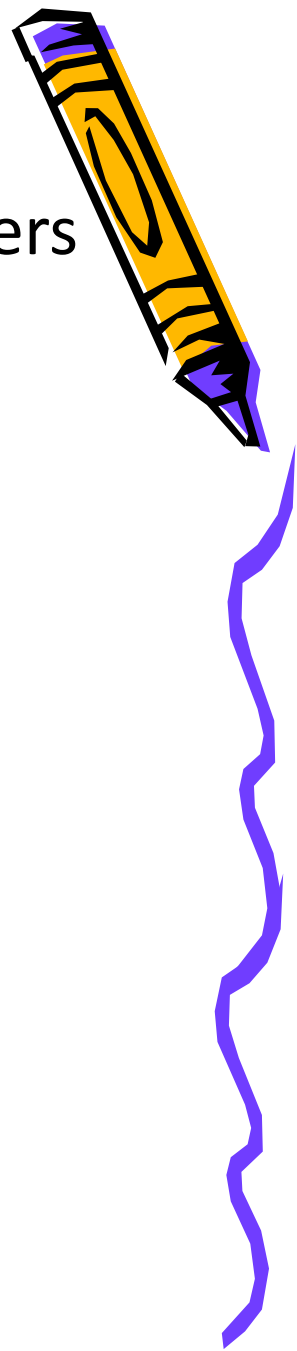


Some children learn to blend really quickly, and others take a little longer.

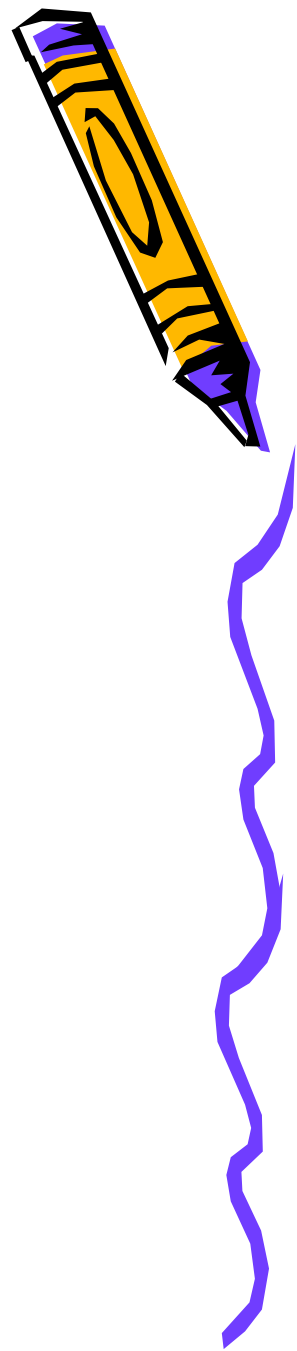
It is vital that the children articulate the individual sounds correctly...

Avoid “tuh” “buh”

A little demonstration of how we articulate our sounds...



Click on the link to watch a demonstration of how to articulate the sounds



# Terminology



Phoneme: smallest unit of sound like s a t p

Grapheme: Letters representing units of sound (what they look like)

Digraph: Two letters one sound

Trigraph: three letters one sound

Tricky words: Words you cant use phonics for the she we etc.





The children will read a fully de-codable book at school 2-3 times per week at school.

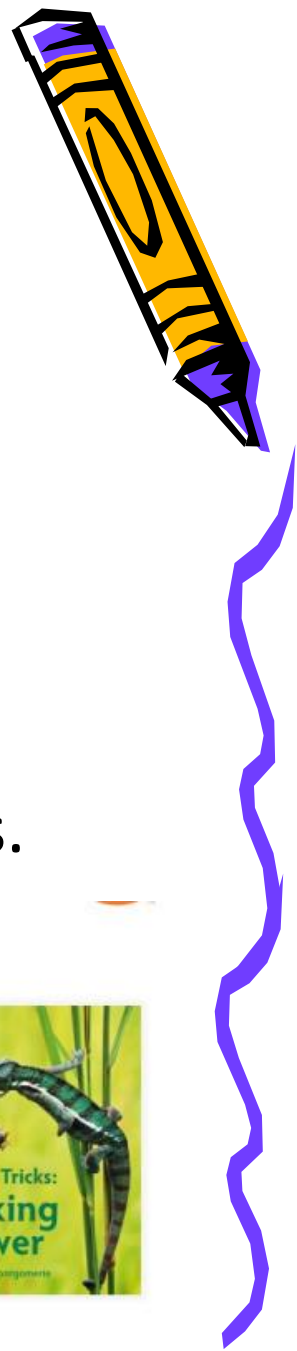
First to practise decoding the words

Second to build fluency and prosody

Thirdly for comprehension.

These books have only sounds and words the children have been taught to read. Please re-read at home as many times as possible to develop fluency (the ability to read with speed, accuracy, and proper expression).



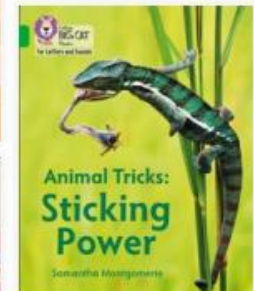
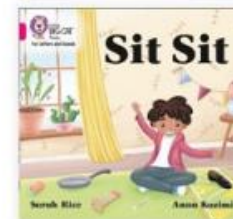


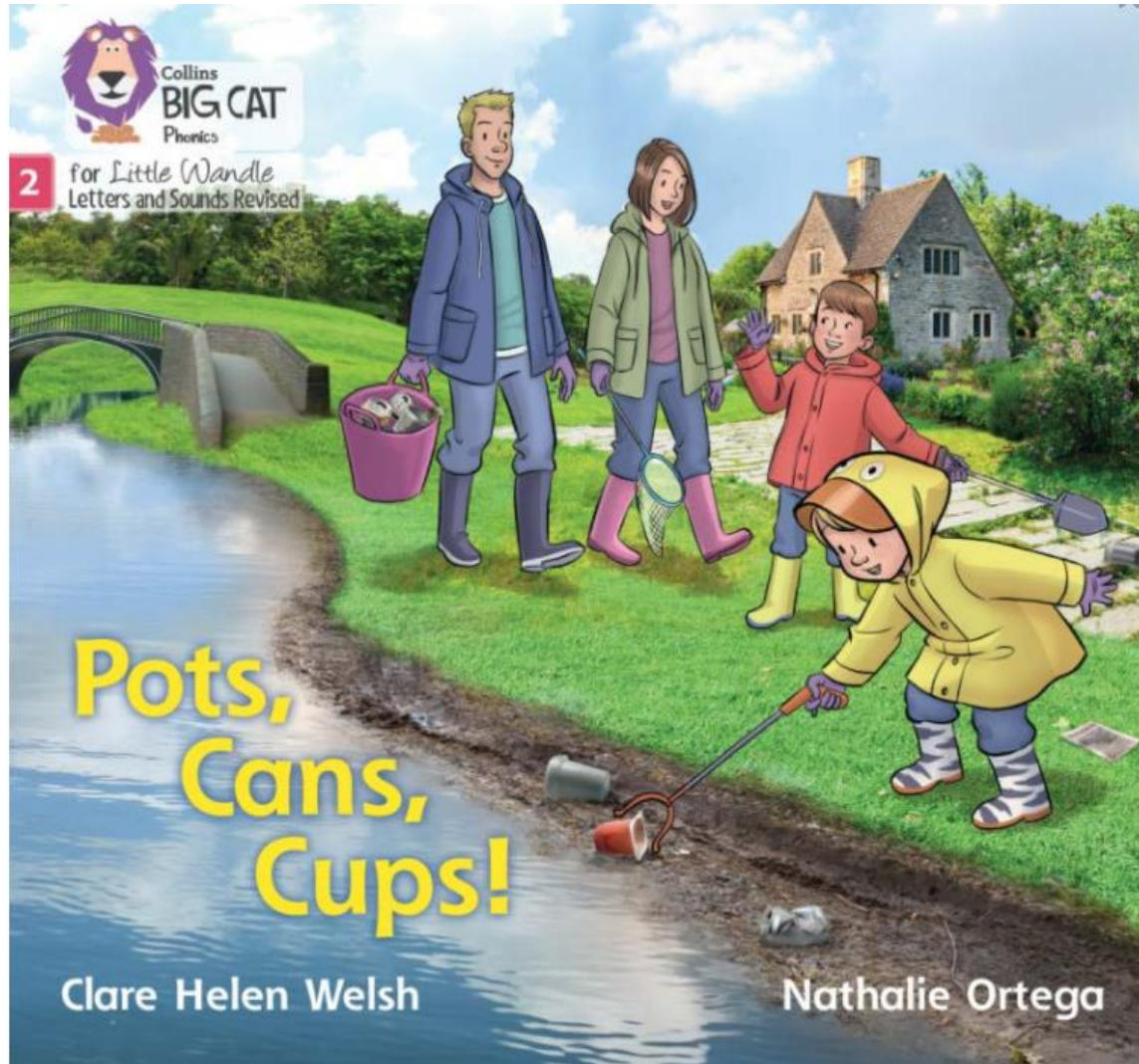
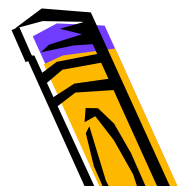
## Listening to your child read their phonics book

Your child should be able to read their book without your help.

If they can't read a word model the blending

Talk about the book and celebrate their success.





Ask your child to read the title of the book.

What can they see on the cover?







## Before reading

### Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

### Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

Discuss the vocabulary.

### Read the GPCs

g c ck o  
e u

### Read the words

picks get cans  
Mum

### Read the tricky words

the and I

### Vocabulary

Ask the children to read these words. Check understanding.

dips tugs dock

### Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Ask your child to read the GPCs, the words and the tricky words.

They may need to sound out and blend the words, or they might be able to read them automatically.

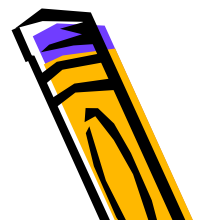
# Pots, Cans, Cups!



by Clare Helen Welsh  
illustrated by Nathalie Ortega

**Collins**

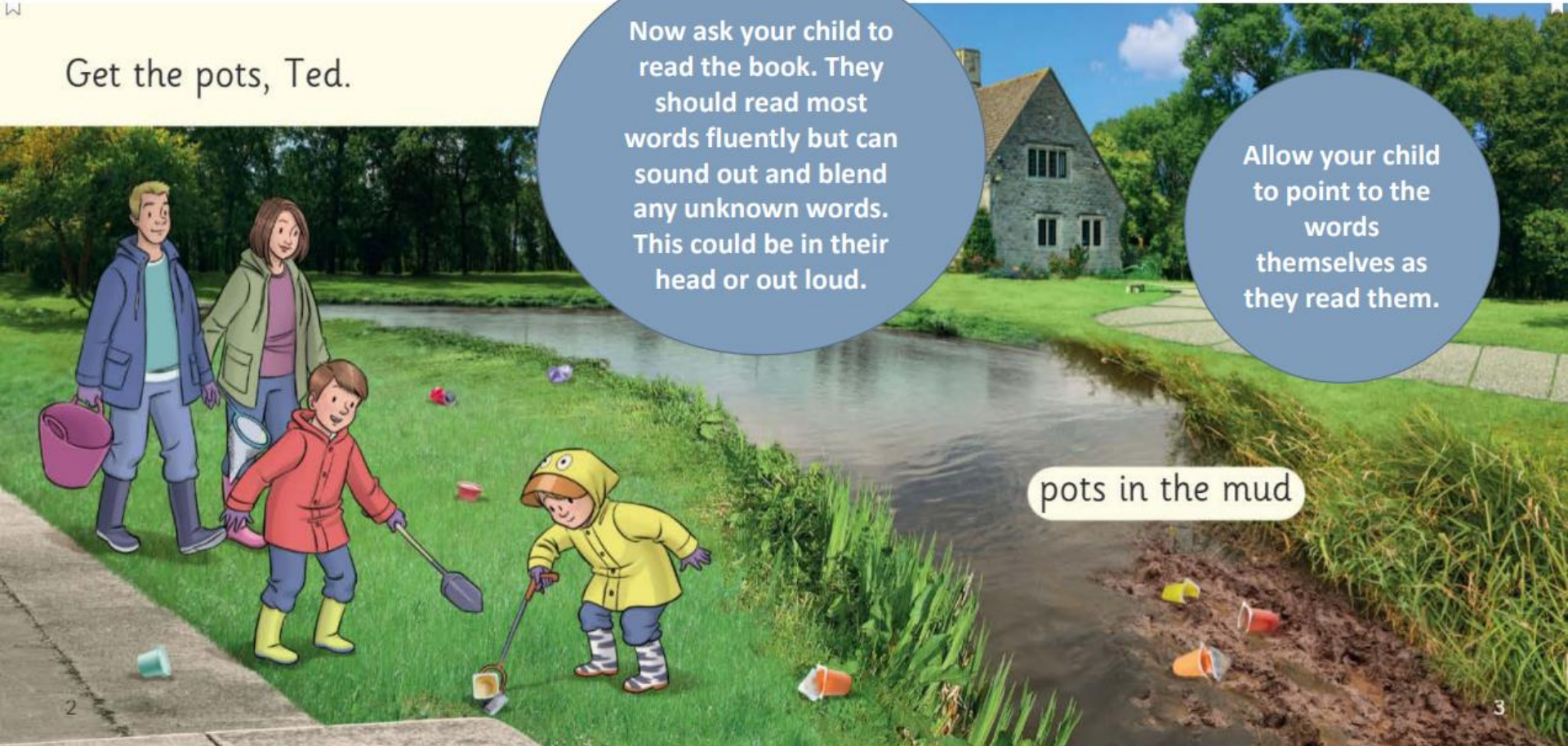




W  
Get the pots, Ted.

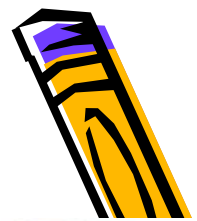
Now ask your child to read the book. They should read most words fluently but can sound out and blend any unknown words. This could be in their head or out loud.

Allow your child to point to the words themselves as they read them.



pots in the mud





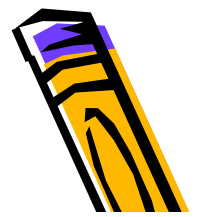
I dig the mud.

Continue reading through the book, allowing your child to turn the pages.

Ted picks up pots.

If your child has had to sound out the word, make sure they re-read the whole word before moving on. If they have had to sound out several words in a sentence, ask them to re-read the full sentence.





Get the cans, Dad.

If they are struggling, say the sounds together so the child can orally blend. If they still can't read the word, read it to them.

Don't encourage your child to guess or look at the pictures for clues. This doesn't help the children to practise their phonic knowledge.

tin cans  
and ducks





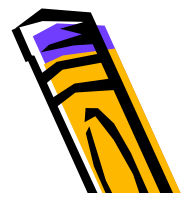
Dad tugs the can.

I pick up ten.

Now they can focus on using prosody, reading the sentences with expression. Your child will have focused on this during one of their reading practice sessions in school.

If your child is able to read each page fluently, celebrate their success!





## Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

### Read 1: Decoding

- Point to the word **Get** on page 2. Ask the children to sound out and then blend the word. (*g/e/t – Get*)
- On pages 4 and 5, ask them to find a word that has the /u/ sound. (*mud*) Next, ask them to find the word that has the /e/ sound. (*Ted*)
- On page 7, can they find two spellings for the /c/ sound? If necessary support them by pointing to **cans** and **ducks**.
- Look at the “I spy sounds” pages (14–15). Point to the net and say: I spy an /e/ in net. Challenge the children to point to and name different things they can see containing an /e/ sound. (e.g. *nest, eggs, bench, hens, teddy, leg, wellies, cobweb, elephant, red (train), engine (on the train)*) Ask: Which words begin with /e/? (*eggs, engine, elephant*)

### Read 2: Prosody

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.

### Read 3: Comprehension

- For every question ask the children how they know the answer. Ask:
  - On page 4, why is the boy digging? (*to get the pot out the mud*)
  - On pages 8 and 9, how many cans does the boy say he has? (*ten*)
  - On pages 10 and 11, why does Mum need a net? (e.g. *because she needs to get cups out of the water*)
  - Does the text tell us that the family got lots of different things out? How do we know? (e.g. *yes, it says they got pots, cans and cups*)

At the end of the book, you can check your child's understanding by asking the comprehension questions at the back. You could also ask about what has just happened in the story as they are reading.

Only do this as far as the child is interested. We want reading at home to be a positive experience, not a test!

Project: *Get the Spots*  
 Proofreader: *Gayle*  
 Designer: *2Boxes Publishing Services Ltd*  
 Production controller: *Katharine Willard*  
 Developed in collaboration with *Little Wandle Letters and Sounds*  
 Reviewed and aligned to the *Little Wandle Letters and Sounds*

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# Building Comprehension



Talk about the pictures

Get children to re-read the sentence

Meaning of words – don't presume

Make predictions – what will happen next? What happens at the end? What do you think...?

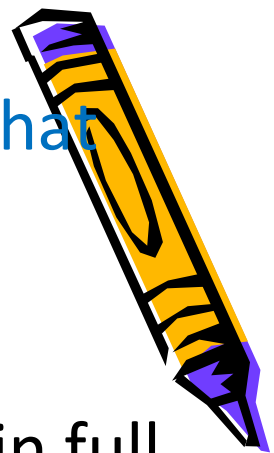
Talk about characters – How does he feel? How do you know? What do you think he is saying?



What if my child's reading ability is ahead of what they are being taught in phonics?

Still taught in phonics lesson- need to be secure in full alphabetic code to help them spell and decode unfamiliar longer words.

Once secure in the full programme and can read fluently with expression, they will be allocated books for fluency.  
(Normally autumn term Y2)





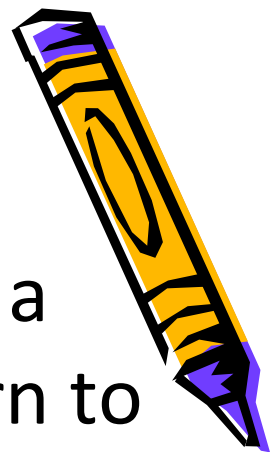
# Reading for pleasure

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure.

Please read to your child as often as possible.

The children will continue to bring home a library book and story sack.



Extra sharing book on a Friday.





## Reading – It All Stacks Up

If your child reads for just 15 minutes each day, in one year they will have read over **1 million** words!



The complex block features a yellow background. At the top, the title "Reading – It All Stacks Up" is written in a black, gothic-style font. Below the title, a paragraph of text states: "If your child reads for just 15 minutes each day, in one year they will have read over 1 million words!". The number "1 million" is in a larger, bold, orange font. To the right of the text is a tall stack of colorful children's books. At the bottom left of the block is a small logo consisting of a shield with a large letter "S" inside.



Thank You

Any Questions?

