

Welcome to our phonics and reading information evening



Phonics and Early Reading

Welcome to our meeting



Part 1 – information about how we teach phonics.

Part 2 – information about how we teach reading.

New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



littlewandlelettersandsounds.org.uk

Why Little Wandle?

Excellent training for all staff to ensure consistency,

Every aspect of phonics and reading included in a detailed, thorough and systematic approach,

Engaging resources without distracting from the learning,

Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.

How we teach phonics

Daily short sessions

Specific order of teaching



Synthetic phonics

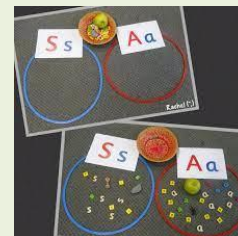
must

Correct pronunciation is vital - Videos on LW

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

Repeated practice

Revisit previously taught sounds at start of each lesson



Practice makes permanent

What the parent support videos look like!



Support for phonics

How we teach

Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Phase 5 sounds taught in Y1



ck

ck



oi

s



t



n



d



th

ss

ck



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .

R Au2

go

R Au1

the

R Au1

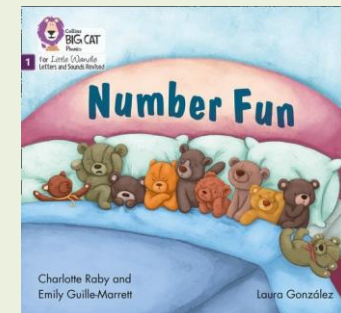
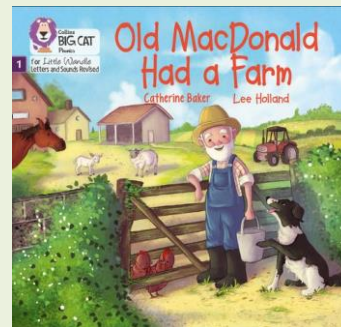
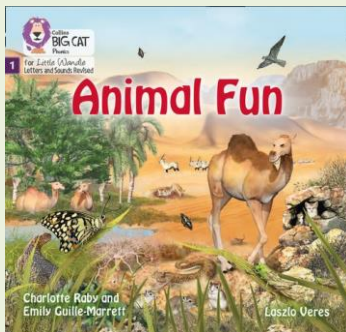
is

R Au2

to

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books



Reading

We want children to love reading

Learning to read should be a positive experience

Reading should be enjoyable

We want children to read for pleasure



Reading underpins children's access to the curriculum and clearly impacts on their achievement



How we encourage reading for pleasure at Ivegill School

At Ivegill School we use the following strategies to create lifelong readers who read for pleasure:

- We will continue to liaise with the Cumbria Library van service to ensure children have access to a wide range of texts and authors to encourage reading for pleasure.
- All pupils will have access to a wide range of fiction, poetry and non-fiction in different formats, and support in enjoying them, where necessary. We will widen our knowledge of what is available to interest all our children, to include picture books and graphic texts for all ages and the use of technology, such as e-readers. Non-fiction will include materials such as magazines, catalogues, comics, leaflets, newspapers, as well as traditional non-fiction texts.



How we teach reading

Reading practice sessions are :

Timetabled 3 times a week

Taught by trained teacher or teaching assistant

Taught in small groups

Books are :

matched to children's secure phonic knowledge and word reading

read three times

sent home on a Friday

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody
(intonation, expression)

3. Comprehension



When children take their book home to read they should be 95% fluent
Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

How will this work?

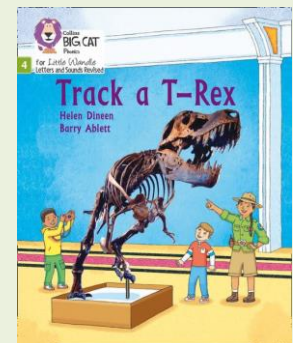
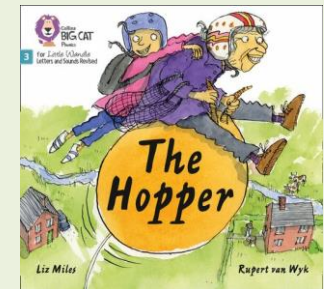
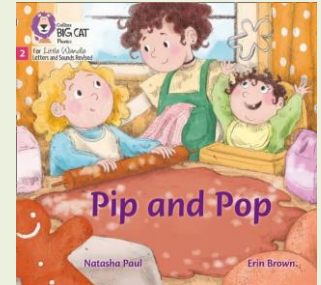
Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge

Children will take their Reading Practice Book home (after reading it 3 times in school)

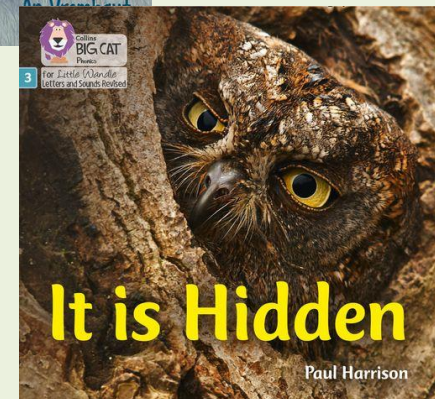
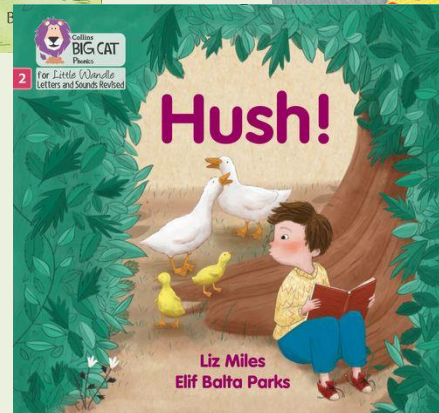
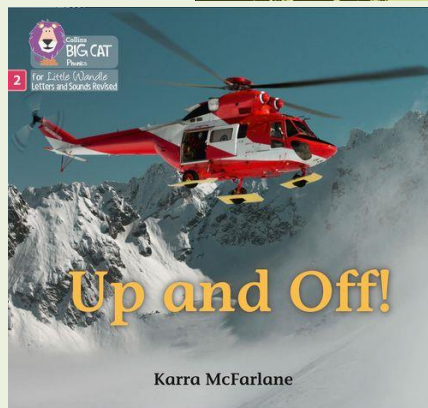
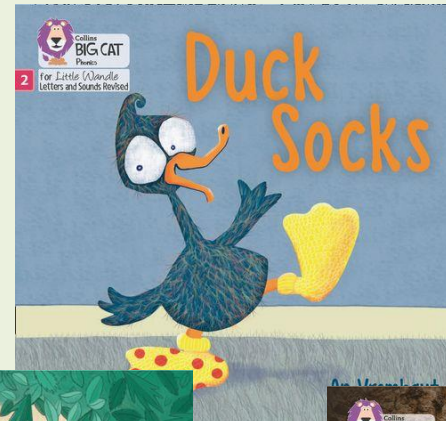
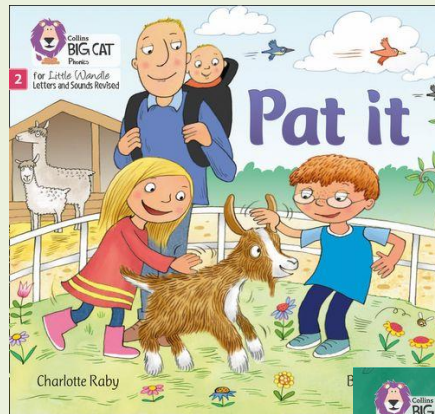
Celebrate, praise, talk about the book with your child.

Please make sure books are in book bags so that we can reallocate books as required

Please look after our books and be mindful if your child has a water bottle in their book bag, that it doesn't leak onto the books.

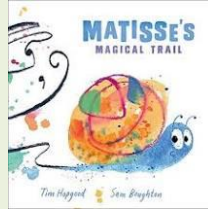


Big Cat Collins Reading books are carefully matched to children's secure phonic knowledge

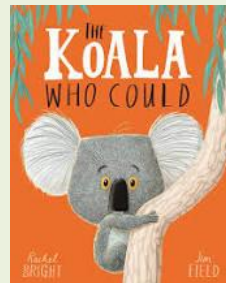


Shared Book

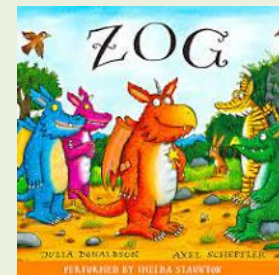
Children will also bring home a 'shared book' from our class box each week for you to enjoy together. Please allow different family members to read this to your child/ren as this helps them to develop a love for reading.



To become lifelong readers, it is essential that they read for pleasure

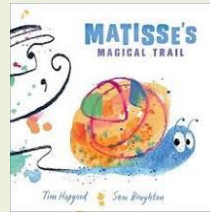


Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.



Shared Book

When you have finished reading your shared book please swap this with your child. The book box will be outside the EYFS and KS1 door. There will be a range of texts for you and your child to choose from.



What else can parents do?

- Please look at the Little Wandle videos and guidance for parents.
- Please read a minimum of three times per week with your child. Reading records are checked every Friday in Reception, Year 1 and 2. If they have read three times they will get a sticker on the chart and will receive a prize every term for regular reading.

Thank you for coming.

Any questions?

