



Birley Primary Academy
A L.E.A.D. Academy

Phonics and Early Reading Parents Information Presentation

Mrs Lewin / Mrs Ward – Phonics Lead

Click on the speaker symbol to hear the audio on each page.





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Welcome

The purpose of this presentation is to

Provide a greater understanding of Phonics and Early Reading.
Share with parents how we teach Phonics in school.
Share how we teach Early Reading in school.
How you can help your child learn to read at home.





In July 2021 the Government introduced some changes to how Phonics and Early Reading should be taught. To ensure we are maintaining a high standard of teaching we have made some changes to how we teach Phonics and Early Reading. We were advised to choose a scheme that has been approved by the Department of Education to help us deliver our Phonics lessons.

The scheme is a consistent approach to teaching phonics to enable reading.

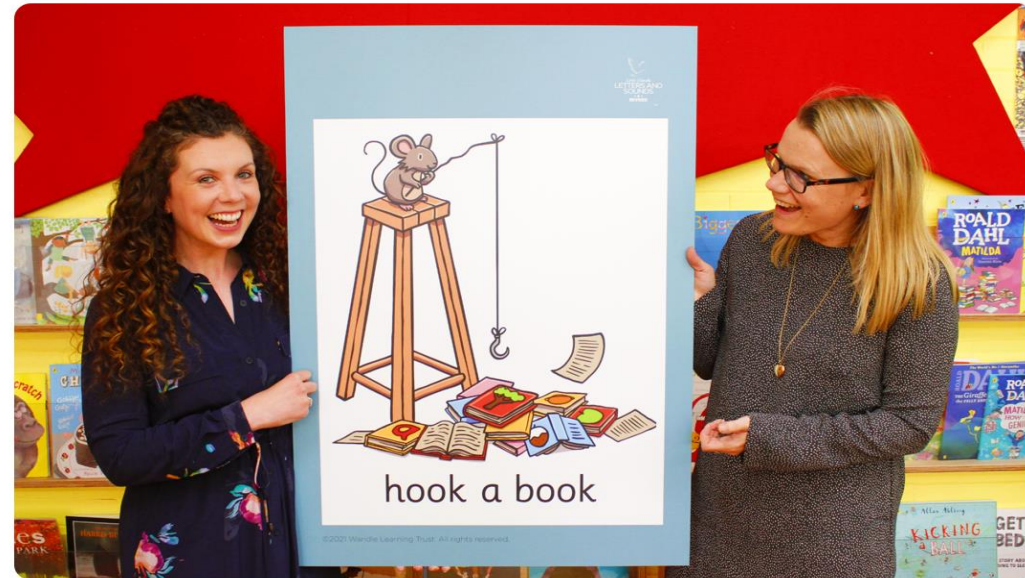
It included new resources, mnemonics, letter formation phrases and new decodable books.





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.



Little Wandle Letters and Sounds Revised is a Department of Education commissioned phonics scheme which puts emphasis on ensuring all children can read by the end of Year 1.





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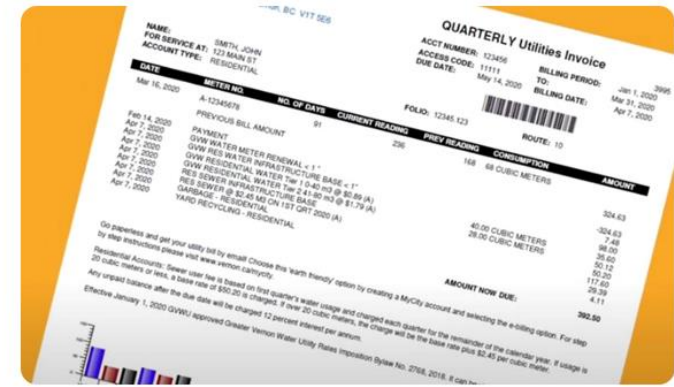
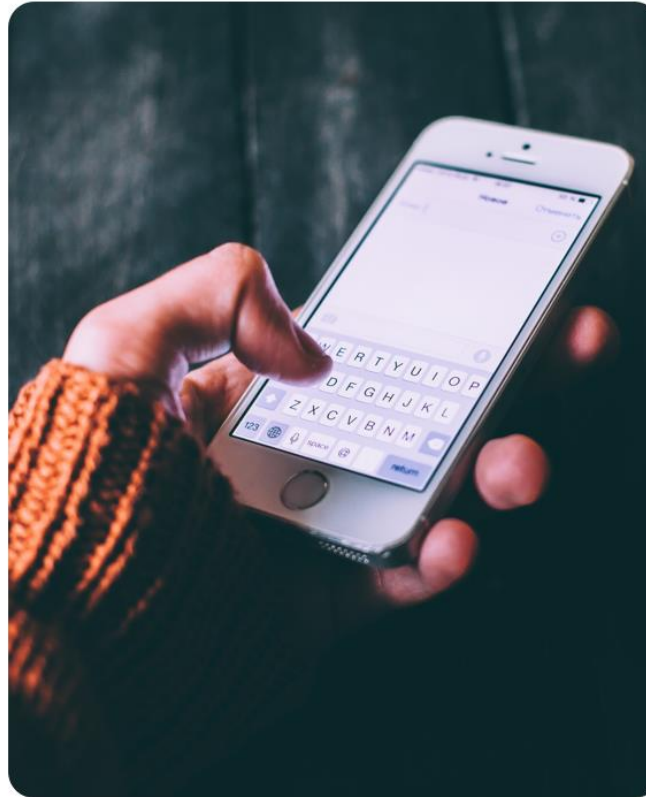


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?



“

Phonics is:

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

”





Phonics Terminology

Grapheme – A letter or group of letters used to represent a particular phoneme when writing.

Phoneme – The smallest unit of sound that can be identified in words. We sometimes simply call this a ‘sound’.

GPC – grapheme–phoneme correspondence, the sound–letter relationship between each element of the alphabetic code.

Tricky words - High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are ‘tricky words’.









Phonics Lessons

The children have daily Phonics Lessons.

- Children will learn the sounds (phonemes) using these pictures to prompt them (this can be found on the Little Wandle website)
- Each grapheme (letters which make the sound) has a pronunciation phrase (e.g. snake) and a formation phrase (e.g. under the snake's chin, slide down and round its tail)

Grapheme and mnemonic	Picture card
 s	 snake
 a	 astronaut





Phonics Lessons

In Phonics lessons the children will learn;

- A new grapheme for each sound or review the previously taught ones.
- To identify the sounds in spoken words.
- To recognise the common spellings of each phoneme.
- Blend the phonemes into words for reading.
- Segmenting words into phonemes for spelling.

The children have opportunities to read and write words and sentences using the sounds previously taught.

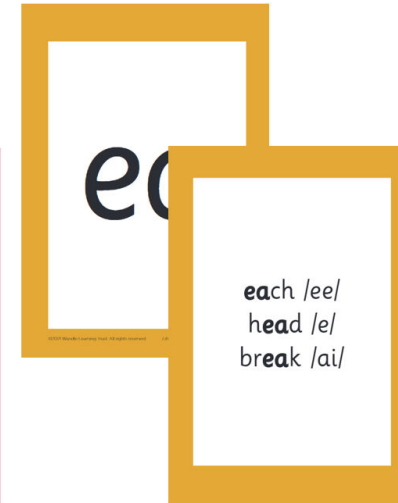
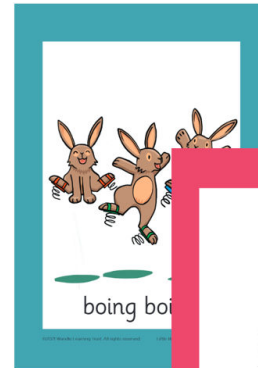




How we make learning stick

There are specific resources for the Little Wandle Programme which the children will become very familiar with.

Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practise what they have learned. We then go on to reading a sentence containing some of those words.

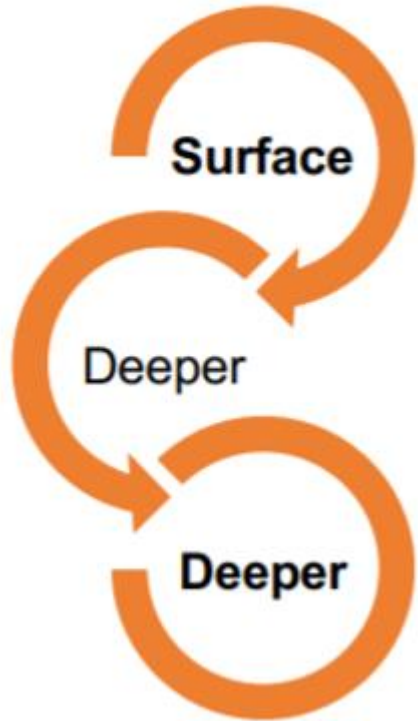


We have displays in the classroom and on the tables to support the children throughout their other lessons.



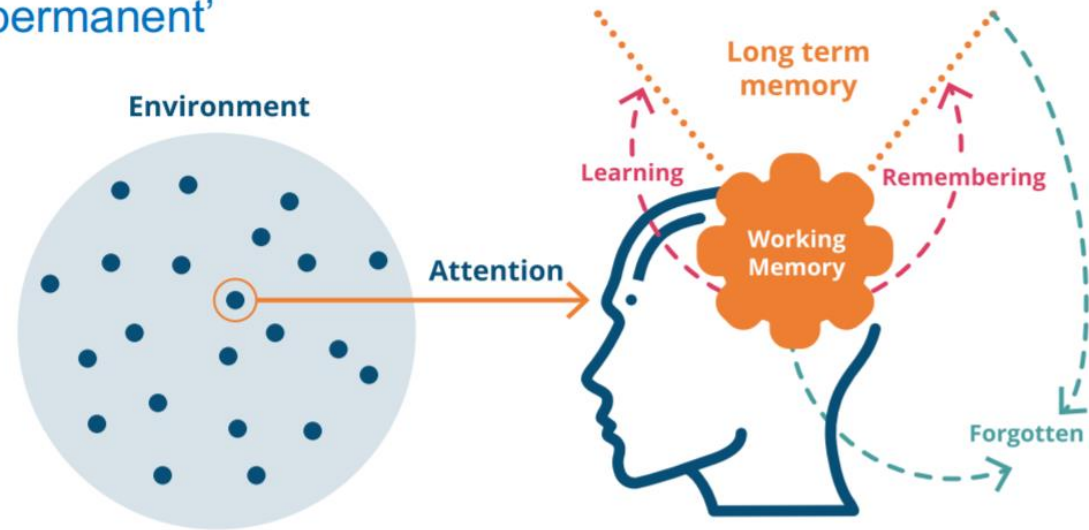
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How children learn.



Providing repeated practice

'Practice makes permanent'



The Little Wandle Programme gives the children plenty of repeated practice to help this knowledge transfer into their long term memory.



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 • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)	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 • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
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Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /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/ yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ yoo/ u-e rude cute /eel/ e-e these /ool/ yoo/ 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
/a/ a again	any many again

Children who find it tricky to remember the graphemes will have additional 'keep up sessions' to ensure that all children have the knowledge to help them learn to read and write.





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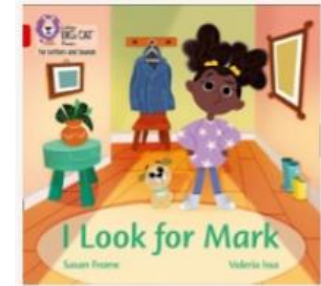
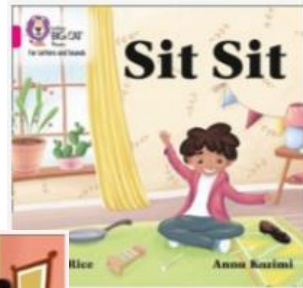
Reading Lessons

In school the children will have reading practise lessons 3 times a week.

In these small groups lessons the children read the same book three times in a week.

- The first time we work on decoding (sounding out) the words.
- The second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice.
- The third time we look at comprehension.

We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out.





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Reading Lessons

Using the Little Wandle assessment tool, the phonics phases book is carefully matched to your child's secure phonics knowledge. The aim is that the children read at a 95% fluency. This means that the children should need little to no support reading the words and only need to sound out 5% of the words in the whole 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



After the Reading practice lessons children will have the same book set as their e-book for home reading practice.





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Helping at Home

- As well as being set a phonics e-book your child will be bringing home a reading for pleasure book. This is a book to share together– research shows that children who read for 20 minutes extra per day acquire 2 million more words per year.
- Read as often as possible will lead to more fluency in reading.
- Promote a love of reading both with the decodable book and the reading for pleasure book. Read to your child, ask questions, clarify the meaning of words, role play characters, discuss the pictures, predict what might happen next. Make reading a fun experience!
- Celebrate their success and achievements with reading!



More Information

You can find lots of useful information about the new phonics programs at

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

There is information about the sounds the children learn and videos on how to pronounce them and how we teach key skills such as blending or tricky words.



Phase 2 sounds taught in
Reception Autumn 1



How we teach blending





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Thank you

Thank you for listening to this presentation
and your continued support.

If you have any further questions please contact
the school office via email or speak to your child's
class teacher.



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of future academic success.**

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