



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Little Wandle at St John's

**Parent workshop: Phonics and Early Reading**





## Phonics is:

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



# Terminology



**Phoneme-** The smallest unit of sound made by a letter/group of letters

**Grapheme-** The written letter/letters

**Digraph-** Two letters which make one sound

**Trigraph-** Three letters which make one sound

**Blend-** Joining together of sounds to build a word

**Segment-** Splitting words up into sounds



# Examples of blending and segmenting:

## Blending to read

p-a-t pat  
n-o-d nod  
c-l-a-p clap

## Segmenting to spell

pat p-a-t  
nod n-o-d  
clap c-l-a-p

# Teaching order














## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s 	 snake	Show your teeth and and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 a 	 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.
 t 	 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.
 p 	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
 i 	 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.
 n 		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
 j 	 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.
 v 	 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.
 w 	 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.
 x 	 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 around

# Supporting your child with phonics pronunciation



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

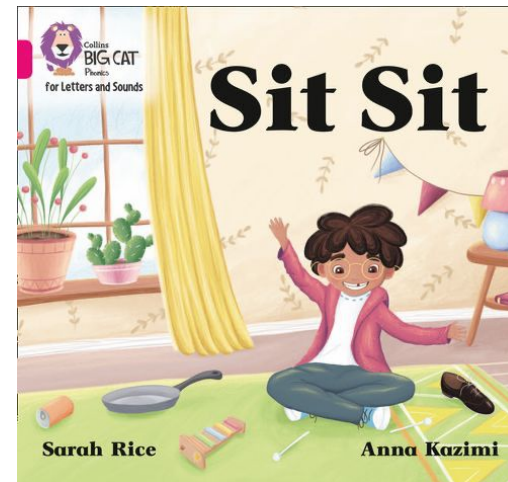


# Reading and spelling in school

# How do we teach reading?

## Reading practice sessions are:

- Timetabled twice a week- Specific focus for each session.
- 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	pe <u>ck</u>
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# 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.



# Spelling



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



Grow the Code- Year 1 & 2. Different ways to spell sounds- for example 'sh'.



shell

chef

special

caption

mansion

passion



# Reading and supporting at home

# The most beneficial thing you can do is read and talk with your child!



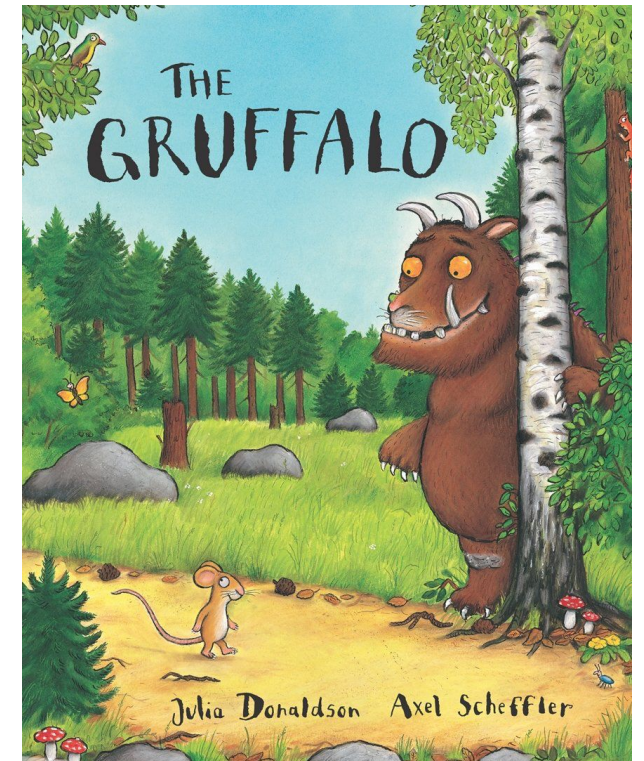
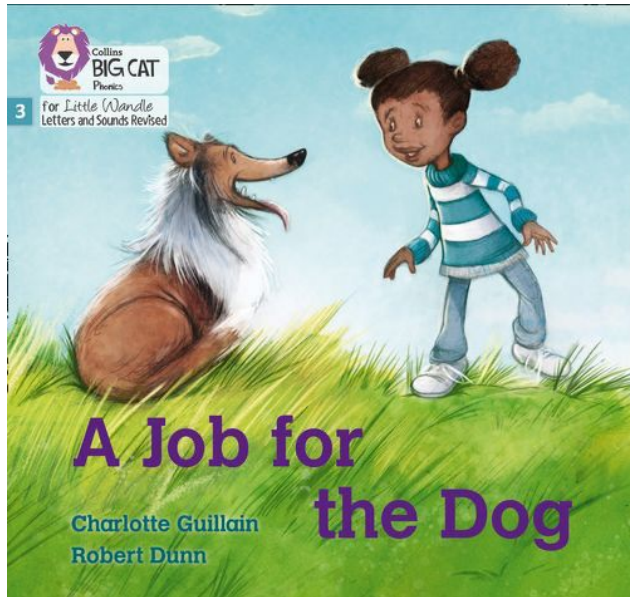
## Reading a book has a positive impact on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

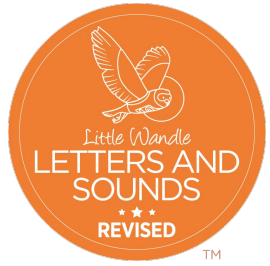
Research has shown that the amount of books children are exposed to by age 6, is a positive predictor of their reading ability two years later.



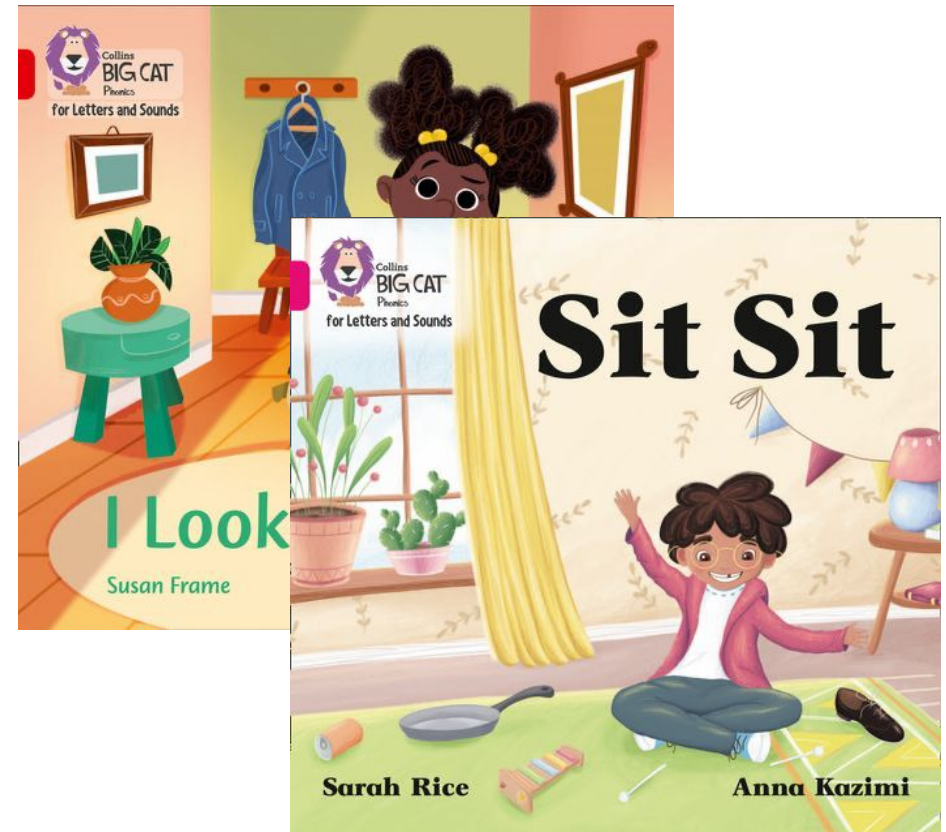
# Books going home



# 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.





# 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
  - Find different words to use
  - Describe things you see





# Support for parents and families

Your child's teacher or TA.

Little Wandle Website- Parent section (information and pronunciation videos) [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

Front cover of Little Wandle Books to support reading at home.