

# 5th October 2023

# Phonics Workshop



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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)





# Phonics



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## Phonics is:

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

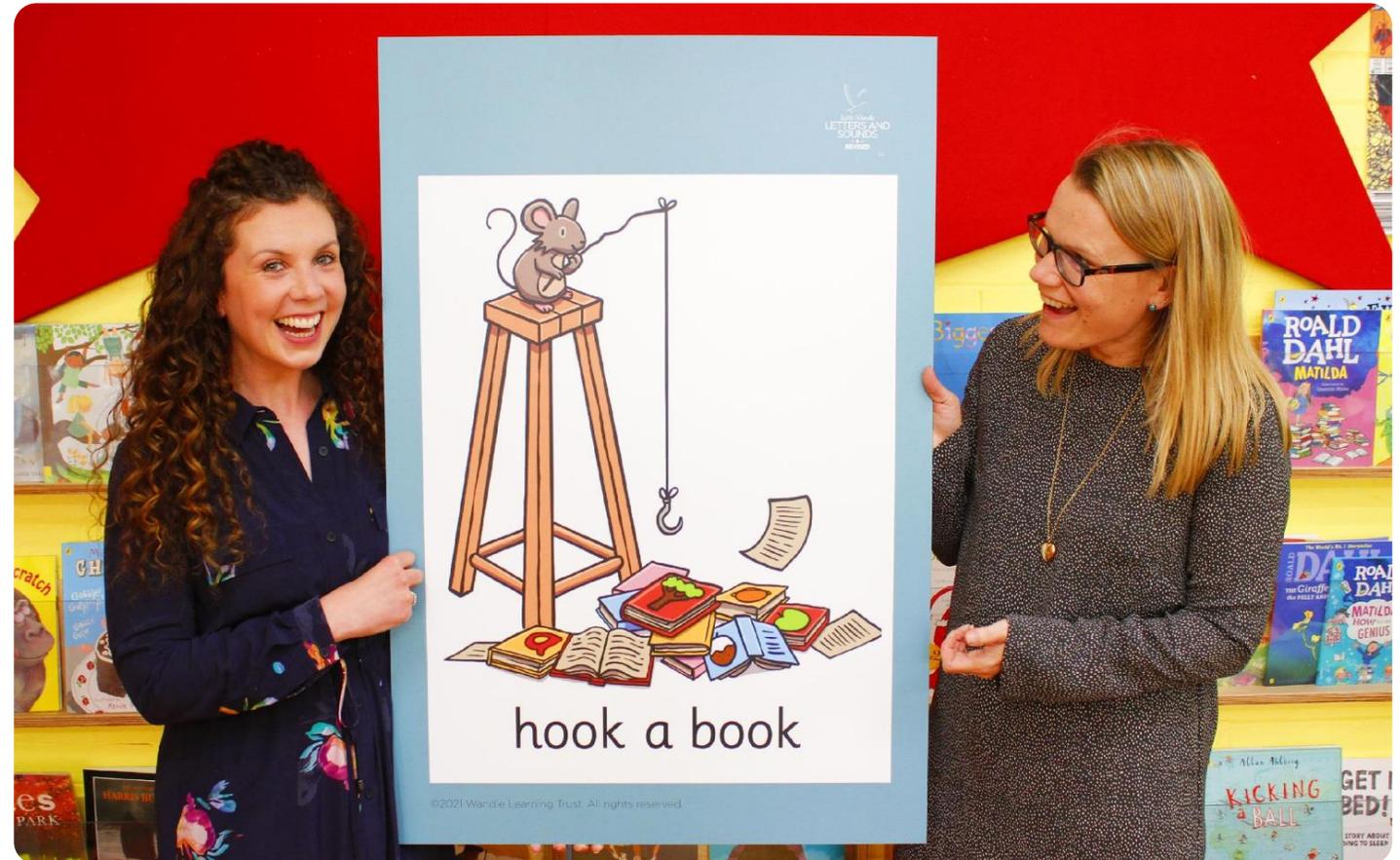


# Little Wandle Letters and Sounds Revised



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Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



# Blending to read words



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# Terminology



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**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**

# Teaching order



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## 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>a a a</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>t t t</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>p p p</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>i i i</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>j j j</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>w w w</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>yo yo yo</b>	Down and round the yo-yo, then follow the string round



# Gradually your child learns the entire alphabetic code:



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## 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 <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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 <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /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 /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoo/ u-e rude cute /ee/ e-e these /ool/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

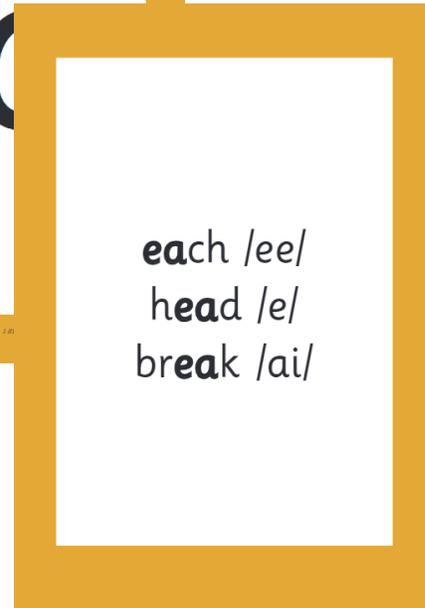
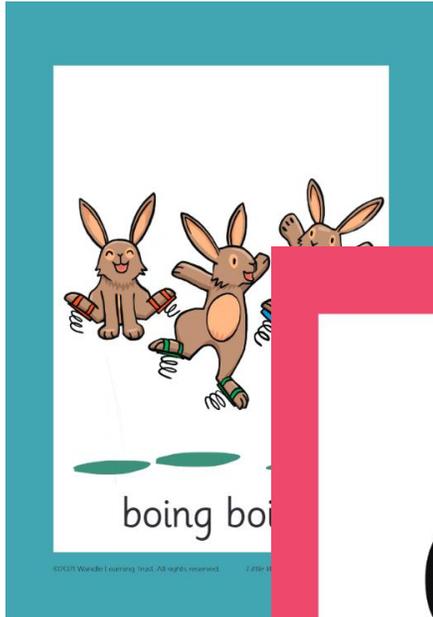
\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# How we make learning stick



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# Reading and Spelling

# Reading and Spelling



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ea

**each** /ee/  
**head** /e/  
**break** /ai/



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How many different ways can we  
write the 'sh' sound?

# The different ways to write the phoneme sh:



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shell

chef

special

caption

mansion

passion

# Tricky Words



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# Spelling



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





# How do we teach reading in books?

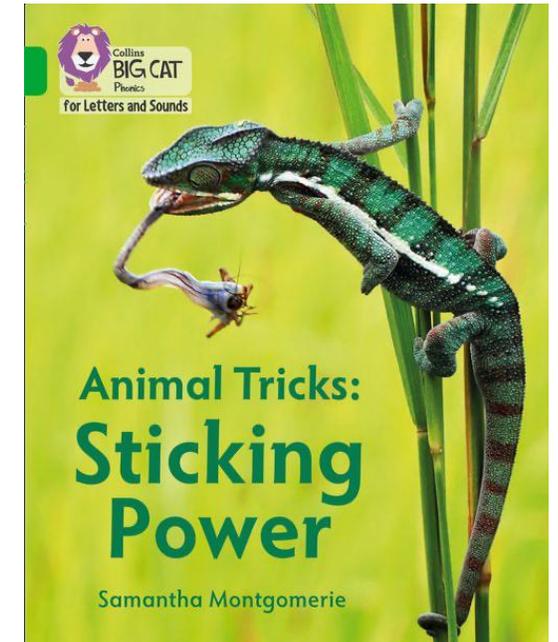
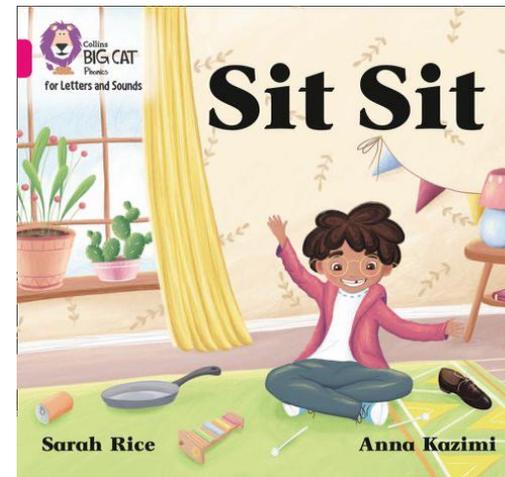
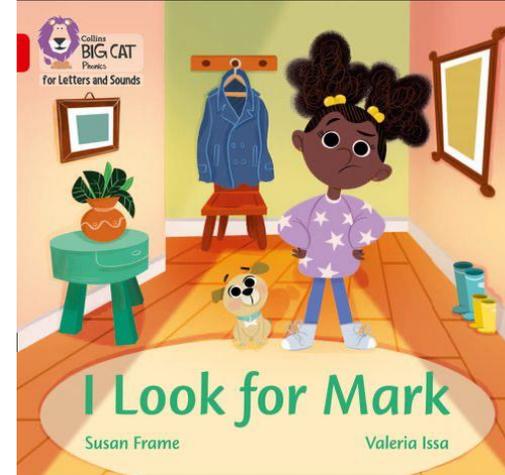


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## Reading practice sessions are:

- timetabled daily with different groups of children
- taught by a trained teacher/teaching assistant
- taught in small groups.



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



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## 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 a book at the right level



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## 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.





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# Reading at home

# The most important thing you can do is read with your child



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**Reading a book and chatting had a positive impact a year later on children's ability to...**

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

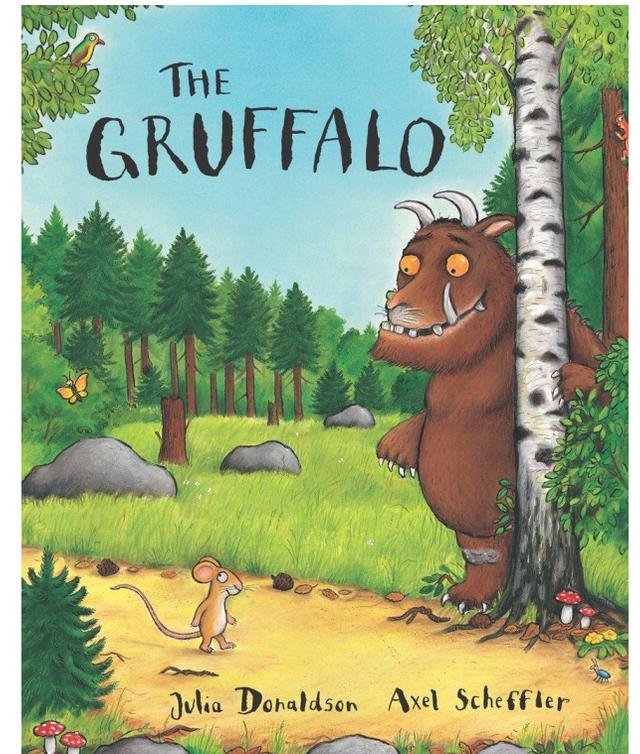
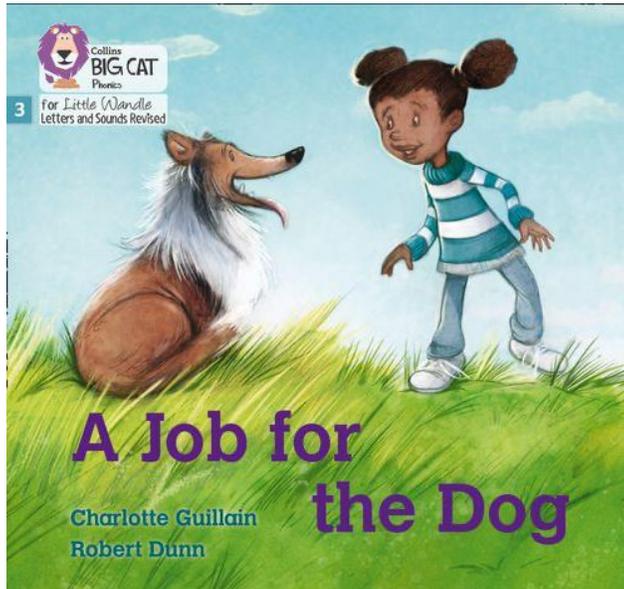
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



# Books going home



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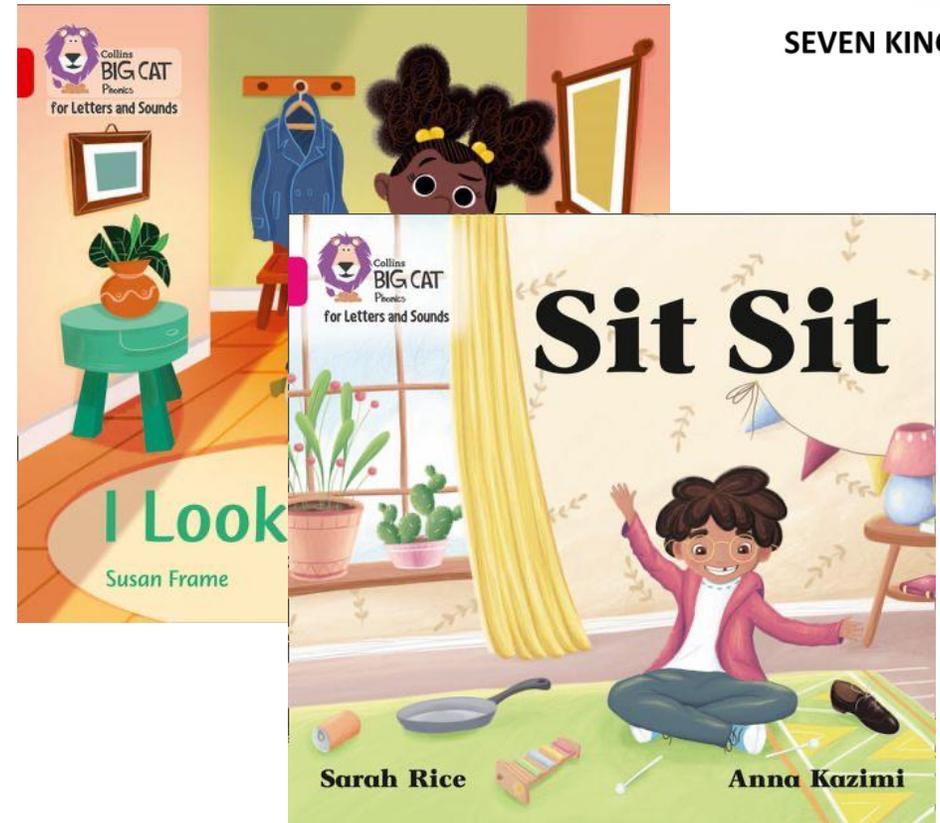


# Listening to your child read their phonics book



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- Your child should be able to read most of their book without your help.
- If they can't read a word, get them to sound the word out using their phonics. If they still struggle read it to them.
- Talk about the book with your child. Can they retell the story? Who are the characters. Did they enjoy the book? Which part of the book was their favorite?
- Celebrate their success.

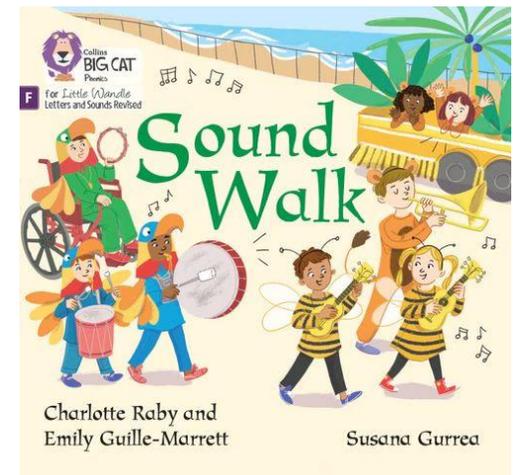


# Wordless Books - What's the point?

- **Routine** - It will give you the opportunity to establish a routine together without the pressure of actually 'reading' the book.
- **Book Care** - Model how to hold the book, turn the pages and work on taking responsibility for borrowed books.
- **Oracy Skills** - Develop rich conversations with your child by discussing the illustrations and asking for their ideas.
- **Vocabulary** - Expand your child's vocabulary by naming objects and describing what you can see in the pictures.
- **Phonological awareness** - Play I-Spy or can you find the d-o-g?
- **Story Structure** - The pictures will tell the story and will still show a beginning, middle and end. Discuss what happens at these 3 points in the story.
- **Comprehension** - Look at facial expressions of the characters, discuss their feelings and ask why.



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# Expectations



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- We ask that parents sign the reading journal each time the decodable book is read at home.
- This helps the teacher to see how much support is being given to the children at home but also lets us know what they might enjoy or dislike about the book and reading.
- If the journals are not signed, we will assume the book has not been read and will most likely send the same book home again.
- We will send materials home to support you with writing in the reading journals.

## Ideas of comments to write in Reading Records

Reading is a life skill and we expect every child to read to someone at home daily and have their reading record signed. Listed below are some comments which may help you when writing in your child's reading record to describe how your child has read to you at home. The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences.

Word Reading	Comprehension Skills	Attitude
Read the book fluently. Read with good expression. Was able to read fluently, <u>taking into account</u> the different punctuation. Read all the words correctly. Read familiar words independently. Found some words difficult. Tried hard to work out new words. * Worked out new words independently. Worked out new words by sounding them out and blending. Was able to work out new words using the pictures to help. Used the picture cues and the first sound of a word to work out words. Self-corrected own errors independently. *Discovered the meaning of a new word/words  He/she made a number of errors because he/she was not looking carefully enough.	*Understood the story well. Good discussion about events in the story. Retold the story in detail. Able to predict what might happen next. Could talk about the story confidently. Could identify the characters in the book. Answered questions about the content of the book. Used the pictures to help with their understanding. *Discussed the story and how the characters have changed Discussed the personality of a character with evidence (used a quotation)  Needs to read again to improve understanding. Needed lots of help to understand the main events. Did not understand what they read.	*Was excited and motivated to read. Enjoyed the story because ..... Fantastic expression. Would benefit from reading the book again to improve fluency. Has learnt all about ..... and could explain in own words.  Struggled to concentrate. Was reluctant to read tonight. Found the book too hard to read.

# Supporting your child with phonics



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- Each week, your child will be given a sheet which shows the sounds they have learnt.
- It is to support them at home and to continue to practise these sounds in both reading and writing.
- Please work through these with your child.

<b>Little Wandle - Letters and Sounds</b> <b>Year 1 Phonics Home Learning</b>				
Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 2 Focus - Review Phase 3 / Words with 2 or more digraphs				
Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <a href="https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/">https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</a>				
Phonemes we will be focusing on this week in school -				
ai	ee	igh	oa	oo
ar	or	ur	oo	ow
oi	ear	air	er	
We will be reading and writing words. Can you see this week's focus phonemes?				
fears	year	fishes	bigger	
cheep	shower	chain	finger	
queen	tooth	singer	shark	
We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?				
My fishes are bigger than the cat.				
I can feel the cobweb with my finger.				
The sheep has sharp teeth.				
My garden feels cool in the morning.				
We will be practising tricky words. Can you spot the tricky part of the word?				
what	when	he	she	we
be	me	have	love	
We will be spelling words. Can you write these words? Can you use the correct phonemes?				
hair	march	chair	sharp	

# Supporting your child with writing



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- Each child will be given a writing support sheet to ensure their letters are correctly formed.
- This is also a part of the phonics programme and includes rhymes to help the children remember each letter.

Ss 	Aa 	Tt 	Pp 	li 	Nn 	Mm 
Down the snake from head to tail.	Around the astronaut's helmet and down into space.	Down the tiger and across its neck.	Down the penguin's back, up and around its head.	Down the iguana and dot the leaf.	Down, up and over the net.	Down, up and over the mouse's ears.
Dd 	Gg 	Oo 	Cc 	Kk 	Ee 	Uu 
Round the ducks body, up to its head and down to its feet.	Round the goat's face and curl under its chin.	All around the octopus	Curl around the cat.	Down the kite, up to the top corner and down to the bottom corner.	Around the elephant's eye and curl down its trunk.	Down and around the umbrella, and back down to the ground.
Rr 	Hh 	Bb 	Ff 	Ll 	Jj 	Vv 
From the cloud to the ground and over the rainbow.	Down, up and over the helicopter.	Down the bear's back, up and round his tummy.	Down the flamingo to its foot and across its wings.	Down the lollipop stick.	Down the jellyfish and dot its head.	Down to the bottom of the volcano and back up to the top.
Ww 	Xx 	Yy 	Zz 	Qq 		
Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl around the string.	Across the top of the zebra's head, zig-zag down its neck and along.	Round the queen's face, down her robe and a flick at the end.		

# Read to your child



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## 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
  - Make up sentences together
  - Find different words to use
  - Describe things you see.





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**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan





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**Our next meeting:**

**Information on Phonics Screening**

**Year 1 Parents/ Carers Only**

**May 2024**

**Screening takes place in June 2024**