

PARENTS WORKSHOP

17.09.24

PHONICS, READING & WRITING



AIM OF TODAY

- Parents to feel more confident to support with phonics and reading at home.
- Understand what is expected by the end of Foundation Stage (Reception Class).
- Understand the terminology we use at school, so you can use the same at home.

EXPECTATIONS BY JUNE 2024

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Little Wandle Phonics – Nursery

Listening games

In our setting, we:

- talk about different types of sounds
- play listening games, for example, **Voice sounds**.

At home, you can:

- draw your child's attention to different sounds around them, for example, 'Listen to the loud noise! It sounds like an engine.'





Songs and rhymes

In our setting, we:

- sing rhymes regularly
- leave gaps at the end of the line for children to complete the rhyme, for example, 'Hickory dickory dock, the mouse ran up the _____.'

At home, you can:

- read lots of rhymes and sing songs
- pause for your child to complete the rhyme
- make up silly rhymes, for example, 'Get your coat, you little goat! So we can leave the house, little mouse!'





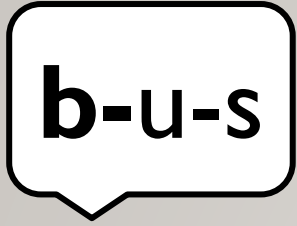
Identify initial sounds

In our setting, we:

- play games focusing on initial sounds, for example, **Bertha the Bus.**

At home, you can:

- get your child to identify the first sound of words, for example, 'Oh look, here is our bus. Bus starts with b.'



Oral blending, followed by ble

In our setting, we:

- play lots of oral blending games, for example, 'Can you touch your ...?'
- oral blend words throughout the day, for example, 'Everyone put on your c-oa-t.'

At home, you can:

- try sound-talking different words, for example, 'Can you brush your t-ee-th?'

Quick recap!

Phonological awareness

Listening games



Songs and rhymes



Hearing syllables



Phonemic awareness

Initial sounds

bus

Alliteration

big bus


























Oral blending

b-u-s















LITTLE WANDLE PHONICS – RECEPTION

Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

VOCABULARY

- Phoneme – sound a letter makes
- Grapheme – how the phoneme is written
- Digraph- 2 letters that make one sound
- Trigraph – 3 letters that make one sound
- Pure sounds- how letter sounds are spoken
- Blend – sounds blended together to make a word c-a-t = cat
- Segment – words segmented into the phonemes cat = c-a-t
- <https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/reception-2/resources-reception/>

YEARLY OVERVIEW

Autumn Term = Phase 2 –

- 30 phonemes and their associated graphemes

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

Spring Term= Phase 3

In Phase 3 children learn:









- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').





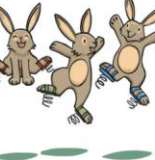

Summer Term = Phase 4

Reading and writing longer words and sentences.



PHASE 3 VOWEL DIGRAPHS AND TRIGRAPHS

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

LET'S SAY THE PHASE 3 SOUNDS



ai



ee



igh



oa



oo



oo



ar



or



ur



er



ow



oi



ear



air



Phase 3 sounds taught in
Reception Spring 1

READING LONGER WORDS

- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called chunking.

For example

Laptop

Carpark



Reception
Teach and practise
Phases 3 and 4:
Reading longer words

START OF RECEPTION



EXPECTATION BY THE END OF RECEPTION

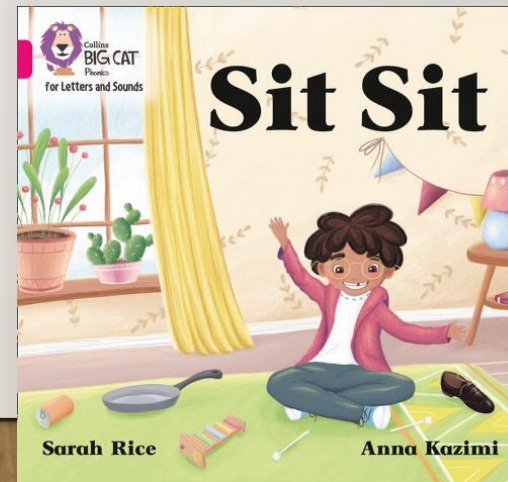


HOW DO WE TEACH READING IN BOOKS?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.

Books are matched to children's level through assessments.



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 some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.



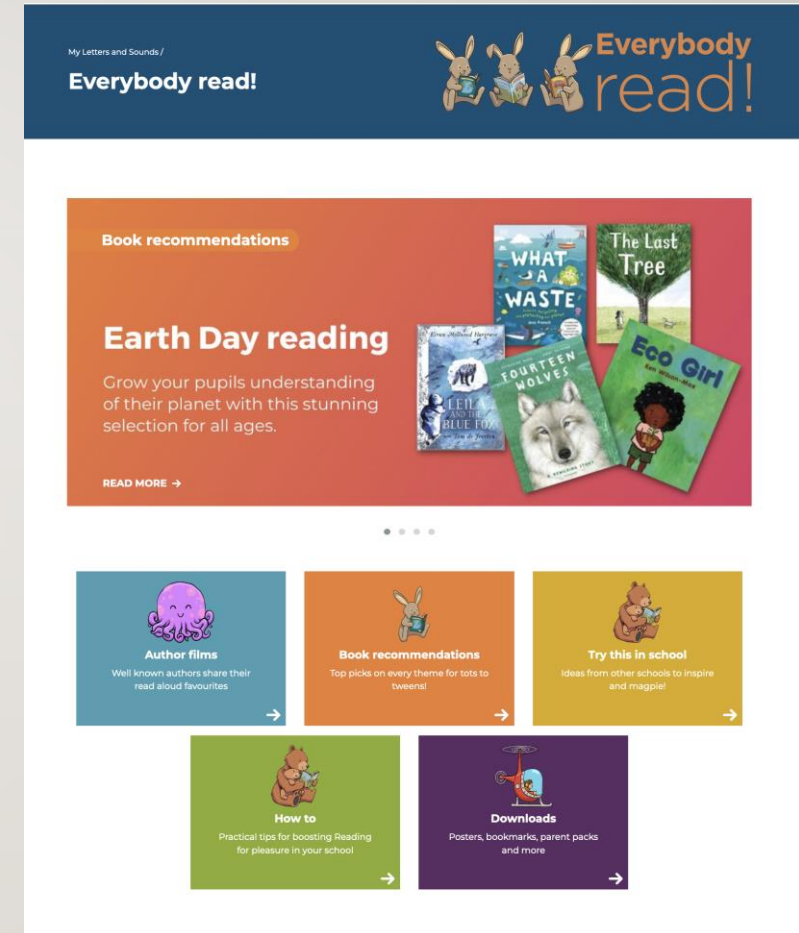
Reading at home

THE MOST IMPORTANT THING YOU CAN DO IS READ WITH YOUR CHILD

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.

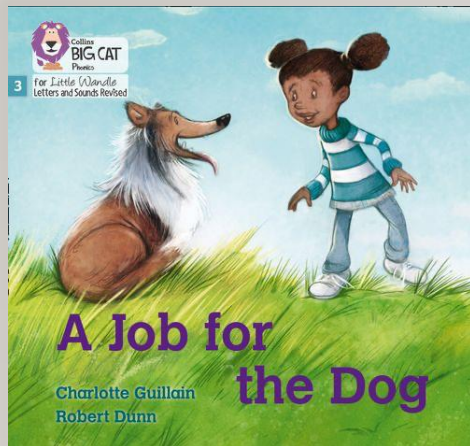
The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



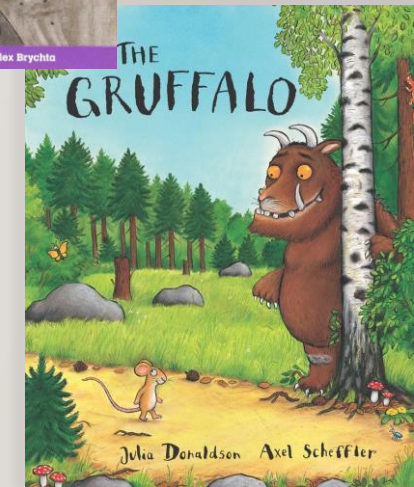
[Little Wandle – Everybody read!](#)

BOOKS GOING HOME – A REMINDER

Collins ebook – sent home every Friday



Home book- sent home every Friday. These are books children should be able to attempt themselves.



Library – sent home every Friday

