

Phonics and Early Reading

Welcome to our meeting

Part 1 – information about how we teach
phonics

Part 2 – information about how we teach
reading

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

Reading is a partnership...



To develop a LOVE of reading for
life...

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



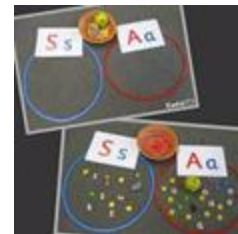
Correct pronunciation
is vital - Videos on LW

Synthetic phonics

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

Repeated practice

Revisit previously
taught sounds at
start of each lesson



Practice makes
permanent

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

— — .

Progress in word blending

This can look different for every child

- can hear first 2 sounds not last
- can hear last sounds not first
- vowels can be hard to hear (e.g.can say 'a' for all)
- can hear word when adult says the blend but not hear it when saying it themselves
- can blend some words but have difficulty with words containing some quieter sounds eg 'p' or 'n'
- just keep going.....!

R Au2

go

R Au1

the

R Au1

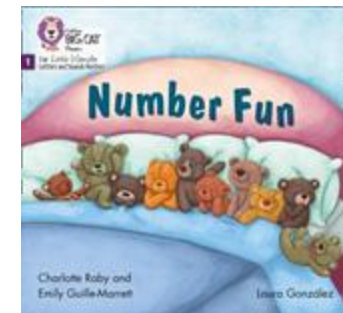
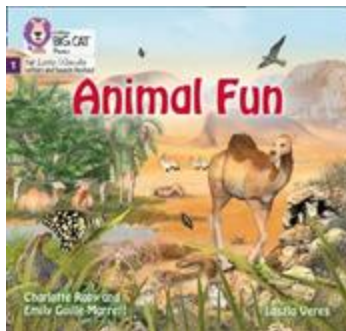
is

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



Sharing a wordless book at home:

[https://www.littlewandle.org.uk/res
ources/for-
parents/#tabnametabBooksComing
Home](https://www.littlewandle.org.uk/resources/for-parents/#tabnametabBooksComingHome)



How we teach reading

Reading practice sessions are :

Timetabled 3 times a week

Taught by trained teacher or
teaching assistant

Taught in small groups

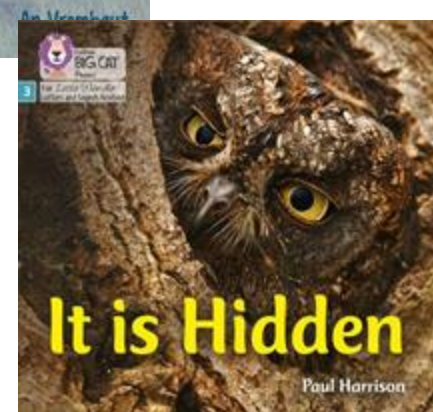
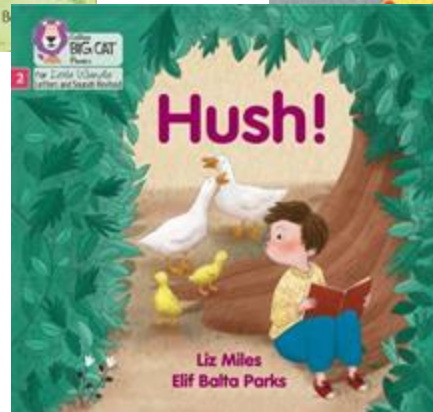
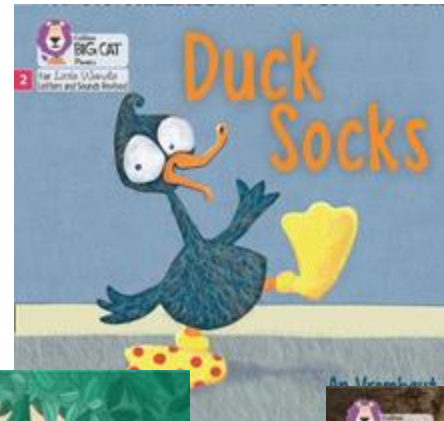
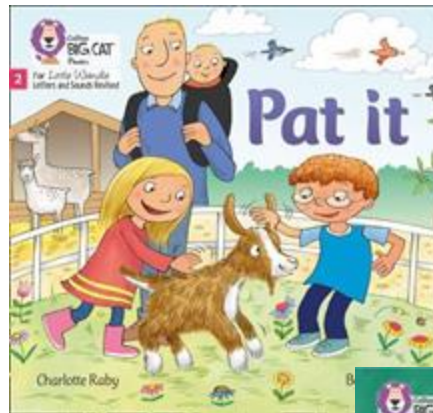
Books are :

matched to children's
secure phonic knowledge
and word reading

read three times

sent home

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



Sharing Book

Children will also bring home a 'sharing book' from our class library each week

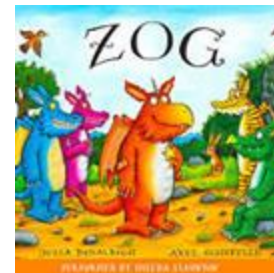
To become lifelong readers, it is essential that they read for pleasure



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.



Enjoy the book together
foster a love of reading
“pair and share”



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 E-Book home (after reading it 3 times in school)

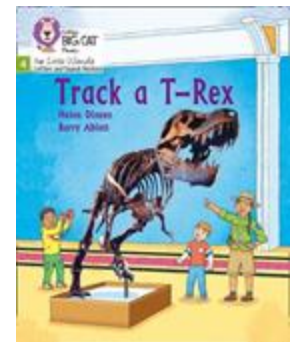
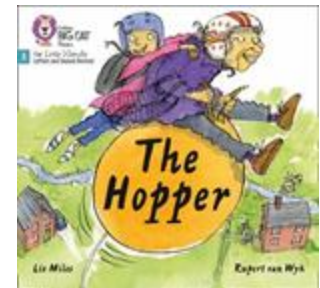
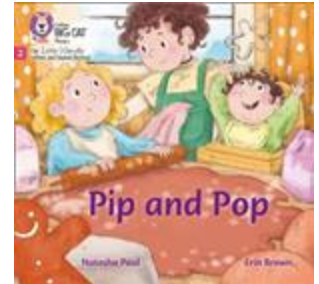
NOTE: this will change to a physical book in the coming weeks.

Teachers will let you know the days books go home and when they need to be in school to be changed.

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

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

Please look after our books – due to the high level of cost, lost or damaged books will be chargeable at full cost.



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

1. 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!!!

Example of an e-book



What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code

Let your child “show off” their reading to you and celebrate and praise all the way!



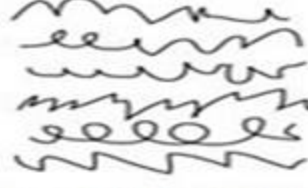
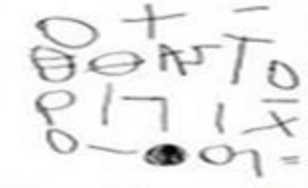
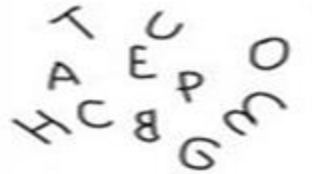

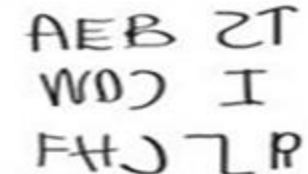
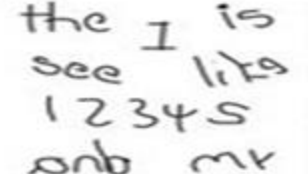

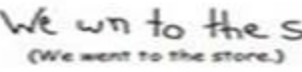
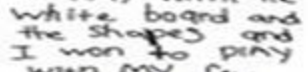
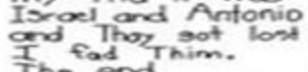
Share books with your children for pleasure

Check on your class page for documents to support reading and phonics

Dads you are an important role-model!



writing development

The Developmental Progression Children's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

Encourage correct pencil grip



FISTED GRIP
1-2 years old

Children often hold their writing tool like a dagger, scribbling using their whole arm.



OR



DIGITAL PRONATE GRIP
2-3 years old

All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.



4 FINGER GRIP
3-4 years old

4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.



STATIC TRIPOD GRIP
4-6 years old

This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.



DYNAMIC TRIPOD GRIP
By 6 or 7 years old

Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.

Practising the correct letter formation
right from the start!

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Thank you for joining us

Questions ???