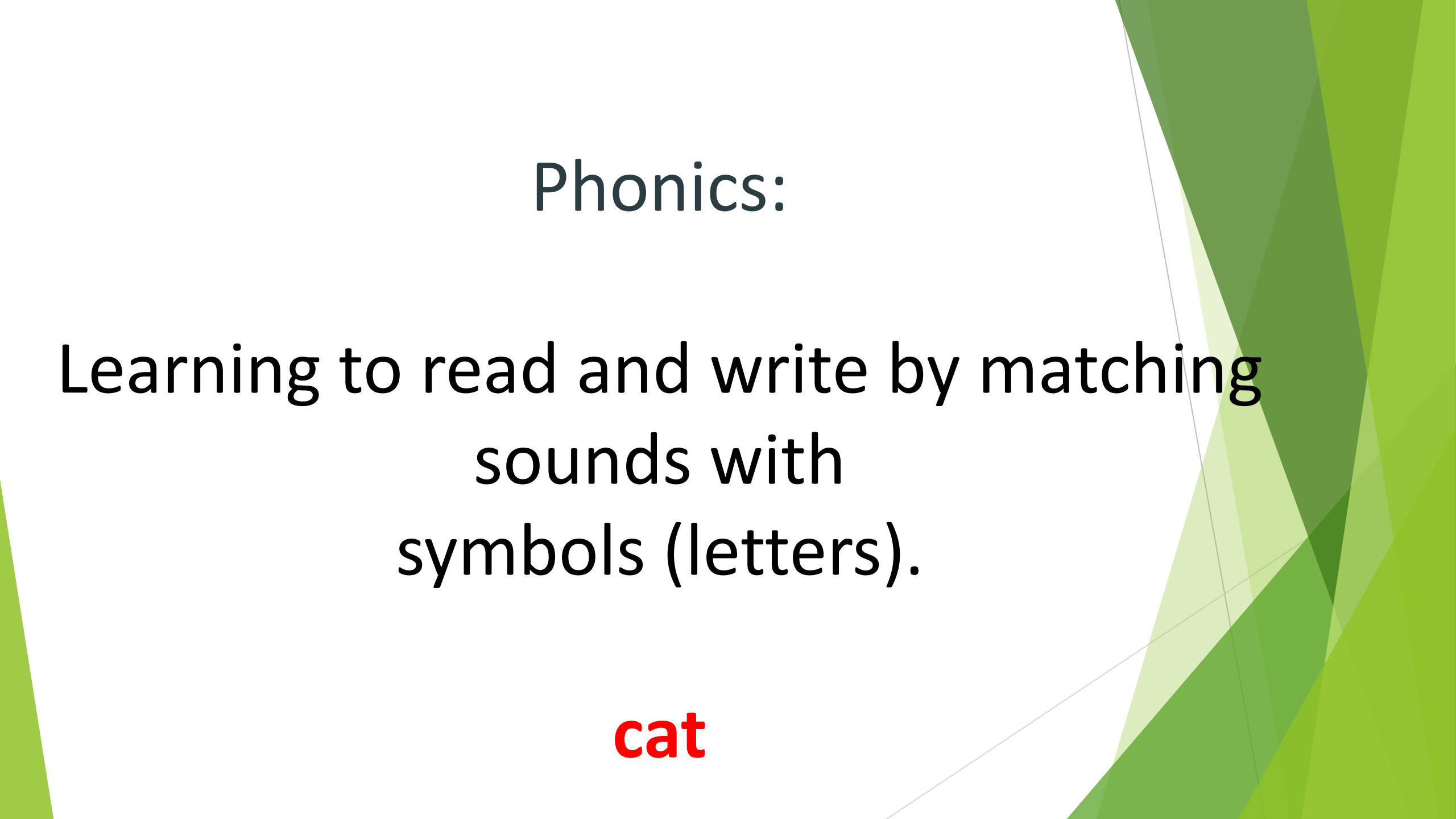


Welcome to the phonics and early reading workshop



This presentation and other useful information is on the school's website.
This will be explained during the presentation.

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern, layered effect on the right side of the slide.

Phonics:

Learning to read and write by matching
sounds with
symbols (letters).

cat

Most phonics schemes are based upon Letters and Sounds, a detailed phonics programme published by the UK government. The programme is split into 5 clear phases.

Phonics scheme used at
Cayman Prep:
Little Wandle





Little Wandle is based on Letters and sounds. The phases are covered in KG – Year 2:

Phase 1: Preschool

Phase 2: KG

Phase 3: KG / Reviewed in Year 1

Phase 4: KG / Reviewed in Year 1

Phase 5: Year 1 / Reviewed in Year 2

Key Phonics Vocabulary

► **Phoneme:** distinct individual unit of sound

‘Cup’ has 3 phonemes: c-u-p

‘Shark’ has 3 phonemes: sh – ar – k

‘Car’ has 2 phonemes: c-ar

How many phonemes in: fish / fishing / shoot?

Phonemes are what you can **hear**.

► **Grapheme:** a single letter or group of letters used to represent a phoneme.

‘Cup’ has 3 phonemes: c-u-p

Those 3 phonemes are represented by the letters/graphemes: c, u and p.

‘Shark’ has 3 phonemes: sh – ar – k

Those 3 phonemes are represented by the graphemes: **sh**, **ar** and **k**.

Graphemes are what you can **see**.

A word always has the same amount of graphemes as it has phonemes.

► **Digraph:** a two letter grapheme

e.g. **or, sh, th, ee**

► **Trigraph:** a three letter grapheme

e.g. **igh, air, ear**

► **Split digraph:** a digraph that is split by another letter

e.g. **i-e, o-e, e-e, u-e, a-e**

cake **shine** **these** **cute** **stone**

► **Tricky words:** words that do not follow the phonetic rules currently understood by a child.

e.g. **my, like, said**

‘**my**’ can stop being a ‘tricky word’ when children understand that the grapheme ‘**y**’ can represent more than one phoneme (**y**o / fl**y**/ funny**y**)

► **High frequency words:** words that regularly feature in sentences

e.g. **the, are, they**

- ▶ **Sounding out:** saying the individual phonemes out loud when reading or spelling
- ▶ **Blending:** saying individual phonemes together smoothly to form a word
- ▶ **Sound buttons:** dots and lines that highlight the graphemes/phonemes in a word

• bus shop lighter_

- ▶ **Segmenting:** breaking a word into its individual phonemes.
- ▶ **Chunking:** Splitting a word into its syllables.

popcorn fishing

- ▶ **Segmenting:** breaking a word into its individual phonemes.
- ▶ **Chunking:** Splitting a word into its syllables.

po^{rn} fishing



Learning to read and write is difficult!

- ▶ There are **44** phonemes in the English language. All the words we speak are made by blending these 44 phonemes together
- ▶ If we just had just 44 graphemes, learning to read and write would be pretty easy
- ▶ Unfortunately, there are approximately **250** graphemes
- ▶ That means children need **lots** of practise and repetition

a – acorn

a-e – cake

ay – play

ei – vein

eigh – sleigh

ey – hey!

ea – great

aigh - straight



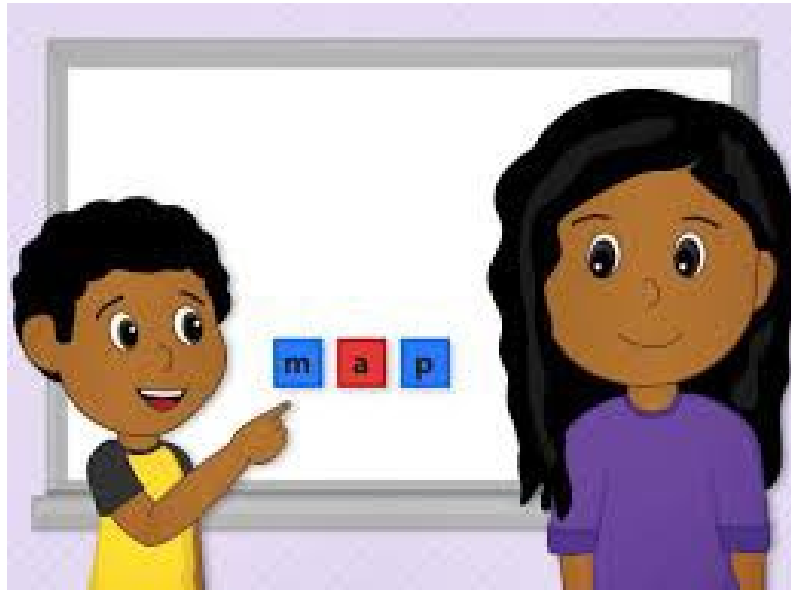
Pure sounds:

Pure sounds in phonics are the clear, distinct pronunciations of letter sounds without adding an extra "uh" sound at the end

If 'cat' is sounded out as c-uh, a, t-uh, it makes blending it correctly more difficult.

cat

Correct pronunciation of pure sounds





a



b



c



d



e



f



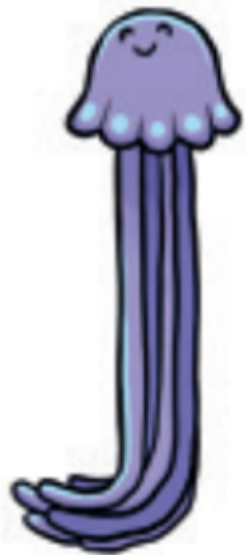
g



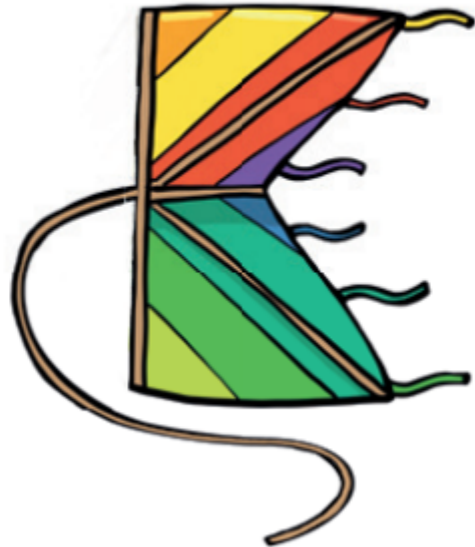
h



i



j



k



l



m



n



o



p



qu



r



s



t



u



V



W



X



y



z

Sounding out and blending CVC words

CVC: consonant, vowel, consonant

cat

tap

tin

pig

run

dog

leg

lid

In the Little Wandle scheme, the initial graphemes the children are introduced to in Phases 2 and 3 have pictures and phrases(mnemonics).

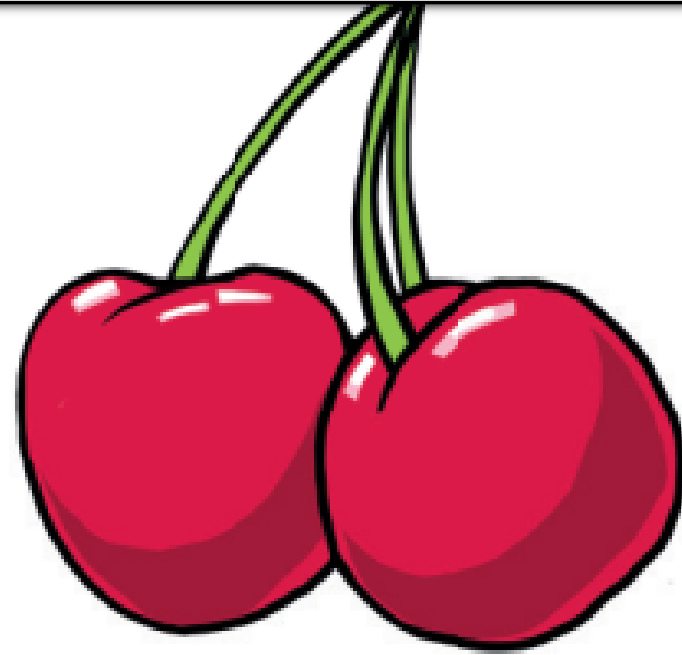
qu



queen

qu Quick, it's the queen!

ch



cherries

ch Chew the cherries,
children.

sh



shells

sh Share the shells.

th



thumb

th Thumbs up, we're having fun.

ng



ring

ng Bling on a ring.

nk



pink panda

nk I think I am pink.

ai



tail in the rain

oo



hook a book

ee



sheep in a jeep

oo



zoom to the moon

igh



a light in the night

ar



march in the dark

oa



soap that goat

or



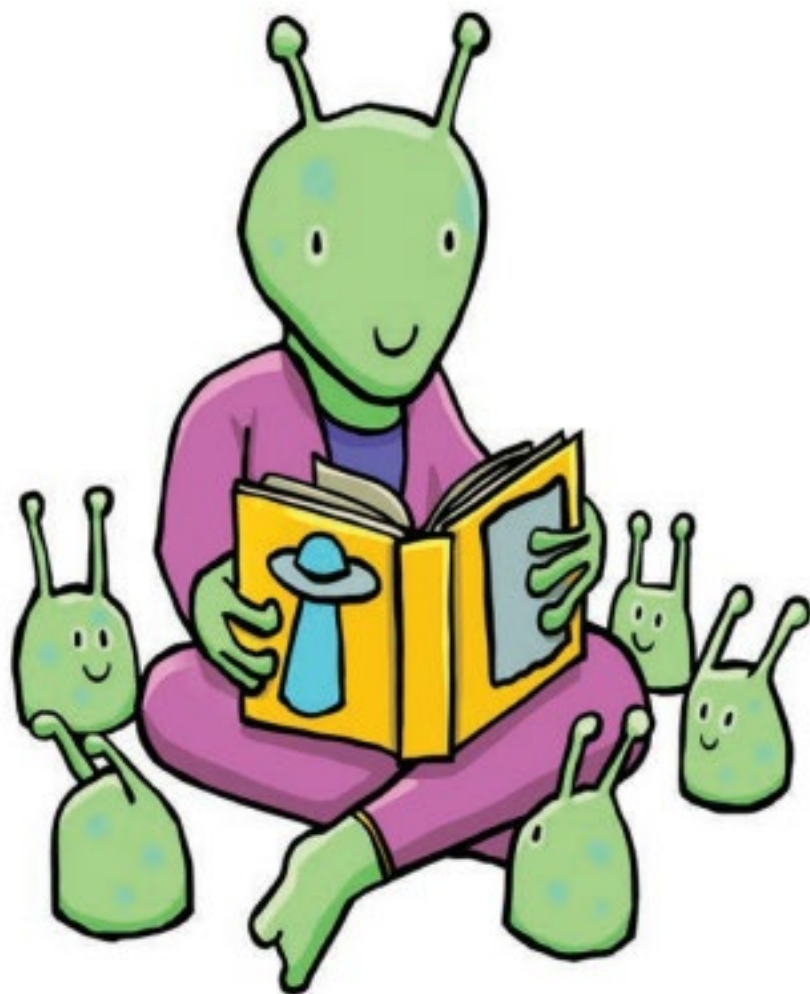
born with a horn

ur



curl the fur

ear



get near to hear

OW



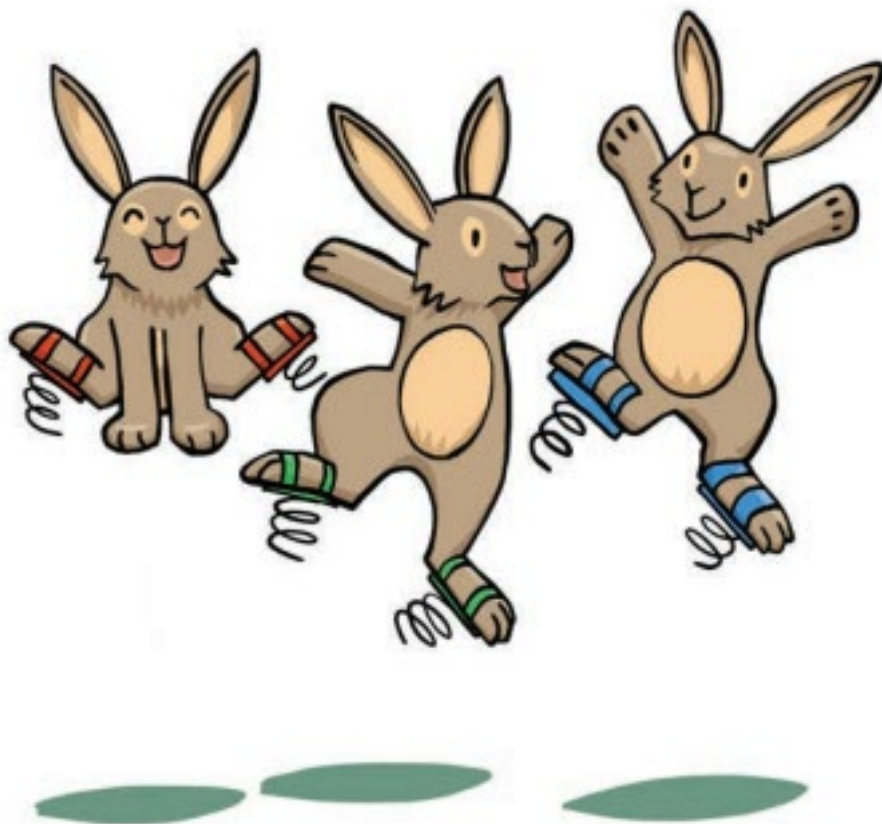
wow owl

air



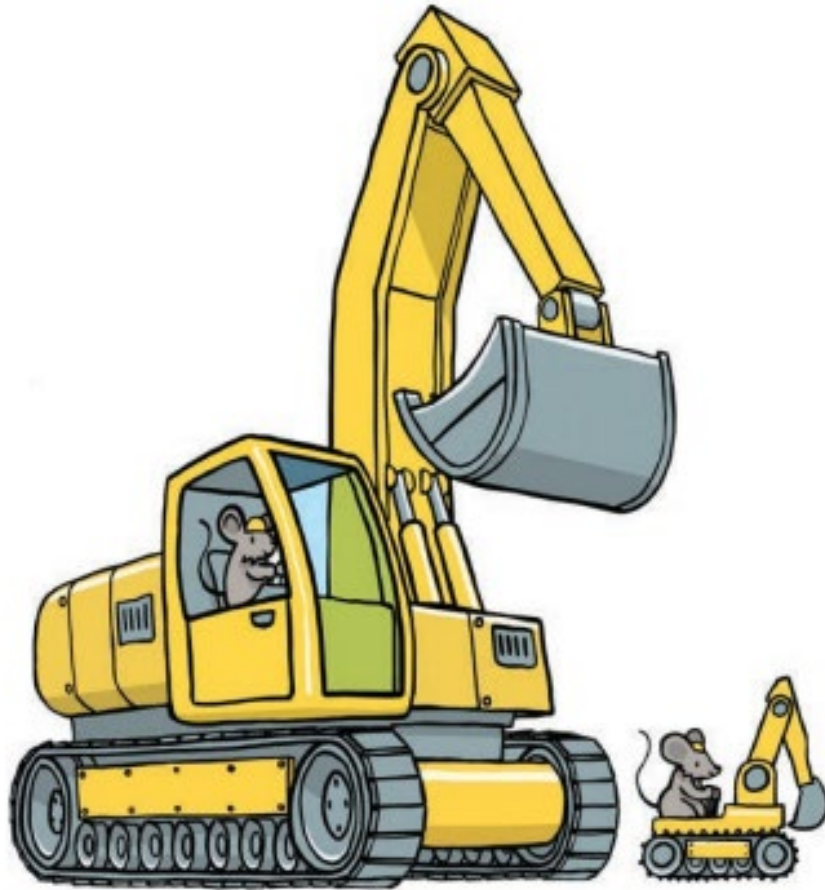
chair in the air

oi



boing boing

er



a bigger digger

Grow the code:

Individual phonemes can be represented by a range of graphemes. In Little Wandle, learning the range of graphemes is called 'growing the code'.

After the initial phoneme/grapheme is introduced, the following graphemes for the same phoneme do not come with a mnemonic.



s

ss

c

se

ce

st

sc



t

tt



p

pp



n

nn

kn

gn



m

mm

mb



d

dd



g

gg



c

k

ck

cc

ch



r

rr

wr



h



b
bb



f
ff
ph



l
ll
le
al



j
g
dge
ge



v
vv
ve



w
wh



x



y



z
zz
s
se
ze



qu



ch
tch
ture



sh
ch
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ssi
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ci



th



ng



nk



a



e
ea



i
y



o
a



u
o-e
ou



yoo



ai

ee

igh

oa

oo

oo

ar

ay

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ue

u*

a*

a

e

i

o-e

u-e

u

oul

al*

a-e

e-e

i-e

ou

ew

u-e

eigh

ie

y

oe

ou

ew

aigh

y

ow

ui

ey

ey

ea



or
aw
au
aur
oor
al
a
oar
ore



ur
er
ir
or



ow
ou



oi
oy



ear
ere
eer



air
are
ere
ear

zh

su
si

How to support reading individual words:

Help your child to spot all the graphemes in a word. Support or show how to sound out and blend. Adding sound buttons can be helpful.

How would you explain reading or spelling these words?

cat

chair

thank

book

cat

chair

thank

book

cat

chair

thank

boat



Split digraph: a pair of letters that make one sound but are separated by a consonant.

a-e: cake

i-e: bike

o-e: bone

e-e: these

u-e: cute or rude

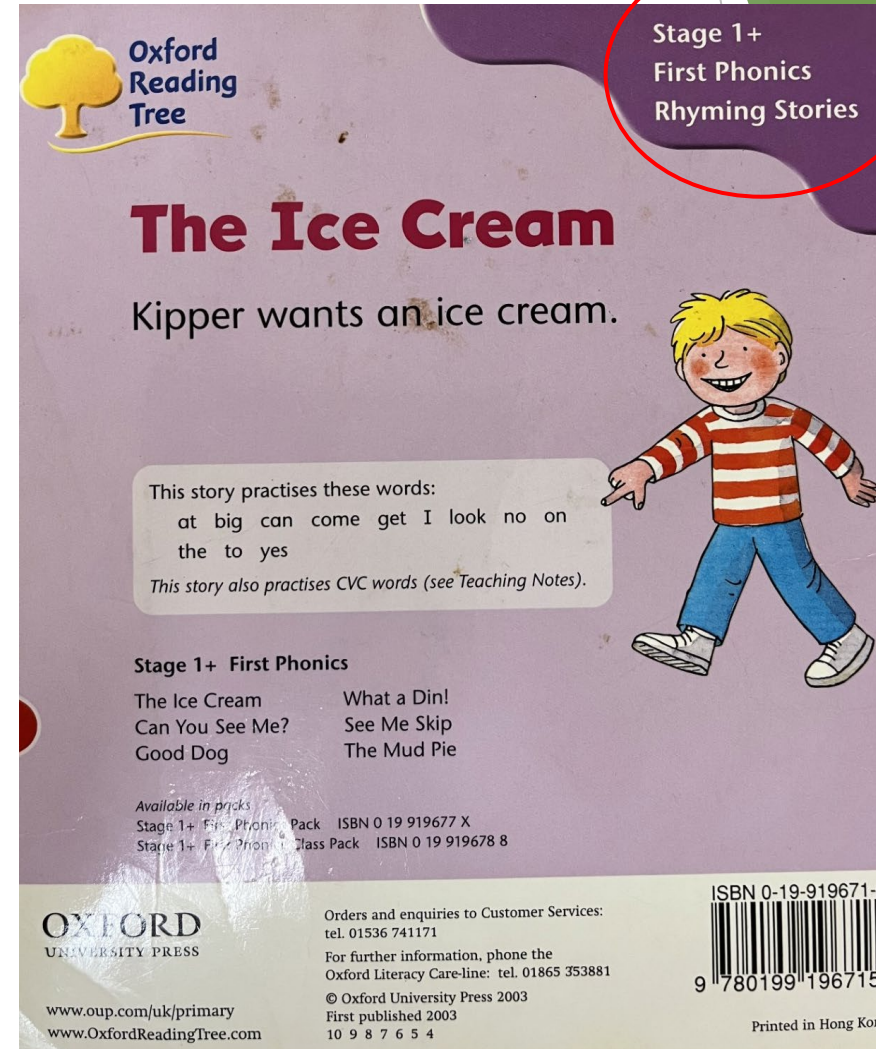
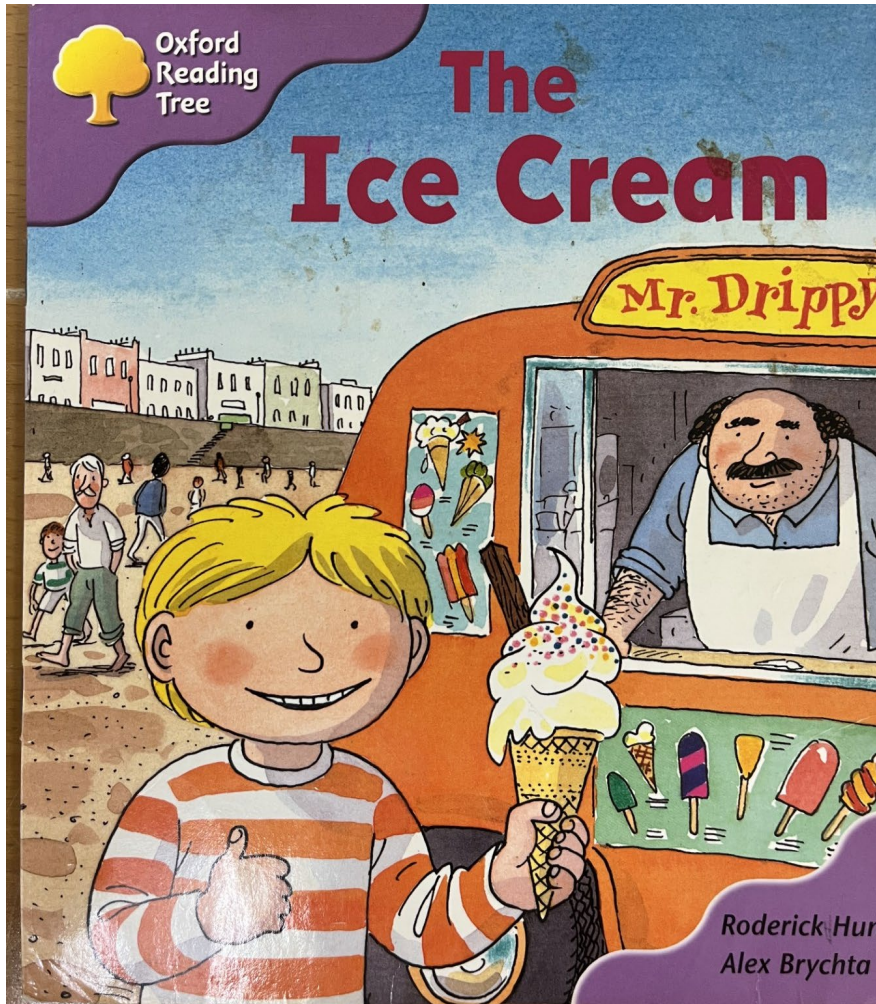
Reading at Home

Three main types of book brought home:

- Oxford Reading Tree
- Little Wandle
- Sharing books

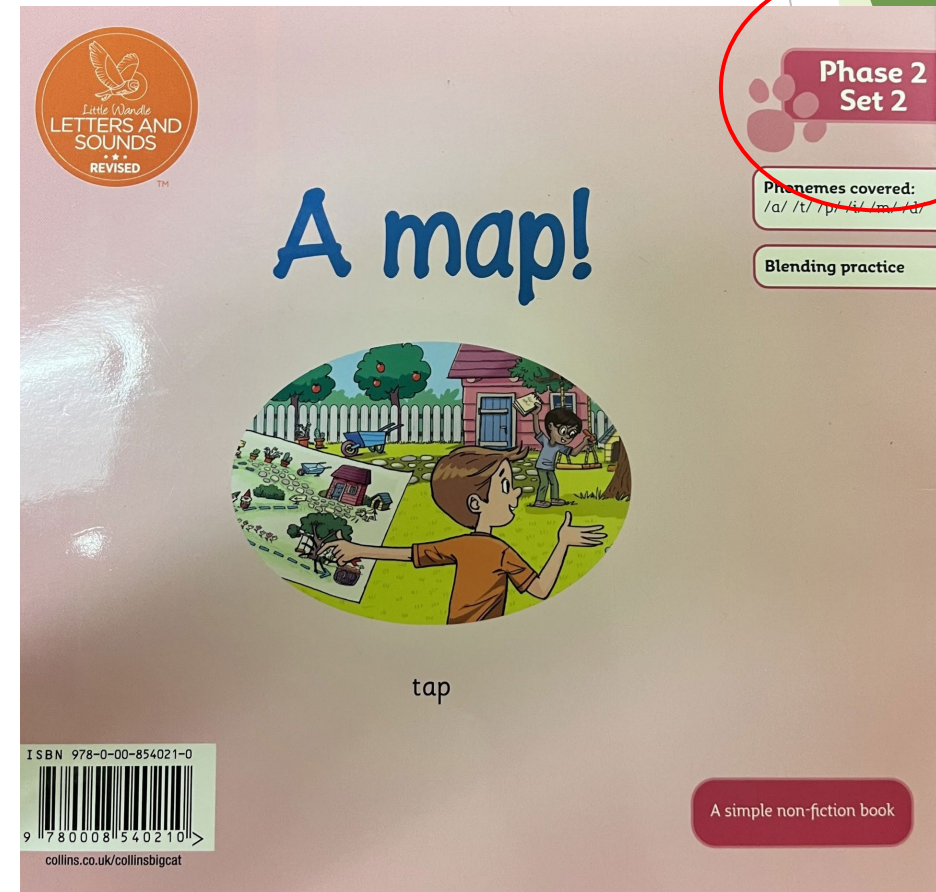
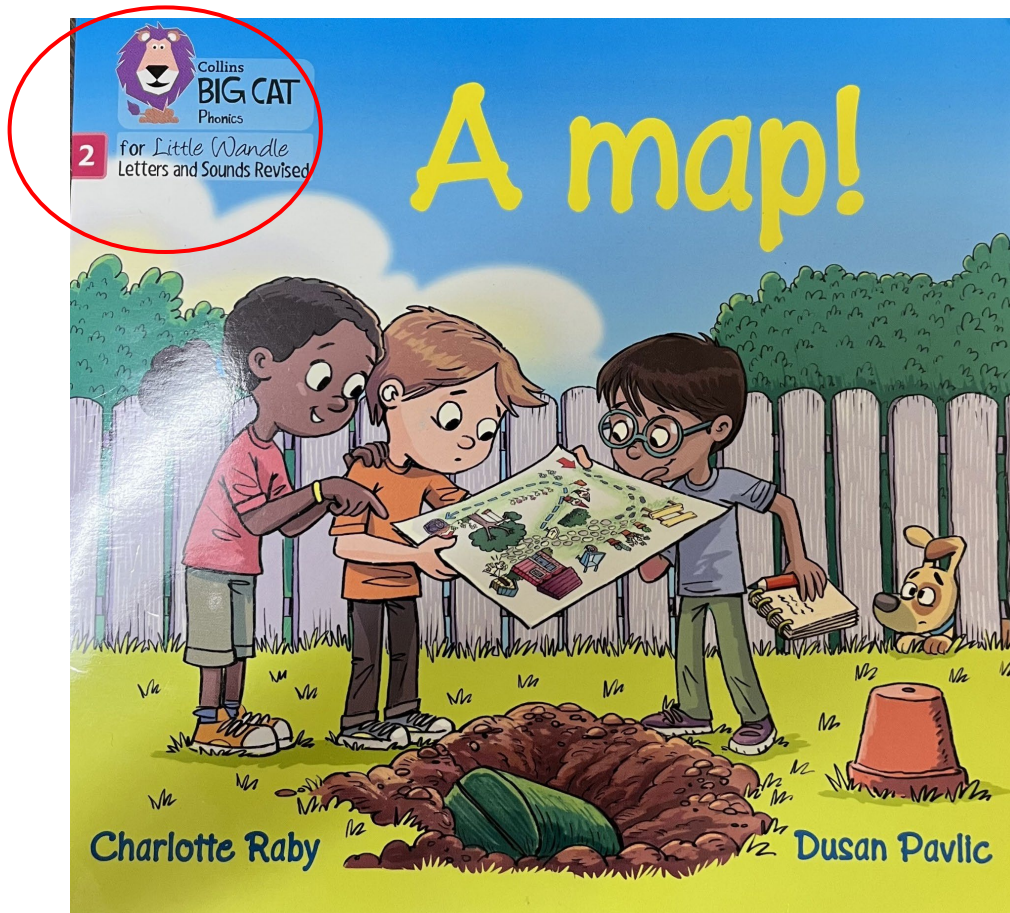
Oxford Reading Tree (ORT) Books

ORT books get progressively harder, but the tricky words and graphemes do not strictly follow the phases. A Stage 1+ book may contain the word 'shine' for example, and the children may not have learnt the i-e split digraph yet.



Little Wandle Books

Little Wandle books strictly follow the phases. A Phase 2 set 2 book will only contain sounds that have been taught up to and within that section of the phase. There is no progression order of books within a set.



Inside cover of Little Wandle Book

Before reading

Practising phonics:

Phase 3, Set 1

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised
- Fully decodable bonus content has been provided on pages 2–5 and 20–21.
- Children should read the main text first.
- Use bonus content to stretch reading stamina and deepen understanding.

Revisit and review:

Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.LittleWandleLettersAndSounds.org.uk

Read the GPCs

ai ee igh oa oo
oo ar or ur ow
oi ear er

Read the words

sail deep light
boat good food
dark torch turn
down coins near
river tools

Read the tricky words

the full and to
push of we be
they

Vocabulary

Ask the children to read these words.
Check understanding.

tunnel silver eels
hidden sharp chinks

Practise and apply:

Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

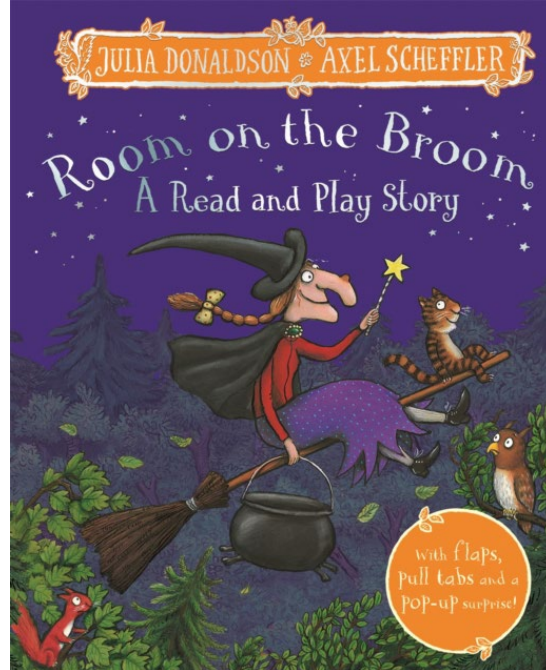
The books in the first Little Wandle sets have sound buttons.



Why doesn't 'the' have sound buttons?

Sharing Books

These are primarily to be read to the children, to help build a love of books and reading. Children might enjoy spotting tricky words or graphemes they know. As children grow in confidence they may be able to read the book themselves.



Take home books

KG: 1 Little Wandle book and 1 sharing book.

Your child will have already read the LW book several times at school, so it may appear too easy. The aim is to build confidence and share success. Practise and repetition will help develop confidence and fluency.

The sharing book is to be read to your child to develop a love of reading.

Books sent home on Wednesdays and need to be returned on **Mondays**.

Take home books

Year 1: 2 Little Wandle books and 2 ORT books.

The Little Wandle books will develop confidence and fluency. The ORT books will help expand vocabulary and exposure to words that require other strategies to read them (picture clues and context).

Books changed on Thursdays.

Take home books

Year 2: 2 x 2 ORT books.

The ORT books will help expand vocabulary and exposure to words that require other strategies to read them (picture clues and context). Some children may bring home Little Wandle books to help secure particular graphemes.

Books changed on Tuesdays and Thursdays.

It's okay to read a book several times. Repetition builds confidence and fluency.

Clues and Context

If a child is struggling to sound out and blend a word, they can also use picture clues and the context to make a guess about what the word might be.

What is the unknown word?

He got lots of _____.

Added context:

Tim went to the sweet shop.
He got lots of _____ .

Added context, picture clue and use of phonics:

Too Much Chocolate!

Tim went to the sweet shop.

He got lots of ch_____.

Children can become more independent if they can make good guesses about words. They should try their best to decode first however.



Decoding is the process of translating written words into spoken language by using knowledge of letter-sound relationships.

A child can be very good at decoding but have limited understanding of what they are reading.

Asking questions and having discussions with your child before/during/after reading helps check and develop their understanding.

Some examples of comprehension questions:

- Why do you think that happened?
- How do you think the character feels now?
- Why do you think they did that?
- What do you think might happen next?
- What did you like about the story?
- Can you retell the main parts of the story?
- Does the story remind you of anything?
(something they've done/another book/a film)

When supporting reading. Think about:

- Spotting 'tricky words'
- Spotting digraphs, trigraphs and split digraphs
- Encouraging and modelling sounding out and blending using pure sounds
- Children shouldn't sound out if they don't need to
- Using the context and picture clues
- Asking comprehension questions

Homework sounds to practise

- In KG to Year 1. Sounds and words will start coming home to practice. These are sounds the children have learnt that week. Cut the sounds out and use them for games and activities.

s	s	<u>s</u> it	<u>s</u> it
a	a	<u>a</u> t	<u>a</u> t
t	t	<u>t</u> ip	<u>t</u> ip
p	p	<u>p</u> en	<u>p</u> en
Front		Back	

Activities with sounds and words

- ▶ Speed challenge: How fast can your child say all the sounds and words when they get held up? Time it and see how fast they can get.
- ▶ What's missing?: Lay all the sounds/words on the table. Your child says all the sounds then closes their eyes, whilst you remove a sound. When they open their eyes they need to remember which card is missing.
- ▶ Ladder game: Arrange the sounds/words in a row to make a 'ladder'. Use a toy e.g. a lego figure to climb the ladder. If your child correctly says the sound the toy is on, they climb on to the next one. If they don't, they slide back to the bottom. Can they make it to the top? For extra motivation, a prize could be at the top.
- ▶ Have the sounds stuck somewhere e.g on the fridge. Practise at breakfast time.

Writing and Spelling

Supporting spelling is a tricky balancing act. We want children to use their current phonics knowledge and don't want to correct everything they do. Children can get 'hung up' on trying to spell every word correctly. We also don't want them spelling lots of words incorrectly. It is dependent on where each child is on their learning journey. If a tricky word has been taught, it should be corrected when incorrectly spelt.

What word has this child spelt?

bighck

What word has this child spelt?

bighck



Possible responses to the spelling 'bighk'

"Great sounding out"

"It's not quite right, but you used your phonics learning really well"

"I can see why you chose the 'igh' grapheme"

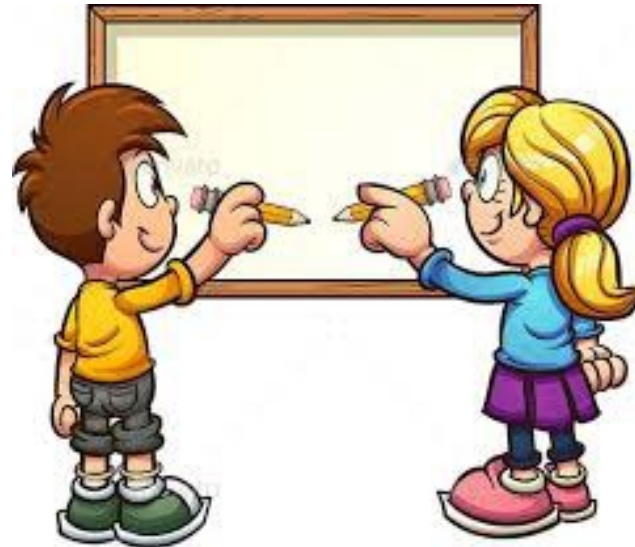
"Bike actually has the i-e split digraph in it"

"Your whole homework is about your bike, so I'll show you how it's spelt"

Phonetically plausible – Could plausibly be spelt 'bighk'

Meaningful activities to encourage writing:

- Shopping lists
- Labels
- Thank you letters
- Emails
- Postcards
- Plan meals
- Story writing
- Journals
- Party planning
- Writing on whiteboards/standing up



Phonics Information on the school website

[HOME](#) > [TEACHING AND LEARNING](#) > [PRIMARY TEACHING AND LEARNING](#) > [EARLY YEARS & KEY STAGE 1 CURRICULUM](#) > [PHONICS RESOURCES](#)

Type 'phonics' in search bar

Thanks for coming!

