



# Phonics & Early Reading

So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.

William James

# What is Phonics?

- ▶ Phonics is a way of teaching children how to read and write.
- ▶ It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

# Did you know?

The English language has:

- ▶ 26 letters
- ▶ 44 sounds
- ▶ Over 100 different ways to spell those sounds

# Little Wandle

## Why change?

New government guidance on Systematic Synthetic Phonics

- ▶ One scheme approach
- ▶ Schemes need to be validated
- ▶ Schemes must provide resources with fully decodable books





## Why Little Wandle?

- ▶ Closest to our current programmes
- ▶ Research and evidence based
- ▶ Clear progression and review and revisit regularly
- ▶ Keep up guidance and plans
- ▶ Not teaching to the test

# How do we teach Phonics?

- ▶ Daily sessions (around 30 minutes)
- ▶ Specific order of teaching
- ▶ Correct pronunciation is key
- ▶ Repeated practise – revisit previously taught sounds at the start of each lesson.

# Phase 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>S</b>	 snake	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 <b>a</b>	 astronaut	Open your mouth wide and make the ' <b>a</b> ' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.



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R Au1 extra

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R Au1 extra

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R Au1 extra

sat

# Phase 3

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo



ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Sp1 wk1

meet

. \_ .

R Sp1 wk1

rain

. \_ .

R Sp1 wk1































sheep

\_ \_ .



# Grow the Code – into Phase 5

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c 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 ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 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	

\*depending on regional accent

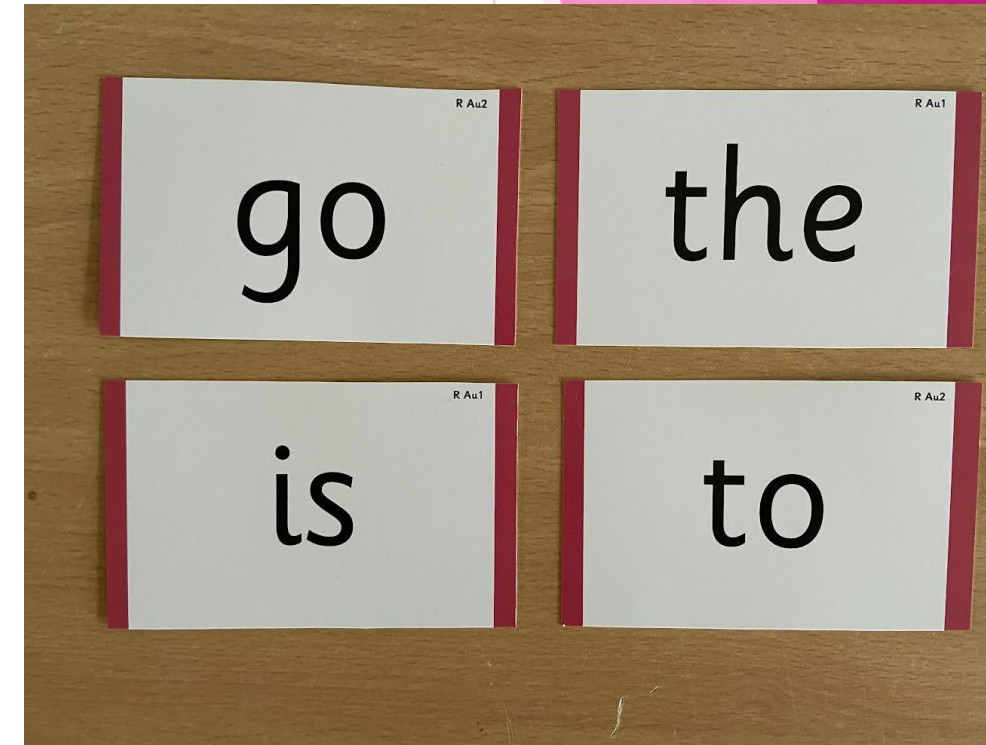
# Tricky words

Phonics is the primary reading strategy so we focus on what they CAN read first and explain why the word is tricky.

**the**

**said**

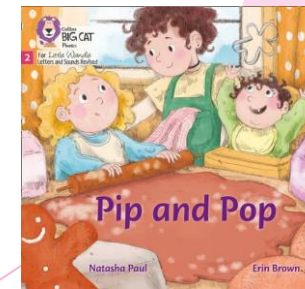
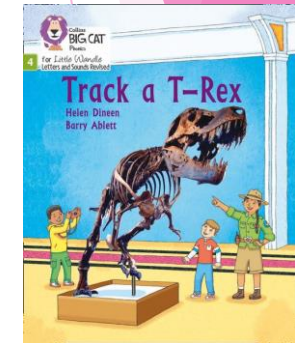
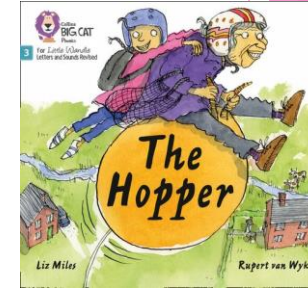
**when**



# Reading practise

- ▶ 3 session with the same book!
- ▶ Day 1 – Decoding
  - ▶ All read the same time
  - ▶ Repeated readings and teacher moves round
- ▶ Day 2 – Prosody
  - ▶ Reading with meaning, stress and intonation
  - ▶ Choose page to focus on. Repeat after me. Why do we stress certain words? 'It was a BIG mess'
- ▶ Day 3 – Comprehension
  - ▶ 'I know the answer because ...'
  - ▶ Prove it. Explain it.

**A book of the same Phonics level will then be sent home.**



# Reading

- Reading books matched to their Phonics phase – regularly checked.
- In order to encourage children to become a lifelong reader, it is important that they learn to read for pleasure.
- They will bring home a 'sharing book' for you to enjoy together - you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



# Reading at Home

## 1. Decoding

Segmenting and blending and starting to learn new words.

## 2. Fluency

Reading sentences with pace to help support understanding

## 3. Expression

Reading with feeling to help support understanding

## 4. Understanding

Being able to answer questions about the book (e.g about the characters / feelings / predicting)

Resources we are  
using ...

# My Alphabet Mat

Aa



Bb



Cc



Dd



Ee



Ff



Gg



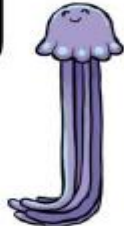
Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx





























Yy



Zz



								
Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear, down and curl under his chin.	Down, up and over the helicopter.	Down the iguana's body, then draw a dot at the top
								
All the way down the jellyfish; dot on its head.	Down the kite, up and across, back and down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.	Down the stick, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground, up the arch and over the rainbow.
								
Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.	Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.	



# Phase 2 Sound Mat



s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



l



j



v



w



x



y



z



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sh



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ng



nk

## Phase 3 Sound Mat



ai



ee



igh



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oo



ar



or



ur



ow



oi



ear



air



er

### Tricky

is I the as and has his  
her go no to into she  
he of we me be

### Tricky

was you they my by  
all are sure pure



# Phase 5 Sound Mat



ay



ou



oy



ea



ir



ie



ue



o



i



a



e



a-e



i-e



o-e



u-e



e-e



ew



ie



aw

## Tricky

their people oh your Mr Mrs Ms ask could would  
should our house mouse water want

# Recap

- ▶ Phonics and English sessions continue as usual.
- ▶ Regular keep up to support children that found a lesson tricky.
- ▶ Group reading sessions 3 times a week- to be started after half term.
- ▶ When books come home they have been well practised and you can celebrate their success! Practise leads to fluency!
- ▶ Website <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>