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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)

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How many times have you already read today?

A photograph of a 'QUARTERLY Utilities Invoice' from Greater Vernon Water Utility. The invoice is for a residential account (12345678) for the quarter ending April 7, 2020. It details water and sewer usage, including meter readings and consumption in cubic meters. The total amount due is \$392.50. The invoice also includes a table of charges and a small bar chart at the bottom left.

DATE	METER NO.	NO. OF DAYS	CURRENT READING	PREV. READING	CONSUMPTION	AMOUNT
Mar 16, 2020	A-12345678	91	236	168	68 CUBIC METERS	324.63
Apr 7, 2020					48.00 CUBIC METERS	7.48
Apr 7, 2020					28.00 CUBIC METERS	96.00
Apr 7, 2020						35.60
Apr 7, 2020						50.12
Apr 7, 2020						117.60
Apr 7, 2020						29.39
Apr 7, 2020						4.11
Apr 7, 2020						392.50

Phonics

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



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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.

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Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend





Segment

(Definitions in pack!)

We teach Phase 2 in this order










Phase 2 grapheme information sheet

Autumn 1



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	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 a a a	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 t t t	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 p p p	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 i i i	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 nnnnn sound nnnnn	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 j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	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 w w w	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 cs/x sound through as you close your mouth cs cs cs (x x x)	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 y without	Down and round the yo-yo, then follow the string sound

Let's say the Phase 2 sounds

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



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**

We teach blending so your child learns to read



- First, we segment words orally for the children to blend.
- Teacher-led blending (using sound cards) is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- For those finding blending tricky, we will run keep up interventions



Blending to read words



- We come away from using the cards sooner than suggested as we like the children to see the written the words (with letter formation).
- See 'How we teach blending' video

Sound buttons

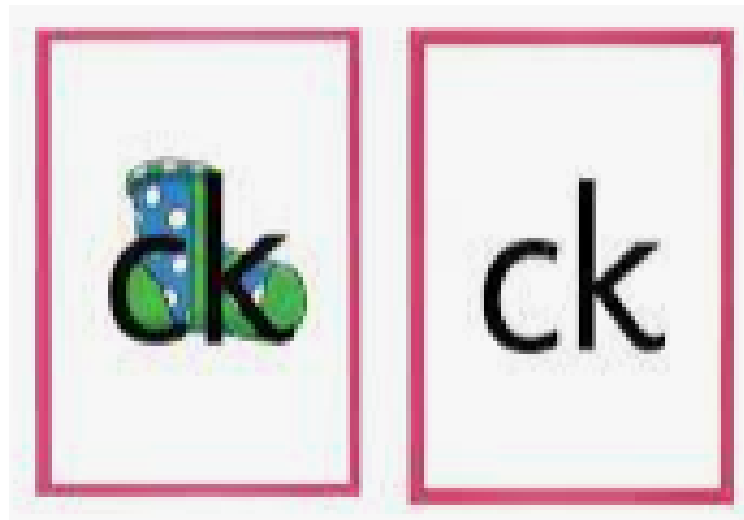


Reading tricky words (see guidance in pack)

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Recognising tricky words aids fluency when reading sentences.



How we make learning stick





Reading and spelling









Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	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 a a a	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 t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.



How do we teach spelling?

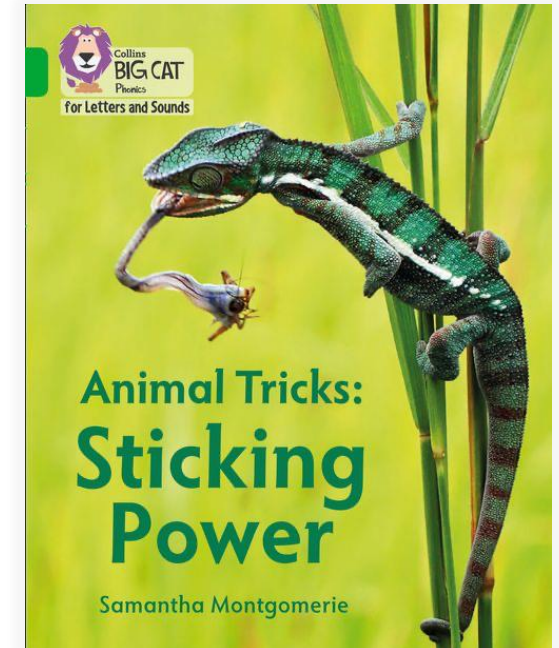
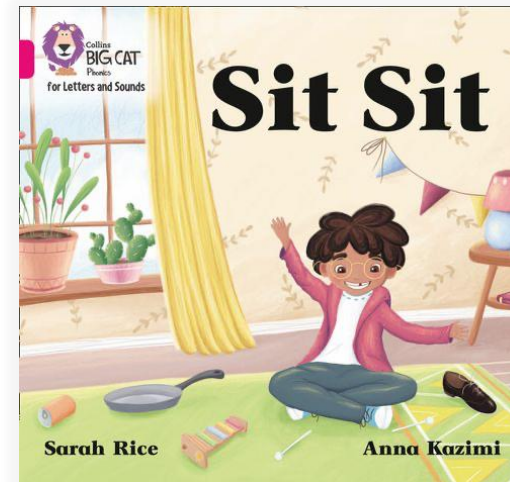
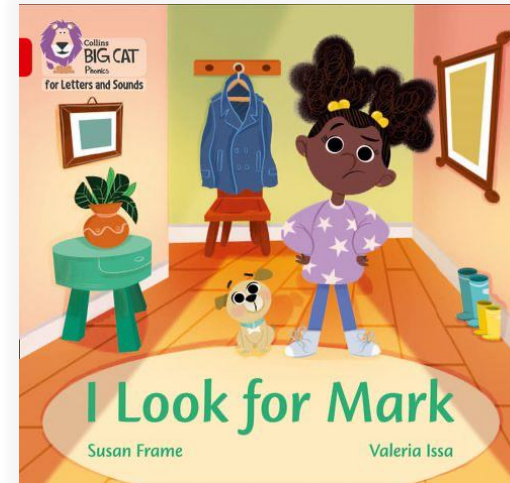
- Say the word.
- Segment the sounds **using segmenting fingers.**
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- timetabled 2-3 times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children will bring a book home in week 5



How do we find the right book for your child?

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

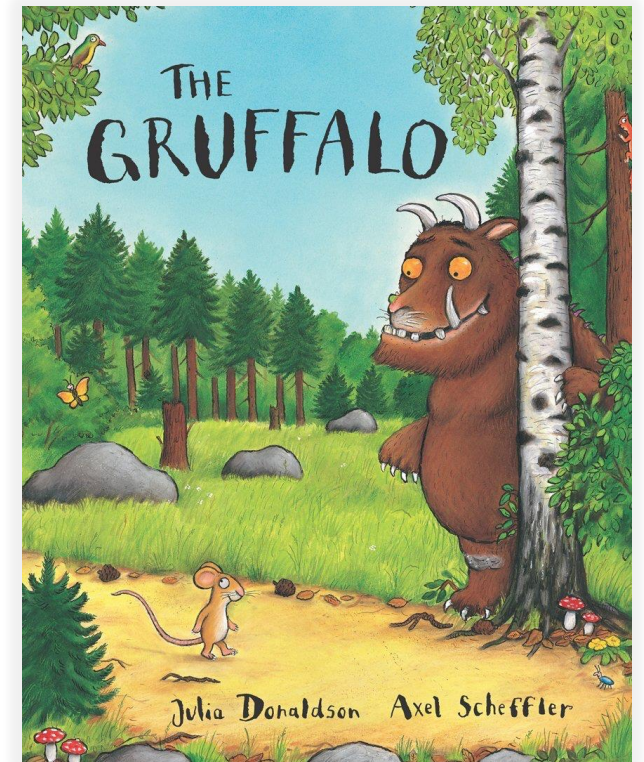
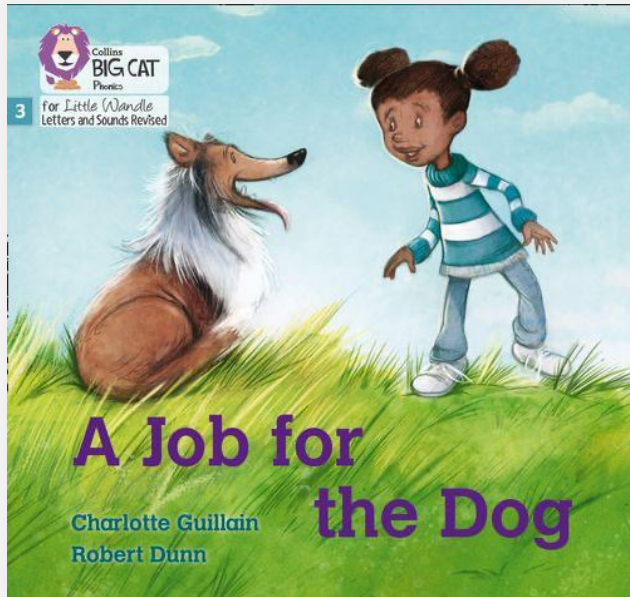
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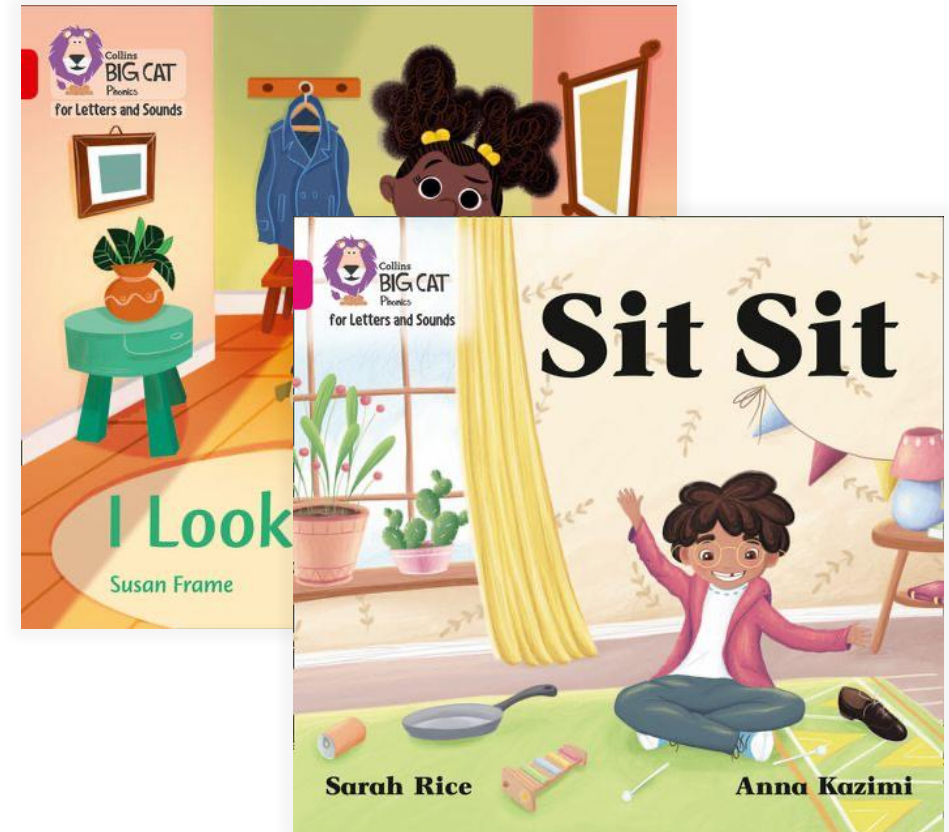
Reading at home

Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Your child may bring home a wordless book...

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.





- Books will be taken in on a Thursday
- New books will come home on a Friday
- Sound cards will be added as new sounds are taught
- To achieve a fiver, your child needs to read their reading book to you or practise their sound cards.

Please leave reading books and sound bags in your child's book bag so we can access them on any day of the week!

Read to your child



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.



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**

Keep practising the
graphemes in sound
bags 😊



**Phase 2 sounds taught in
Reception Autumn 2**

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



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

Carl Sagan

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