

Phonics

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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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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.



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

We start by teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We have started teaching our phase 2 phonics lessons this week.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



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

Practise at home



- Every Friday we will send home
 - Sound cards – small copies of the sound cards that we use in class, for the sounds learnt that week (4 a week this term).
 - Writing sheets – a Little Wandle writing sheet relating to each of the sounds learnt that week. These are not homework and do not need to be completed but are great to use to practice with your child at home.



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

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



Tricky words

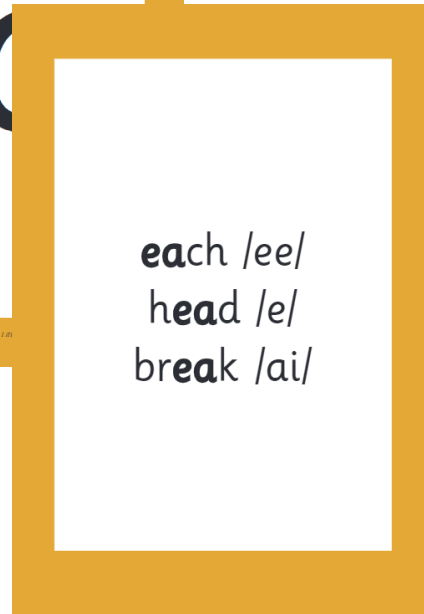
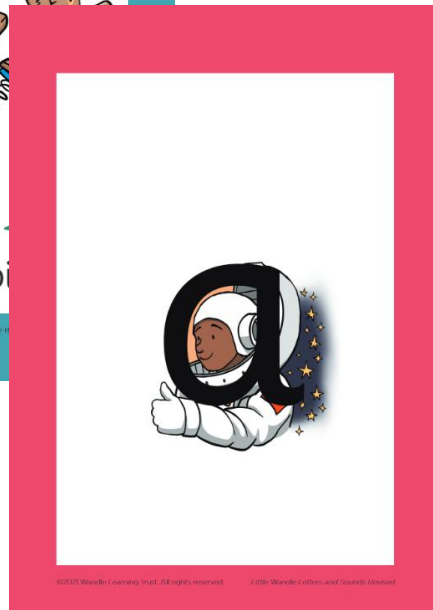
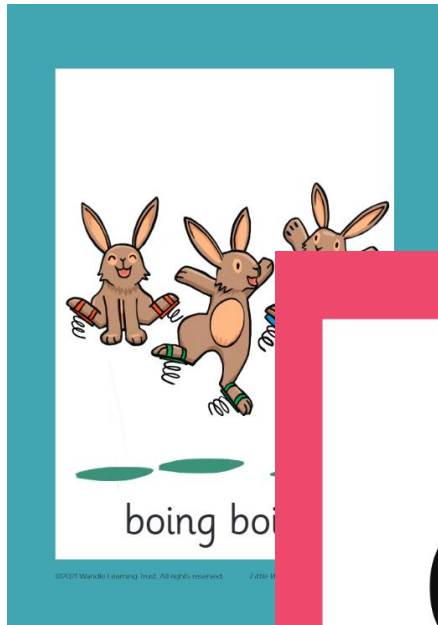
- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Reading tricky words



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.

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How do we teach spelling?

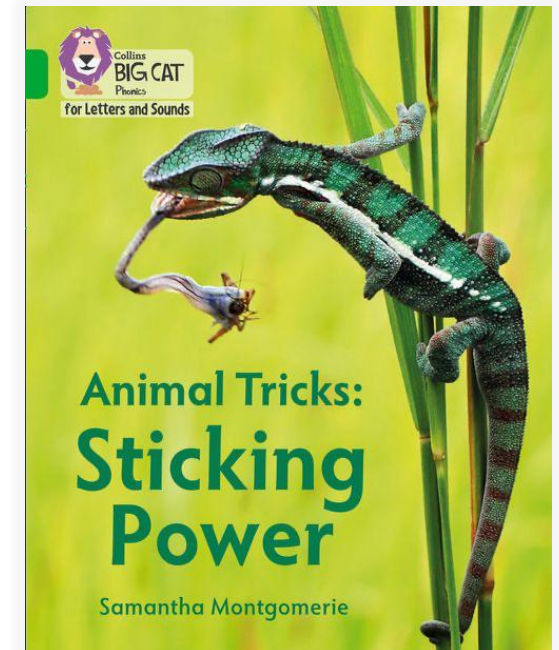
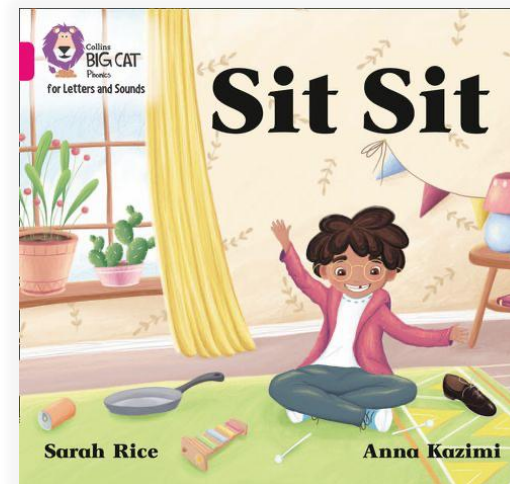
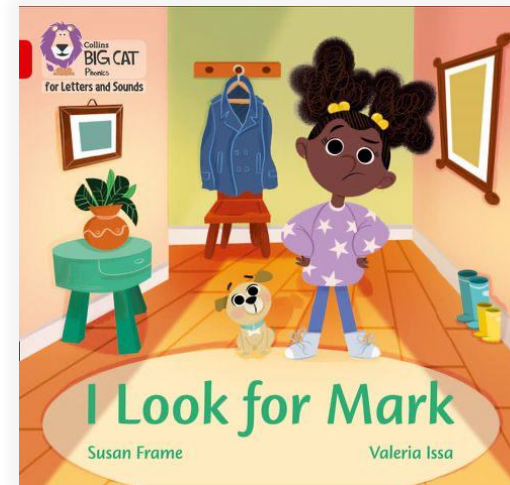
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

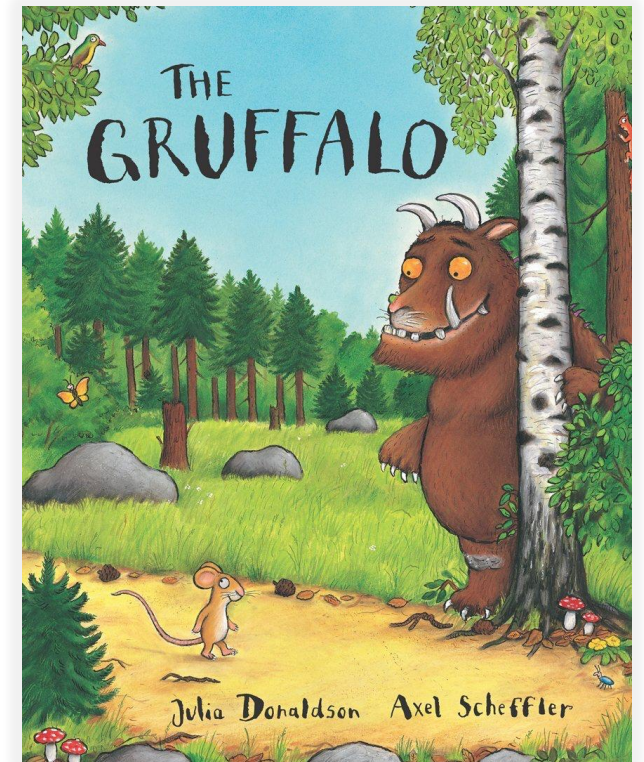
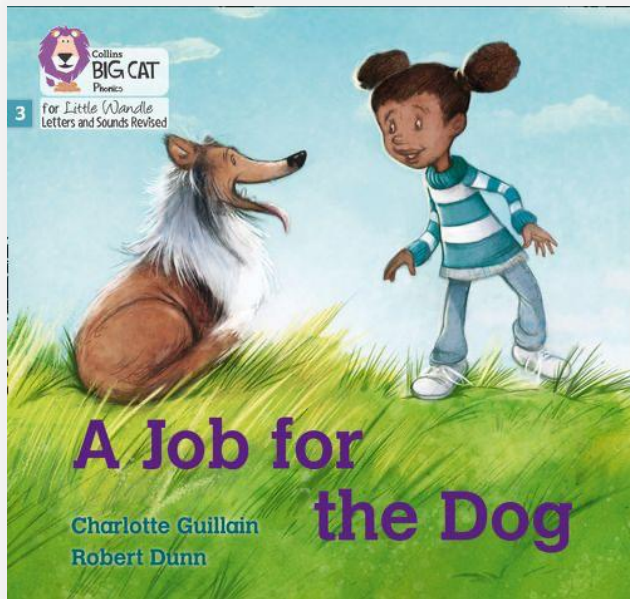
- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups





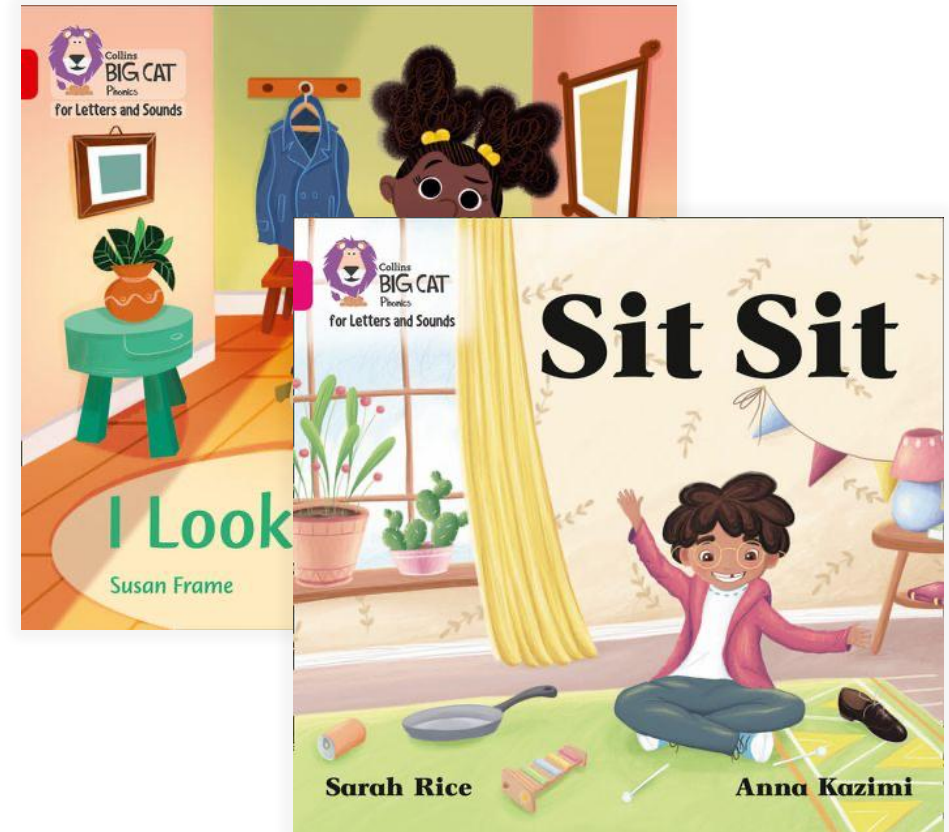
Reading at home

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.



Reading wordless books

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.



Read to your child

The shared (library) 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.



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.



“

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

Carl Sagan

”



Who's in Robins Class?

Monday, Tuesday, Friday – Miss Gilbody

Wednesday, Thursday – Mrs Robinson

Other adults:

Mrs Christopher, every morning

Mrs Shone – Thursday and Friday morning

Mrs Woolven, Ms Brown, Ms Young – afternoons



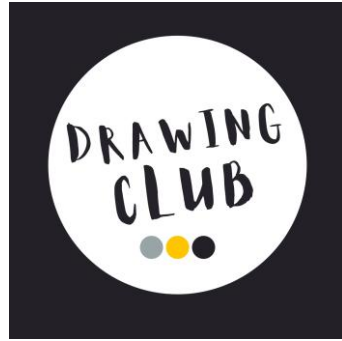
Classroom Routines

- PE Days – **Tuesday** and **Friday** from next week
- Library – **Thursday**
- Little Wandle books (and reading for pleasure book later) – **Thursday**
- Outdoors afternoon – **Monday** (waterproofs and wellies – can be kept in the Robins shed at school)
- Curriculum Map will come out to families every half term.

What to bring into school?

- Please can your child bring their bookbag into school every day.
- PE kits should come into school on a Monday and will be sent home on a Friday
- Coats/hats/scarves/gloves etc (weather dependent)
- Wellies/waterproofs can be left in school in the Robins shed or on pegs (we have spares of both of these)

Drawing Club



Drawing Club is the approach we use in Reception to teach literacy. It brings the magic of story into the classroom and allows the children to create their own adventures and develop a love of drawing and writing. It develops skills including fine motor, maths, early writing, vocabulary and most importantly, imagination and excitement!

- Story book, traditional tale, animation
- Vocabulary linked to text
- Character, setting, adventures!
- Codes

Parent Sharing



- Parent Sharing sessions happen four times throughout the school year, parents are invited into class to share in the children's learning. Our first parents sharing session is **Thursday 22nd October at 2:50.**
- Harvest Festival at the church – **Wednesday 14th October (morning)**
- Christmas – Robins Nativity and evening Carol Concert, dates to be confirmed

