



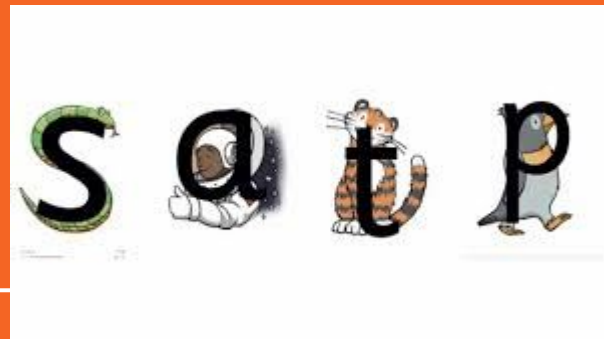
PARENT WORKSHOP

New Reading & Phonics Scheme

Monday 6th December 9.05am

Great Hall

Essential and important information for parents on the new Little Wandle Letters and Sounds scheme and how to help your child read at home.



Why learning to read is so important



- Reading is essential for your child's future academic achievement, well-being and success in life.
 - Good reading, writing and language development is essential.
 - Children who struggle to read struggle in all subjects.
 - Enjoying reading and choosing to read have social and emotional benefits for children.
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Nursery

- Nursery children are taught Phase 1 Phonics to help them get ready for reading. This focuses on listening skills, instrumental sounds, environmental sounds, alliteration, rhythm and rhyme, oral segmenting and blending.
 - They have storytime at least once a day, normally more
 - They learn lots of songs and rhymes by heart
 - The curriculum is based on key texts
 - Children take home one book a week to read for pleasure and a reading record to fill in.
 - Children who are already reading will be assessed and given one to one or small group support in Nursery.
 - If your child is interested in learning to read and showing signs they can please talk to your teacher.
 - Please say phonemes correctly and do not use letter names.
 - Please do not teach your child to read using other schemes than Little Wandle.
 - Write the letters in their name or other words in lower case ie **cat not CAT**
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Our New Phonics Programme

- **‘Little Wandle Letters and Sounds Revised’** is a complete systematic synthetic phonics programme. It has involved:
 - Staff training sessions in the new scheme
 - Purchase and preparation of new resources so all classes have the same.
 - Purchase of new reading books
 - Reorganisation of all our old reading books into phonic phases (colour bands have gone!)
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Phonics and reading



In Reception, Year 1 and Year 2 children now have:

- a phonics lesson every day for about 20 minutes
 - three reading practise sessions a week for about 20 minutes each.
 - storytime every day
 - Year 1 and year 2 have a Library session every week.
 - Reading practise at home.
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Three Components of Reading

- Comprehension:
 - Focus on learning vocabulary, Key texts, Power of Reading, Book talk (discussions and questions), Comprehension characters, Whole Class Guided Reading.
 - Reading for Pleasure:
 - Library, Daily Storytime, Little Free Library, Reading Den, Beanstalk Readers, Mystery Readers, Book Fairs, Visiting Authors, Book week celebrations, The Reading Tree.
 - Word Reading:
 - Phonics and practising reading
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What is the phonics code?

- The way we teach children how to read and spell words.
- It helps children hear, identify and use different sounds in words
- It is a code - reading
 - what sound do these letters make? n - igh - t
 - How do they sound when they are combined? night
- It is a code - spelling
 - Look at the picture? Say the sounds the word has?
 - How you write those sounds? - t - r - ai - n
- What if there is more than one way to write a sound? ai - ay (day) - ey (they) eigh (sleigh)
- We teach how to choose from alternative spellings ie ai normally goes in the middle of a word.
- We teach alternative pronunciations for reading ie - what is this word? J - ie -f
- Is it ie as in tie and pie or ie as in thief, belief
- Words that can be read using these strategies are called 'decodable' words



What parents need to know about phonics

- How to say the phonic sounds correctly



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1

- How to blend phonic sounds to read words.



How we teach blending

What parents need to know about phonics cont....



How we teach tricky words

- Some phonics jargon:
 - grapheme, phoneme, GPC, tricky word, trigraph, digraph
 - What tricky words are and how we teach them.
 - Words that have parts that the child has not learnt yet.
 - For example the words 'she' and 'he' come up a lot so children need to read them early on but phonetically they should be **h-ee** & **sh - ee**.
 - So we teach them that the tricky part is the **e** and it sounds like **ee**
 - What prosody is.
 - Reading a text aloud accurately with fluency, expression and pace that shows your child understands what they are reading.
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What is taught when?

- A progression overview is available on the Burlington English page of the website.
https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf
- Your teacher will keep you updated throughout the year and let you know what is being taught each half term.
- Example:

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none">• words with –s /s/ added at the end (hats sits)• words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

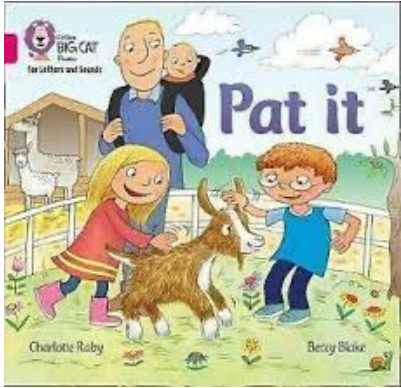
All children in the class are taught together in phonics

- What if your child is a good reader and can read all the graphemes in the phonics lesson?
 - They still need to learn how to spell and write using the graphemes we are teaching.
 - They will be given more challenging tasks in the lesson.
 - What if your child finds the phonics lesson very tricky?
 - They may have a Teaching Assistant to help them in the lesson.
 - They will be given a 'keep up' additional phonics session the same day to help them learn what they found tricky.
 - They may be given additional 'intervention' sessions in small groups to help them 'catch up'
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Assessment

- Little Wandle provides half termly assessments which we use to check
 - which tricky words and graphemes your child knows
 - can they spot them and blend them in words.
 - We then work out which phonic phase they are working at
 - They will then be given a decodable books to read with only the graphemes and tricky words they are secure in.
 - Decodable books will have stickers on them to show which phonic phase they relate to.
 - You might therefore have found that the book your child has been given is too easy or easier than what they were given before.
 - At the beginning they may be allocated a book with no words if they find learning the phonemes or blending tricky. Encourage telling stories through pictures.
 - Books will no longer be allocated by colour band (although the old colour stickers may be still be on them). All books now have new stickers.
 - Once your child is secure in all the graphemes and tricky words they will be given two books per week labelled 'Reading Practise for fluent readers. This hopefully by the first term of year 2.
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Reading lessons at school



- Children will read a fully decodable book at school three times a week in a group of six children.

First to practise decoding the words

Second, to build prosody (using fluency, expression, pace and understanding)

Thirdly for comprehension (answering questions, talking about the book)

- Not all children in the class read the same book - this based on assessment.
 - Some children may read 5 times a week to help them catch up.
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Home Reading

- Children in Reception, Year 1 and some in Year 2 will take home four books a week.

A self - chosen Library book or book from their classroom for you to read to them

A non-decodable 'Reading for Pleasure' book for you to share. They may know some words but they are not expected to read it by themselves as it will have sounds and words they have not been taught to read yet. These are the old colour banded books (please ignore the colour bands!)

A fully decodable reading book with only sounds and words that they have been taught to read. These sounds are displayed on stickers on the front.

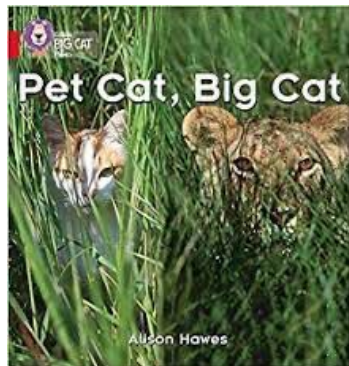
Ebooks - same book as read in class (logins coming soon)

- In Year 2, once children can read all the phonemes and tricky words they will be given a Library book and two 'Reading Practise - for fluent readers' books. These may be old more challenging colour banded books or chapter books.

How to help your child with Reading for Pleasure and Comprehension

- **Read to** your child every day:
 - It is very important to encourage a love of books by reading the book your child has chosen from the school Library or their classroom, ones you have at home or have borrowed from the New Malden Library. Children need to be exposed to listen to books they can not yet read themselves.
 - **Share a** book with your child:
 - The **non-decodable 'Reading for Pleasure'** book is for you to read together. Your child might be able to read it all or read some words but they are not expected to read it all independently. These are books that used to be in our reading scheme.
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How to help your child reading the decodable book and ebook



- Encourage your child to decode the words breaking it down into the phonemes **r - ai - n**
 - Encourage your child to then blend the sounds together.
 - Help them spot tricky words and find the 'tricky' part in them.
 - Reread the book to develop prosody. Help them read with expression by modelling it to them.
 - Talk about the book afterwards.
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How to help your child with comprehension

- Read in a quiet place and make it a special time
- Use lots of voices for different characters
- Use expression and punctuation ! ?A
- Talk about the pictures - before and/or after you have read the page.
- Predict what might happen next.
- Stop and help them understand new words - vocabulary is very important!
- Ask them lots of questions. What happened?
- Talk about the characters - what do they do? what are they like?
- Ask them if they liked the book or not. Why?
- Ask them if the book reminds them of any others.
- Ask them what they learnt in an information book.
- Retell or sequence the story - what happened first, next, last.
- Inference - work out what is happening from clues in the book ie how does this dog feel?





Book change and Reading Records

- Please keep filling in the Reading record at least three times a week to let us know the books have been read and any positive comments or concerns. You can also use Tapestry.
 - Your teachers will write in the names of the books they are allocating. They will try to respond to and make comments but are limited by time at the moment. Please bear with us!
 - Your class teacher will let you know which day the books should be returned every week.
 - Please return all the books weekly. £5 fine for books not returned within 2 weeks.
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Further information and any questions

- The Parent pages on the Little Wandle website has lots of information, guides and videos.

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

- If you have any questions please talk to your teacher or email me via the office admin@burlingtoni.org.uk

Thank you for coming!

Mrs Davies

Reading Lead
