

Teaching phonics, reading and spelling at the Federation of Spixworth Schools



In today's workshop we will be covering the following:

- Introduction to Little Wandle – Phonics and early reading
- Accelerated Reader - Reading in Year 2 and beyond
- Reading at home
- Spelling in Year 2





A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading



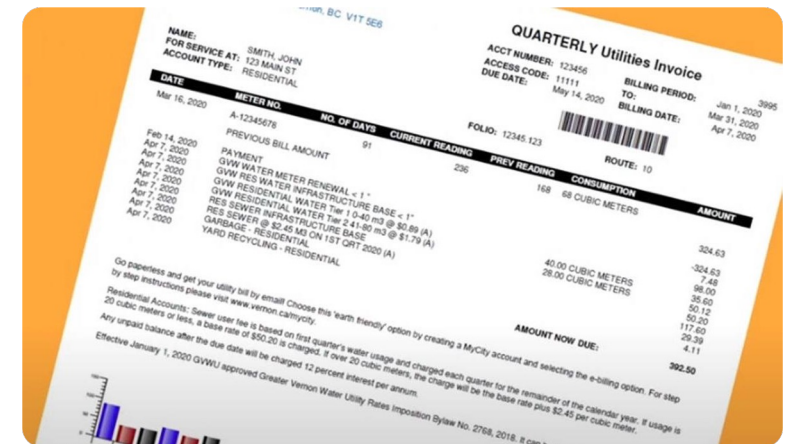
“

*A love of reading is the biggest
indicator of future academic success.*

OECD (The Organisation for Economic Co-operation and Development)

”

How many times have you already read today?



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.



“

Phonics is:

making connections between the sounds
of our spoken words and the letters that
are used to write them down.

”

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend


Segment

Teaching 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 x without	Down and round the yo-yo, then follow the string sound

Gradually your child learns the entire alphabetic code:



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

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

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCVCV CCVCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

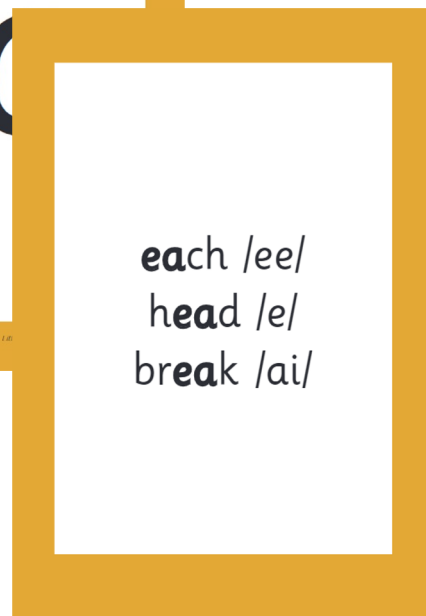
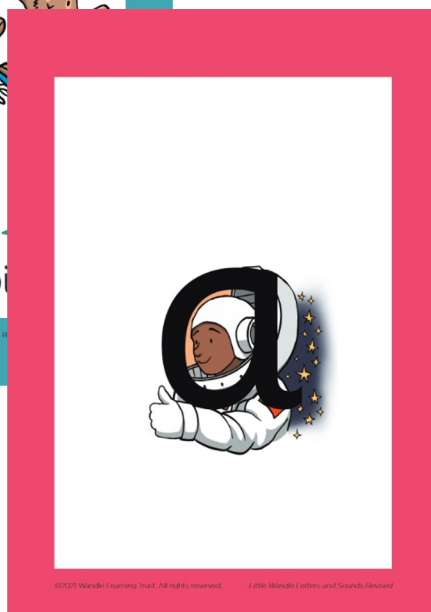
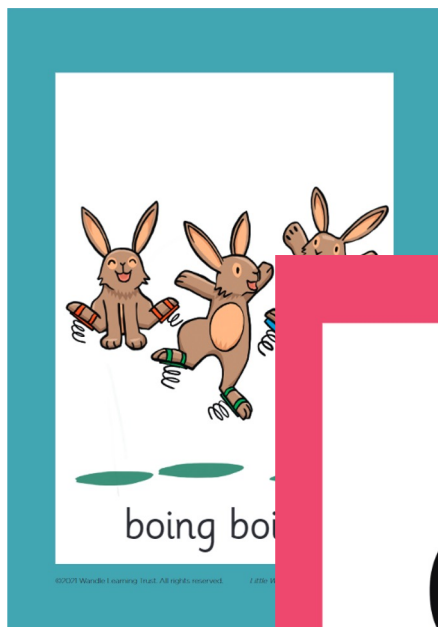
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick





Reading and spelling

Blending to read words



Reading and spelling



ea

each /ee/
head /e/
break /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words

These words have unusual spellings e.g.
he, the, was.

They are taught in a systematic way.

Children in Reception 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.

Tricky words –
for further guidance visit the parents
resources page



Spelling



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



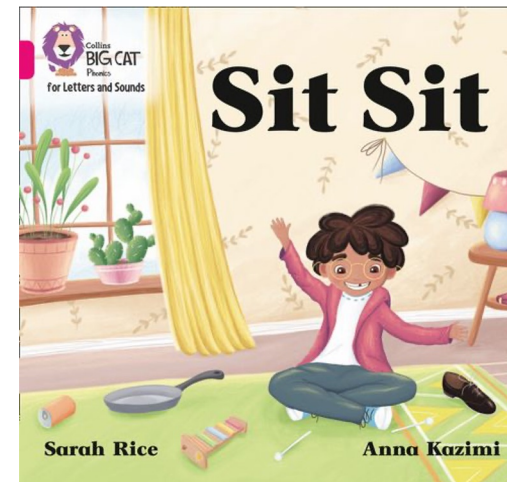
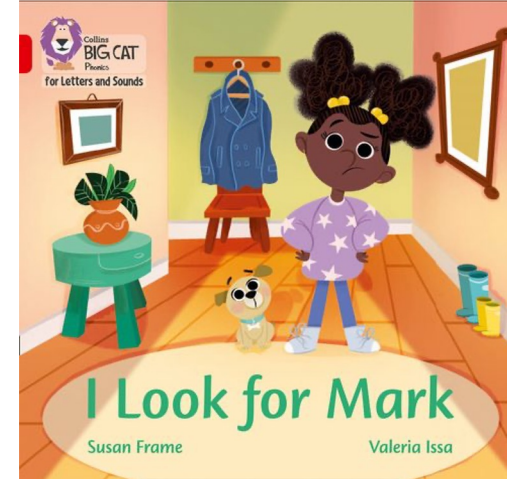
How do we practice reading in books?

Yr R/1



Reading practice sessions are:

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



We use assessment to match your child the right level of book



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

sat	man	hug	red	pe <u>ck</u>
-----	-----	-----	-----	--------------



Reading a book at the right level

This means that your child should:








- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Spelling in Year 2

Continuing the Little Wandle Journey

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

Spelling...



- Most phonemes can be spelt in more than one way.
/ee/ has 10 spellings: be, seat, lucky, donkey, seize, chief, serene, marine, radio
- Letters and digraphs can be decoded more than one way.
eg ou: touch, pound, soup, soul



However...

...the 40+ phonemes are the basis for the writing code and never change.

Teaching children how to unlock the code is the key to them being able to spell accurately.

Children need 3 essential skills for mastery of the English writing system:

- Ability to hear, segment and blend phonemes in words.
- Ability to remember which letter or letter patterns stand for which phoneme.
- Ability to write letter shapes, words, phrases and sentences fluently and accurately.



Spelling



Our new Spelling programme for 2023/4 is designed as a seamless link from the core Little Wandle Letters and Sounds Revised programme to teaching spelling in Year 2.

It includes:

Phase 5 review

Five weeks of planning to review and secure Phase 5

Bridge to spelling

Five weeks of planning to teach foundational skills

Spelling

20 weeks of planning to create confident spellers and complete your coverage of the Year 2 spelling

AR reading Year 2

When your child moves into Year 2 we begin
reading using Accelerated Reader

What is Accelerated Reader?

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice.

Star Reading test



- Every term your child will undertake a Star reading test.
- Questions continually adjust to your child's responses.
- If the child's response is correct, the difficulty level is increased.
- If the child misses a question, the difficulty level is reduced.
- The test uses multiple-choice questions and takes approximately 20 minutes.

Reading book levels



Teachers determine your child's reading level in several ways:

- Informed by the results of a Star Reading test
- Making judgements on your child's reading fluency as well as their comprehension of what they have read through in class reading sessions.
- Monitoring reading practice quiz scores.

The range of books your child reads will challenge without causing frustration or loss of motivation.

Reading sessions in school

During reading sessions in school the children will:

- Take a short reading practice quiz
- Read a guided reading group reader (different from their AR quiz) which the teacher will use to support their comprehension
- Complete follow on tasks based on their group reader and stand alone tasks.

Moving from fluency focus to comprehension focus



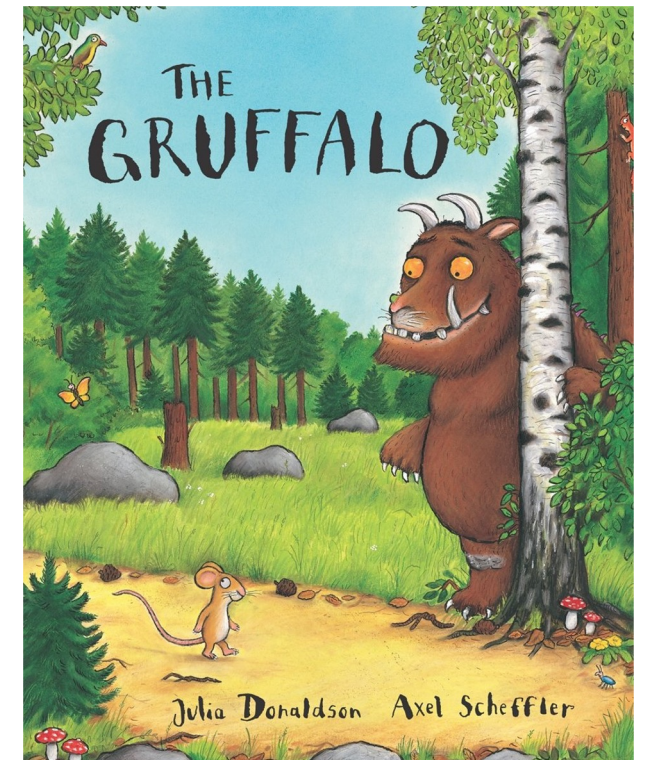
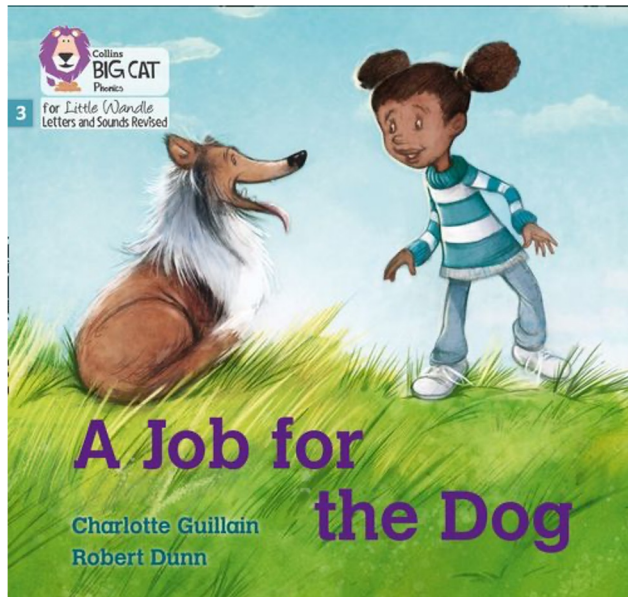
When children move off of Little Wandle readers the focus shifts from fluency to higher level reading skills. These are:

Vocabulary	Find and explain the meaning of words in context.
Infer	Make and justify interpretations about characters and events using evidence from the text.
Predict	Predict what might happen from the details given and implied in a text.
Explain	Explain preferences, thoughts and opinions about a text. Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
Retrieve	Retrieve and record key information/details from fiction and non-fiction texts.
Sequence (KS1)	Order the key events of a story in the correct sequence.



Reading at home

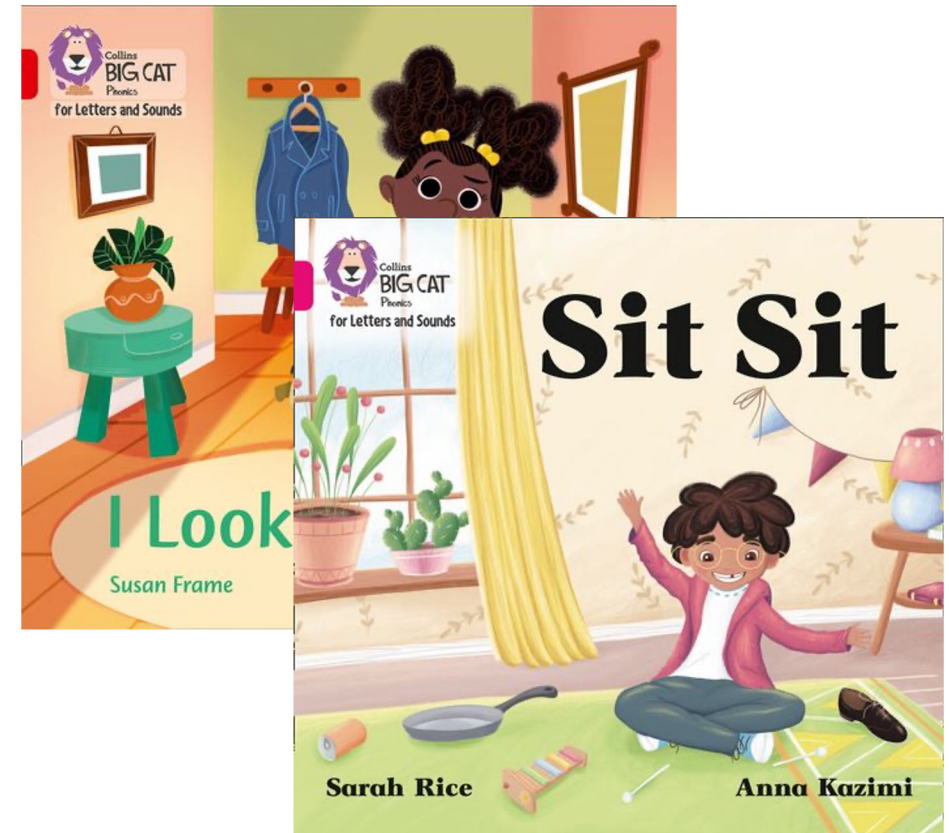
Books going home



Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



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.



“

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

Carl Sagan

”

Supporting your child with phonics



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



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



**Phase 3 sounds taught in
Reception Spring 1**

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.



Thank you for your time



Any questions?

