



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

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



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

Carl Sagan



# 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

						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air

# New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



[littlewandlelettersandsounds.org.uk](http://littlewandlelettersandsounds.org.uk)

## **Why Little Wandle?**

Excellent training for all staff to ensure consistency.

Every aspect of phonics and reading included in a detailed, thorough and systematic approach.

Engaging resources without distracting from the learning.

Comprehensive system for identifying and supporting children requiring extra help

Useful support for parents.



# Jargon

## You may hear your children say....

**phoneme** - Any one of the 44 sounds which make up words in the English language.

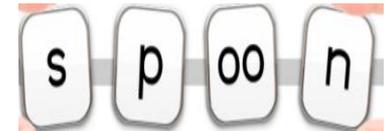
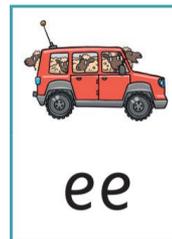
**-grapheme** – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme ‘ay’ is spelt differently in each of the words ‘way’, ‘make’, ‘fail’, ‘great’, ‘sleigh’ and ‘lady’.

**-blending** – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’

**-segmenting** – Breaking a word into sounds in order to spell them, e.g. ‘frog, f – r – o – g’

**-Digraph**- 2 letters making one sound

**-Trigraph**- 3 letters making one sound



s



t



n



d



th

ss

ck

ng



ch

sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .

R Au2

go

R Au1

the

R Au1

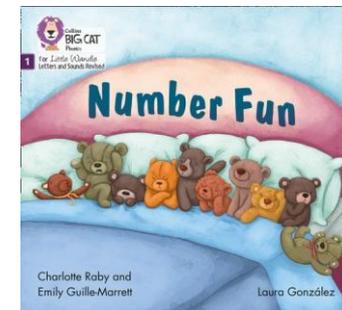
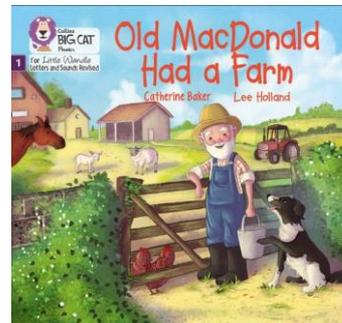
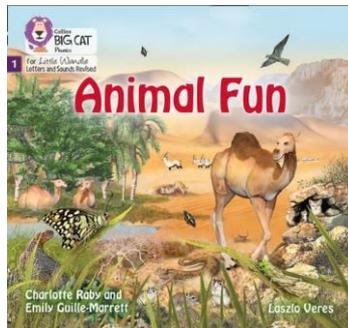
is

R Au2

to

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) are confidently blending and know the needed tricky words, they will be ready for reading books.

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books





# How we teach reading

Reading practice sessions are :

**Timetabled 2 times a week**

**Taught by trained teacher or  
teaching assistant**

**Taught in small groups**

Books are :

**matched to children's  
secure phonic knowledge  
and word reading**

**read two times**

**sent home**

Some children are regular individual readers at school. Children are also given the opportunity to read at school many times a day in lots of different contexts.



# How we teach reading

## Reading is based on the DfE Reading Framework and the research behind it...

Fluency and enjoyment of reading are the result of careful teaching and frequent practice.

Research shows that teaching phonics is the most secure area of reading pedagogy.

Enjoyment of and engagement in reading is strongly correlated with reading performance. Children cannot be engaged if reading the words is a struggle.

Phonics is a priority in the teaching of early reading, enabling children to read as fluently as possible and to be motivated to read for pleasure.

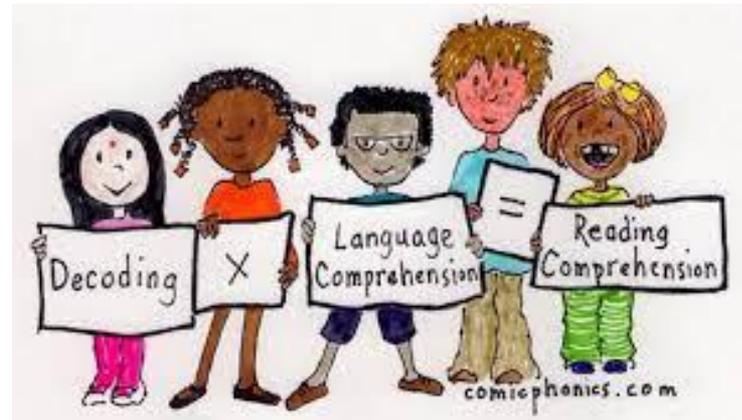
Reading Practice Books carefully matched so children can read fluently and independently

2 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody  
(intonation, expression)

3. Comprehension



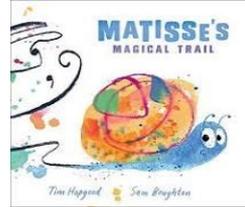
When children take their book home to read they should be **95% fluent**. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

# Reading For Pleasure

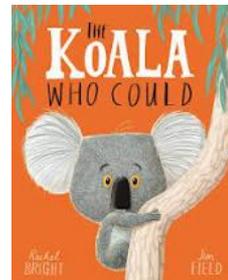
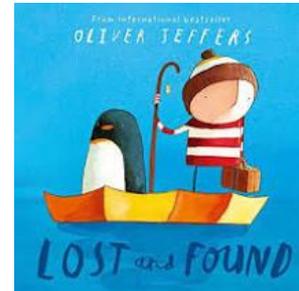
“Yes! I’ve been waiting to read that book!”

Charlie M (Rabbits)



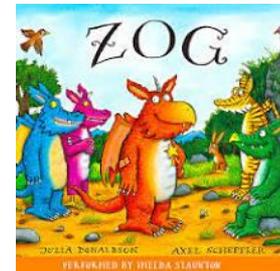
“I can’t wait for my Dad to read you guys a story...he is so good at it!”

Ava (Badgers)



“I’ve had that one before, it’s sooo good!”

Theo (Squirrels)



<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>

# Why shared books are so important...

Research showed the number of words children would have heard by the time they were five years old:

Children never read to: 4,662 words

Read to 1-2 times per week: 63,570 words

Read to 3-5 times per week: 169,520 words

Read to daily: 296,660 words

Imagine a story with these words to discuss:

Bellowed, startled, barged, sneaked, grinned, dreadful, stomped, refused

# Help your child with reading

## I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Create

Use reading to inspire drawings or new stories.

## Go Online

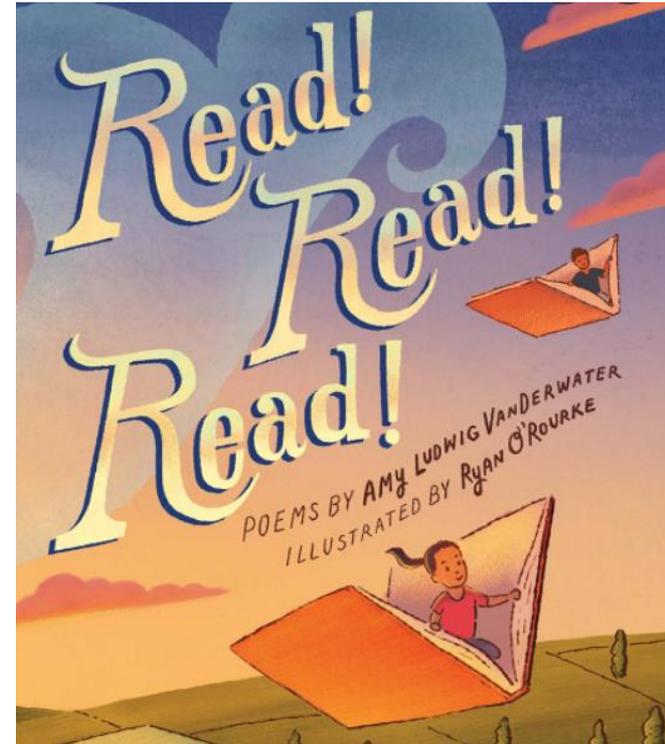
Look online & in app stores for appropriate word & spelling games.

## Make Space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...  
anything that is close to hand!



- Make your own phonics scrap book, one page for each sound with appropriate words and pictures. You can continue this over the next few weeks.
- Make a crown or badge with a sound or sounds they have learnt on it. Encourage members of your family/friends to ask your child what sounds are on their creation.
- Hide an item beginning with each new sound around the house/garden. Write the sounds on a piece of paper and your child should tick each sound as they find the object.
- Write the sounds on the patio/drive way or road. Say a sound to your child and ask them to use a watering can to water the correct sound. If you are brave they could splat it with a water balloon!
- Spread the sounds out on the floor and ask your child to find and take a photo of a given digraph!
- Play matching pairs with a digraph and a picture of something that has the digraph in. For example ch and chick would be a matching pair.

Thank you for joining us

Any questions ???

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.

