

Parent Meeting

Tuesday 11<sup>th</sup> October 2022

# Phonics in Reception

# Reception reading journey

## The Early Learning Goals

### Literacy

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



# Phonics

The ultimate goal of teaching phonics is that children read fluently, recognising most words instantly and using phonics to decode any unknown words .



New last year, the school have invested in the Little Wandle Letters and Sounds scheme

It is very rigid and structured to ensure:

- \*Direct teaching in frequent, short bursts
- \*Consistency of approach - delivery from all teachers/TAs
  - learning approaches experienced by the children
- \*Secure, systematic progression in phonics learning
- \*Maintain pace of learning - spacing out new learning to avoid overload, allowing time for repetition and consolidation, so learning fully embedded in the long-term memory
- \*Repeated practice is provided - 'Practice makes permanent!'
- \*Application of phonics using matched decodable books



## Reception Programme Overview:

### 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"><li>• words with –s /s/ added at the end (hats sits)</li><li>• words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li></ul>	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"><li>• words with double letters</li><li>• longer words</li></ul>	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"><li>• longer words, including those with double letters</li><li>• words with –s /z/ in the middle</li><li>• words with –es /z/ at the end</li><li>• words with –s /s/ and /z/ at the end</li></ul>	Review all taught so far

### Summer 1 Phase 4

Short vowels with adjacent consonants

- CVCC CCVC CCVCC CCCVC CCCVCC
- longer words and compound words
- words ending in suffixes:  
-ing, -ed /t/, -ed /id/ /ed/, -est

### New tricky words

said so have like some come love do were here little  
says there when what one out today

### Summer 2 Phase 4 graphemes

Phase 3 long vowel graphemes with adjacent consonants

- CVCC CCVC CCCVC CCV CCVCC
- words ending in suffixes:  
-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est
- longer words and compound words

### No new tricky words

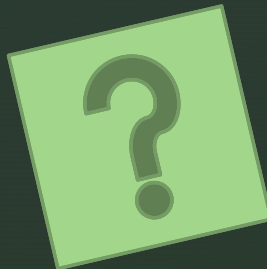
Review all taught so far

# Cracking the code

There are:

- 26 letters in the alphabet.
- 44 speech sounds in the English Language.
- 144 different ways we put letters together to represent sounds.

E.g. The sound 'ee' can be made by putting a range of letters together: 'ee' 'ea' 'ey' 'y'



So how does all this fit together?

What do our actual lessons look like?





# Terminology and Pronunciation

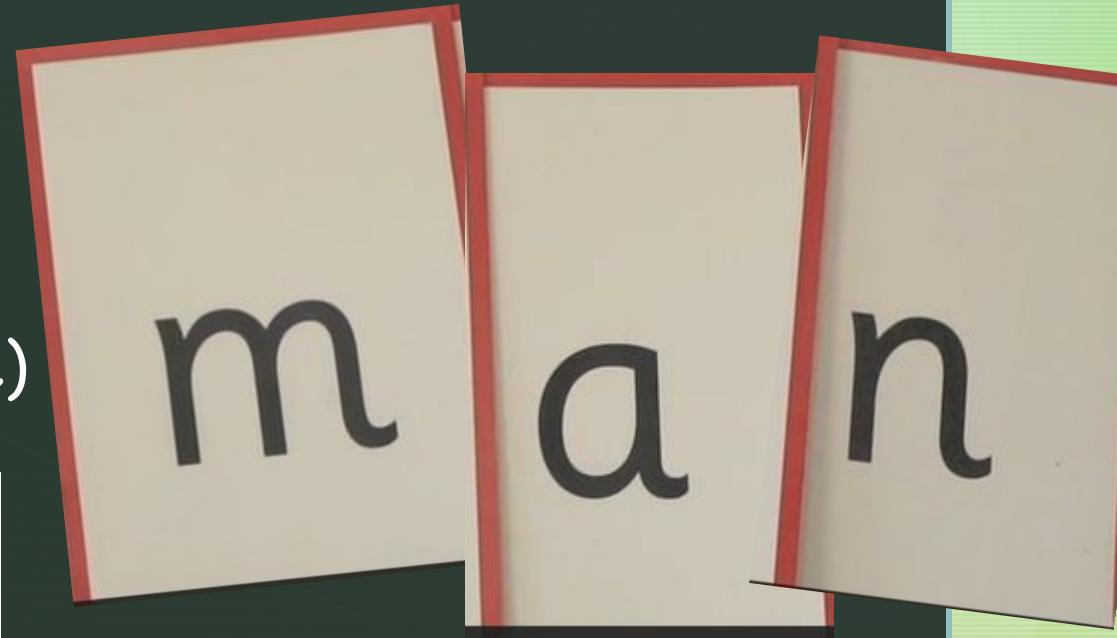
Grapheme – a letter or group of letters used to represent a sound. 'A sound written down'.

Phoneme – a single unit of sound

Digraph – 2 letters, 1 sound (phoneme)

Trigraph  
3 letters,  
1 sound  
Eg.

F air







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



# Weekly grid Reception phase 2

Autumn 1 week 4

Lesson focus	Revisit and review	Teach and practise							Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase + catchphrase for digraphs	Oral blending	Teacher-led blending words Independent reading	Tricky words	Oral blending game
ck sock	a p i n m d g o c k	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c c</b>	neck lock tick sock	ck sock 	<b>For c:</b> Curl round the heel of the sock. <b>For k:</b> Down the sock, up and across, back and down to the corner. <b>Catchphrase:</b> ck Rock that sock!	<b>Review:</b> c-a-t k-i-t d-o-g <b>New:</b> s-o-ck p-i-ck p-a-ck	kit dog cat nod sock  <b>Independent:</b> dig pat	<b>New: I</b> <b>Review:</b> is	<b>Can you touch your ... ?</b> l-e-g ch-ee-k b-a-ck h-ee-l
e elephant	a p i n m d g o c k ck 	Open your mouth wide and say <b>e e e e</b>	egg elbow envelope elephant	e elephant 	Around the elephant's eye and down its trunk.	<b>Review:</b> s-o-ck c-a-p p-i-ck <b>New:</b> s-e-t p-e-ck p-e-t	sock cap pick top set  <b>Independent:</b> dad man 	<b>New: I</b> <b>Review:</b> is	<b>What's that noise?</b> What sound does: an ow-l make? a m-ou-s-e make? a b-e-ar make? a b-ee make?

Reading practice sessions with decodable

Blending – is the process of building words from phonemes

\*Oral blending – listening to words spoken aloud in sound talk – blend the sounds together to make the words

\*Teacher led blending / reading – see video.

Note – have two videos to watch speedy sounds (gpc video) Revisit + Review  
- teacher led blending words (Matt)

## Reading books - 3 books per week

- 1) Reading for practice (child to read)
- 2) Reading for fluency (child to read)
- 3) Reading for pleasure (adult to read to child)

Always  
praise and  
encourage





# 1) Reading for practice.

- \* This book will be from the school library.
- \* It will include fully decodable words with sounds that have been taught at school.
- \* It will be at the child's appropriate level according to assessments made (see later slides re assessment).



## 2) Reading for fluency

- In groups, the children will read the same book in class 3 times per week. This book is also at the appropriate reading level.
- The ultimate purpose is to increase fluency in reading.
- This book should seem 'easy'. The children should be able to read 90% of it without needing to decode it.
- There is a different focus every time we look at the book
  - 1) Decoding
  - 2) Prosody - (developing expression)
  - 3) Comprehension

Watch example video – decoding is the shortest



## At home:

\*Please read the books regularly at home. If you don't practise, then your child won't keep up. We aim to be reading books in Phase 4 Set 2 by the end of the Reception School year. (see samples)

\*Please sign the reading records to show the books have been read.

\*Please return the books on the correct days.

## Lost Books

\*Please look after our books. If books are lost or damaged you will be charged for it. Books cost between £4.50 and £6.50 per book

\*Also impacts on the group readers. If books are lost, there will a child without a book when his/her group read it next.

## Why has my child not been allocated a book with words?

\*Some children are not quite at the stage where they can blend sounds to make words.

\*Some children do not yet recognise most of the sounds we have covered.

\*If this is your child, he/she will be participating in daily 10 minute individual 'keep-up/ practice' sessions and not in a reading group as yet.

\*Alternatively he/she will be in a group - practising blending or becoming more secure in the sounds.

### Sound labels (applies to all children in class)

\*If we have noticed your child needs to practice a particular sound we may write it on a label and stick it on his/her sleeve. Please ask them to tell you what it is!



### 3) Reading for pleasure. (Sharing book)

- \*Share these books together to develop a love for reading.
- \*These books are for you to read to your child.



We try to ensure our classroom environment encourages a love for reading too!

We have an enriched reading area for the children to select from a wide range of reading materials which include:

- fiction
- non fiction
- fairy tales
- magazines
- maps
- cookbooks
- pamphlets



Photo Request for  
Class Library

# Birthday Book - Wish List 2022

## Reception Birthday Book Wish List



### POETRY

Big, Green Crocodile by Jane Newberry  
Caterpillar Cake by Matt Goodfellow  
Out and About by Shirley Hughes  
Wriggle and Roar by Julia Donaldson / Nick Sharratt  
Zim Zam Zoom by James Carter  
Poems Out Loud by Laurie Stansfield  
A Great Big Cuddle by Michael Rosen



### FAMILY FICTION

Love Makes a Family by Sophie Beer  
Where's Lenny by Ken Wilson-Max  
All Kinds of Families by Sophie Henn  
My Grandma and Me by Mina Javaherbin



### WORDLESS BOOKS

Before After by Anne-Margot Ramstein  
Owl Bat Bat Owl by Marie Louise Fitzpatrick  
Professional Crocodile by Giovanna Zoboli

### Other

### BOOKS LINKED TO MATHS

Me on a map by Joan Sweeney  
Pete the Cat and his 4 Groovy Buttons by Eric Litwin  
Square by Mac Barnett and Pete Klassen  
Pattern Bugs by Trudy Harris  
Pattern Fish by Trudy Harris  
One Moose, 20 Mice by Stella Blackstone  
This is the story of Alison Hubble - Allan Ahlberg  
Two of Everything by Lily Hong  
The Doorbell Rang by Pat Hutchins



What days will the reading books be changed?

When do I need to return them?

\*Tuesdays or Thursdays. This will be dependent on groups.

-Some children will return books on Tuesdays, these will then be handed out on Wednesdays

-Some children will return books on Thursdays, these will then be handed out on Fridays.

\*We will write a note in your child's reading diary once the children have been put into groups.

\*Return/Changing days may change if your child changes group. We will inform you if/when this happens.

## Assessment

When can we move your child up to the next reading level?

The Little Wandle scheme follows a strict assessment process.

If your child recognises the phonemes and can read/blend the words, he/she is ready for the next level.

### 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    peck

# Reception writing journey

## Literacy

### Comprehension

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- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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### Writing

- Write recognisable letters, most of which are correctly formed.
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The  
Early  
Learning  
Goals





# Pencil Grip



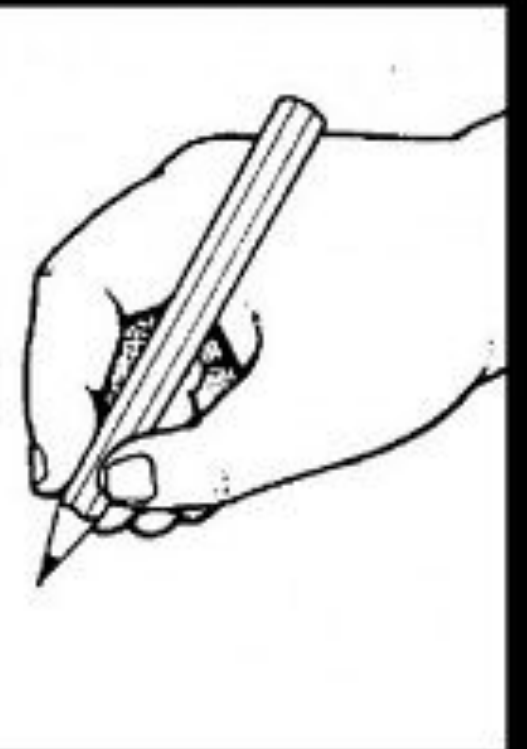
1—1 1/2 years  
Cylindrical Grasp



2—3 years  
Digital Grasp



3 1/2—4 years  
Modified Tripod Grasp







4 1/2—7 years  
Tripod Grasp



Writing abilities often develop at a later stage than reading however we are already practising letter formation within our phonics lessons















Each letter has a phrase to go with it

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b>	 snake	Show your teeth and and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 <b>a</b>	 astronaut	Open your mouth wide and make the ' <b>a</b> ' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.

Will be sent out  
before half term  
holidays

**Phase 2 grapheme information sheet** Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s 		Show your teeth and let the s hiss out ssssss	
a a 		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 t 		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 p 		Bring your lips together and push them open and say p p p	Down the penguin's back, up round its head.
i i 		pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, a dot (on the leaf) at the top.
n n 		Open your lips a bit, put your tongue behind your teeth and make the nnnnnn sound nnnnnn	Down the stick, up net.
m m 		Put your lips together and make the mmmmm sound mmmmm	Down, up an ear, then a

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d 		Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
g g 		Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
o o 		Make your mouth into round shape and say o o o	All around the octopus.
c c 		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
k k 		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across and down to the corner.
ck ck 		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the h k Down the sock, / back and down a <b>Catchphrase: f</b>
e e 		Open your mouth wide and say e e e	Around the / down its trunk

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Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u u 		Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick.
r r 		Show me your teeth to make a rrrr sound rrrr rrrr	From the cloud to the ground, up the arch and over the rainbow.
h h 		Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
b b 		Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
f f 		Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound ffff	Down the flamingo's neck, all the way to its foot, then across its wings.
l l 		Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press llll llll	All the way down the lollipop.



Information on capital letters will be sent out when all Phase 2 sounds are complete.

**Letter formation: Capital letters**

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across the middle.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

# Segmenting

Segmenting is the process of breaking down words into their phonemes in order to read or write.

cat → c - a - t

shut → sh - u - t



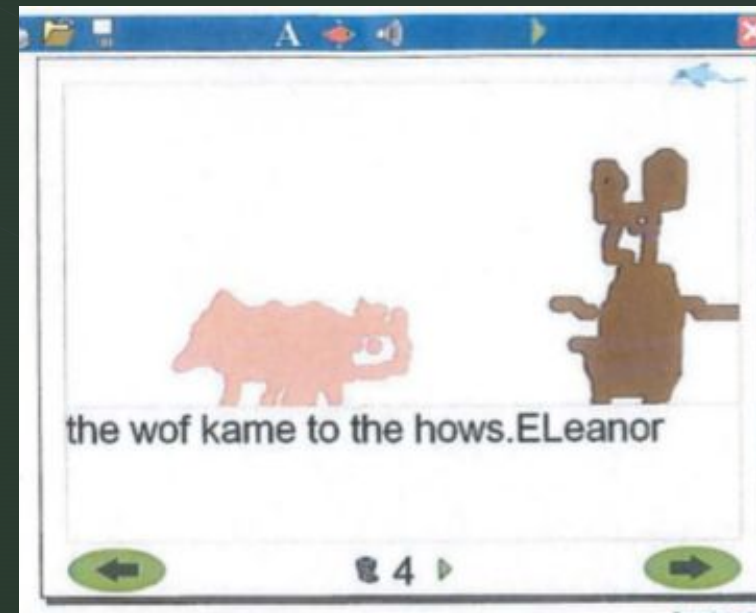
- Children will write phonetically and that is fine.



pleze doant  
BRak the  
casle

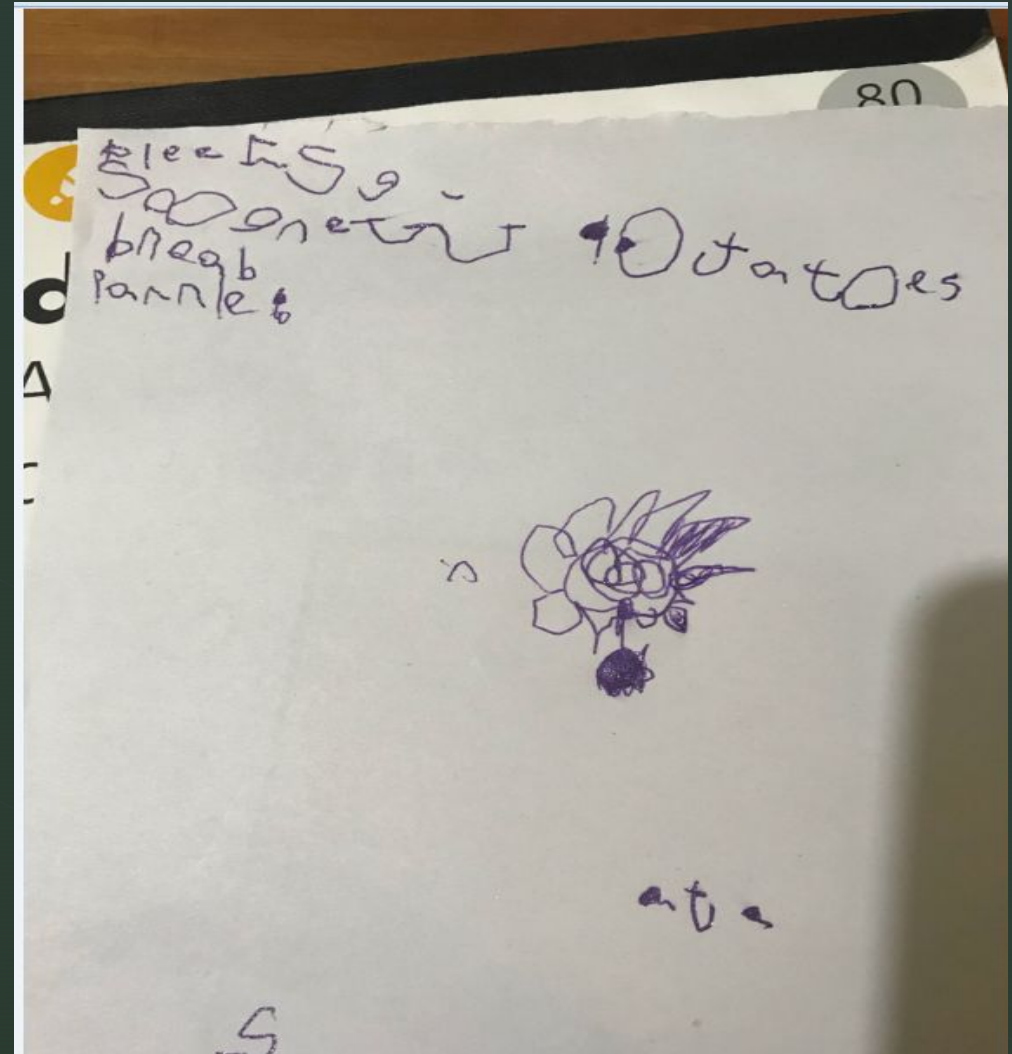
'Pleze doant brak  
the casle'

'the wof kame to  
the hows.'



# Things you can you do at home!

- Purposeful writing  
can you write me a shopping list?
- Model writing as much as you can.
- Make it fun.
- Plus read, read, read for enjoyment.



# Little Wandle Letters and Sounds Revised.

Information for parents

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