

Parent Meeting

Tuesday 10th October 2023

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 .



The school have invested in the Little Wandle Letters and Sounds scheme. This is our third year of using it.

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 • 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 • 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 • 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

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

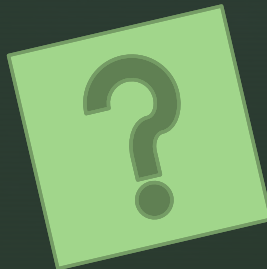
Review all taught so far

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

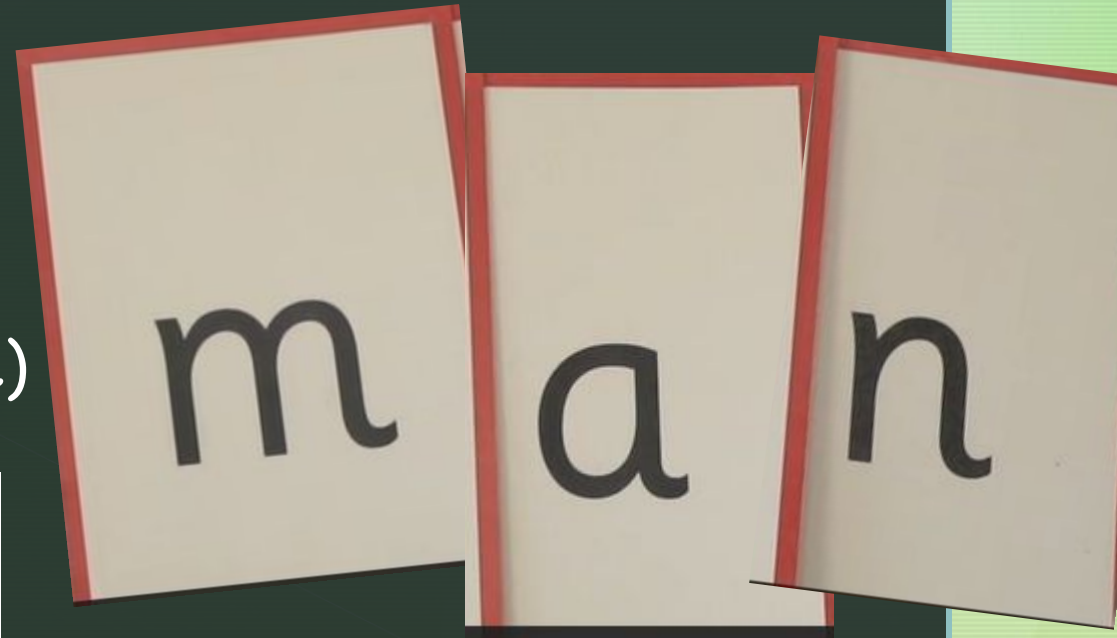
Grapheme – a letter or group of letters used to represent a sound. 'A sound written down'.

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 c c c c	neck lock tick sock	ck sock 	For c: Curl round the heel of the sock. For k: Down the sock, up and across, back and down to the corner. Catchphrase: ck Rock that sock!	Review: c-a-t k-i-t d-o-g New: s-o-ck p-i-ck p-a-ck	kit dog cat nod sock Independent: dig pat 	New: I Review: is	Can you touch your ... ? 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 e e e e	egg elbow envelope elephant	e elephant 	Around the elephant's eye and down its trunk.	Review: s-o-ck c-a-p p-i-ck New: s-e-t p-e-ck p-e-t	sock cap pick top set Independent: dad man	New: I Review: is	What's that noise? 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.

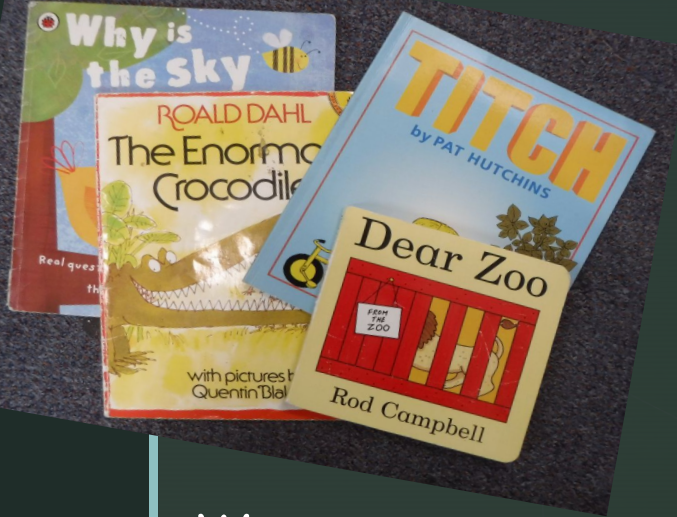
*Alternatively he/she will be in a group - practising blending or becoming more secure in the sounds.

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 2023

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

In other words

Educator Matthew Courtney recommends wordless books full of awe and wonder for all ages.



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
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

Autumn book list

These books are within the White Rose Maths Reception schemes of learning. They are not an exclusive but support the learning in each step.

Block 1 - Match, sort and compare

- A Pair of Socks by Stuart J. Murphy
- Seaweed Soup by Stuart J. Murphy
- The Button Box by Margarette S. Reid
- Beep Beep, Vroom Vroom by Stuart J. Murphy

Block 2 - Talk about measure and pattern

- Where's My Teddy? by Jez Alborough
- It's the Bear! by Jez Alborough
- The Blue Balloon by Mick Inkpen
- Dear Zoo by Rod Campbell
- My First Book of Patterns by Bobby and June George
- We're Going on a Bear Hunt by Michael Rosen
- A-B-A-B-A - A Book of Pattern Play by Brian P. Cleary

Block 3 - It's me 1, 2, 3

- Anna's Counting Book by Mitsumasa Anno
- How to Count to One by Casper Salmon
- Goldilocks and the Three Bears
- The Gingerbread Man
- A Squash and a Squeeze by Julia Donaldson
- The Three Billy Goats Gruff

Block 4 - Circles and triangles

- Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi
- Triangle by Mac Barnett and Jon Klassen
- Shapes, Shapes, Shapes by Tana Hoban
- We're Going on a Bear Hunt by Michael Rosen
- Rosie's Walk by Pat Hutchins

Block 5 - 1, 2, 3, 4, 5

- Witches Four by Marc Brown
- Five Little Fiends by Sarah Dyer
- Pete the Cat and his Four Groovy Buttons by Eric Litwin
- Kipper's Birthday by Mick Inkpen
- The Very Hungry Caterpillar by Eric Carle
- Stella to Earth! by Simon Pultock and Philip Hopman
- Anna's Counting Book by Mitsumasa Anno

Block 6 - Shapes with 4 sides

- Bear in a Square by Stella Blackstone
- Square by Mac Barnett and Jon Klassen
- Shapes, Shapes, Shapes by Tana Hoban
- Night Monkey, Day Monkey by Julia Donaldson
- The Fox in the Dark by Alison Green

In the
conservatory
window

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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The
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Pencil Grip



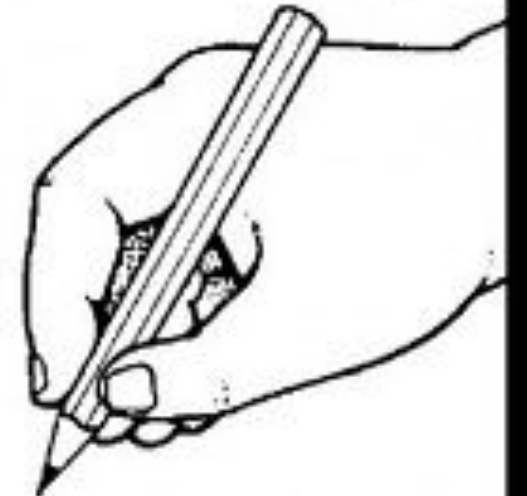
1—1 1/2 years
Cylindrical Grasp



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
 S	 snake	Show your teeth and 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.

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	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.	
a 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 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 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up round its head.	
i 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, a dot (on the leaf) at the end.	
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up net.	
m m	 mouse	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	 duck	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	 goat	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	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
c c	 cat	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	 kite	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 over and down to the corner.
ck ck	 sock	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
e e	 elephant	Open your mouth wide and say e e e	Around the / down its tri

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Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u u	 umbrella	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	 rainbow	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	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
b b	 bear	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	 flamingo	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	 lollipop	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

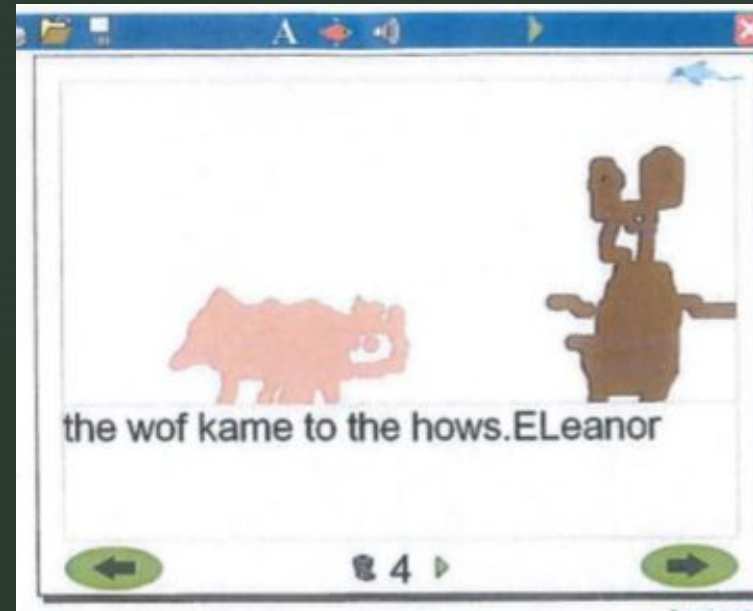
- Children will write phonetically and that is fine.



pleze doant
BRak the
casle

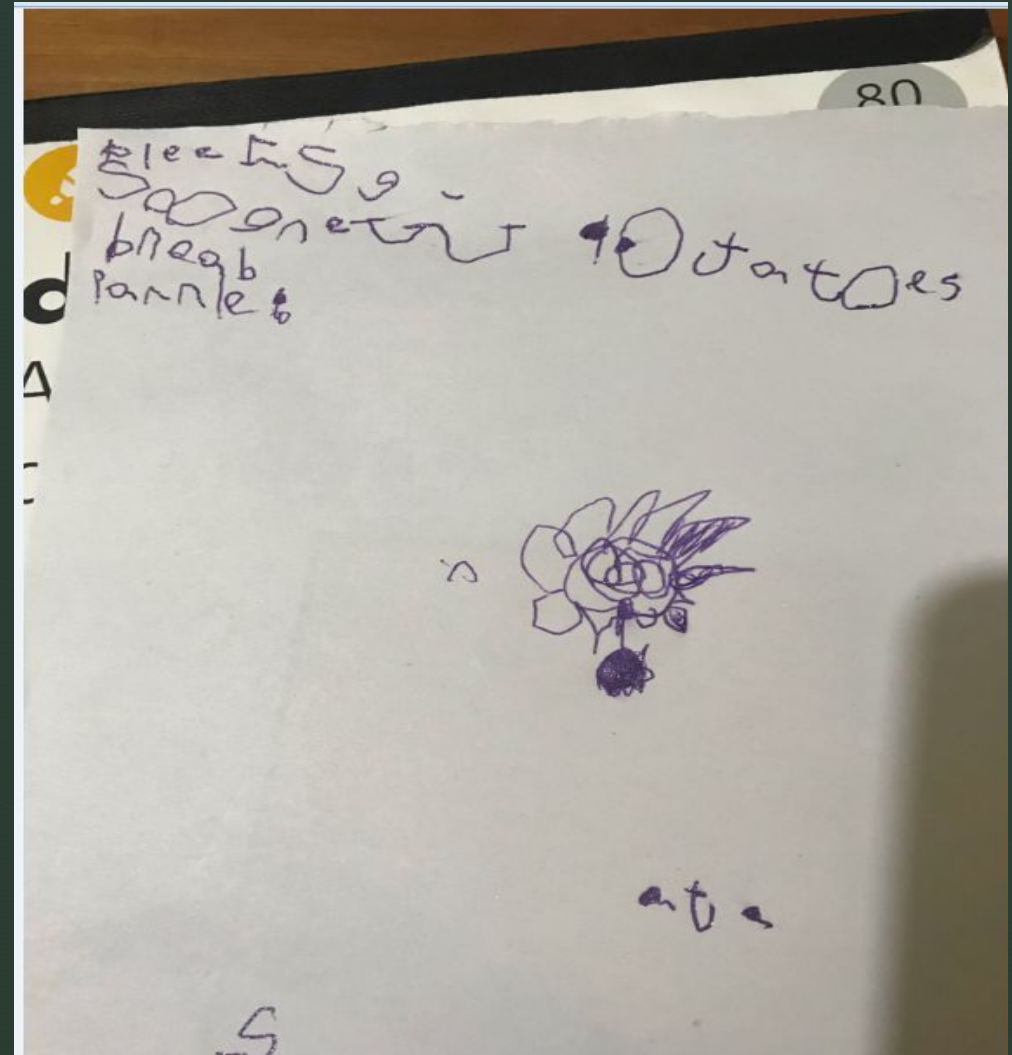
'Pleze doant brak
the casle'

'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/>