



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)



# Phonics



**Phonics is:**

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



# 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.





# Blending to read words



# Terminology



**Phoneme:** The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning.

**Grapheme:** A letter or group of letters used to represent a particular phoneme when writing.

**Digraph:** A grapheme using two letters to represent one phoneme.  
'two letters, one sound'

**Trigraph:** A grapheme using three letters to represent one phoneme.  
'three letters, one sound'

**Split Vowel Digraph:** A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a\_e' in 'take').

**Blend:** To combine individual phonemes into a whole word, working all the way through from left to right. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read.

**Segment/Sound Talk:** To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first.



# Phonics Terminology

Digraph: 2 letters representing one sound

short      read  
— — •      • — •

Trigraph: 3 letters representing one sound

hair      fear  
• —      • —



# Phonics Terminology

Split digraphs: a vowel digraph that is split by a consonant

bake      theme      hike

poke      cube





# Phonics Terminology

**Blending for reading:** recognising and saying the sounds (phonemes) in a word and merging them together to hear the word.

sh + ir + t = shirt  
— — •



# Phonics Terminology

**Segmenting for spelling:** saying a word then breaking it up into the phonemes that represent it. We call this sound talking.

crunch = c + r + u + n + ch



# Reading and spelling

# Reading in Year 1

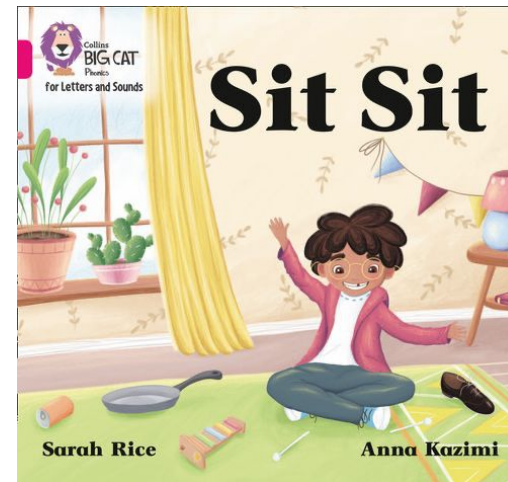
Every child will have three Reading Practice Sessions a week.

**Reading practice sessions are:**

- timetabled three times a week.
- taught by specially trained members of staff.
- taught in small groups.
- designed to improve children's fluency in reading.

There are also wider reading opportunities throughout the Year 1 provision.

Daily story time sessions allow teachers to model prosody, decoding and comprehension strategies.



# Tricky words





# Reading at home



# The most important thing you can do is read with your child



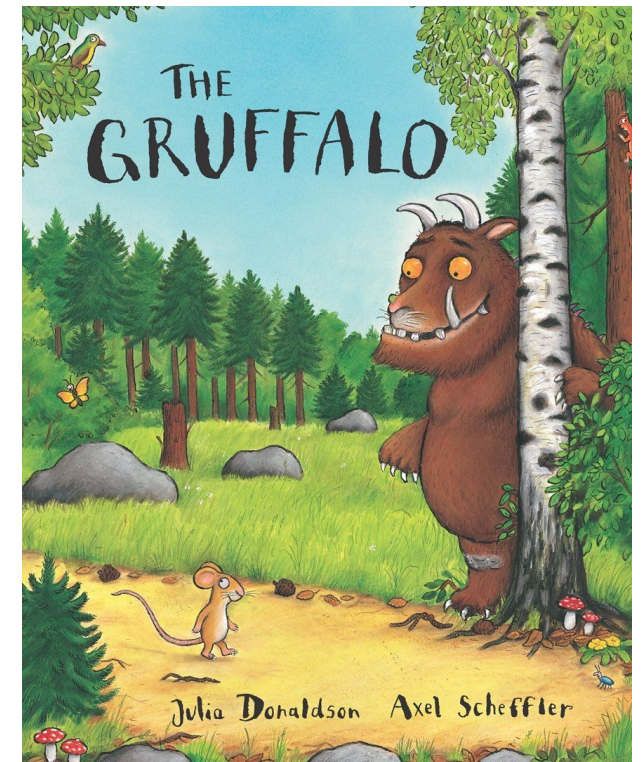
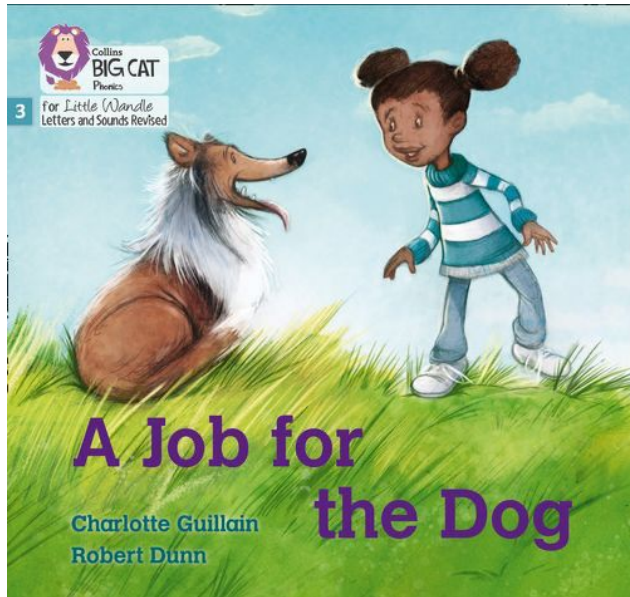
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- 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.



# Books going home - banded book + library book



# Banded book - 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>				



**This means that your child should:**

- Know all the sounds and tricky words in their phonics book well.



# Read to your child - the library book

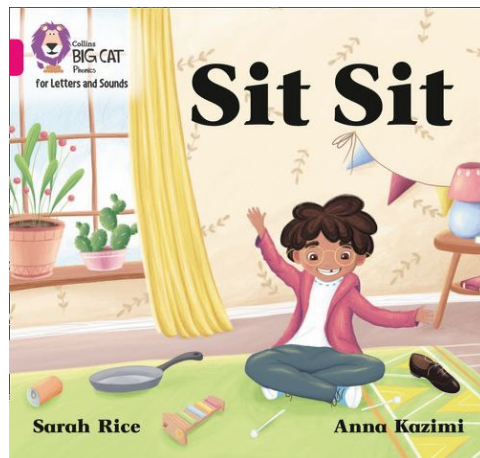
## The library book is for YOU to read:

- 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.









# 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.



## What to do if I get stuck...



-  Look closely at the word
-  Put your finger under the word
-  Slide your finger
-  Blend the sounds out loud
-  Ask yourself 'Did that make sense?'
-  Re-read the sentence

# 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**





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

Carl Sagan





# What is the Phonics Screening?

The Phonics screening is a statutory reading assessment for all children in Year 1.

It is designed to assess whether children have learned to decode words using phonics at the expected level for the end of Year 1.



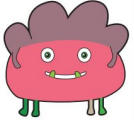
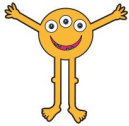
Children are asked to blend the phonemes in 40 words and read them aloud. It comprises of phonically decodable one-syllable and two-syllable words.

It is a pass/fail assessment. Children will need to read 32 of the 40 words correctly to pass. If they fail they will retake the test in Year 2.


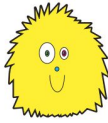
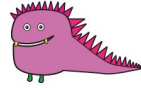
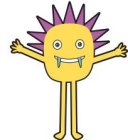
The school will consider whether the assessment is appropriate for children with special education needs. You will be informed if we plan to withdraw your child from the assessment.



# The Phonics Screening

Section 1		Section 1	
vuss		chop	
quop		sing	
zook		dart	
chack		shock	

Section 1: cvc words, mix of real and “alien” words. One-syllable words.

Section 2		Section 2	
flisp		delay	
braint		modern	
scrid		saucers	
splote		charming	

Section 2: phase 5 digraphs and trigraphs, mix of real and “alien” words. Some two-syllable words.



# Administering the Phonics Screening

The 2023 Phonics screening will take place in a week in June. If your child is absent for the assessment week they will sit the assessment when they return to school.

Your child's teacher will support them through the assessment.

It will take place in a relaxed environment and every care will be taken to ensure your child feels no anxiety. Children often report that they enjoy the experience!

After children nationwide have completed the Phonics Screening, a pass mark will be published by the government's Standards and Testing Agency. In recent years the pass mark has remained at 32 out of 40.

There is no time limit for the Phonics screening. Typically it takes between 10 - 15 minutes.



# How to prepare your child

Listen to your child read every day for 10 minutes. The reading books we send home are all phonetically decodable and will support your child in applying their phonics skills.

Play phonics games with your child. There are lots of apps and online games available but our teachers recommend [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (there are some free games and a subscription is £12).

Use these phonics cards to practice at home:

[Year 1 Little Wandle flashcards](#)

Complete the phonics activities we put on Seesaw.

Don't tell your child about the screening, we don't want them to feel any pressure or anxiety at such a young age.



# Supporting your child to blend sounds

Ask your child to point to and say each sound in the word from left to right.

If your child does not hear the word ask them to repeat this process a bit quicker.

Try writing down the word and marking the “sound buttons” underneath it.

If your child still can't hear the word, blend it outloud for them and ask if they can hear the word you are saying.

## Remember:

Be patient and positive.

Give encouragement and praise.

Don't rush, it takes children time to blend unfamiliar words.

twist  
● ● ● ● ●