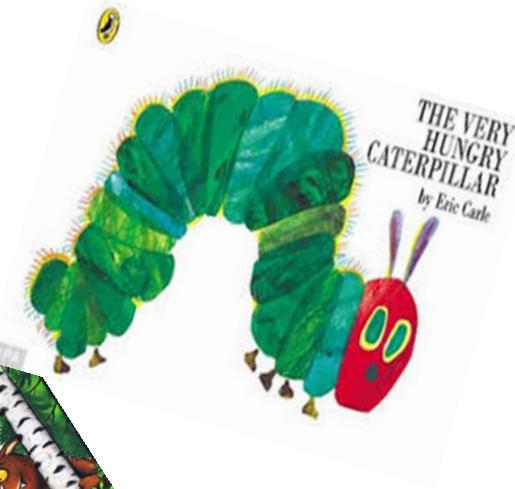
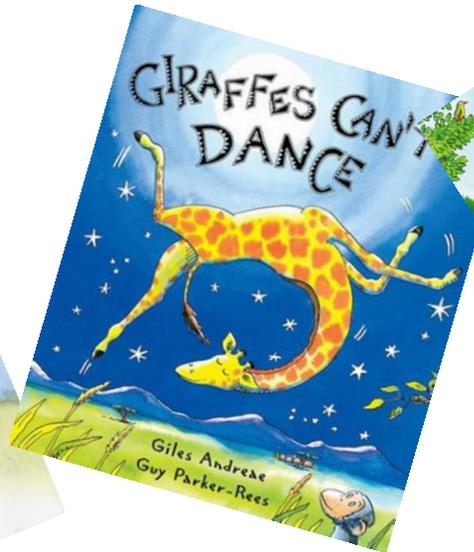


# Let's start reading...



▶ This presentation aims ...

To share with our families how we teach children to read at school

To suggest ways that children can be supported at home.

# How do we promote a love of reading?

If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure.

We promote a love of reading by

- sharing stories, rhymes and songs at school everyday!
- playing with the new words we find inside books – extending our vocabulary
- creating role play adventures with the characters – using puppets and toys and props to help us explore ideas
- finding out about the world around us by looking at non-fiction books.

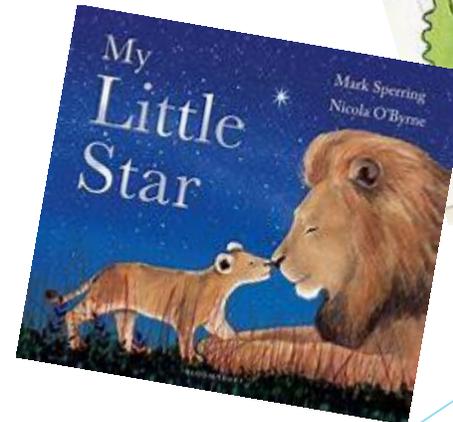
Having fun with books and words is an essential part of becoming a reader.



## When children are listening and talking about stories, what do they need to be able to show by the end of reception?

By the end of reception, children need to be able to ....

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



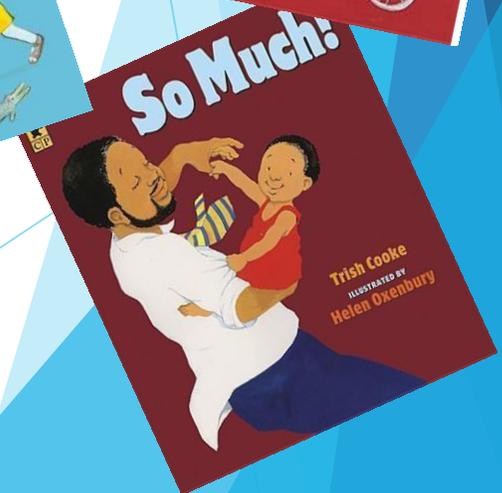
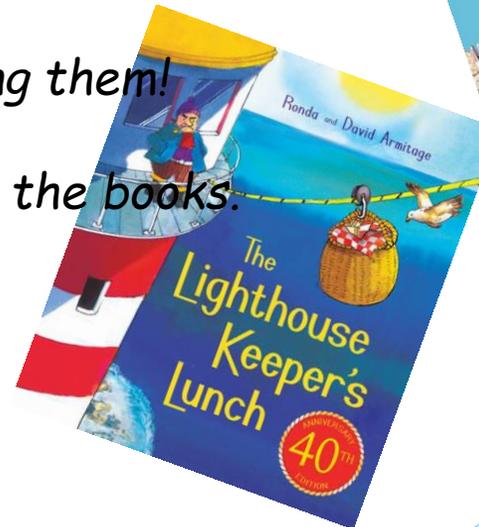
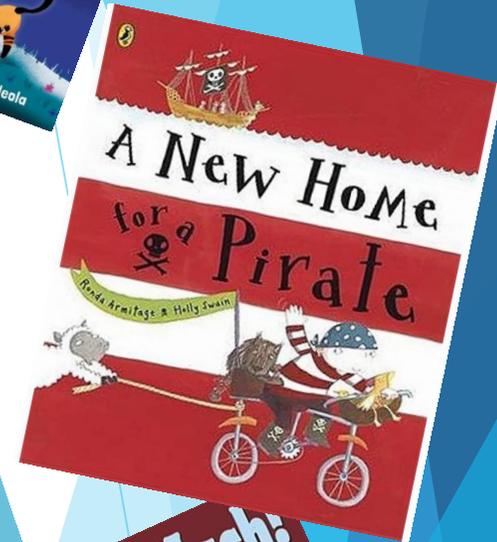
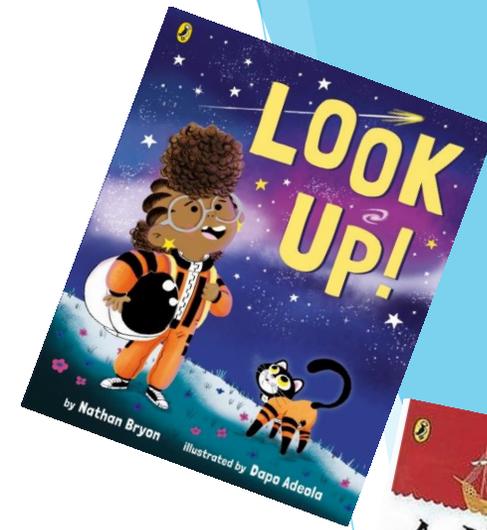
# At home...try the 'sharing book!'

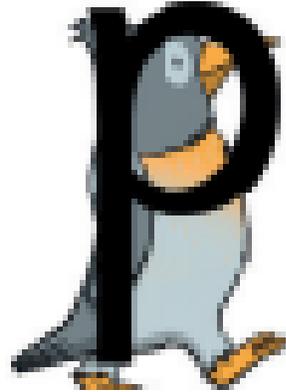
At home - continue to share books with your child and enjoy sharing new words, sounds and stories too!

*Each Monday, your child will bring home a book that they have chosen from our class library for you to read to them. Set aside quiet time, snuggle up together and share the joy of a book with your child. This experience will really help your child develop a real love of reading and of stories. It will also help develop their vocabulary and language skills.*

Talk about

- the new words that you discover - keep using them!
- what may happen next
- the story and retell your favourite parts of the books.





# How do we teach children to read?

The method of teaching we use to help children learn to read is called **phonics**.

In this approach, children are taught to recognise, say and hear letter sounds and then to use them to read and then write words. **For example s – a - t, sat!**

We use the scheme 'Little Wandle Letters and Sounds.'

Children are taught phonics throughout reception and year one. We continue to teach phonics in year 2 if necessary.

Here are the sounds that children learn in the autumn term...

Grapheme and mnemonic	Picture card
s s	
a a	
t t	
p p	
i i	
n n	
m m	

Grapheme and mnemonic	Picture card
d d	
g g	
o o	
c c	
k k	
ck ck	
e e	

Grapheme and mnemonic	Picture card
u u	
r r	
h h	
b b	
f f	
l l	

Grapheme and mnemonic	Picture card
j j	
v v	
w w	
x x	
y y	
z z	

Grapheme and mnemonic	Picture card
qu qu	
th th	
sh sh	
ch ch	
ng ng	
nk nk	

Digraphs....



# Spring term sounds...

# Digraphs and trigraphs...

Catchphrase	Grapheme	Catchphrase	Grapheme
 tall in the rain	ai	 steep on a jeep	ee
 a light in the night	igh	 soap that goes	oa
 zoom to the moon	oo	 hook a book	oo
 march in the dark	ar	 horn with a horn	or
 curl the fur	ur	 snow owl	ow
 bzzing bzzing	oi	 get near to hear	ear
 float in the air	air	 a bigger digger	er

New GPC and mnemonic	Formation phrase
s snake 	Under the snake's chin, slide down and round its tail.
a astronaut 	Around the astronaut's helmet and down into space.
t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.
p penguin 	Down the penguin's back, up and around its head.

# How do we teach children these letter sounds?

Every day children experience a short, focused phonic session. We keep our lessons active, multi sensory and fun – this helps boost our memory but keeps it enjoyable for the children.



# Pure sounds...

At the beginning of a lesson, we always check that children can say clearly and correctly the sound we are learning.

Click on the link below. This video shows you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'.

<https://www.youtube.com/embed/shl5Qrleibs?rel=0>



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 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 and 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, then draw a dot (on the leaf) at the top.
n n	 net	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.
m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

New GPC and mnemonic	Formation phrase
s snake 	Under the snake's chin, slide down and round its tail.
a astronaut 	Around the astronaut's helmet and down into space.
t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.
p penguin 	Down the penguin's back, up and around its head.

## How do we teach children these letter sounds? (continued)

Once children are saying the sounds correctly they learn to

**Recognise the sound** – we use pictures to help the children to remember (see images to the left)

**Write it** - We will write the letter shape using chanting the 'formation phrase' (see the samples to the left). We will make large and small movements as we do so.

**Use it** – we will blend our new sounds together to read words.

# Blending sounds to read words...

- ▶ As soon as children are confident at recognising the first few letter sounds, we introduce the idea of blending sounds to read words (s – a – t, sat!).
- ▶ We also teach children to segment which means to say the sounds that we can hear in a word (map, m – a – p, map).
- ▶ The next page will show you more about this process

s a t

m a p

# What is segmenting and blending?

**Blending:** Seeing a word and merging the phonemes together to read the word

**Segmenting:** Chopping up a word into separate phonemes to spell it out



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

Click on the link above to see a video of how to blend sounds to read words.



# Assessments

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>
-----	-----	-----	-----	--------------



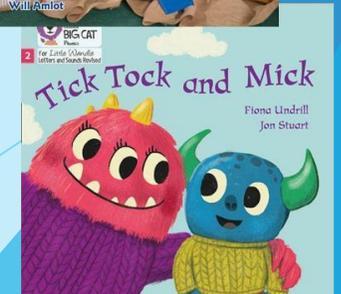
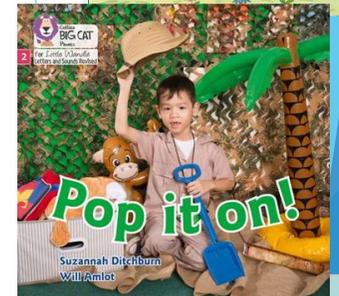
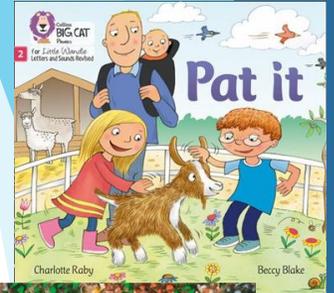
- We sit with the children and on a one to one work out which sounds children are confident with and which ones we need to rehearse.
- We adapt what we do to help children if they are finding learning tricky (e.g. adding extra reading practise time).

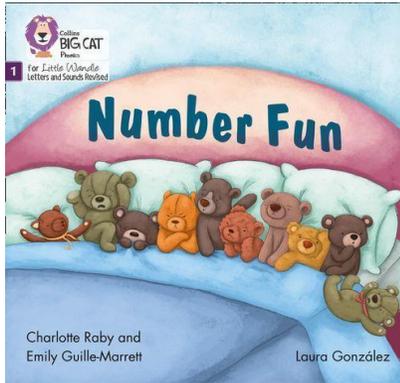
# Phonic activities to try at home...

All children are different and children will have different resources to try at home.

We hope that families set aside quiet time at home each school day to share books together.

- We will send place sounds your child is learning on our Seesaw learning app so you know what your child has been learning at school. You can try the activities suggested on there.
- When they are ready, children will bring home reading books that they can try and read with you at home. We will have read the book at school first in our lessons, so it will be familiar to them.





# Books without words.

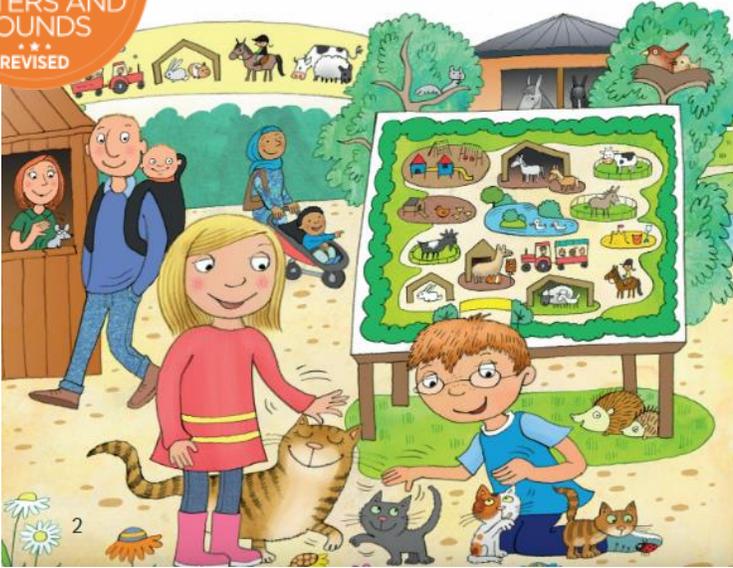
Some books sent home may not have words but they offer a wealth of opportunities for talking about books. Look inside the cover for ideas!



4



5

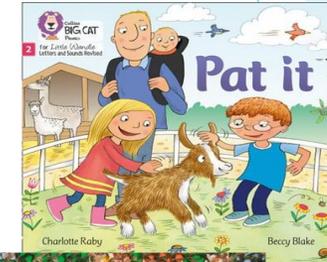


pat



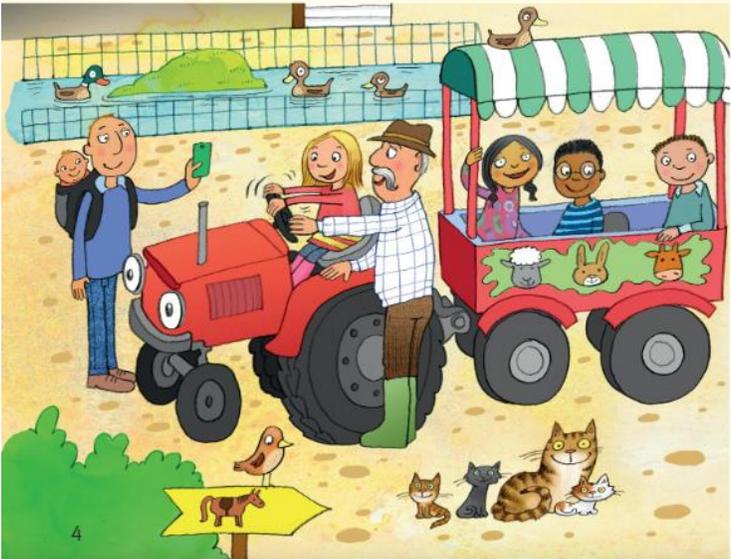
# Books with words

Our books are carefully chosen to match the skills that your child has learned at school.

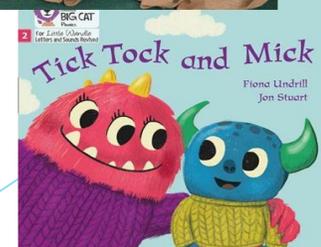


There are lots of activities to try inside the front cover and at the back of the book as well! Enjoy those!

sit



sit



# Early Learning Goals

An ELG is a collection of skills and knowledge that we aim for children to meet by the end of the Reception Year.

## Here are the Early Learning Goals that relate to both reading and writing.

### **Comprehension: At the expected level, children will be able to**

- ▶ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- ▶ Anticipate 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: At the expected level, children will be able to**

- ▶ 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: At the expected level, children will be able to**

- ▶ 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.

# Enjoy helping your child learn to read...a recap!

- ▶ Once a week, (on a Monday) children will bring home a selection of reading materials to share with you at home and these include
  - ▶ A 'sharing book' to be read to your child – your child will have chosen this especially for you to read to them. Enjoy a lovely, quiet moment together, looking at a good book and talking about it.
  - ▶ Look out for sounds places on Seesaw – our home learning app. That will guide you as to what sounds children are learning at home.
  - ▶ Your child will bring a home a book to read to you. Your child will have looked at this book with us at school and worked on recognising sounds as well as blending sounds together to read words. Read the book together over two or three different sittings. Re-read! The more children read the more they will learn to be fluent.
  - ▶ A yellow reading record book for you to record your child's reading experiences in.
  - ▶ We hope that you and your child engage in reading experiences every day during the week – sometimes sharing the sharing book, sometimes looking at the sounds they are learning and sometimes where your child is reading to you.
- ▶ We hope you enjoy helping your child to read!

# 5 things to take away from this information...

- ▶ 1. Enjoy sharing stories with your child – this will always be our key message and it is an essential part of your child's journey when learning to read.
- ▶ 2. We use the Little Wandle phonics scheme at school and children are taught to read sound by sound throughout reception, year 1 and then if needed year 2.
- ▶ 3. Children read every day at school in a phonics lesson – every session is short, active and fun!
- ▶ 4. Children also read throughout the week to a teacher in small groups and on a one to one. Once children have read a book at school they will be sent home (the following Monday).
- ▶ 5. We observe the children all the time – we adapt the lessons depending how the children are learning to ensure that it really meets their needs. If someone is finding the learning tricky, we give one to one time to these children.