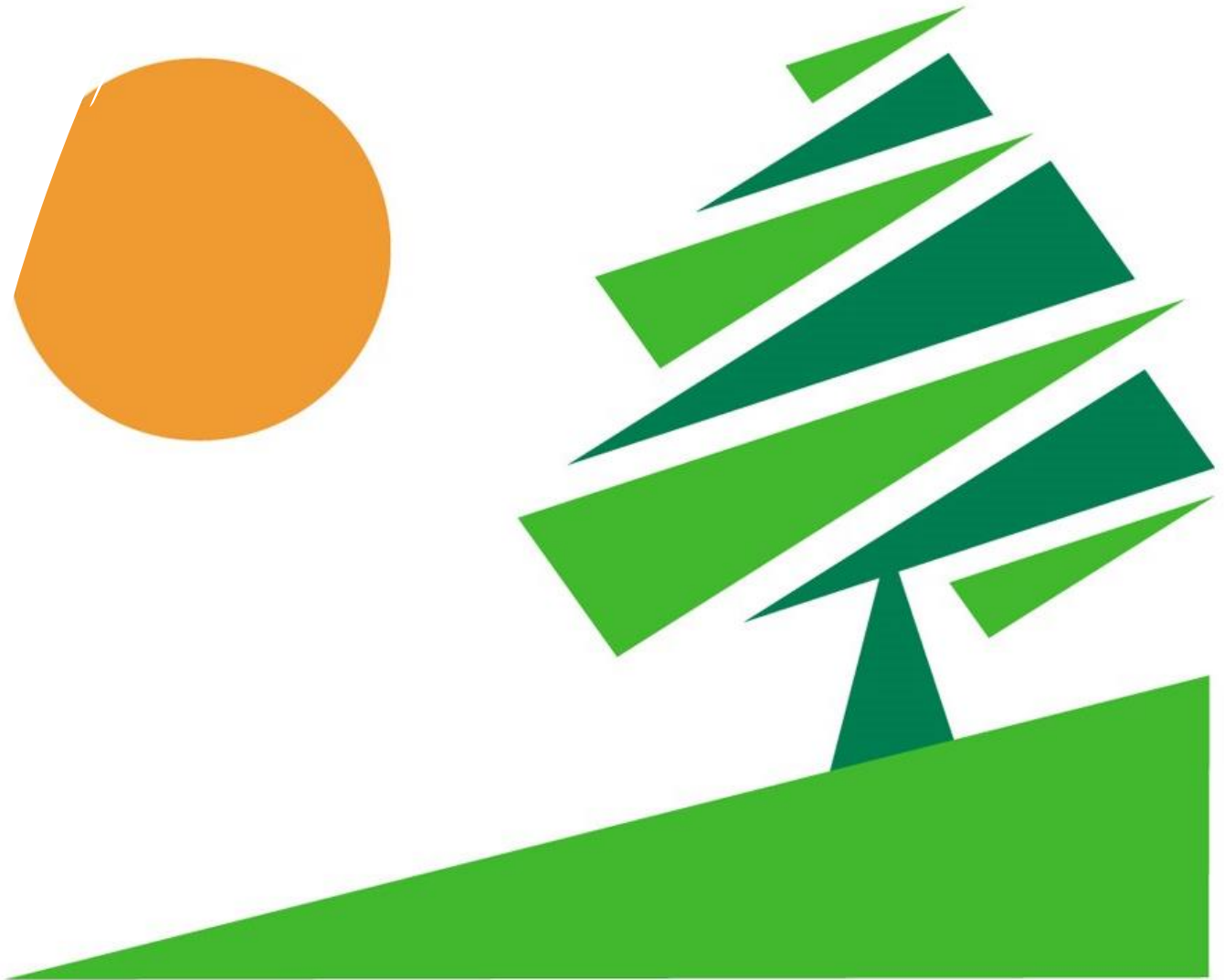


**Phonics and
Reading at Priory
Rise**

**Parent information
evening**

September 2023

Welcome



Priory Rise School



Teach reading: change lives

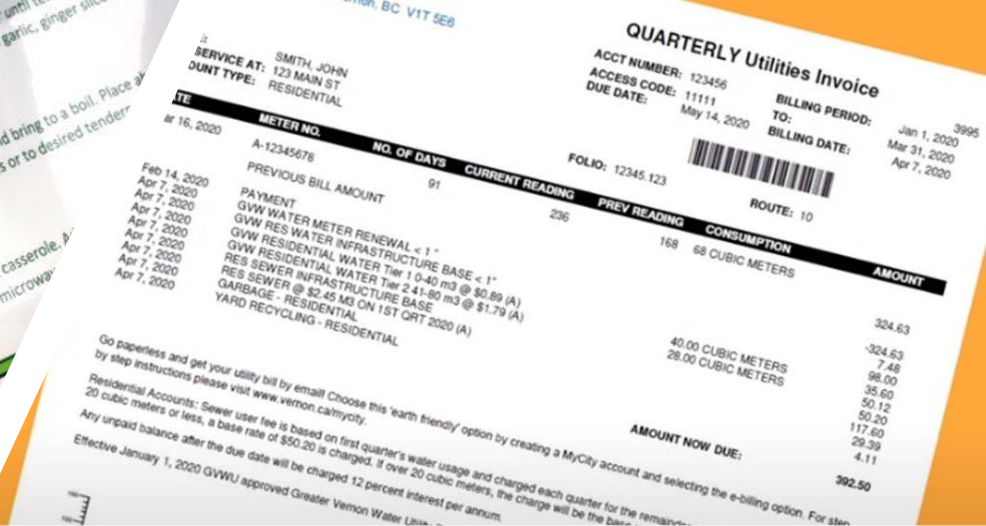


**A love of reading is the biggest indicator
of future academic success.**

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



Priority Rise S



How many times have you already read today?



Phonics

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.



Phonics means:

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



Why phonics?

- Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.
- Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words.
- They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.
- Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as ‘look and say’.
- This includes children who find learning to read difficult, for example those who have dyslexia.

English has about 20 vowel phonemes and 24 consonant phonemes



Needs to be at least one of these vowel sounds in every word (one per syllable)

20 Vowel Phonemes / Graphemes

Phoneme (sound)	Examples	Graphemes (written patterns)	Phoneme (sound)	Examples	Graphemes (written patterns)
Short Vowel Sounds... /a/	apple	a	/oo/	moon, screw	oo, ue, ou, ew, u-e
/e/	elephant, bread	e ea	Other Vowel Sounds... /oo/	book, could	oo, u, ou
/i/	igloo, gym	i y	/ou/	house, cow	ou, ow
/o/	octopus, wash	o a	/oi/	coin, boy	oi, oy
/u/	umbrella, won	u o	'r' controlled vowels... /ar/	star, glass	ar, a
Long Vowel Sounds... /ae/	rain, tray	ai, ay, a-e, a	/or/	fork, board	or, aw, a, au, ore, oar, oor
/ee/	tree, me	ee, ea, ie, y, e, ey	/er/	herb, nurse	er, ir, ur, ear, or
/ie/	light, kite	igh, i-e, y, i, ie	/air/	chair, pear	air, ear, are
/oa/	boat, bow	oa, ow, o, o-e	/ear/	spear, deer	ear, eer, ere
/ue/	tube, emu	u-e, ew, ue, u		'schwa' unstressed vowel close to /u/ as in teacher, the, picture	

24 Consonant Phonemes / Graphemes

Phoneme (sound)	Examples	Graphemes (written patterns)	Phoneme (sound)	Examples	Graphemes (written patterns)
/b/	banana, bubbles	b bb	/s/	sun, mouse	s ss, ce, se, c, sc
/c/	car, duck	c k, ck, q, ch	/t/	turtle, little	t tt
/d/	dinosaur, puddle	d dd,	/v/	volcano, halve	v ve
/f/	fish, giraffe	f ff, ph, gh	/w/	watch, queen	w wh, u
/g/	guitar, goggles	g gg,	/x/	fox	x
/h/	helicopter	h	/y/	yo-yo	y
/j/	jellyfish, fridge	j g, dge, ge	/z/	zip, please	z zz, ze, s, se
/l/	leaf, bell	l ll, le	/sh/	shoes, television	sh, ch, si, ti
/m/	monkey, hammer	m mm, mb	/ch/	children, stitch	ch, tch
/n/	nail, knot	n nn, kn	/th/	mother	th
/p/	pumpkin, puppets	p pp	/th/	thong	th
/r/	rain, write	r rr, wr	/ng/	sing, ankle	ng, n

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Teaching order : Systematic and incremental






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 ssssss	Under the snake's chin, slide down and round its tail.
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	Draw the penguin's back, up and round its head.
i i		pull your lips back and make the 'i' sound at the back of your mouth i i i	Draw the iguana's body, then draw a dot (on the leaf) at the top.
n n		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.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j		Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
v v		Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w w		Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x		Mouth open then push the eek sound through as you close your mouth ex ex es (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of	Down and round the yo-yo,

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o 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"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

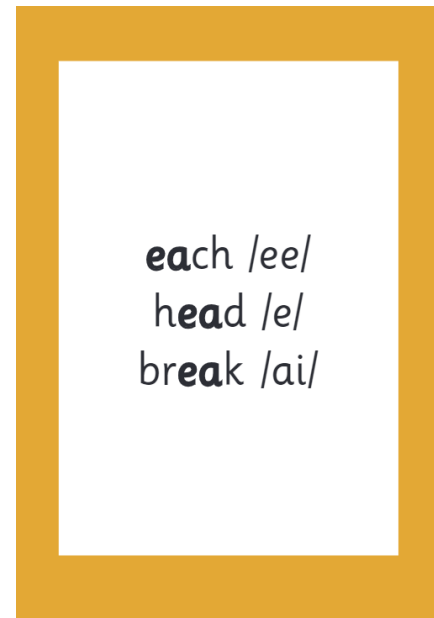
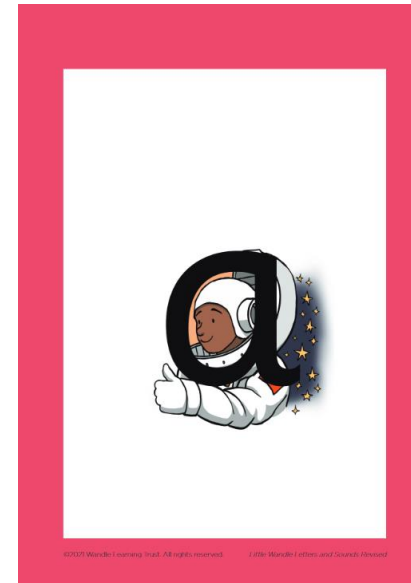
Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*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.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work



How we make learning stick

- Every class uses the same resources throughout the school.
- All teachers use the same ditties and Mnuemonics
- Lots of repetition
- The most common spellings of sounds first and then alternatives
- Regular assessing and additional support if needed.



Blending

Blending to read words



Reading and spelling



ea

each /ee/
head /e/
break /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words

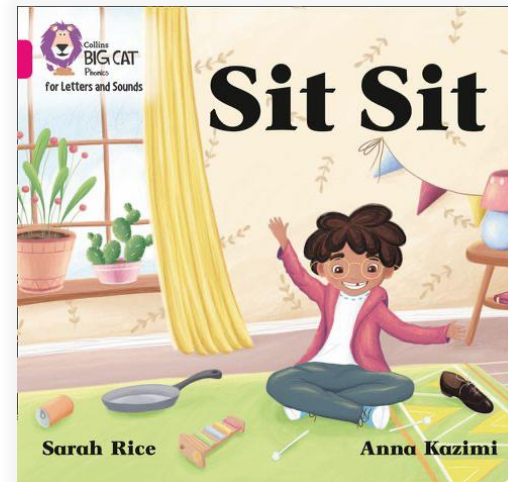
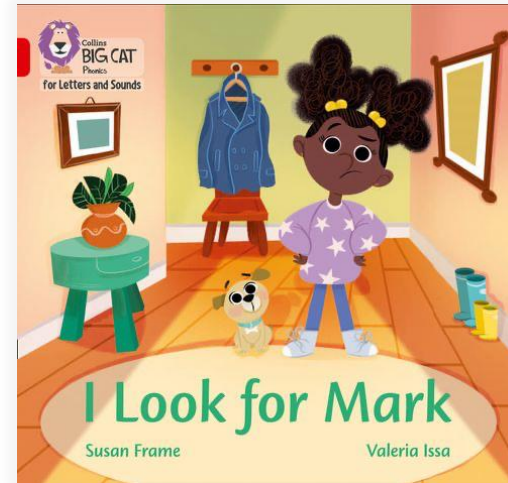
the	to	me	her
I	no	was	have
go	into	they	so
he	she	are	some



How do we teach reading in books?

Reading practice sessions are:

- timetabled each week
- taught by a trained teacher/teaching assistant
- taught in small groups.
- 1 phonics book each week



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 peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading at home

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



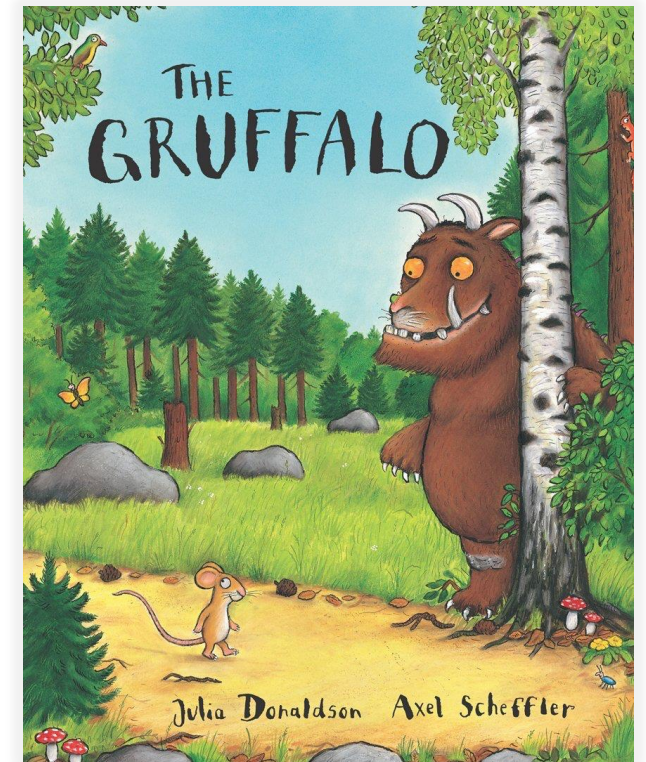
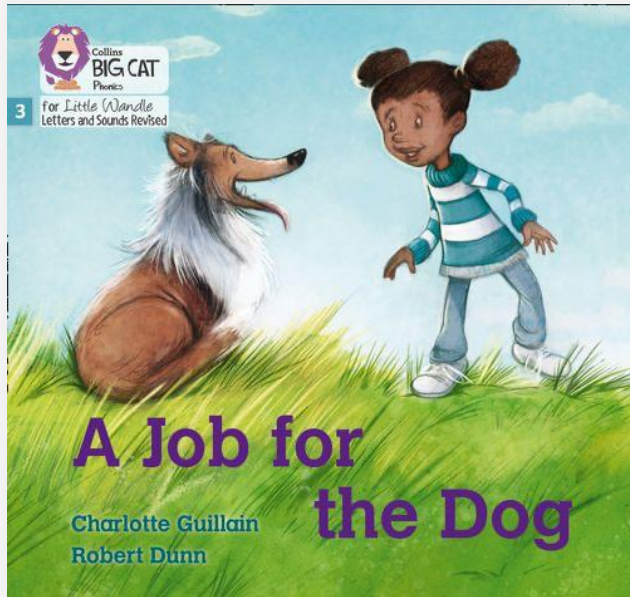
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children are exposed to by age 6 is a positive predictor of their reading ability two years later.

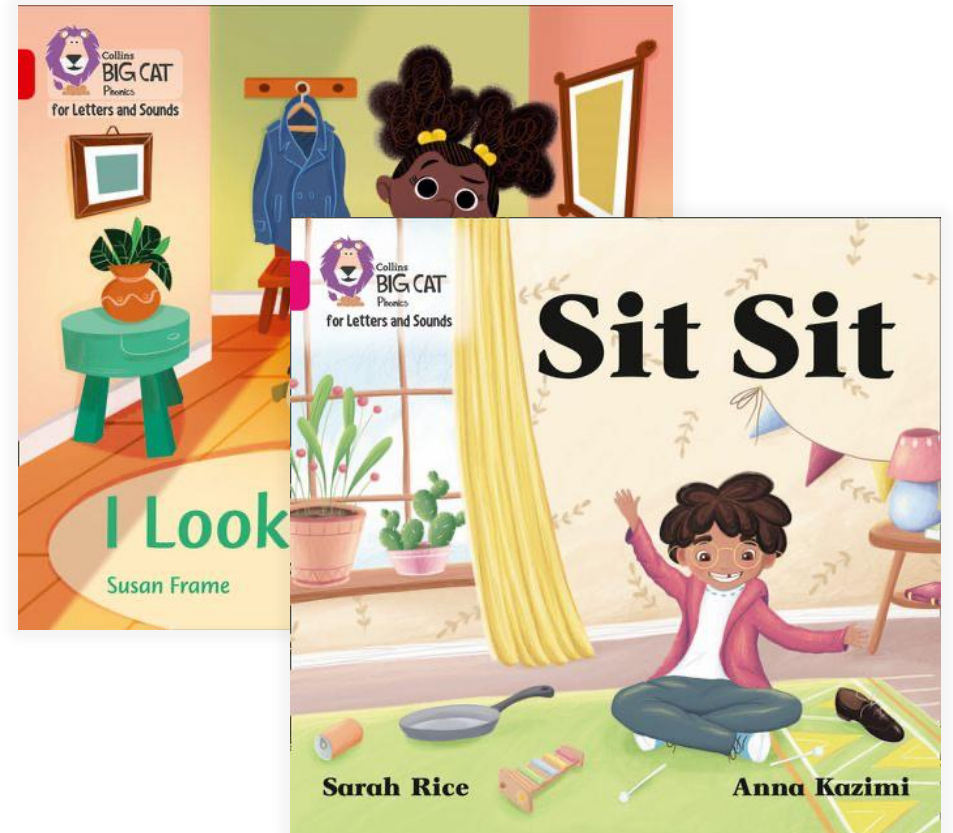


Books going home



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.



Supporting your child with phonics :

A link to these are on the Reading page of our website



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Read to your child



The shared 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.





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

Carl Sagan

