
We're teaching
every child to
read with



A complete SSP validated by
the Department for Education

Parent workshop: Phonics and early reading



The school is determined that every pupil will learn to read, regardless of their background, needs or abilities.

All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

Ofsted School Improvement Handbook, November 2019



Reading accurately by the age of 6 has a strong correlation with future academic success.





Little Wandle Letters and Sounds Revised

At Manor Way, we teach early reading and spelling using the 'Little Wandle Letters and Sounds Revised' programme.

What is Phonics?



Phonics is a method of learning to read.

Children learn to break up words into individual sounds before blending these sounds back together to make the word.

How we teach blending

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>



Terminology

- Phoneme
 - Grapheme
 - Digraph
 - Trigraph
 - Split vowel digraph
 - Blend
 - Segment
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Teaching order

Children learn four new sounds a week and we have a review lesson on a Friday.

What does a phonics lesson look like?

Lesson focus - ai (tail)

Revisit and Review - Revisit previously learnt graphemes, words and tricky words.

Teach and practise - ai/tail in the rain. Oral blending.
Read words with the new grapheme.

Practise and apply - Read a sentence and spell words.



ai

tail in the rain

How we make learning stick

Each sound that we teach has either a mnemonic (astronaut) or phrase (boing-boing for 'oi').

This helps the children recognise and remember the graphemes.



How we make learning stick

We read words that contain the new sound.

We read sentences containing some of those words.

Magic Password of the Day



We have displays in the classroom to support the children.

How we make learning stick

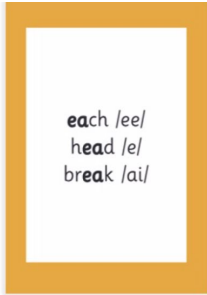
Grow the code grapheme chart

Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h	b bb	f ff ph	l ll le al	j jg dge ge	v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi si ci	th	ng	nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si



Phonics in Year 1



Children learn that a sound can be spelt in different ways e.g. the phoneme /ai/ can be spelt ai, ay, a, a-e, eigh, aigh (straight), ey, ea (great).

Children also learn that a grapheme can have different sounds.

Tricky words

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>



**Explanation of
tricky words**

Spelling

- Say the word.
 - Segment the sounds.
 - Count the sounds.
 - Write them down.
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Assessment

Children are assessed every six weeks.

Children are also assessed daily informally.

Any child in danger of falling behind will receive keep up support.

Correct articulation of sounds

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>

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 the age of 6 was a positive predictor of their reading ability two years later
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**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

