

# **Welcome to our phonics information session September 2024**



# Phonics and Early Reading

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Part 1 – information about how we teach phonics.

Part 2 – information about how we teach reading.

Part 3 – supporting at home.

# Phonics

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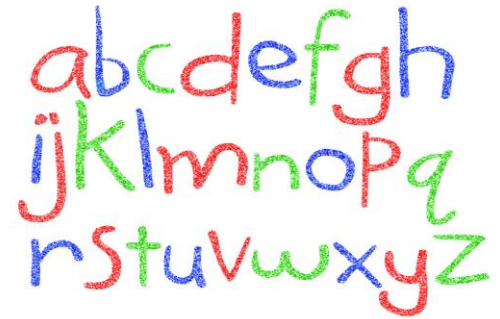
## What is Phonics?

Phonics is a way of teaching children how to read and write.

It helps children hear, identify and use different sounds that distinguish one word from another in the English language

# Did you know?

The English language has:-

















26 letters

44 sounds



Over 100 different ways to spell  
those sounds

						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air

# New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



[littlewandlelettersandsounds.org.uk](http://littlewandlelettersandsounds.org.uk)

## Why Little Wandle?

Excellent training for all staff to ensure consistency.

Every aspect of phonics and reading included in a detailed, thorough and systematic approach.

Engaging resources without distracting from the learning.

Comprehensive system for identifying and supporting children requiring extra help

Useful support for parents.

# How we teach phonics at Brooklands

Daily short sessions

Specific order of teaching

Synthetic phonics

m-u-s-t



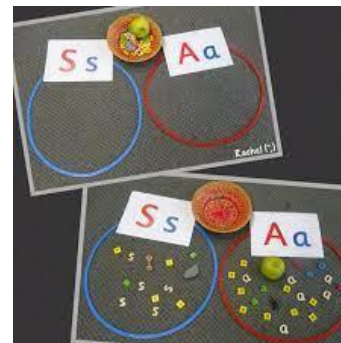
Correct pronunciation is vital - Videos on LW

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

Repeated practice

Practice makes permanent

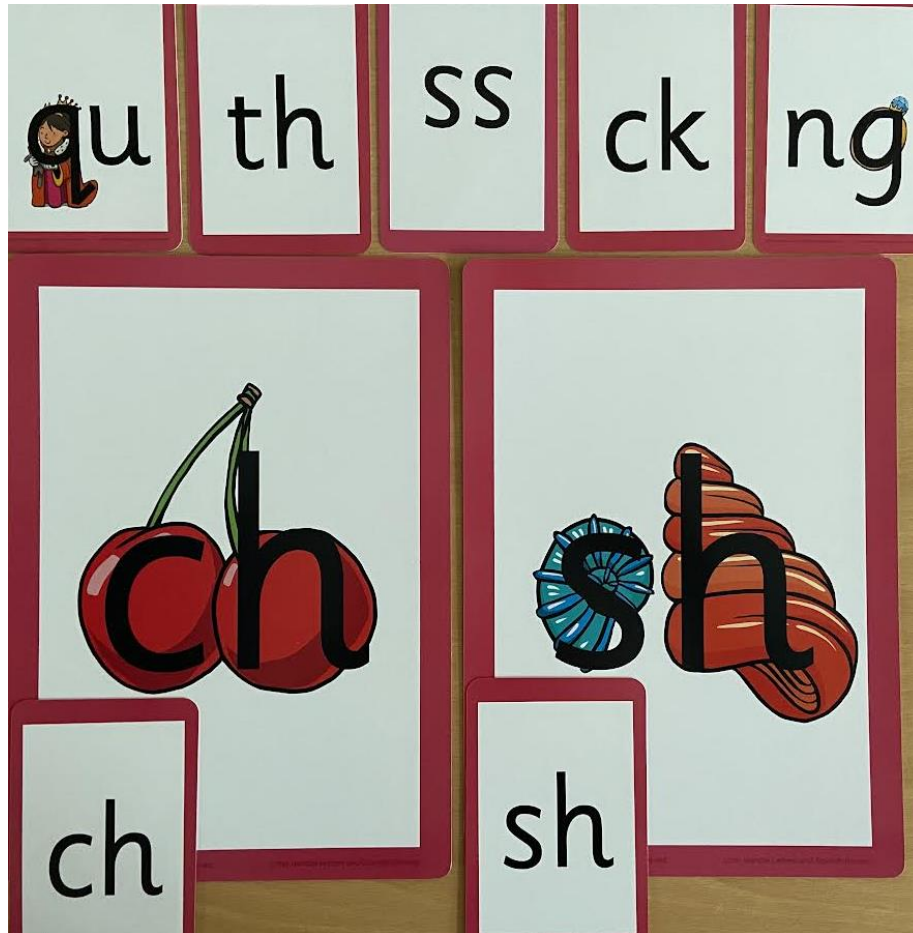
Revisit previously taught sounds at start of each lesson



Phonemes are taught in order.  
LW has a picture mnemonic to help children remember the  
phoneme/grapheme

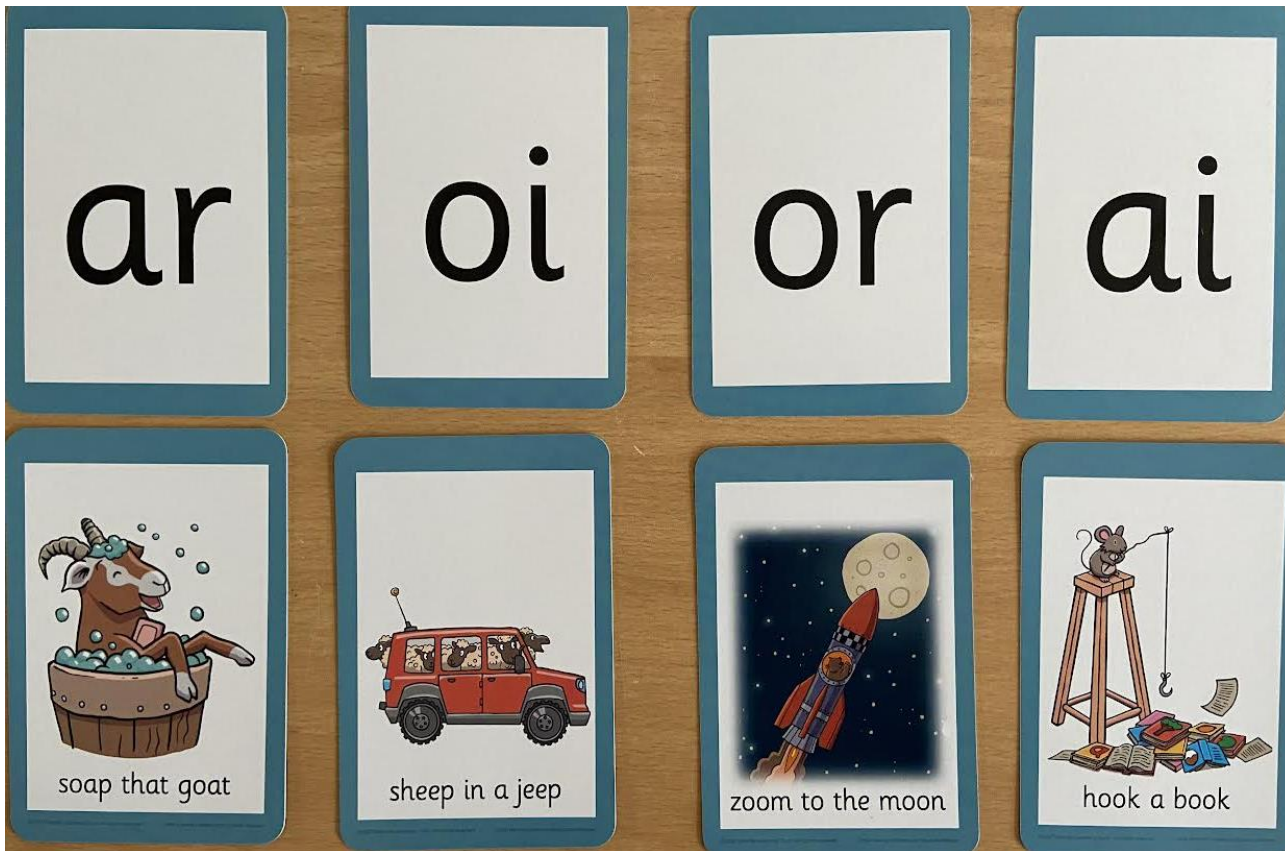


## Early digraphs – 2 letters | sound

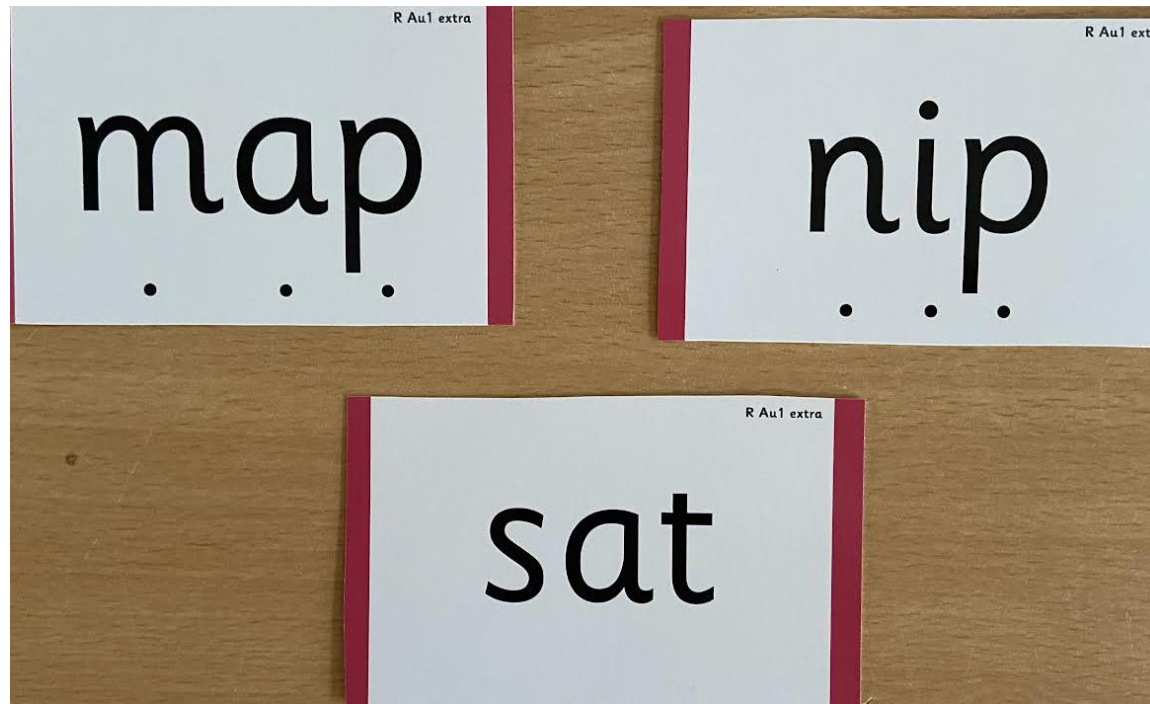




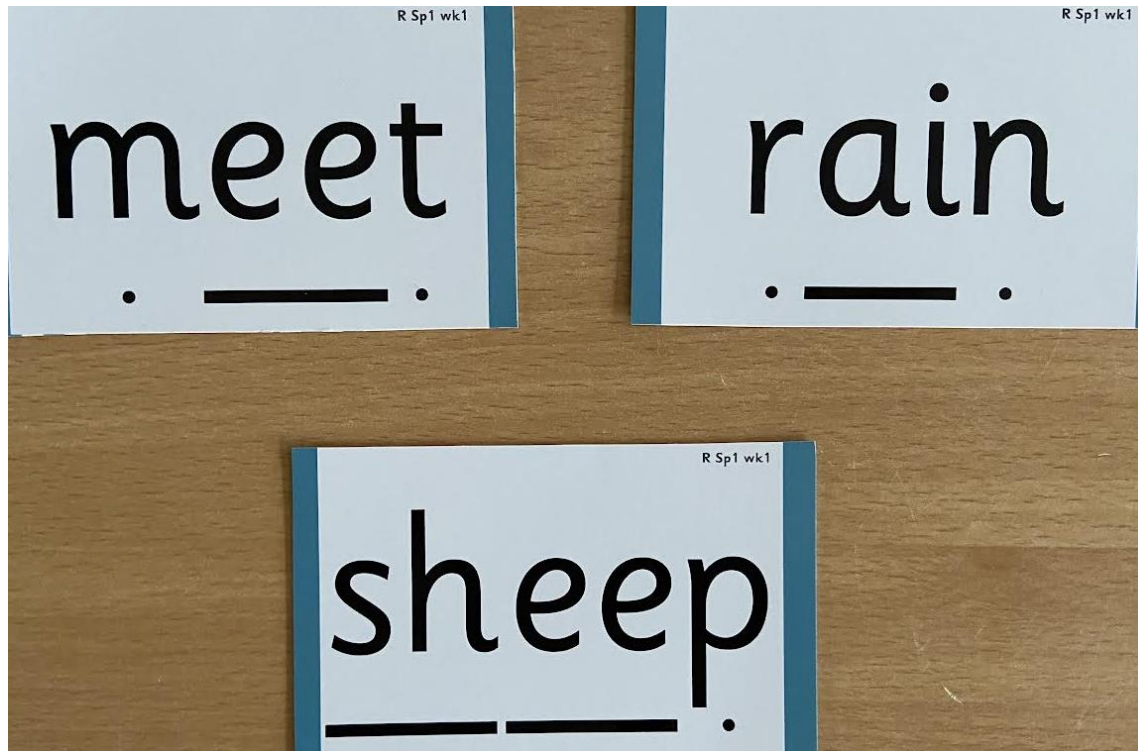
Vowel digraphs - taught with a short caption to help children remember  
- Also trigraphs igh, air



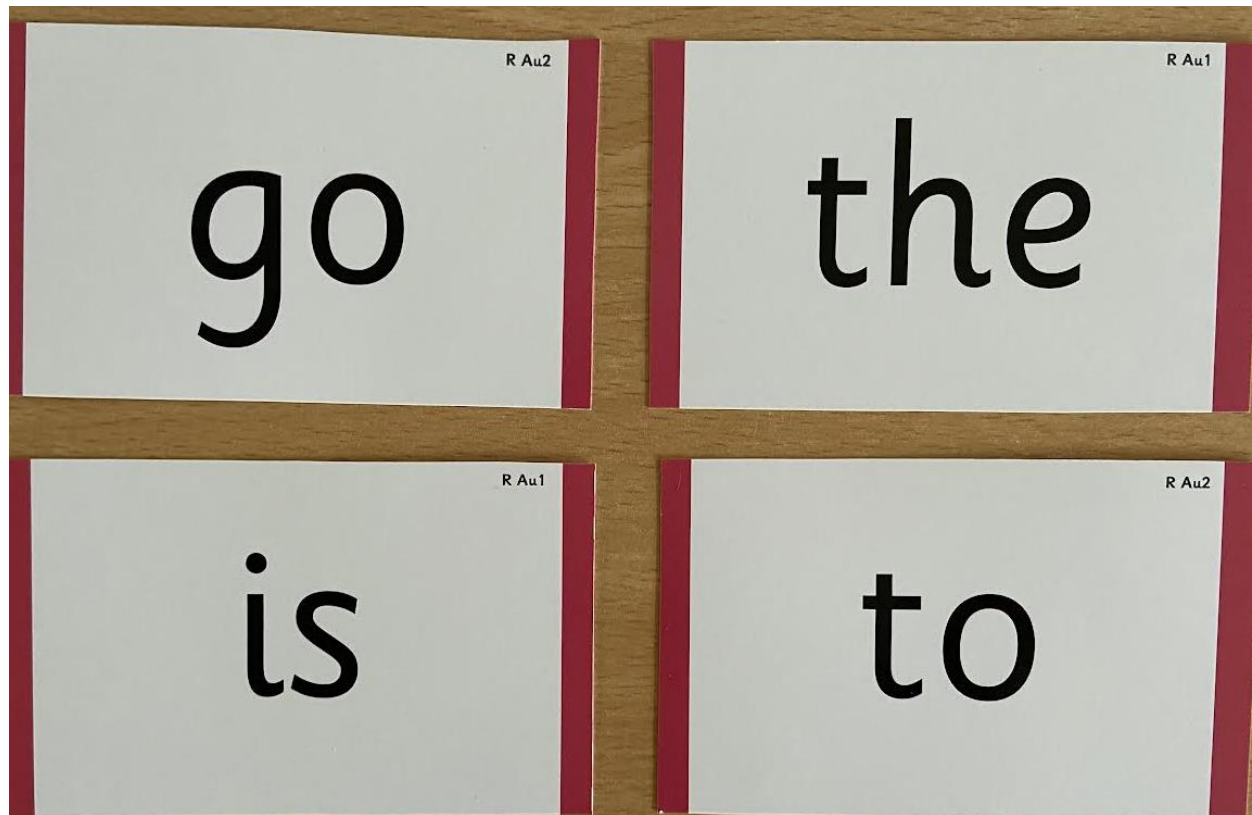
During phonics lessons we use sound buttons so we  
can sound talk and blend to read



Digraphs have a zip to sound talk and blend



Tricky words - Words that do not follow the rules and cannot be decoded –  
tricky words / exception words  
Children are taught what part of the word is tricky



# Terminology

You may hear your child say....

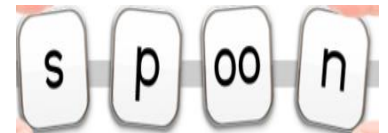
**Phonics** (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

**Phoneme** - Any one of the 44 sounds which make up words in the English language.

**Grapheme** – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme ‘ay’ is spelt differently in each of the words ‘way’, ‘make’, ‘fail’, ‘great’, ‘sleigh’ and ‘lady’.

**Blending** – Putting together the sounds in a word in order to read it, e.g.

‘f – r – o – g, frog’

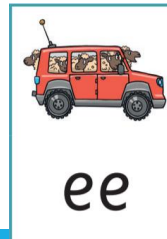


**Segmenting** – Breaking a word into sounds in order to spell

them, e.g. ‘frog, f – r – o – g’

**Digraph** - 2 letters making one sound

**Trigraph** - 3 letters making one sound



# Reading

We want children to  
love reading

Reading should be  
enjoyable

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Learning to read should be  
a positive experience

We want children to read  
for pleasure and be life  
long readers

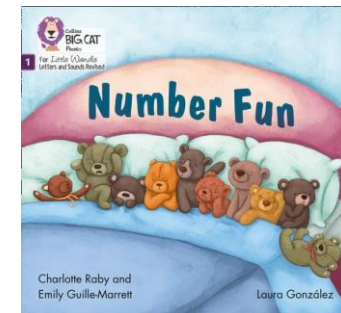
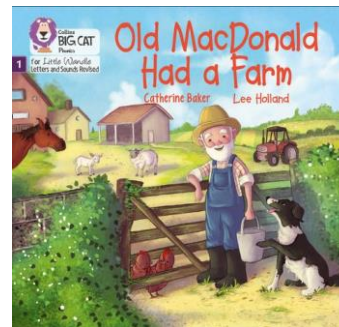
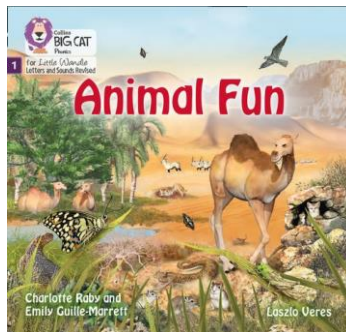
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Reading underpins children's access to the curriculum  
and clearly impacts on their achievement



Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books





# How we teach reading at Brooklands

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Reading practice sessions are:	Books are :
Timetabled 3 times a week	matched to children's secure phonic knowledge and word reading
Taught by trained member of staff	read three times
Taught in small groups	sent home



## Reading Practice Books carefully matched so children can read fluently and independently

**3 Reads – each one begins with some quick sounds and words practice**

- 1. Decoding**
- 2. Prosody**  
(intonation, expression)
- 3. Comprehension**

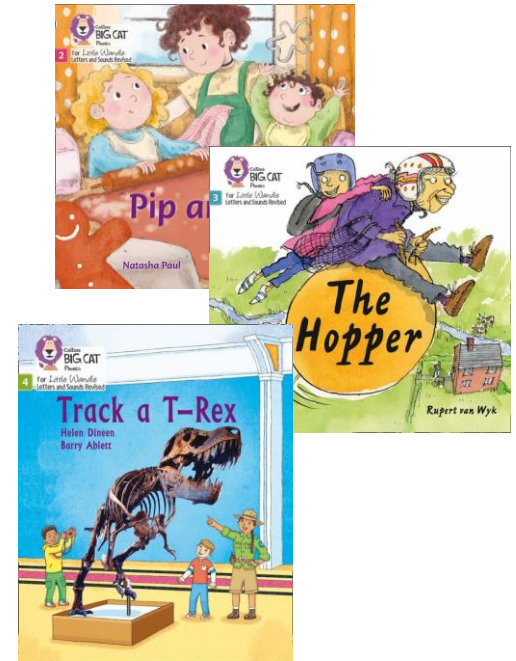


When children read their eBook, they should be **95% fluent**.  
Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

**Celebrate their success!!!**

# How do we decide which books children read?

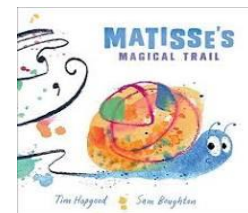
- Children are assessed
- They are given a guided reading book matched to their phonics level
- Children also get to choose a 'home reader' based on the same assessment.
- Reading levels are continuously assessed across the term.



# How to support at home

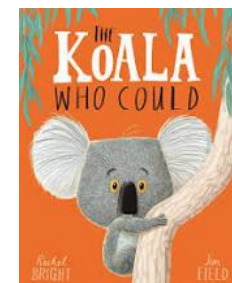
## Reading for pleasure

Children will also bring home a 'reading for pleasure book' from our class library every fortnight (once our library is open).

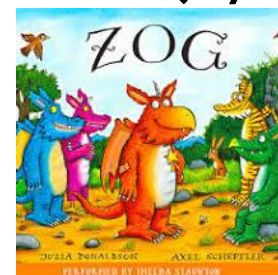


To become lifelong readers, it is essential that they read for pleasure

Children **may not** be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.



Enjoy the book together and foster a love of reading



# What else can parents do?

- Look at the Little Wandle videos and guidance for parents.

[For parents | Letters and Sounds  
\(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)

- Support your child with the phonics home learning.
- Let your child “show off” their reading to you and celebrate and praise all the way!
- Share books with your children for pleasure.
- Upload photos to the Brooklands reading padlet (on bulletin)

# Help your child with reading

## I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Create

Use reading to inspire drawings or new stories.

## Go Online

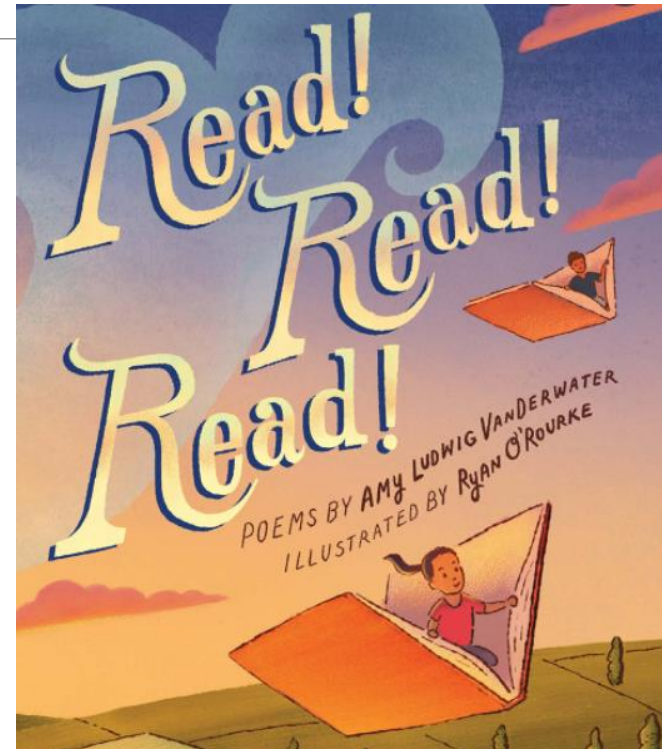
Look online & in app stores for appropriate word & spelling games.

## Make Space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...  
anything that is close to hand!



## Websites for Phonics games:

Phonics Play     <https://www.phonicsplay.co.uk/>

Phonics Bloom   <https://www.phonicsbloom.com/>

Topmarks     [https://www.topmarks.co.uk/english  
games/5-7-years/letters-and-sounds](https://www.topmarks.co.uk/english_games/5-7-years/letters-and-sounds)

Thank you for joining us!