



# PHONICS AT KENDER

23/09/22



# PART 1: HOW WE TEACH PHONICS

# PART 2: HOW WE TEACH READING

# PART 3: SUPPORTING AT HOME



# PART 1: HOW WE TEACH PHONICS

## WHAT IS PHONICS?

- \* A way of teaching children how to read and write.
- \* Helps children hear, identify and use different sounds to read and write.
- \* The English language has: 26 letters, 44 sounds and over 100 different ways to spell those sounds.
- \* Taught using the Little Wandle programme, validated by the DFE.
- \* Taught daily for 10 minutes at the start of Reception, moving up to between 20-30 minutes.



# PART 1: HOW WE TEACH PHONICS

## PHONICS PROGRAMME: LITTLE WANDLE

- \* DFE validated programme.
- \* Thorough plans covering all aspects of phonics, reading and catch up.
- \* Engaging resources that don't overload children.
- \* Comprehensive training which ensures a consistent approach across the school.

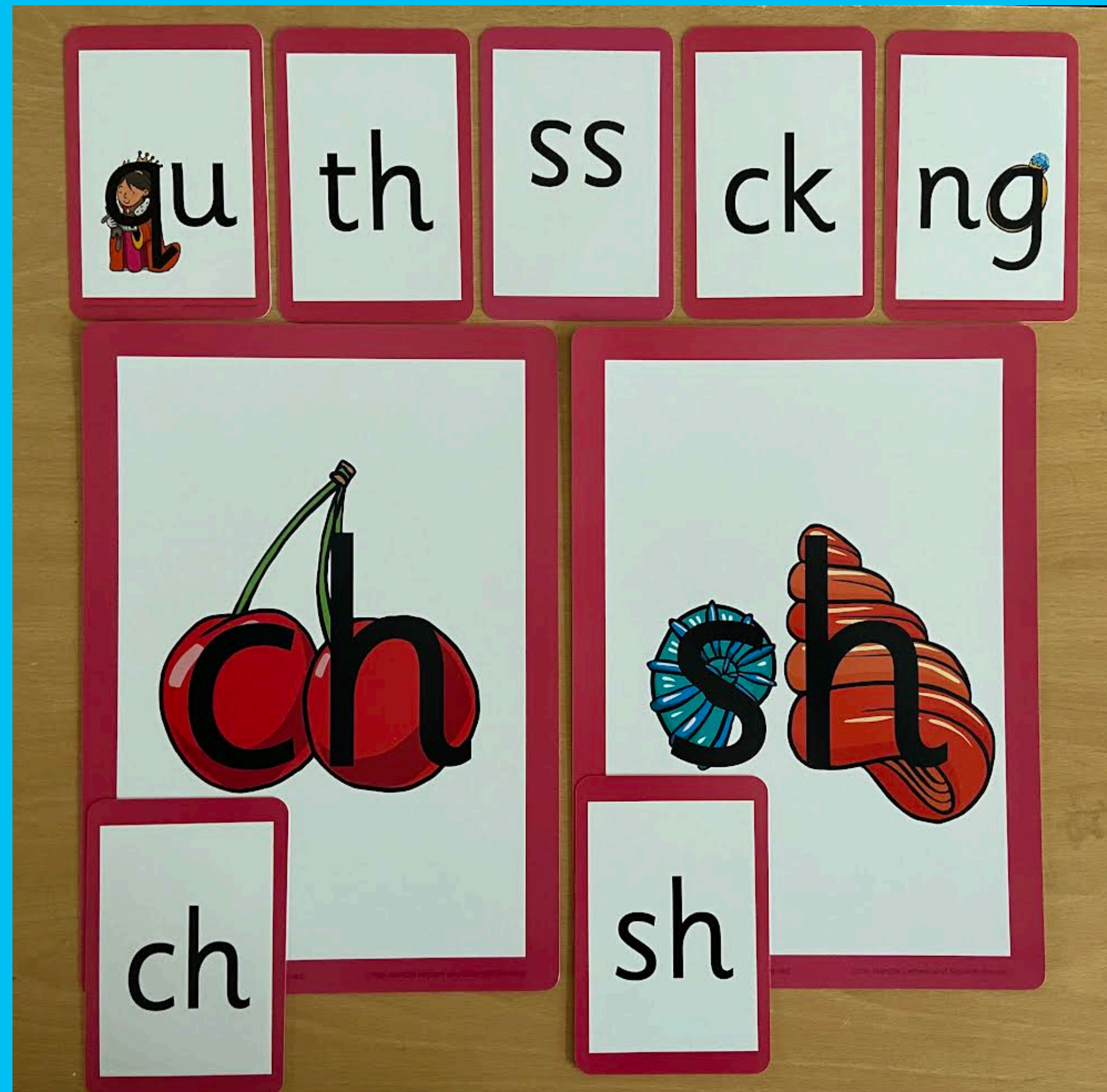


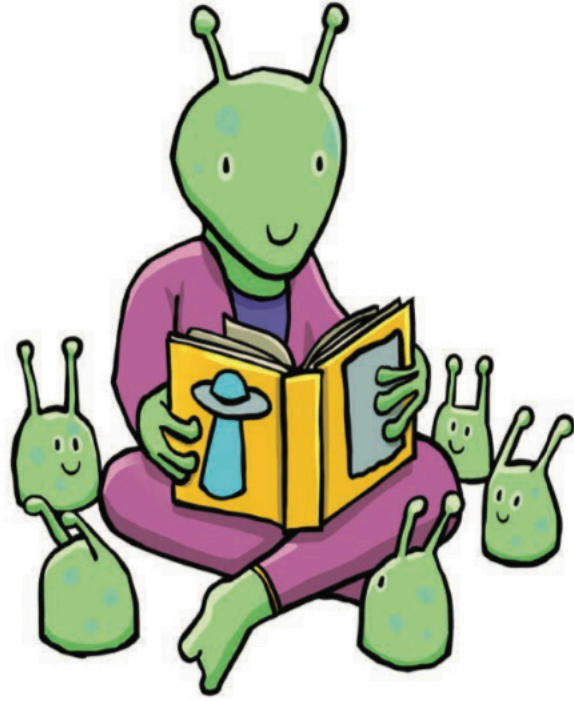

# PART 1: HOW WE TEACH PHONICS





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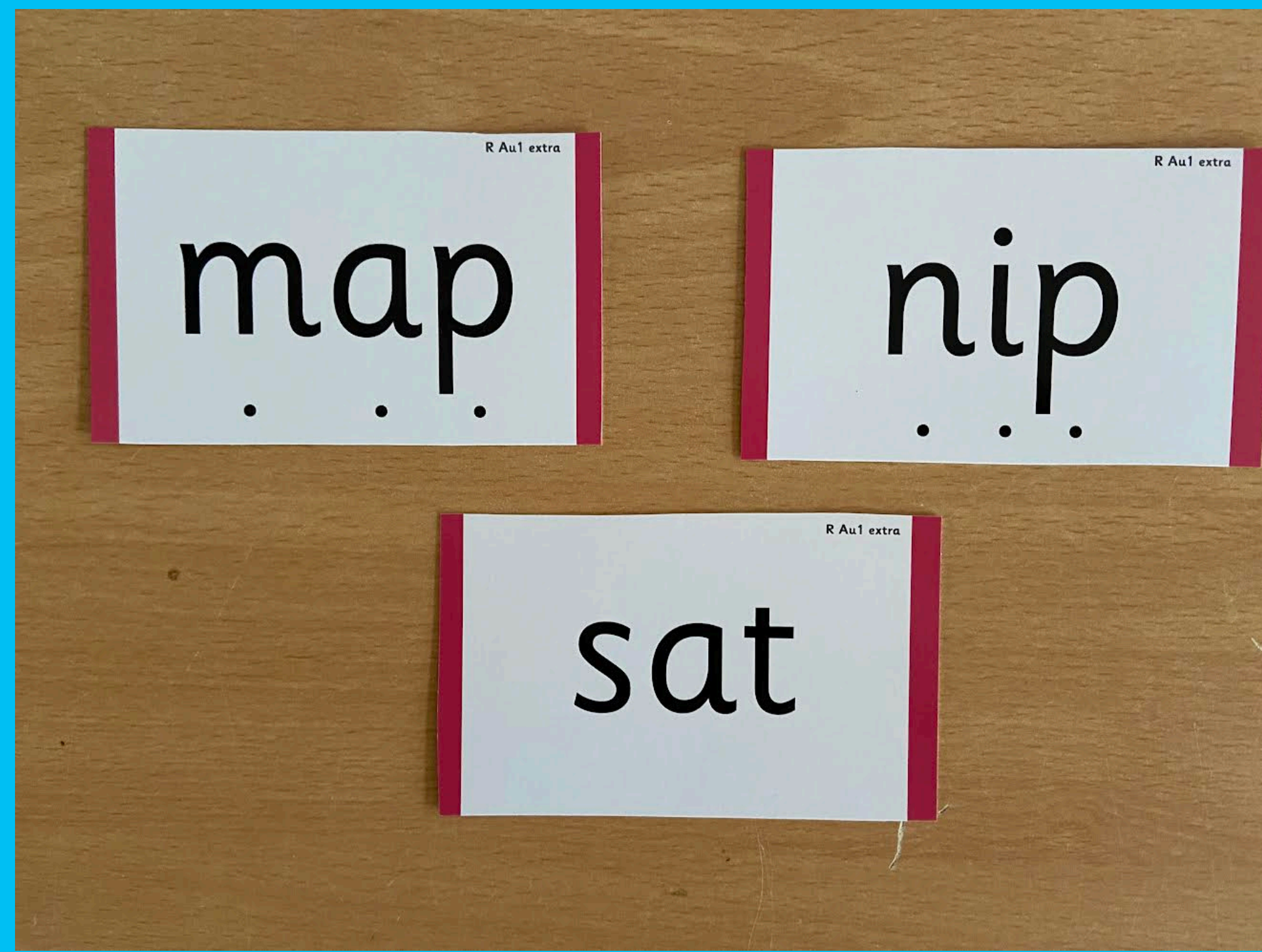


Grapheme	Catchphrase	Pronunciation phrase
ear	 <p>get near to hear</p>	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
air	 <p>chair in the air</p>	Open your mouth wide, push your tongue down as you say <b>air air air</b>





# PART 1: HOW WE TEACH PHONICS







# PART 1: HOW WE TEACH PHONICS

go

R Au2

the

R Au1

is

R Au1

to




R Au2





# PART 1: HOW WE TEACH PHONICS

## LESSON STRUCTURE

	Revisit and review
	Teach and practise
	Practise and apply





# PART 1: HOW WE TEACH PHONICS

## AUTUMN OVERVIEW

### Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

### Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"><li>words with –s /s/ added at the end (hats sits)</li><li>words ending in s /z/ (his) and with –s /z/ added at the end (bags)</li></ul>	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.





# PART 1: HOW WE TEACH PHONICS

## JARGON: WHAT YOU MAY HEAR YOUR CHILD SAY...

- \* Phoneme- any of the sounds which make up words in the English language.
- \* Grapheme- how a phoneme (sound) is written down. There can be more than one way of writing these e.g. the phoneme (sound) 'ay' is spelt differently in each of these words 'way', 'make' and 'great'.
- \* Segment- breaking down a word into the sounds in order to read or spell them e.g. 'fox, f-o-x'. We use segmenting fingers to help your child segment words.
- \* Blend- putting together the phonemes (sounds)) to read a word e.g. f-o-x, fox.
- \* Digraph- two letters making one phoneme (sound).
- \* Trigraph- three letters making one phoneme (sound).



## PART 2: HOW WE TEACH READING







# PART 2: HOW WE TEACH READING

## BOOKS

- \* Children start with wordless books to help them develop language and understanding of how to handle books.
- \* Children use levelled reading books once they have mastered a number of sounds and how they are written. These are matched to their secure phonics knowledge and word reading abilities.
- \* Reception: One- one reading for the start of term to give them a high level of support as they settle and begin their reading journey.
- \* Later in the year children will be grouped by ability and read in their group twice weekly prior to books returning home.





## PART 2: HOW WE TEACH READING

# BOOK BAGS

- \* Must be kept in a named book bag. Please do not keep water in the bag with their books.
- \* Reception: Books should be brought on your child's book day, as advised by class teacher.
- \* Books are an expensive resource and need to be well looked after. If they are not returned it means the next group cannot read them. Please return books to their bag as soon as you finish reading them. If books are not returned after a week we will request you pay £5 to replace the book.

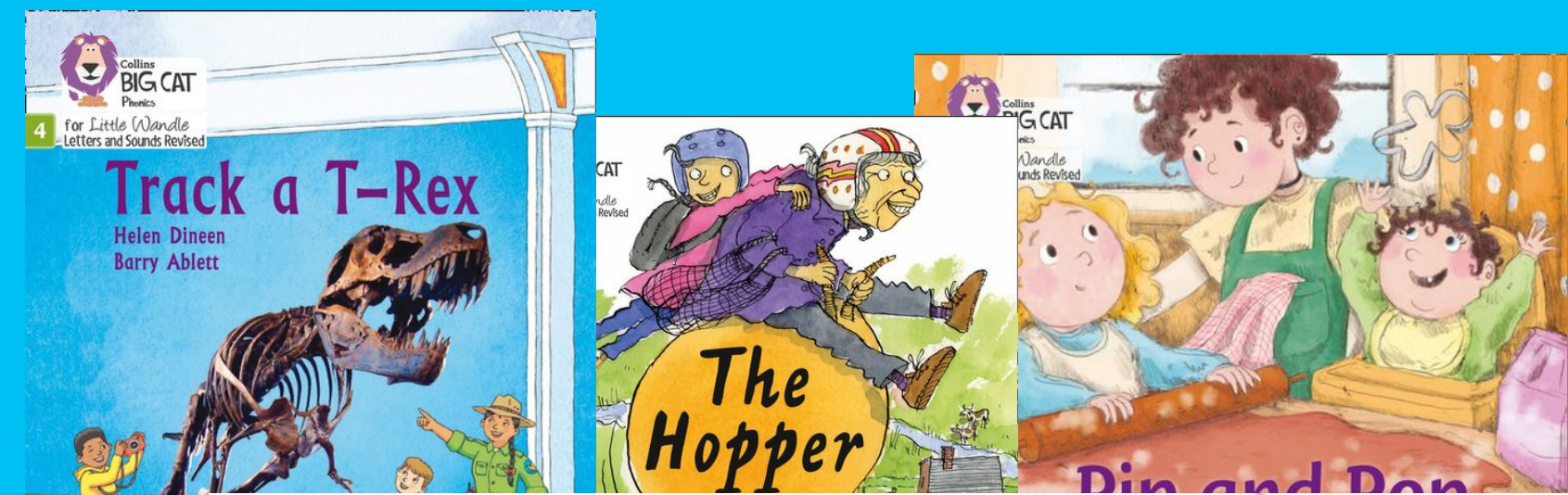




# PART 3: SUPPORTING AT HOME

## READING THE PHONICS BOOK

- \* Read daily for a short period.
- \* Look at the inside of the front cover together before reading: re-cap the sounds that will be in the book and get your child to practise the words that will be in the book- this will help them read them fluently in the book.
- \* Encourage them to sound out the words in their head and then just say the words aloud. Encourage them to find digraphs and trigraphs in each word first to support them in sounding words out.
- \* Celebrate and praise your child for their achievement and their efforts!
- \* Write once a week in their reading record with a short general comment on their progress and if there are any issues you've noticed.



**Before reading**

**Practising phonics: Phase 3**

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

- Read the words together.

feeds high goats pool arm

**Common exception words:**

the (on)to are

**Check understanding**

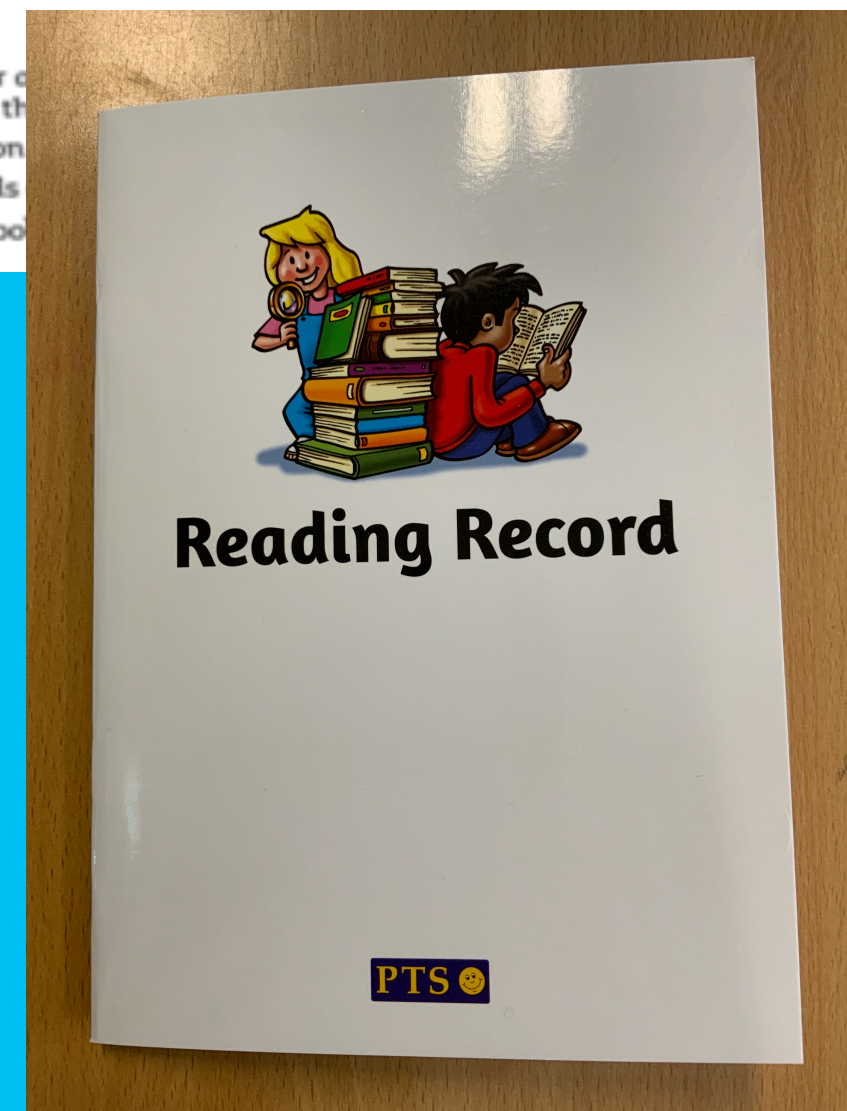
- Ask your child:
  - What do these words mean?

coax hoots cavort talons curl  
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

**Talk about it**

- Look at the cover and ask:
  - What do you think the book is about?
  - Is this a fiction or non-fiction book?
  - What animals are in the book?
- Now read the book.







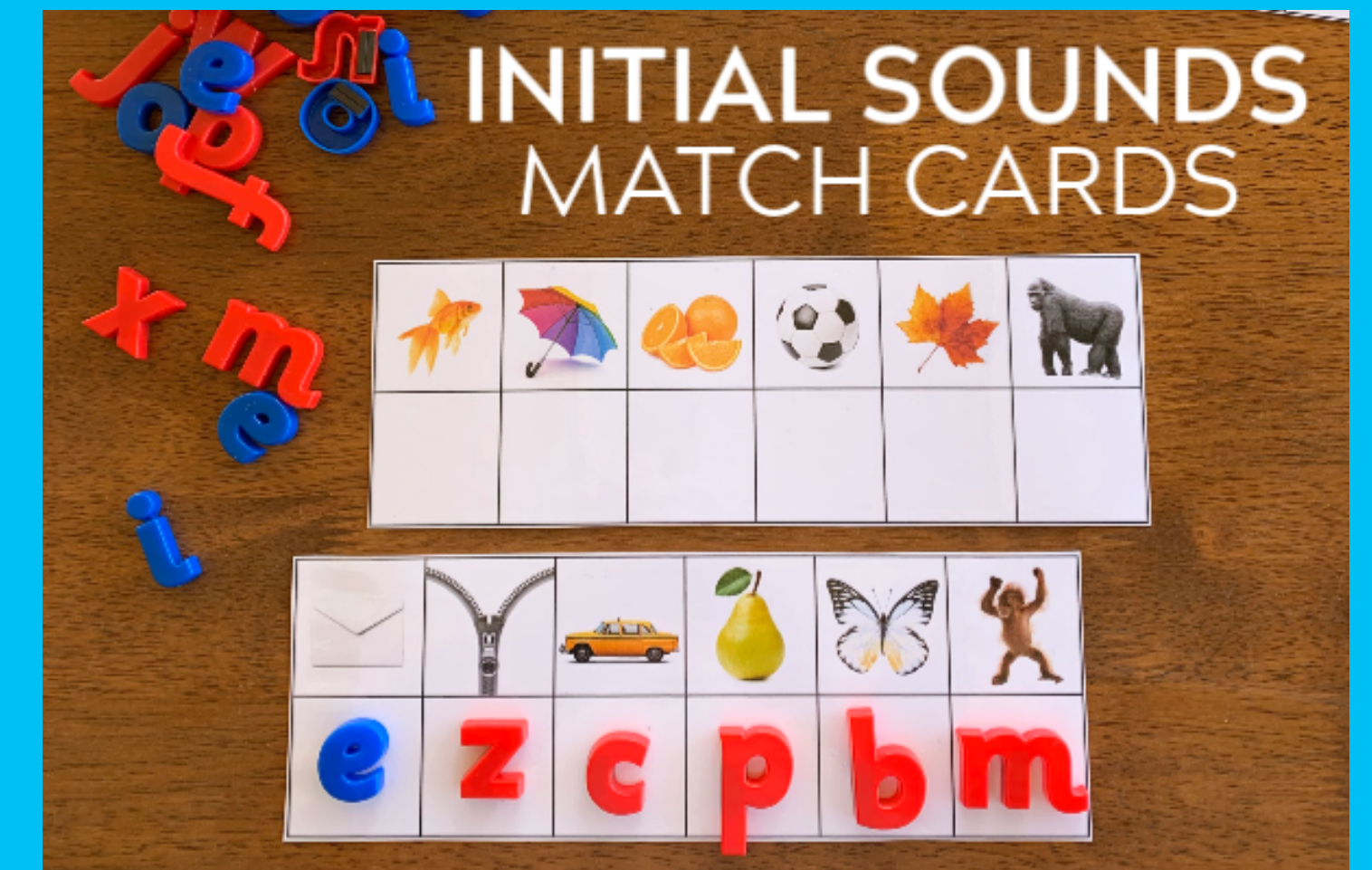
## PART 3: SUPPORTING AT HOME

# READING FOR PLEASURE

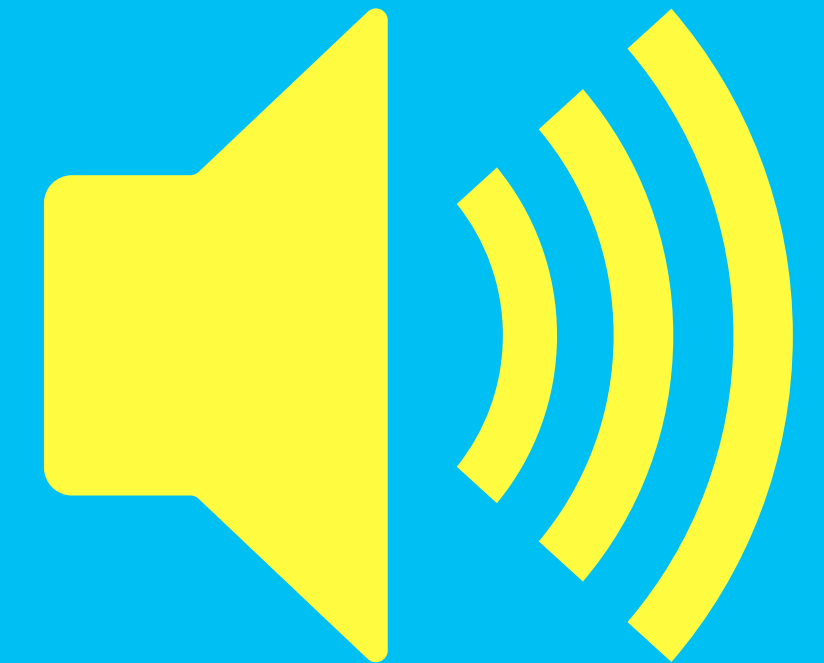
- \* Your child's second book will be a story book.
- \* This should be read by the adult to the child to help children develop a love of reading and their understanding. It is much easier for them to discuss and engage in a book when they are not having to work hard to read it, which can cause an overload of information.
- \* Ask your child about the book as you read, encourage them to think deeply. You could ask what might happen next, to describe what they can see in the pictures, how the story makes them feel etc.



## PLAYING GAMES AND LOTS OF TALK!



- \* Initial sound games e.g. I spy with my little eye using the initial sound
- \* Blending games e.g. Can you find the p-i-g?
- \* Rhyming games e.g. rhyming stories, matching rhyming pictures...
- \* Instrumental and environmental sound games e.g. a sound walk outside, copy the beat
- \* See the school website for lots of ideas!







# PART 3: SUPPORTING AT HOME

## FIND OUT MORE!

- \* Watch little wandle videos showing all the phonemes to help you support your child. There are other guidance videos.
- \* Support your child in learning the alphabetic code and remember not to use letter names.
- \* Support your child in writing words by using their sounds- it's ok if they mistakes as long as they are trying. Please do not write words for them to copy or sound them out for them as this de-skills them. Praise their attempts.
- \* Look at the school website phonics session to find more resources, such as sound mats.

### Help your child with reading

<h4>I Spy</h4> <p>Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?</p>	<h4>Ask Questions</h4> <p>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?</p>	
<h4>Make it Fun</h4> <p>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.</p>	<h4>Be Seen</h4> <p>Make sure you are seen reading. Keep books magazines at easy reach.</p>	<h4>Get Out</h4> <p>Go to your public library regularly. Find the books you loved as a kid to read together.</p>
<h4>Create</h4> <p>Use reading to inspire drawings or new stories.</p>	<h4>Go Online</h4> <p>Look online &amp; in app stores for appropriate word &amp; spelling games.</p>	<h4>Make Space</h4> <p>Have a special place or a certain time when you read together.</p>
<h3>Read everything out loud.</h3> <p>Books, poems, nursery rhymes, newspaper &amp; magazine articles, food labels... anything that is close to hand!</p>		





**PHONICS AT KENDER**

**THANK YOU FOR ATTENDING.  
ANY QUESTIONS?**

**23.09.22**