



PHONICS AT KENDER

16.09.22



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

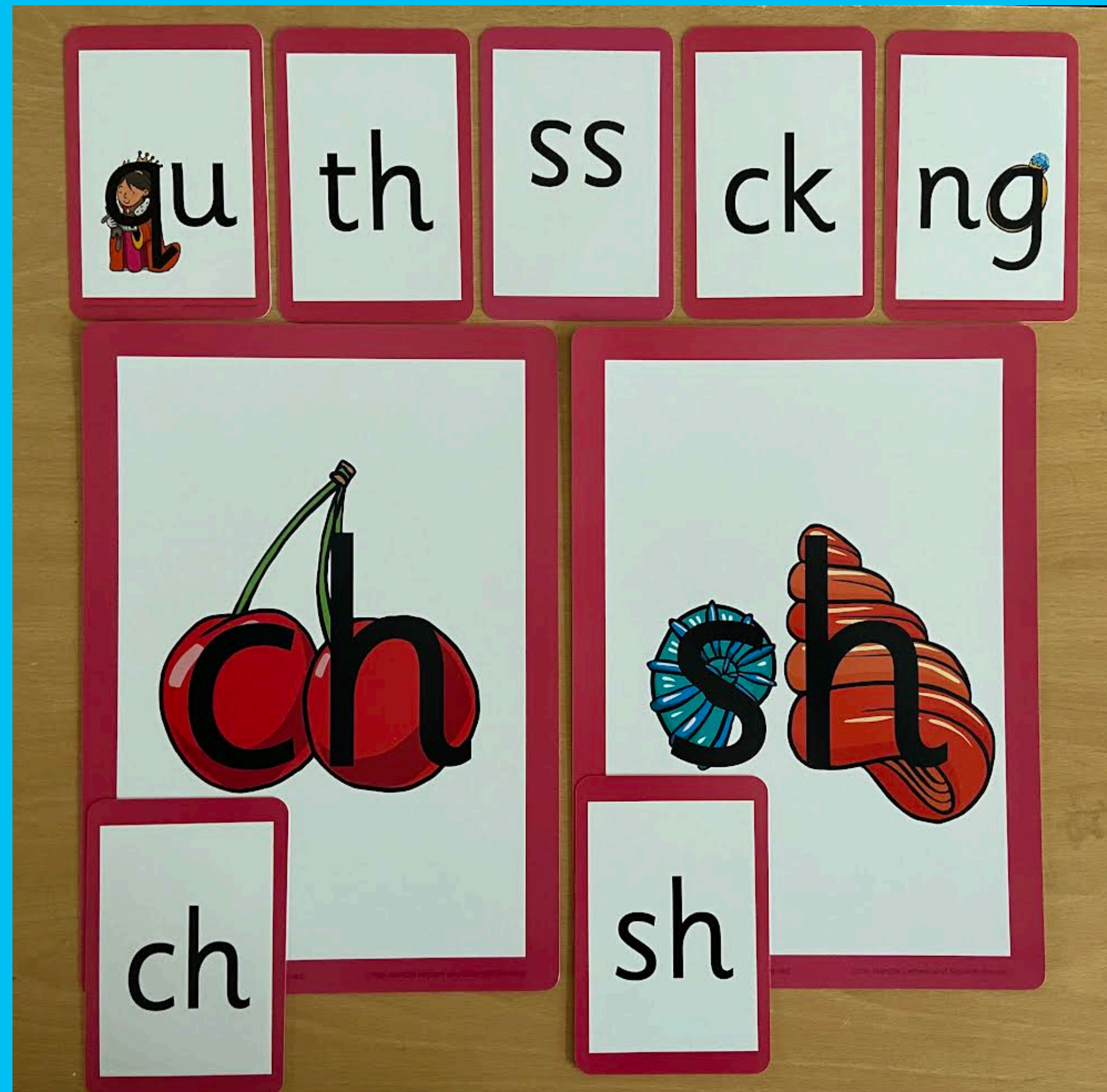
PHONICS PROGRAMME: LITTLE WANDLE

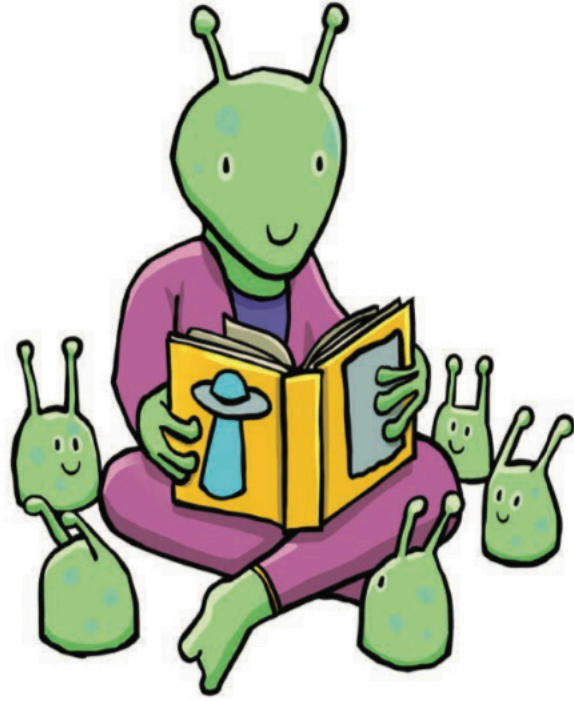

- * DFE validated programme.
- * Thorough plans covering all aspects of phonics, reading and catch up.
- * Engaging resources that don't overload children.
- * Comprehensive training which ensures a consistent approach across the school.

PART 1: HOW WE TEACH PHONICS

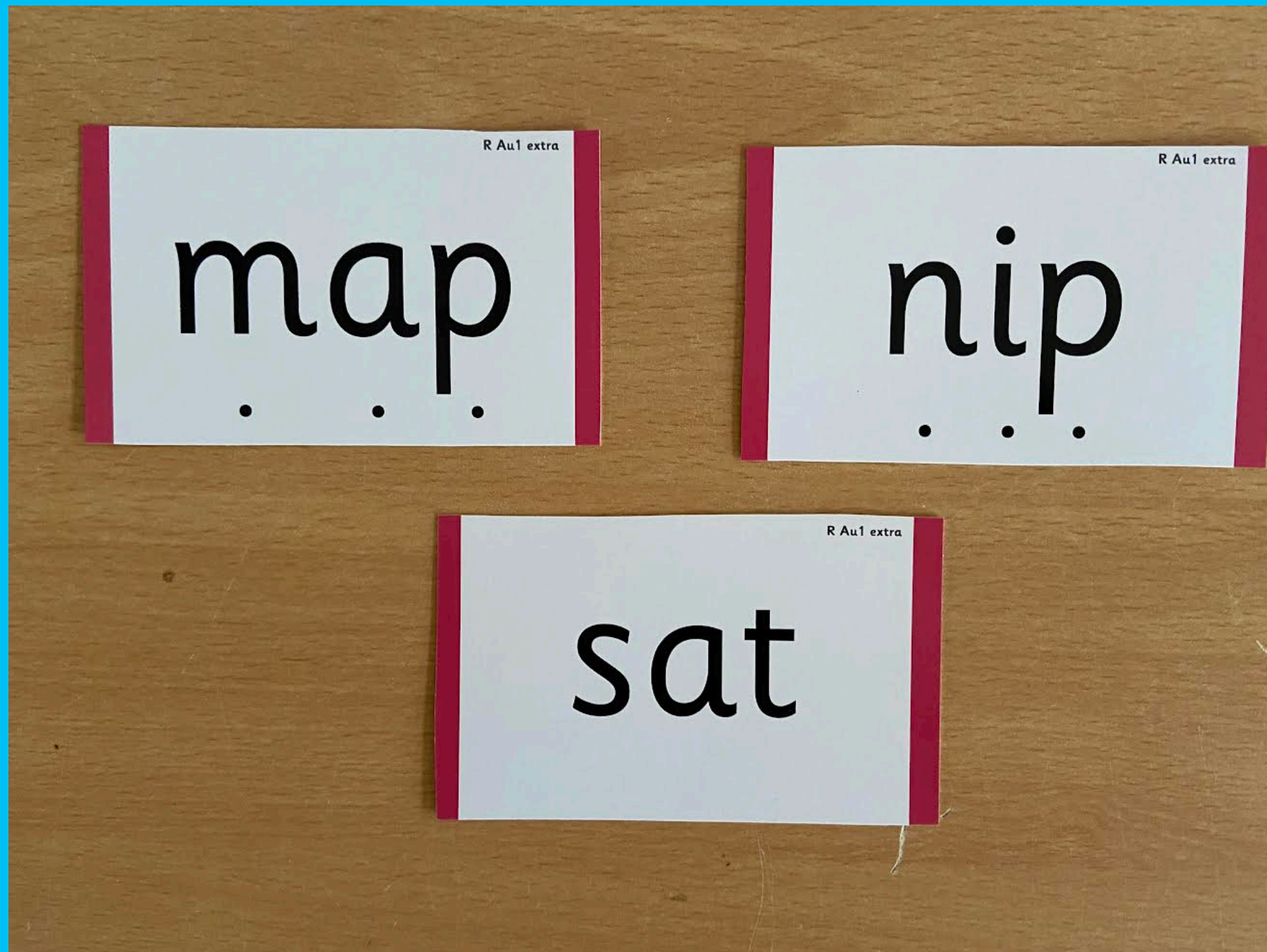


PART 1: HOW WE TEACH PHONICS



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 ear ear ear
air	 <p>chair in the air</p>	Open your mouth wide, push your tongue down as you say air air air

PART 1: HOW WE TEACH PHONICS





PART 1: HOW WE TEACH PHONICS

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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

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.
- * Reception: One- one reading for the start of term to give them a lot of support as they settle and begin their reading journey.
- * Year 1 and Year 2- Two group reading sessions per week in small groups with a teacher or teaching assistant
- * Books are matched to children's secure phonics knowledge and word reading abilities. Read twice before being sent home.



PART 2: HOW WE TEACH READING

BOOK BAGS

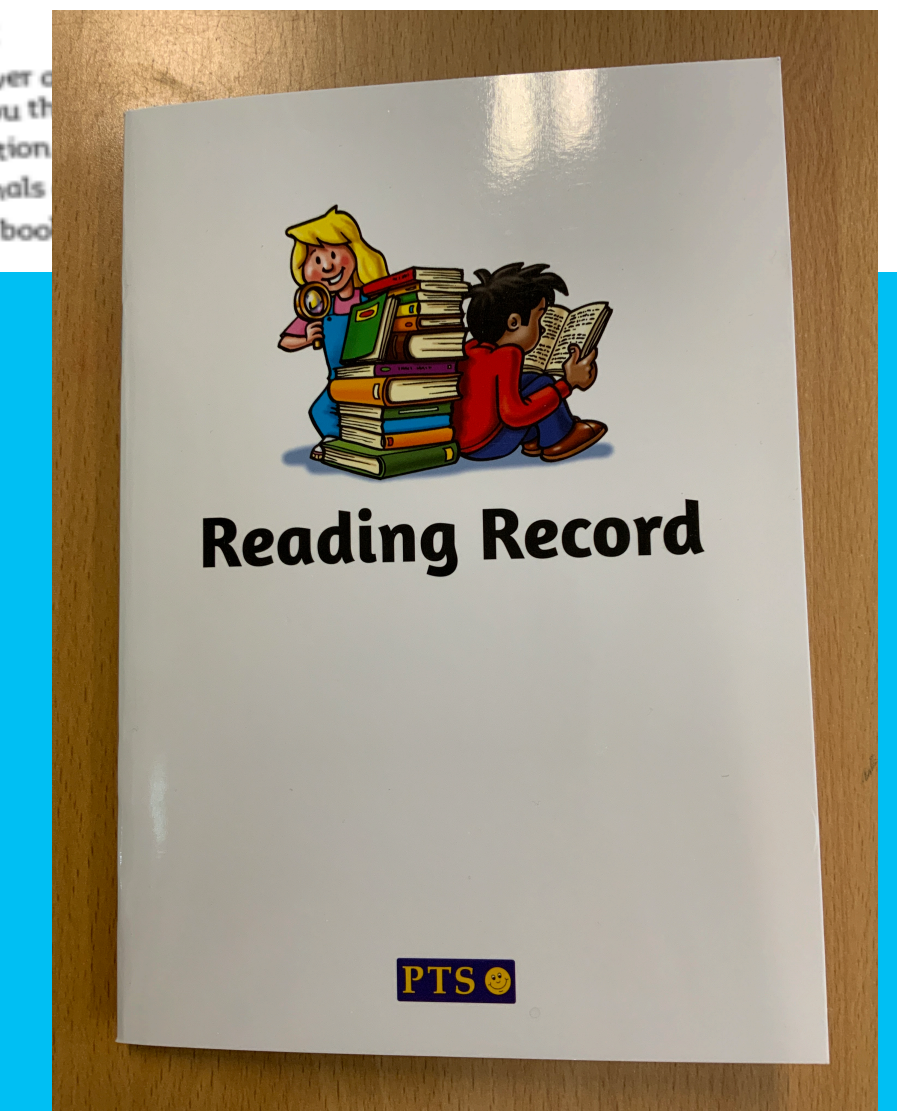
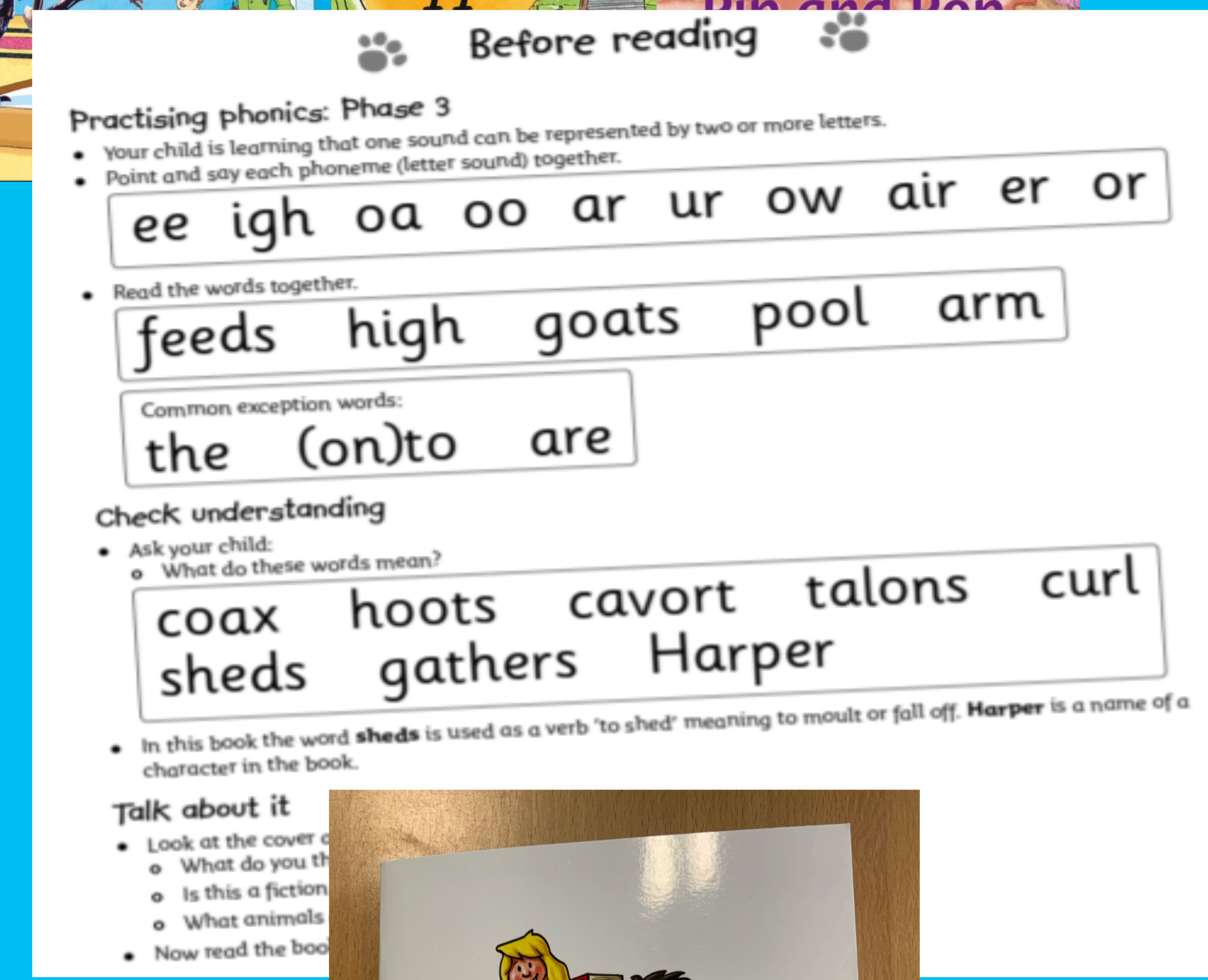
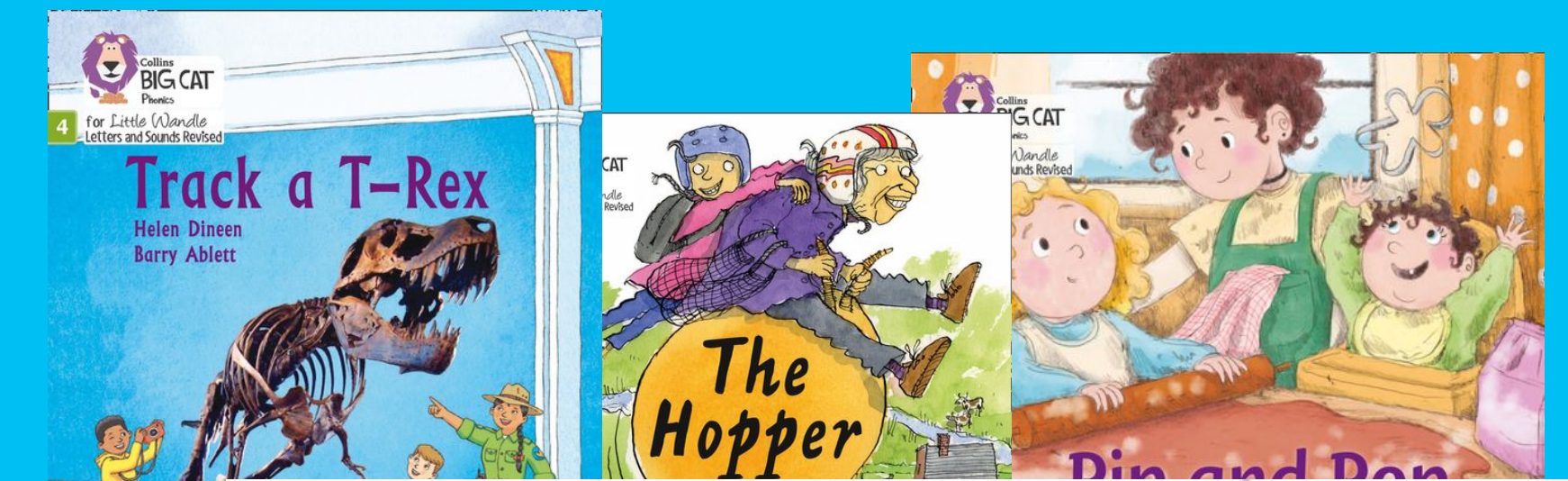
- * Must be kept in a named book bag. Please do not keep water in the bag with their books.
- * Year 1: Brought in every Thursday and returned home on Friday.
- * Year 2: Brought to school daily. The bag will remain in school on Tuesday ready for their second read on Wednesday.
- * Books are an expensive 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.





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.



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 (coming 23/09/22) to find more resources, such as sound mats.

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 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!



PHONICS AT KENDER

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

16.09.22