

# Phonics and Early Reading

---

At Castor, we want our children to have a love of reading that remains with them for life. The teaching of early reading and phonics is key to forming that love of reading.



# 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.



**Phonics is:**

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

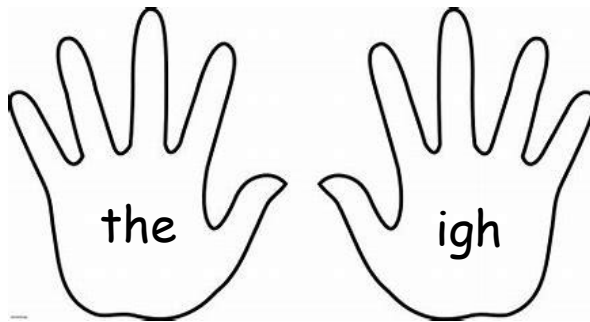


# How we teach phonics

Daily short sessions

Specific order of teaching

Repeated practice - practice makes permanent!



[Support for phonics](#)

[How we teach](#)

[Books coming home](#)

[Nursery rhymes - videos](#)

[Nursery rhymes - downloads](#)

## Pure sounds

### Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

s



t



n



d

qu th ss ck ng



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

. . .

R Au1 extra

nip

. . .

R Au1 extra

sat



R Sp1 wk1  
meet  
· — ·

R Sp1 wk1  
rain  
· — ·

R Sp1 wk1  
sheep  
— — ·

go

R Au2

the

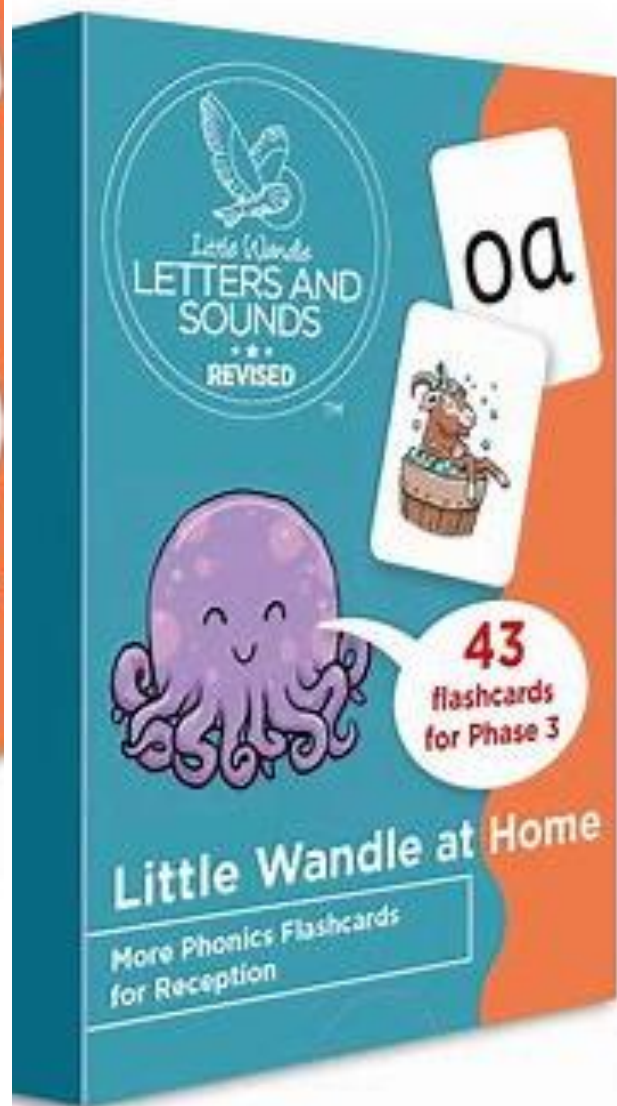
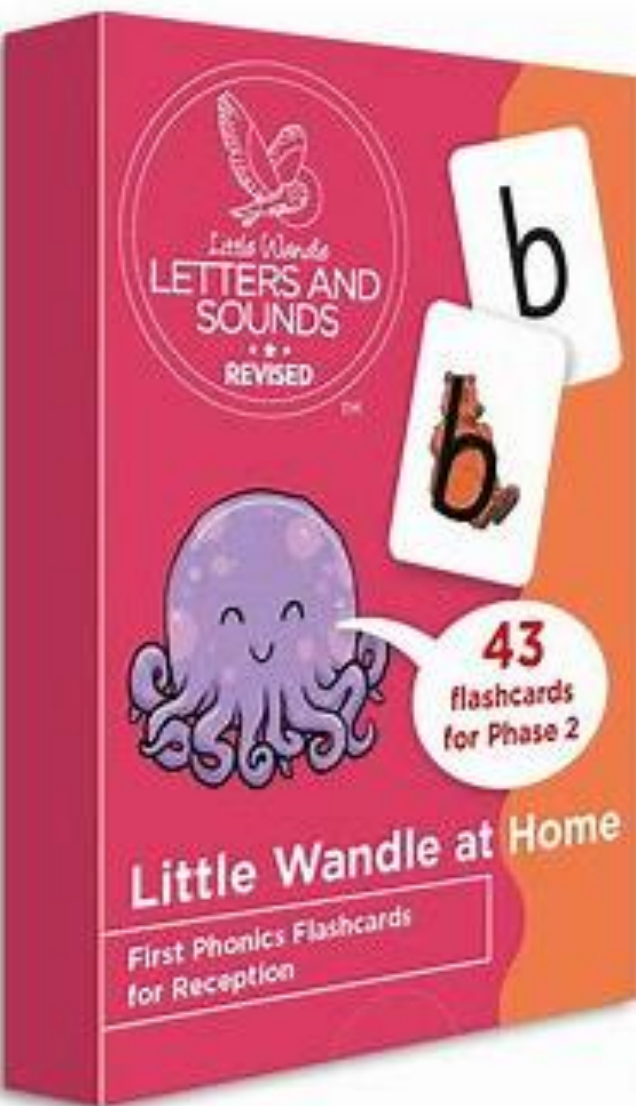
R Au1

is

R Au1

to

R Au2



# Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- In year 1 - writing a daily dictated sentence.



# Year 1

## Weekly grid Year 1 Phase 5

## Autumn 1 week 4

Lesson focus	Revisit and review			Teach and practise				Practise and apply	
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling
Phase 5 <i>/ai/</i> <i>ay play</i>	<b>ai</b> ear air er oo oo ee igh	chain waiter chill/dren spark scoop crowds	said says	<i>/ai/ ay</i>	d-ay p-l-ay s-p-r-ay	day say play spray may cray/on	<b>spray</b> Drops of water that fly through the air – Mum used a cleaning spray in the bathroom. <b>may</b> A word used to ask permission – May I go to the toilet? Or to show possibility – We may be late for school. May is also one of the months of the year. <b>crayon</b> A stick of wax that you can use for drawing – I'll use crayons to draw a rainbow.	May I play with the crayon?	day play + said
<i>/ow/</i> <i>ou cloud</i>	<b>ow</b> ear air er oo <b>oo</b> ai ee igh ay	play say chair string thunder quicker	said says you do	<i>/ow/ ou</i>	c-l-ou-d a-b-ou-t p-r-ou-d	cloud sound about <b>[out]</b> proud found	<b>cloud</b> There are lots of dark clouds in the sky – it may rain. <b>sound</b> A noise that you hear – I don't want you to make a sound as you queue for lunch. <b>found</b> When you have seen something you were looking for – I found my missing sock!	The thunder booms in the clouds.	cloud sound + you
<i>/oi/</i> <i>oy toy</i>	<b>oi</b> air er oo oo ai ee igh ay ou	day crayon out found train smear	said says you do like little	<i>/oi/ oy</i>	b-oy t-oy a-nn-oy	boy joy toy enjoy annoy destroy	<b>joy</b> Happiness – Being a teacher gives me so much joy. <b>annoy</b> To make someone angry – I annoyed Mum when I trod mud through the house. <b>destroy</b> To damage something so it can't be used any more – She destroyed my sandcastle when she jumped on it.	The boy smears crayons on the carpet.	boy joy + like
<i>/ee/</i> <i>ea each</i>	<b>ee</b> er oo <b>oo</b> ai ee igh ay ou oy	spray found boy annoy cartoon floating	said says you do like little push* put* pull* full*	<i>/ee/ ea</i>	s-ea r-ea-d t-r-ea-t	sea read heap treat least each	<b>sea</b> The salt water that covers most of the Earth – I love jumping over waves in the sea! <b>heap</b> A pile of something – Dad told me off because I'd left my washing in a heap on the floor. <b>least</b> Smallest amount of something – You have to brush your teeth for at least two minutes.	I like to treat myself and read cartoons.	read treat + push
Review	er oo oo ai ee igh ay ou oy ee ea	<b>Sort the oy/ay words:</b> play enjoy joy spray annoy stay	said says you do like little push* put* pull* full*	n/a	n/a	<b>Match the words to the pictures:</b> crayon cloud toy sea children boy	<b>Quick review:</b> crowds groans each read proud found least children thunder	<b>Write:</b> I like to play in the sea.	found children



# How we teach reading

Reading practice sessions  
are :

3x a week

Taught by a trained  
teacher or teaching  
assistant

Taught in small groups

Books are :

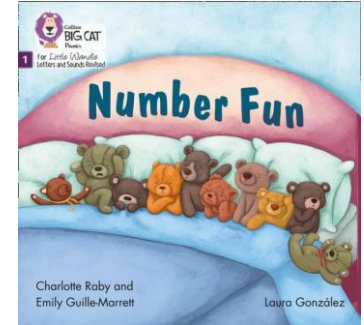
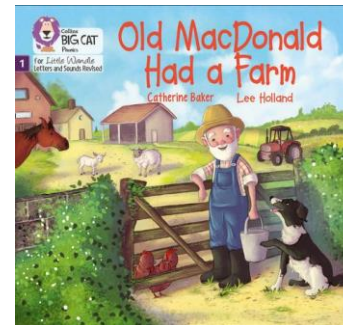
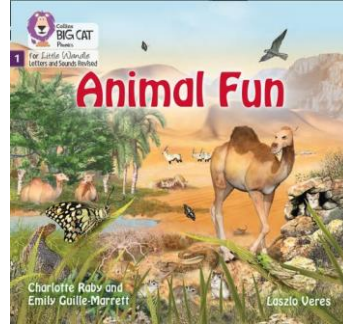
Matched to children's secure  
phonic knowledge and word  
reading

Read 3 times focusing on  
decoding and fluency, prosody  
and comprehension

Sent home on a Wednesday and  
returned to school on a Friday

# Reading

Children in EYFS have started wordless books in our 'Reading Squad' sessions this week.

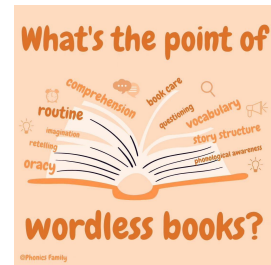


# What's the point of wordless books?

routine  
imagination  
retelling  
oracy  
comprehension  
book care  
questioning  
vocabulary  
story structure  
phonological awareness

@Phonics Family

# Wordless books



- Provides the opportunity to set a routine for reading - after breakfast, before dinner, bedtime
- Model how to care for the book, turning pages correctly one at a time, holding the right way up etc. Please do not put water bottles in book bags - the school will ask parents to pay for replacements for lost or damaged books.
- Develop oracy skills - talk about what is happening in the pictures, make links to previous experiences, ask questions about what you can see.
- Develop vocabulary - name the things that you can see and use interesting adjectives to describe them e.g. "what an enormous tree!" instead of "the tree is big."
- Supports phonological awareness - play "I spy" with something that begins with a sound, or "can you point to the c-a-t" and see if your child can blend the word.
- Creates an understanding of story structure - question your child, what happened first? Build in prediction by asking what may happen next?
- Develops comprehension skills - can link to feelings and facial expressions - ask "how is this character feeling? How do you know?"
- Supports imagination - children can retell the story in their own words, act out the story, interpret it in their own way.

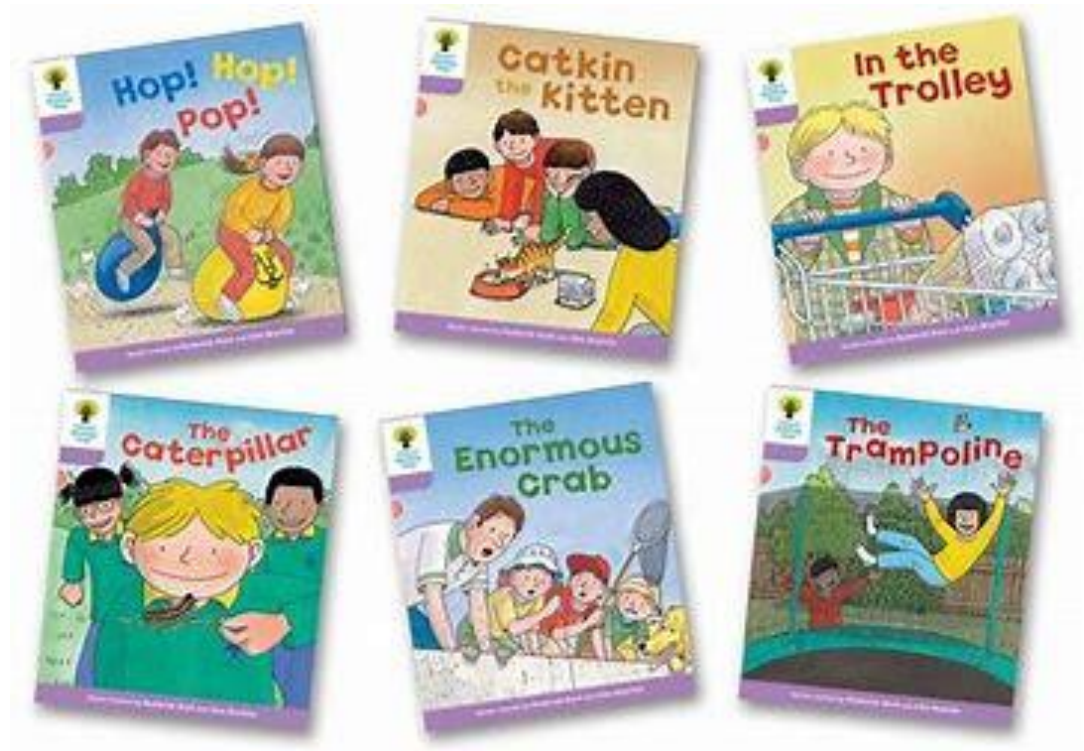


When children take their book home to read they should be 95% fluent.

Your child needs to develop their fluency and confidence in reading. Re-reading a book they have had before helps develop fluency - this is the goal.

Celebrate their success!

We supplement our scheme with ORT books. Unlike the LW books, some words in these books may not be phonically decodable to your child at the time that they bring these home, though they will still be matched closely to your child's reading ability.



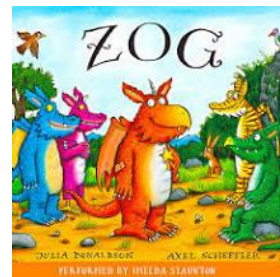
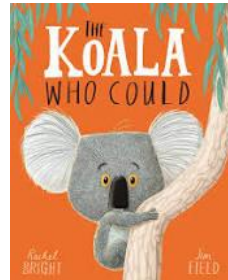
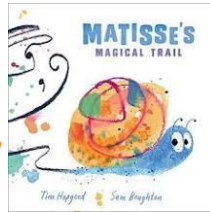
# Sharing Book

Children will also bring home a 'sharing book' from our class library each week.

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  
And foster a love of reading.



# Why read with your child at home?

Reading a book and chatting about it has a positive impact on children's ability to:

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



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.

# Why does reading together every day matter?

The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.

# Does it matter how we read with our children?

**Studies show that it's the enjoyment and chat that matters!**

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page - talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



# Does it matter which language we use?

## Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



# Homework

## EYFS

Optional home learning challenge!

Keep at home or bring in school to show us 😊



How many things can you spot in your home that begin with the sound 'a'? Draw pictures of what you find in the space and ask your grown-up to write a caption!

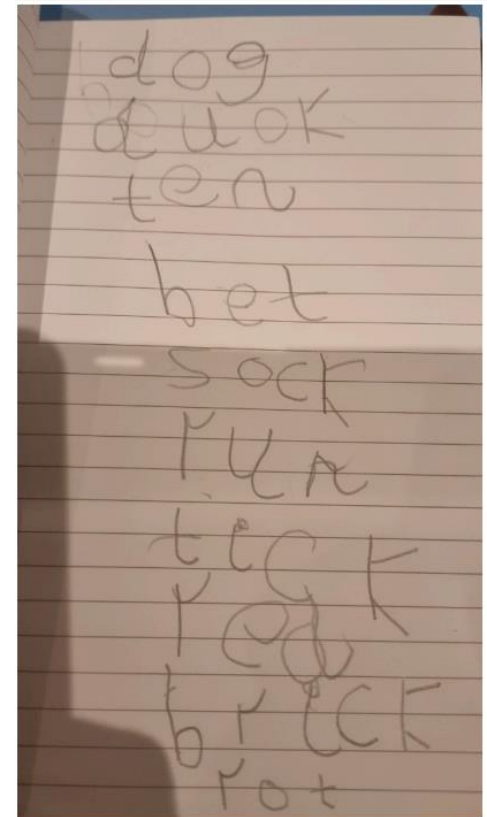


Down the snake from head to tail.  
Letter formation practice sheet



<b>Little Wandle - Letters and Sounds</b> <b>Reception Phonics Home Learning</b>		
<b>Phase 2 - Autumn 1 Week 1</b> <b>Focus - Phonemes s / a / t / i</b>		
Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <a href="https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/">https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</a>		
<b>Phonemes we will be focusing on this week in school -</b>		
<p><b>S</b>          Pronunciation Phrase - s          Show your teeth and let the s hiss out <b>ssss</b></p>	<p><b>a</b>          Pronunciation Phrase - a          Open your mouth wide and make the a sound at the back of your mouth <b>aa</b></p>	
<p><b>t</b>          Pronunciation Phrase - t          Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b></p>	<p><b>p</b>          Pronunciation Phrase - p          Bring your lips together, push them open and say <b>pp</b></p>	
<b>We will be orally blending words.</b> Can you hear the phonemes in these words? Can you listen and then repeat the word?		
s - a - t      t - a - p      s - a - p p - a - t      a - t		

3 - Added 13 Oct 2023 09:07 PM



# Homework

## Year 1

### Little Wandle - Letters and Sounds Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1  
Focus - Review Phase 3 phonemes



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

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

We will be reading and writing words. Can you see this week's focus phonemes?

tail	feel	right	road
food	bar	born	surf
down	join	near	soap

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

We will be practising tricky words. Can you spot the tricky part of the word?

no	go	so	my	by
to	into	out	the	

We will be spelling words. Can you write these words? Can you use the correct phonemes?

right	hard	took	hear
-------	------	------	------



# Please take with you today



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

## Glossary of Little Wandle Letters and Sounds Revised terminology

### Adjacent consonants

Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap'). Adjacent consonants do not constitute a discrete unit of sound and are read by blending the individual consonant phonemes involved.

### Alien words

A child-friendly term for 'pseudo-words'.

### Alphabetic code

The relationship between the sounds that can be identified in speech (phonemes) and the letters used to represent them in writing (graphemes).

### Alternative pronunciation

A different way of pronouncing a grapheme. For example, the letters 'ow' can represent the sounds /ow/ as in 'crown' and /oa/ as in 'snow'.

### Alternative spelling

A different way of spelling a phoneme. For example, the sound /w/ can be represented in writing by 'w' as in 'wave' and 'wh' as in 'what'.

### Blend

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly, nor of mixing them together like paint. Phonemes need to be joined into one continuous stream of sound to make a spoken word. Extensive practice, following teacher modelling, is the key.



Reading together with your child matters!

Sharing books makes a big difference to your child's education.

When you read to your child you are making a positive impact on your child's reading ability and their love of reading.

Reading a book and chatting about it has a positive impact on your child's ability to:

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

Reading books your child has chosen to read for pleasure is one of the best things you can do to help them succeed at school.

A love of reading is the biggest indicator of future academic success!

Parental involvement in the development of children's reading skills:  
A five-year longitudinal study (2002) Senchal, M. and Lefevre, J.



## Information for parents and carers



## Your child's reading journey Year 1

Your child is on their journey to becoming a skilled reader. In Reception, they learned all of the single letter sounds, the consonant digraphs and some vowel digraphs (digraph: two letters, one sound) and trigraphs (three letters, one sound).

In Year 1, children will learn the remaining graphemes in the *Little Wandle Letters and Sounds Revised* programme. These are alternative spellings for the sounds that they already know. The children will become more fluent readers and will read increasingly challenging texts.

### All for the love of reading

- Teaching children the skills of reading will increase their will to read.
- Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.



## Information for parents and carers



## Your child's reading journey Reception Autumn term

Welcome to the beginning of the most wonderful journey in which your child, whatever their starting point, will become a fluent, confident reader who loves books!

For many children at the start of Reception, letters look like squiggles on the page and have no connection to sounds. Learning that letters and sounds are linked - phonics - is the key to reading.

In Reception this term, we will teach children the sounds of the first set of letters in the *Little Wandle Letters and Sounds Revised* programme (Phase 2) so they can begin to use phonics to read.

### All for the love of reading

Reading enables children to function successfully in our increasingly text-filled world. But research also tells us that:

- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success!

*Little Wandle Letters and Sounds Revised* teaches children to read and to love reading.

### What will my child be taught in school this term?

- This term, your child will be taught phonics for 10-15 minutes every day.
- They will learn to say and read all the single letter sounds (for example, s and m) and some consonant digraphs. A digraph is where two letters make one sound (for example qu and sh).
- We will work really hard to teach your child to blend sounds together to read words.
- They will start reading wordless books and, when they can blend sounds into words, will read Phase 2 books.
- We will provide your child with daily additional practice if they need it.



Please also remember to access the 'For parents' section of the Little Wandle website for helpful videos and information.