

Reading Workshop



- Phonics
- Whole word recognition
- Automaticity
- Understanding
- Prediction
- Features of a text
- Speaking and listening
- Fun and creativity!



Little Wandle



New DFE Guidance for Early Reading and Phonics
The journey to independent reading and writing begins with Phonics



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 and useful support for parents.

How do we teach phonics:



- Daily short sessions
- Currently taught in Yr R, Yr 1 and into Yr 2 one session a day
- Specific order of teaching

- Synthetic phonics pronunciation

m-u-s-t

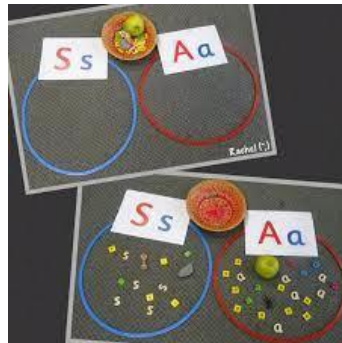


Correct

is vital - Videos on LW

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

- Repeated practice - Revisit previously taught sounds at start of each lesson
- Practice makes permanent



Phonemes:



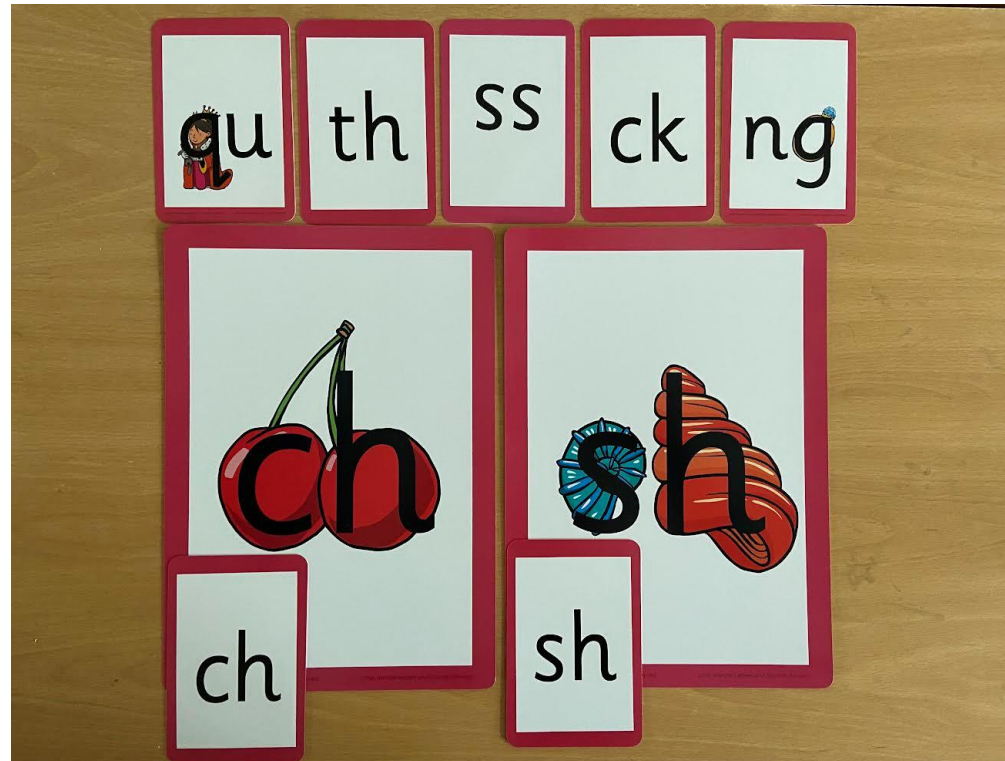
- Phonemes taught in order
- Start to read words as soon as possible- encourage blending
- LW has a picture mnemonic to help children remember the phoneme/grapheme- These will be sent home



Diagraphs:



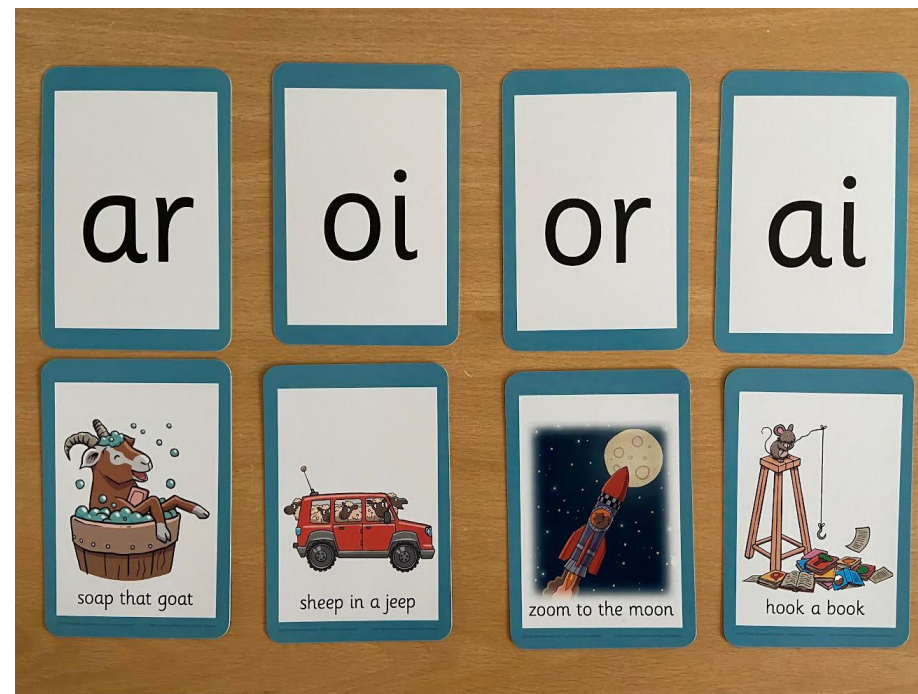
- Two letters that make one sound



Diagraphs/Trigraphs:



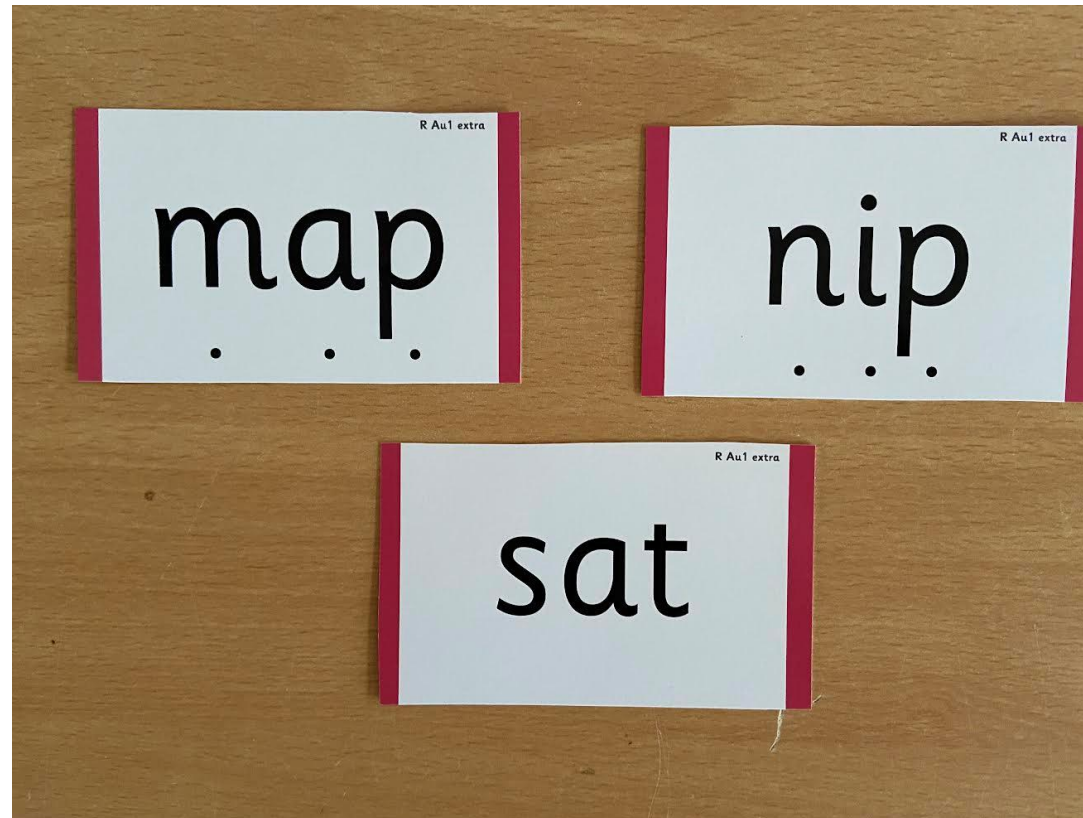
- The vowel diagraphs are taught with a short caption to help the children to remember
- Trigraphs (igh/air) are three letters that make one sound



Words:



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

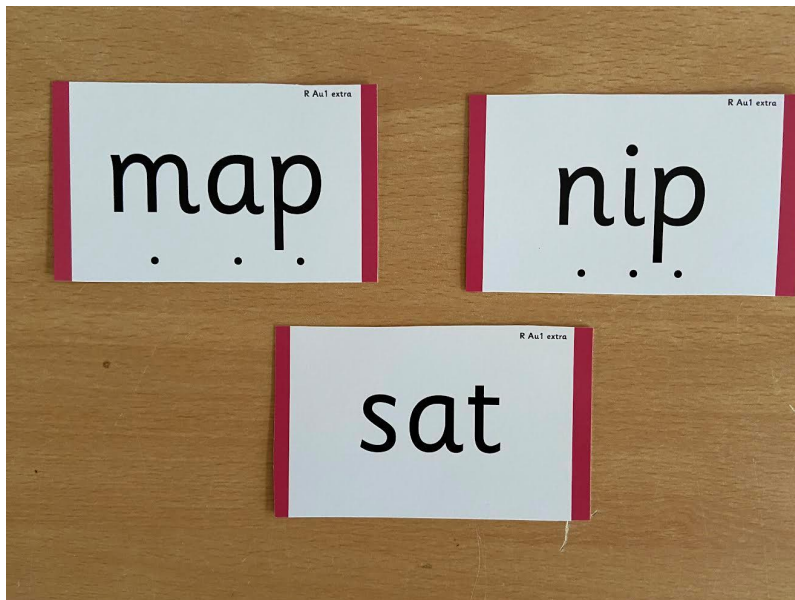


Words:



- During phonics lessons we use Sound buttons so we can sound talk and blend to read
- Digraphs have a dash to sound talk and blend

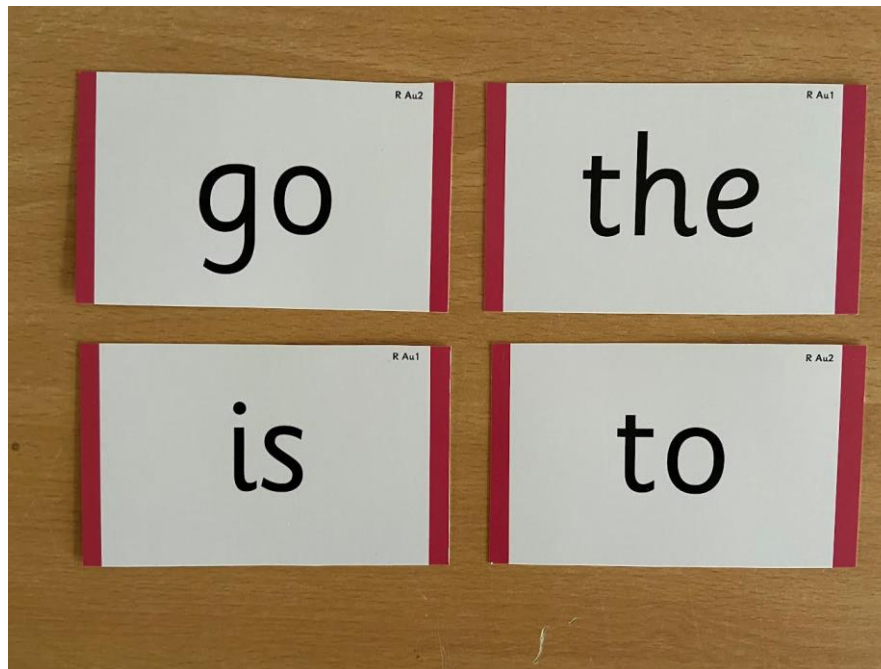
Letter names are important to know
What a vowel is




Tricky words:



- Words that do not follow the rules and cannot be decoded are called tricky words/ exception words
- The children are taught what part of the word is tricky



| Key Words | Sounds |
|---|---------|
| <u>the</u> | s a |
| <u>to</u> | t p |
| I | i n |
| <u>no</u> | m d |
| go | g o |
| <u>into</u> | c k e |
|  | u r |
| | h b |
| | f ff |
| | l ll |
| | ss |
| Phase 2 1 | Phase 2 |

Phrases we use at school:



You may hear your children 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.

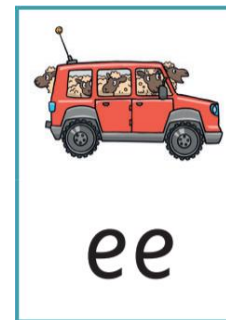
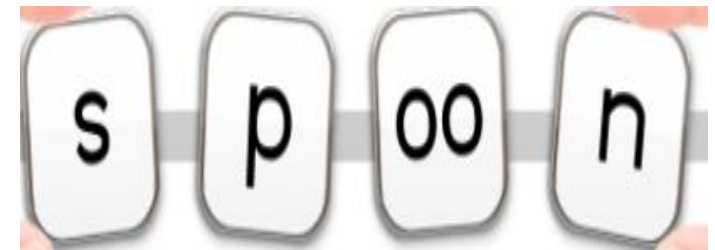
-grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

-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

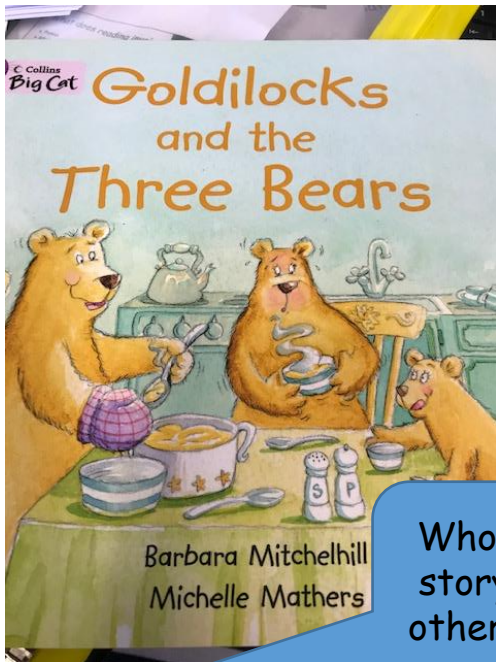


Reading-Talking, Talking and Talking!



<https://ican.org.uk/i-cans-talking-point/parents/ages-and-stages/>

Book talk



Who can you see in this story? Do you know any other stories with bears in?



Who might sleep in these beds? What do you think will happen next in the story?

Can you re-tell the story? What happened at the beginning, middle and end? How did the characters feel at the start of the story/end?



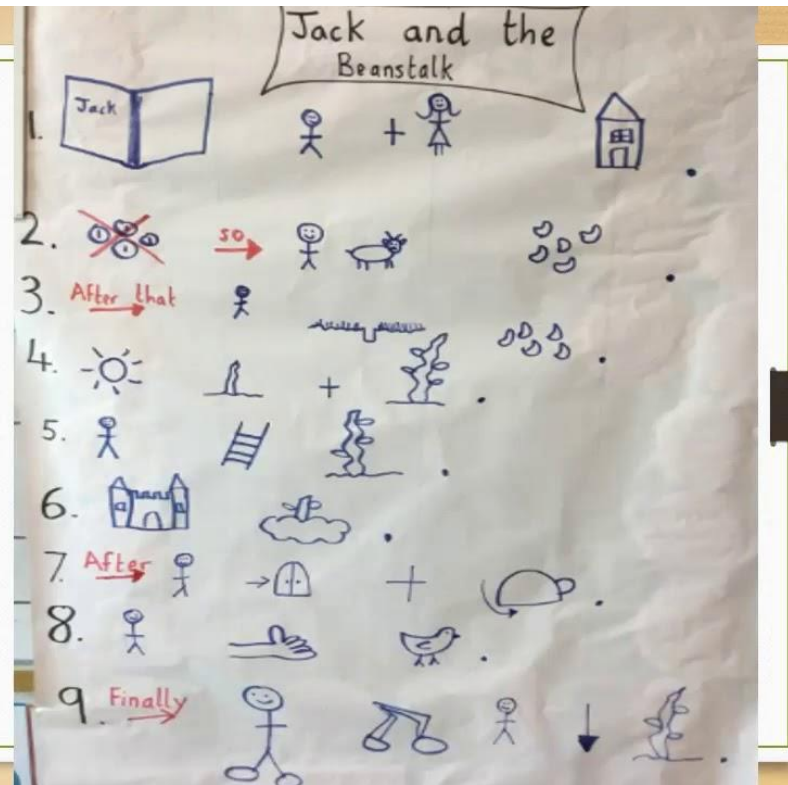
Reading-Verbalising Stories:



<https://www.youtube.com/watch?v=fepY7OMs00Y&feature=youtu.be>

A story map guides the children as they orally retell the story.

RECORDED WITH
SCREENCAST
OMATIC



Reading-Book Talk:



- Hold the book the wrong way round, start reading from the back to the front!
- Locate title- what does that tell us?
- Names- Introduce Author/Illustrators names
- Blurb
- Is it fiction or non-fiction?
- Talk through the pictures.
- Locate HFW words or tricky words.
- Look at any features e.g. BOLD, rhyme etc
- Letter....letter....word
- Chunking of words
- Talk through strategies

Reading-Re-Reading Texts:



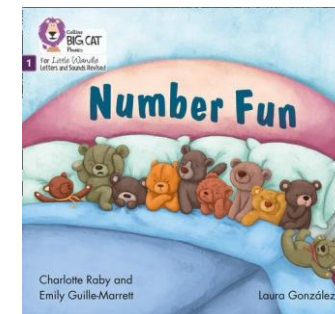
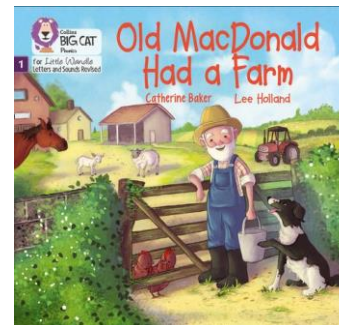
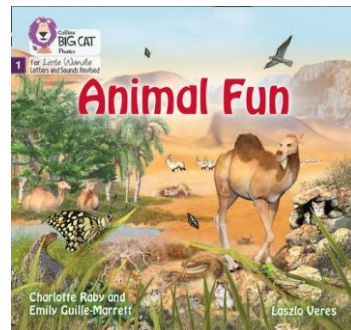
- Re-reading a text helps embed these skills
- Increases fluency
- Helps improve their understanding of a text- takes away de-coding as they are familiar
- Help when it comes to writing.
- **Share** → **pre-empt problems** → **independent reading** → **praise** → **questions**

'If you can't say it, you can't write it'
The Teacher Foundation

Reading-Reading Stages:



- 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



Reading-How Reading will look:



Reading practice sessions are :

Timetabled 3 times a week
Taught by trained teacher or
teaching assistant
Taught in small groups

Books are :

matched to children's secure phonic
knowledge and word reading
read three times
sent home

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

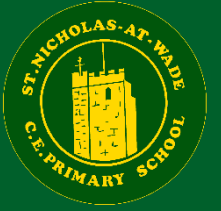
Three reads – each one begins with some quick sounds and words practice

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

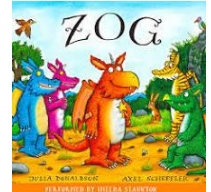
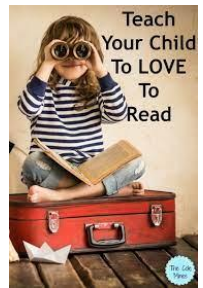
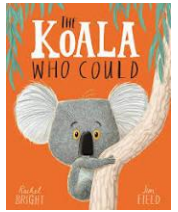
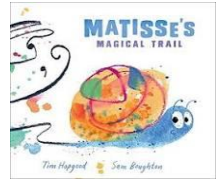
When children take their book home to read they should be 95% fluent. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

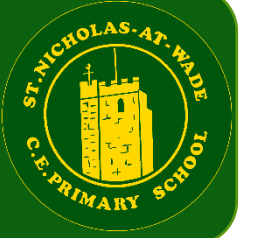
Reading-How Reading will look?



- Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge
- Children will be set an “E-Book” which will be the Reading Practice Book that they have heard Three times in school. Please celebrate, praise, talk about the book with you child.
- A second phonics book will be in their bag that matches their phonics ability.
- 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 foster a love of reading “pair and share”.
- All of these books will only be changed x 1 a week. A comment will be placed in the Reading Record when the books are changed.
- Please look after our books



Reading-What can you do?



- Please look at the Little Wandle videos and guidance for parents/Carers
- Support children in learning the alphabetic code
- Let your child “show off” their reading to you and celebrate and praise all the way!
- Share books with your children for pleasure
- Check on your class page for documents to support reading and phonics

