

# Welcome to our Phonic & Early Reading Workshop

Tuesday 16<sup>th</sup> November: 4.00-4.30pm



Gilberdyke  
Primary  
School



# What is Phonics?

Synthetic phonics.....

## **Read**

- Say each sound
- Blend the sounds
- Say the word

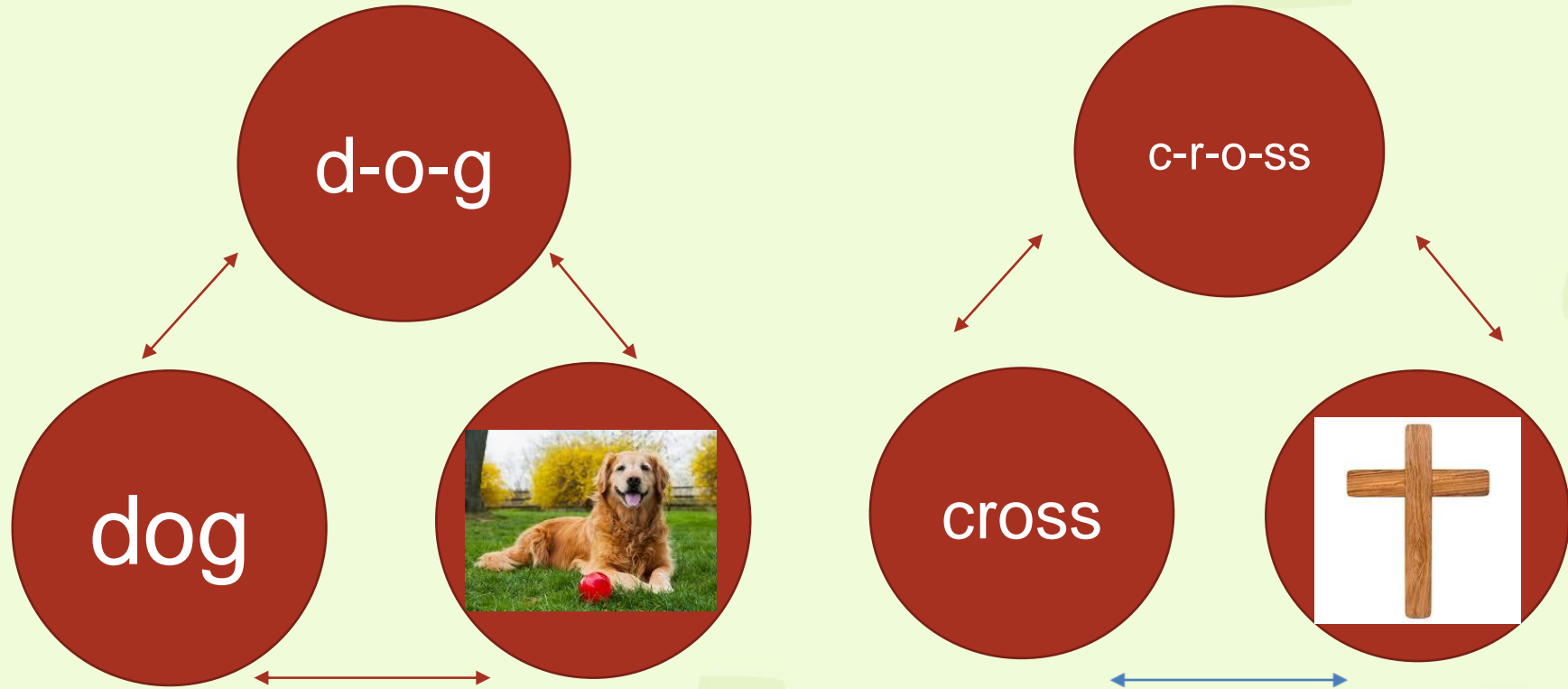
## **Spell**

- Say the word
- Identify each sound
- Write the letter/s to represent each sound

Reversibility principle



# Phonics is the code...



# Terminology

**Phoneme** – smallest unit of sound in a word

**Grapheme** – a letter or sequence of letters that represent a phoneme

**Digraph** – two letters that make one sound

**Trigraph** – three letters that make one sound

**Tricky words:** words that cannot be fully decoded at that time

A phoneme can be represented/spelled in more than one way: **rain**, **play**, **eight**.

The same grapheme may represent more than one phoneme: **me**, **met**



# Phonics and Early Reading at Gilberdyke

- On the **1st** April 2021, the DFE released guidance on the new core criteria for systematic synthetic phonics programmes (SSP). SSP programmes now need to meet a set of 16 core criteria. A complete programme is one that provides all that is essential to teach SSP to children in reception and key stage one years of mainstream primary schools, up to or beyond the standards expected by the national curriculum, and provides sufficient support for them to become fluent readers.
- In September 2021 we introduced a new validated Phonics Programme: **Little Wandle Letters and Sound Revised**
- Investment in new resources to match the programme including new reading books



# Little Wandle



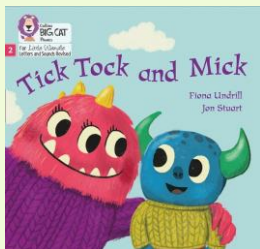
- Term by term progression of GPCs
- Teach 4 new Grapheme Phoneme Correspondences per week
- Organised so that children are taught from the simple to more complex GPCs plus tricky words.
- All the graphemes taught are practised in words, sentences, and later on, in fully decodable books.
- Review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.
- Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn.
- Our expectations of progression are aspirational yet achievable - pace, practice and participation by all children.
- Children who are not keeping-up with their peers will be given additional practice immediately through keep-up sessions.

Reception	
<b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l	<b>New tricky words</b> is I the
<b>Autumn 2 Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)	<b>New tricky words</b> put* pull* full* as and has his her go no to into she push* he of 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.	
<b>Spring 1 Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er * words with double letters * longer words	<b>New tricky words</b> was you they my by all are sure pure
<b>Spring 2 Phase 3 graphemes</b> <b>Review Phase 3</b> * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end	<b>No new tricky words</b> Review all taught so far
<b>Summer 1 Phase 4</b> Short vowels with adjacent consonants * CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	<b>New tricky words</b> said so have like some come love do were here little says there when what one out today
<b>Summer 2 Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCCVC CCV CCVCC * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est * longer words and compound words	<b>No new tricky words</b> Review all taught so far

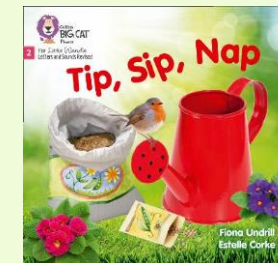
# Phonics and Early Reading at Gilberdyke

- Daily whole class phonics lesson: keep up not catch up (starts week 2 in Reception. 30 – 45 minutes daily)
- Additional daily group and individual keep up sessions for children identified as not keeping up with the pace of the programme
- Rigorous assessment – summative assessment half-termly and daily formative assessment
- Group Reading 3 x a week in groups matched to phonic knowledge (Day 1: Decoding. Day 2: Building fluency and prosody. Day 3: Comprehension)
- Daily language rich text shared to teach comprehension and new language and to instil a love of reading
- Phonics Screen Check: (December for Year 2, June for Year one)





# Application of Phonics to Reading

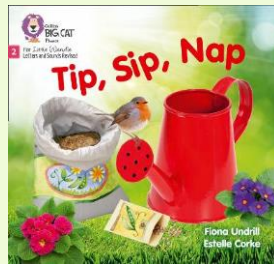


- It is the school's role to teach reading but parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.
- To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 90% of the words.
- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.



# The Decoding Book

- Weekly Ebook (Big Cat) (group reading text in school). This will be allocated every Monday in EYFS & Wednesday KS1 (this is the same login as before – please ask if you have forgotten your login)
- An additional fully decodable book matched to phonic knowledge (to gain fluency)
- These books have been carefully matched to your child’s current reading level. If your child is reading it with little help, please don’t worry that it’s too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can’t read a word, read it to them. After they have finished, talk about the book together.



# The Sharing Book

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



# Phonics in Action

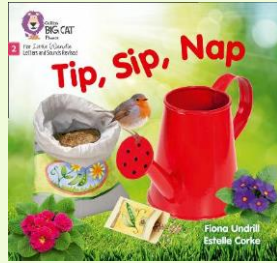
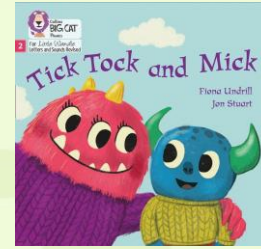
- Come and see how your child learns phonics at school:
- Reception and Year one : Tuesday 23<sup>rd</sup> November 9.00 -9.30am (please come to the main office to sign in and you will be taken to your child's classroom)



# Support at home

- Regular reading & record in reading record
- Practise sounds & tricky words regularly
- Sharing stories
- Support for parents:

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



## Any questions?

