

Reading at Cheapside School

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

OECD (The Organisation for Economic Co-operation and Development)

Why should you read with your child?

1,800,000 words  *90th percentile*	282,000 words  *50th percentile*	8,000 words  *10th percentile*
This child reads for 20 minutes a day.	This child reads for 5 minutes a day.	This child reads for 1 minute a day.

How many times have you already read today?









It really is a vital skill.

Reading at Cheapside

What we do, how we do it and how you can help.

The National Curriculum asks that children:

- Read easily, fluently and with good understanding (early comprehension)
- Develop a habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



Everything you need to know to decode the funny noises your child comes home making after a day with us! ☺

What is Phonics?

Phonics (apart from being lots of fun) is the way we teach children how to read and write in an orderly way – it may sound complicated but children pick it up really quickly with lots of practise at school and at home.

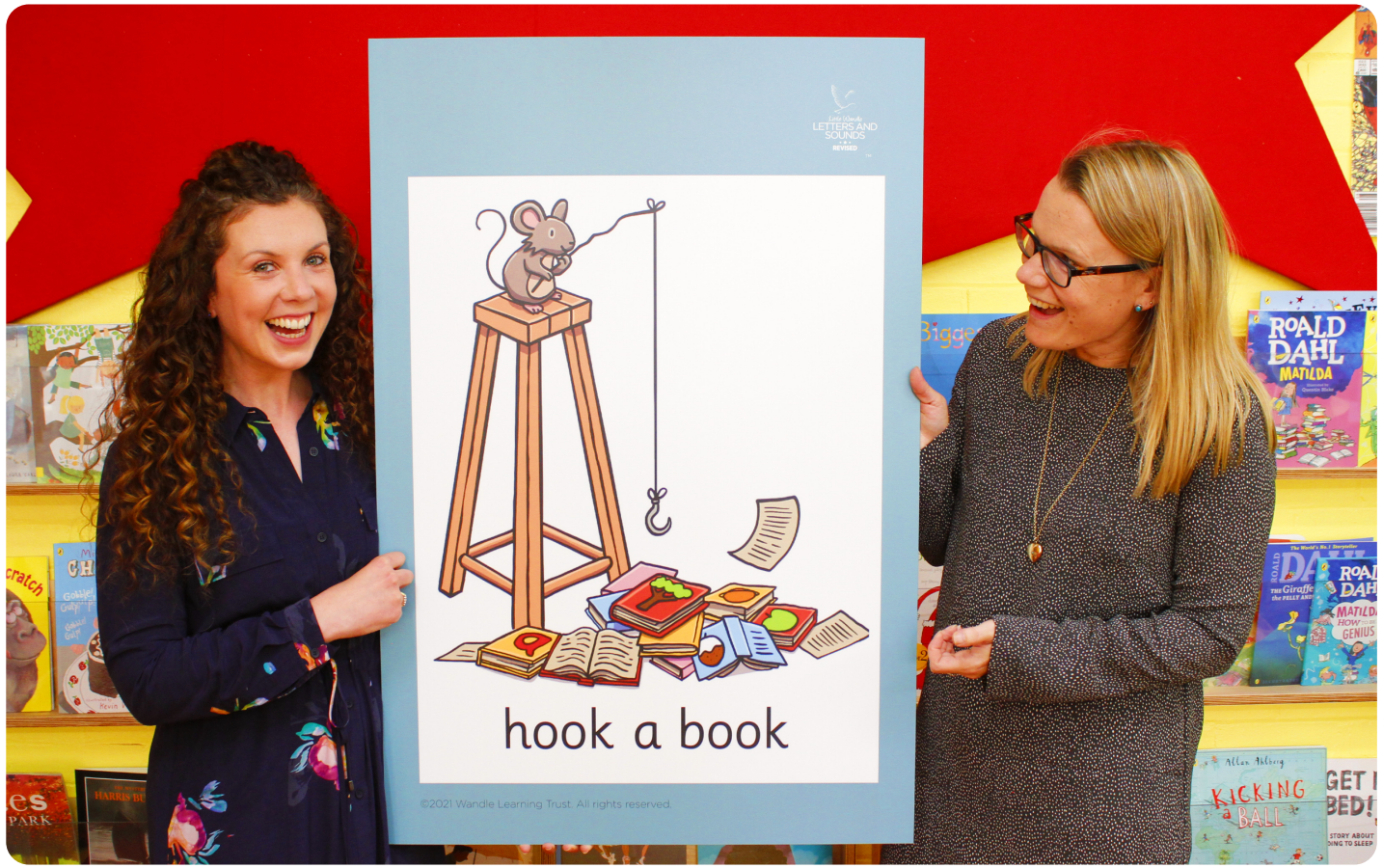
Through phonics, children are developing their phonemic awareness. This means their ability to hear, identify and manipulate the sounds within words to read and write them.

Phonics is:

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

Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Phonics Overview

It is split into 5 phases with the different phases being covered in different years in Foundation Stage and Key Stage 1.

Phase 1– Nursery / Reception
Phase 2– Reception
Phase 3– Reception
Phase 4– Reception / Year 1
Phase 5– Year 1/Year 2

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

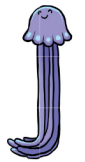
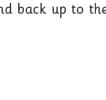
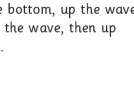
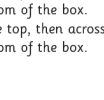
Segment

Teaching order

Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the '**a**' sound at the back of your mouth **a a a**	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press **t t t**	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say **p p p**	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 't' sound at the back of your mouth **i i i**	Down the iguana's body, then draw a dot [on the leaf] at the top.
n n		Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down the stick, up and over the net.

Phase 2 grapheme information sheet — Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing **vvvv vvvv**	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say **w w w**	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	 box	Mouth open then push the **cs**/**x** sound through as you close your mouth **cs cs cs** (**x x x**)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of	Down and round the yo-yo,

Let’s say the Phase 2 sounds

s ss	t tt	p pp	n nn	m mm	d dd	g gg	c k ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		

a	e	i	o	u



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Structure of a Phonics Session

Review/Revisit
Teach & Practise
Practise & Apply



Children are taught phonics for 15 minutes a day which gradually increases to include handwriting, spelling and reading sessions. Children will be given opportunities to apply this knowledge across all areas of their learning through-out the school day.

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children 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, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

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

Autumn 2 Phase 2 graphemes	New tricky words
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)	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.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • 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	Review all taught so far

Summer 1 Phase 4	New tricky words

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*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.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny	any many again

How we make learning stick

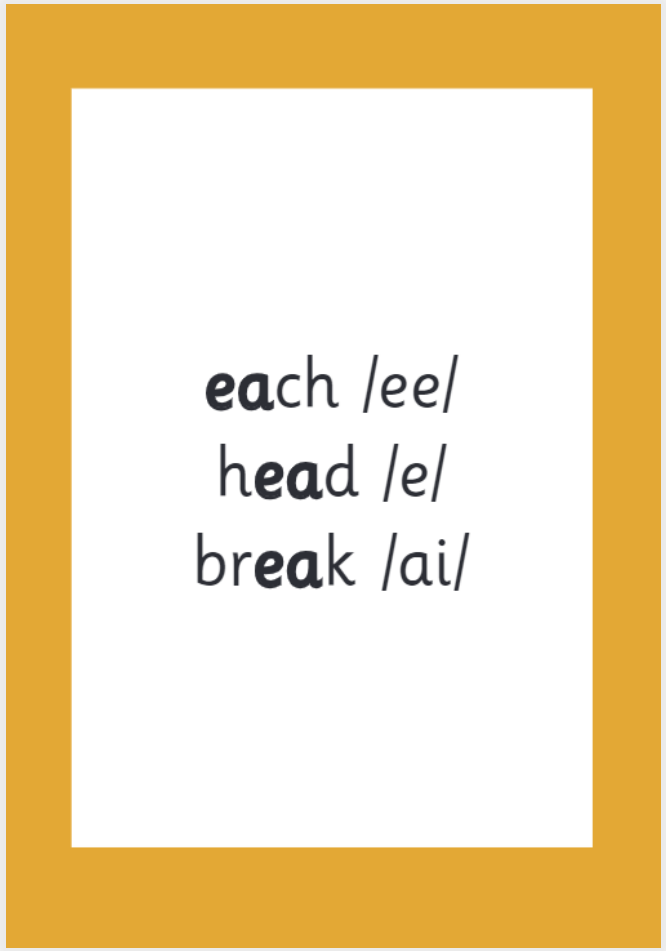






Reading and spelling





And all the different ways to write the phoneme sh:

shell	caption
chef	mansion
special	passion

Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet **Autumn 1**

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p p	 penguin	Bring your lips together, push them open and say **p p p**	Down the penguin's back, up and around its head.



Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Supporting your child with phonics

Parent's Section on the LW Website

https://www.littlewandle.org.uk/resources/for-parents/



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Watch Geraldine Giraffe – Mr Thorne Does Phonics
(You Tube)
The children love her!

Reading at school

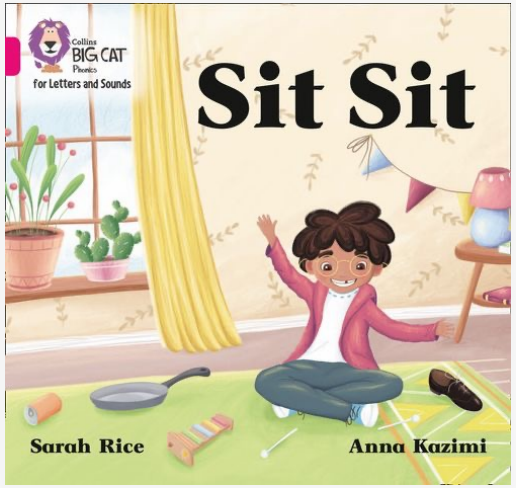
How do we teach reading in books?

Reading practice sessions are:

- timetabled each week
- taught by a trained teacher/teaching assistant
- taught in small groups.

* Additional 1-1 reading with each child when possible with a teacher, TA, volunteer or older child.







Reading Practice Sessions

There are three elements to the group Reading Practise Sessions:

1) Decoding
2) Prosody – expression and intonation
3) Comprehension

In order to cover all the above the reading practice book will be read up to three times.

Children will need to be able to decode the words confidently before they can add expression and fully discuss the text.

We practise reading some of the words before looking at the book.

By re-reading a book the children grow in confidence in their own capabilities, and they begin to add new words to their long-term memory.

We use assessment to match your child the right level of book

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat	man	hug	red	peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words but they should be able to do this on their own.

Before exchanging their book for a new one.



Reading at home

Parent Support

- Set aside 10—20 minutes everyday for reading practise.
- Sign the Reading Record Book
- Return the school reading book, reading record book and wallet each day

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

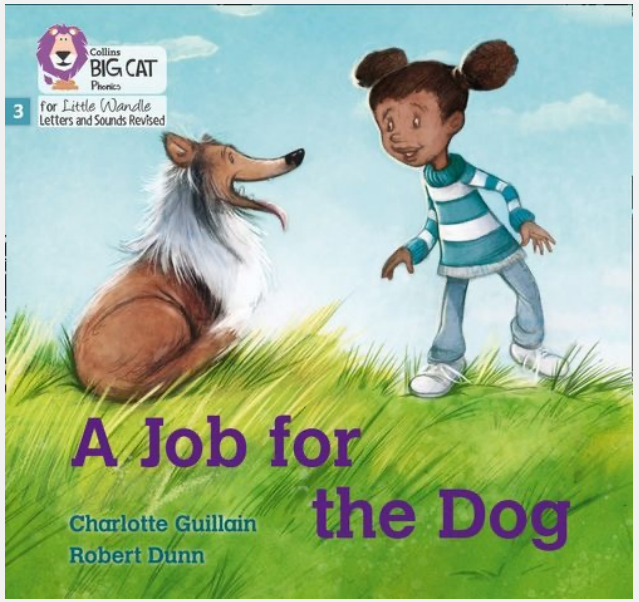
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

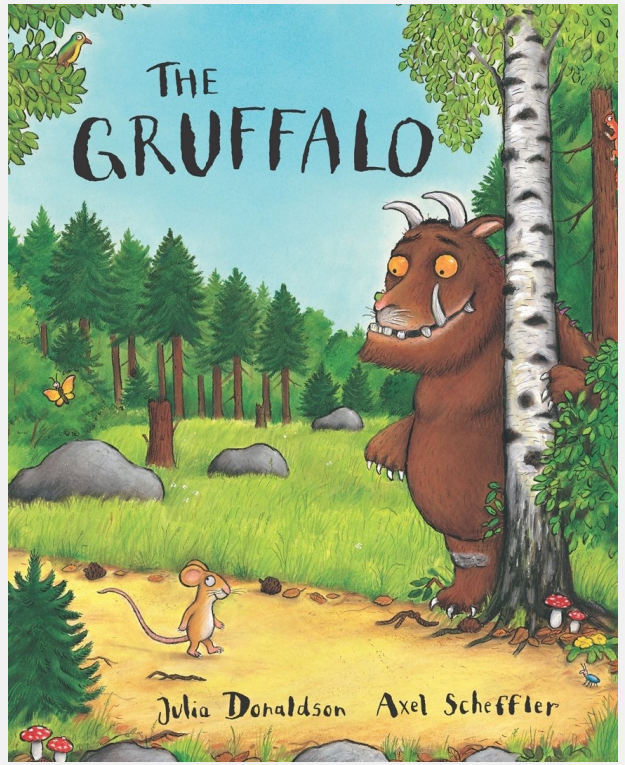


Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home







Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child

The shared book is for YOU to read:

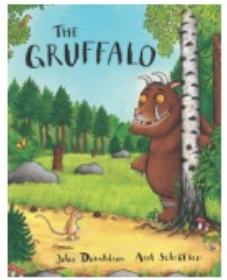
- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language
  - Encourage your child to use new vocabulary
  - Make up sentences together
  - Find different words to use
  - Describe things you see.



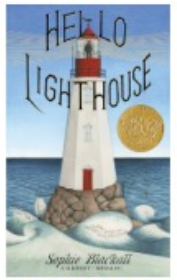
Recommended Reading

[Cheapside CE Primary School - Reading Zone]

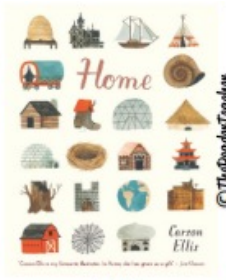
Visit the ‘Reading Zone’ on our school website



The Gruffalo
Julia Donaldson & Axel Scheffler



Hello Lighthouse
Sophie Blackall



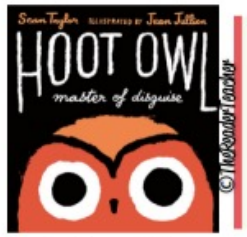
Home
Carson Ellis



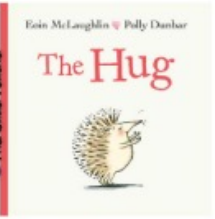
How to Be a Lion
Ed Vere



How to Heal a Broken Wing
Bob Graham



Hoot Owl, Master of Disguise
Sean Taylor & Jean Jullien



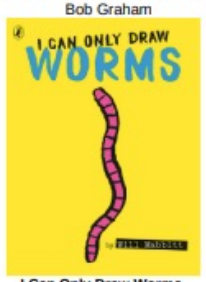
The Hug
Eoin McLaughlin & Polly Dunbar



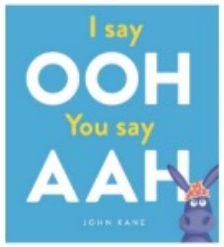
The Huge Bag of Worries
Virginia Ironside & Frank Rodgers

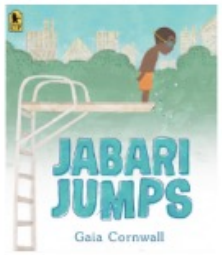


Hug Me
Simona Ciraolo



I Can Only Draw Worms
Will Mabbitt



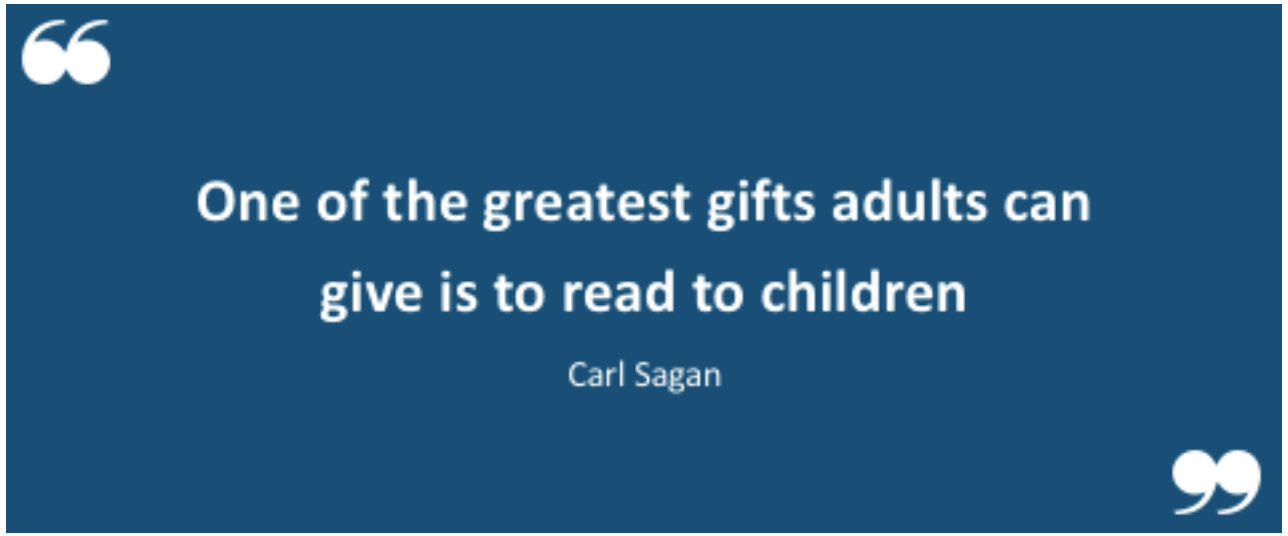








Thank you for listening!



Please see Mrs Coe for your child's Reading Pack and first school reading book. Please remember to sign the Reading Record Book to tell us you have read with your child.