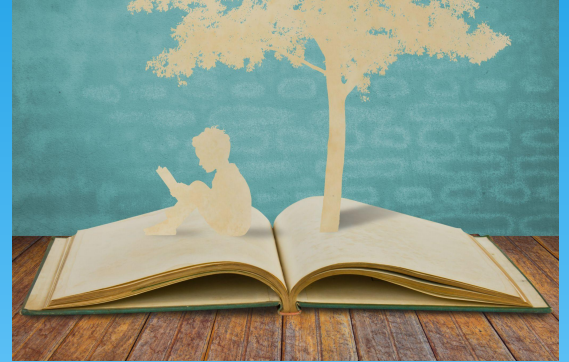


Welcome

EYFS Phonics and Reading at
Home Parent Session

Contents and Aims

- Little Wandle Phonics
- Phase 1 Phonics and Nursery
- Phase 2 Phonics and Reception
- Reading at School
- Home School Link
- Big Cat Collins Online Platform
- Reading at Home - How to Support
- Questions



Little Wandle Phonics

Phonics is way of teaching children how to read and write. At Colley Lane we teach Little Wandle Phonics which starts in Nursery, continues into Reception and through to Year 1 and 2.

Phonics takes the letters of the alphabet, focusses on the sound each letter makes and then teaches children to push those sounds together to make a word.

c - a - t **cat**

f - i - sh **fish**

Phonics is taught in Phases:

- Phase 1 in Nursery
- Phase 2, 3 and 4 in Reception
- Phase 5 in Year 1 and Year 2

Each phase introduces new sounds and tricky words (these are words which follow a complex spelling pattern and are non-phonetic). All phases build on the learning in previous phases.

Phase 1 Phonics and Nursery

Before we begin the teaching of Phonics we lay the foundations in Nursery.
This is Phase 1 of Phonics.

Two important aspects of Phase 1:

Phonological awareness - the ability to hear, identify and manipulate sounds in spoken language.

Communication and language - immersing children in a language-rich environment which focuses on talk and storytelling.

Phase 1 Phonics and Nursery

Phonological awareness - the ability to hear, identify and manipulate sounds in spoken language.

One of the most important aspects in Nursery is developing an awareness of sound, through activities that expand on children's listening and attention skills. Through these activities children develop their awareness of different sounds. For example, they will listen and identify sounds in a busy park, in the school corridor, or when exploring a range of musical instruments.

How does this help children to read?

Phonological awareness allows children to be able to eventually distinguish the difference between the sounds the letters of the alphabet make.

Phase 1 Phonics and Nursery

Communication and Language - immersing children in a language-rich environment which focuses on talk and storytelling.

Communication and language is a key area in the development of young children. Through talk children are exposed to an array of new words which helps to build their own word knowledge and develop their understanding.

Through Storytelling children begin to become familiar with sounds, words and language which boost their reading skills.

How does this help children to read?

Communication and language skills help children to develop their understanding of the English language and broaden their word knowledge. When they begin to read simple words they will draw on their existing knowledge to make connections between the words they are seeing to ones they already know.

How we teach Phonics in Nursery

Games - Listening games using sounds in the environment or through musical instruments.

Singing - Daily nursery rhymes which focus on rhyme.

Story - Children listening to adults read a story and engaging in conversations about characters or about what might happen next in the story. Linking stories to children's own experiences which develop their spoken language and understanding. Reading stories which develop phonological awareness.

Oral blending - Saying the sounds in a word for children to identify the word.

Initial sounds - Saying a word for children to identify the first sound they can hear.

Phase 2, 3 and 4

Phonics and Reception

In Reception children learn that the letters of the alphabet represent different sounds (**phonemes**), that some letters combine to make different sounds (**digraph**), and that they are put together to make words. The process by which children learn sounds and the subsequent letter (**grapheme**) they represent is called grapheme to phoneme correspondence (**GPC**).

Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng, nk

Phase 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er

Phase 4: No new sounds. Children practise reading words with adjacent consonants, eg **snack**, **trap**, **help**, **lamp**

Phase 2, 3 and 4

Phonics and Reception

In Phases 2 and 3 each new GPC which is introduced is linked to a picture. This helps children to recognise the sound the letter makes and to link the letter to a visual.

Phase 2:

s



t



Phase 3:

ai



tail in the rain

ee



sheep in a jeep

Phonics and Reception

Using Pure Sounds

It is vitally important that children pronounce each sound clearly and distinctly and without adding any additional sounds to the end. This is called using pure sounds.

Children who use pure sounds will find it a lot easier to sound out and blend to read a word correctly. If children add an additional sounds they may struggle to read the word correctly.

Look at this word

m-a-t

If you add an 'uh' to the end of 'm' and 't' listen to how the word would read.

Now try it again making sure you don't add the 'uh' sound.

[Little Wandle - Support for Parents](#)

Phonics and Reception

Tricky Words

Tricky words are words which have complex spelling patterns and are non-phonetic. This means they cannot be read using letter-sound correspondence children have learnt.

go **the** **be**

Children learn to read these words by sight.

Each Phase has its own set of Tricky words which children learn.

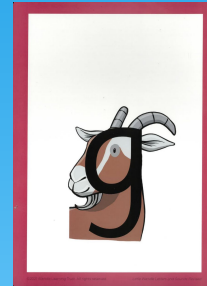
[Little Wandle - Support for Parents](#)

How we teach Phonics in Reception

- What's in the Box?



- Introduce the new sound using the grapheme (letter) card.

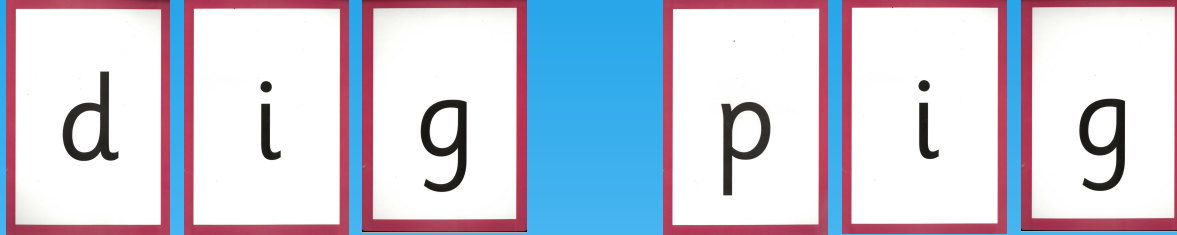


- Oral blending words the children have already practised and new words containing our new phoneme (sound)

m-a-n p-a-n s-a-t d-i-g p-i-g

How we teach Phonics in Reception

- Teacher-led blending CVC words



- Independent-led blending words read by the children.



- Reading Tricky Words
- Writing CVC words linked to the phoneme or playing oral blending game.

How we teach Phonics in Reception

Play opportunities



Reading at School

Phonics - Daily phonics sessions in Reception and 3 sessions in Nursery.

Targeted reads - All children are heard read in a group once a week in Reception. Children read books aligned to their reading and phonic ability. Children also have the opportunity to develop their reading comprehension skills in this session.

Additional reads - Children who are currently reading below their age related expectation have additional reading and phonic sessions in Reception.

Access to books in play - each class has a reading area and there are also books in different areas of the classroom which children can access during child initiated time. Theme books are displayed and changed regularly and children have access to both fiction and non fiction books.

Reading at School

Reading Assessments - termly teacher judgement assessments in Nursery and Reception and phonics assessments every 5 weeks in Reception.

Whole Class Reading Sessions - minimum of 4 sessions a week to develop a love of reading as well as comprehension.

Reading buddies - Year 1 to read to Year R

Library visits - half termly experiences to listen to stories and choose a book of their choice to share at home.

Promoting a love of reading - praise certificate winners choose a book to read and enjoy at home.

The image shows two tables of book spines. The top table is titled 'WAT WCR Spine - Year 1' and contains six columns of book covers. The bottom table is titled 'WAT WCR Spine - Year 2' and contains six columns of book covers.

WAT WCR Spine - Year 1					
The Princess and the Pea	The Snow White Book	The Fairy Princess	Adventure	The Story of the Boy and the Bear	The Boy Who Swam with a Piranha
Book cover	Book cover	Book cover	Book cover	Book cover	Book cover

WAT WCR Spine - Year 2					
Book cover	Book cover	Book cover	Book cover	Book cover	Book cover

Home School Link

All children in Reception will take home

- 1 choice book per week
- 1 reading book or will be assigned 1 book online matched to their reading ability per week (details will be sent this week)
- Phonics home learning sheets weekly. These will also be uploaded to their portfolio on dojo.
- A member of staff will record when your child has been heard read in their reading diary.
- Nursery children will take home a choice book once a week

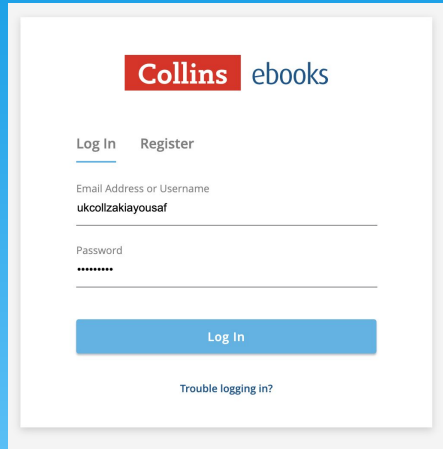
Big Cat Collins Online Platform

This year we moved to Big Cat Collins E-Book Library.

- Access to a larger reading library.
- New books are added throughout the year.
- Wide range of book types, from fiction to non-fiction.
- Audio options on all books.
- Reading is accessible anywhere via the Collins E-Book App.
- Protect our in-School Reading Library so children have daily access to books which are in a good condition.
- From Reception onwards

We also want children to value and experience the joys of reading and handling physical books and we completely understand concerns that some parents have about online reading. In school children have access to physical copies of their reading books which they use in Reading sessions. Children in Reception will bring home a sharing storybook every Wednesday and we will be launching a new partnership with our local Library this term which will see children making regular visits where they can access a range of books to borrow and take home.

How to access



The screenshot shows the Collins ebooks login interface. At the top left is the Collins ebooks logo, with 'Collins' in a red box and 'ebooks' in grey. Below the logo are two links: 'Log In' (underlined) and 'Register'. There are two input fields: the first is labeled 'Email Address or Username' and contains the text 'ukcollzakiyouaf'; the second is labeled 'Password' and contains seven asterisks. A blue 'Log In' button is positioned below the password field. At the bottom of the form is a link that says 'Trouble logging in?'.

If you are still struggling to access your child's account please send a message to your child's teacher with details of the device you are using to access the account.

Phonics at Home - How to support

- Play eye spy focusing on the initial sounds in words
- Sing nursery rhymes and other rhyming songs. Point out the rhyming parts
- Go on a listening walk round the house, park or supermarket and encourage your child to tune into different sounds. Can they describe the sounds?
- In Reception, access the home learning sheet on your child's dojo portfolio or use the paper copy to recap taught sounds and word reading.
- Use magnetic letters or cut up letters to make three letter words.
- Place words on bowling pins and get chn to knock them over and read the words they have knocked down.
- Hide words and letters around the house or garden and go on a word/letter hunt.

Reading at Home - How to support



- Make reading an enjoyable experience, sharing stories at bedtime and visiting the library regularly
- Hear your child read as often as possible, a minimum of 3 times a week for 10 minutes.
- If finding time to read the books is problematic, you could set up the app and let your child listen to the story using the audio option.
- There is no expectation that your child finishes their book in 1 home reading session.
- Record in your child's diary once they have been heard read. Comment on progress made or areas they are struggling with.
- Ensure books and reading record are in your child's book bag daily
- Return books in a good condition so they can be used by other children.

Questions

