

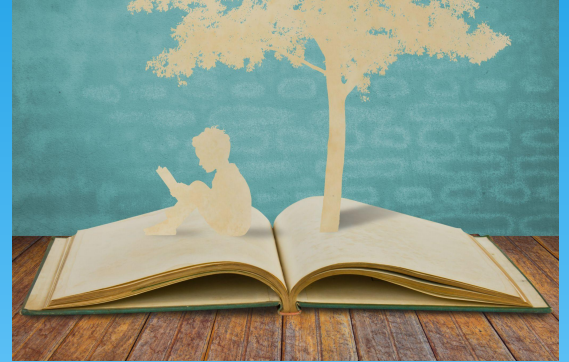


Welcome

KS1 Phonics and Reading at Home
Parent Session

Contents and Aims

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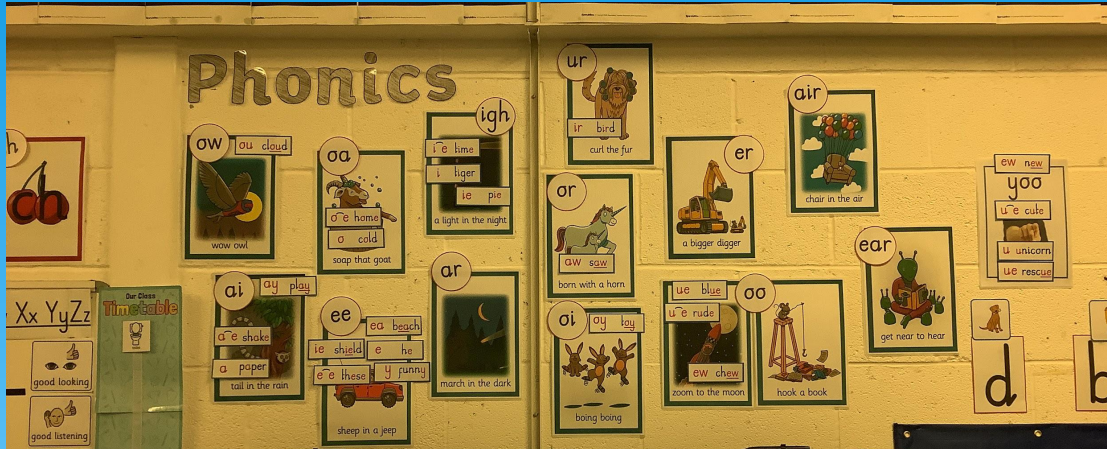


Little Wandle Phonics

- Year 1 - Phase 5
- Year 2 - Targeted teaching for children who did not pass the Phonics Screening check.
- Children in Year 1 and Year 2 apply new sounds in reading and writing both within the Phonics lesson and across the Curriculum.
- Focus on reading fluency.

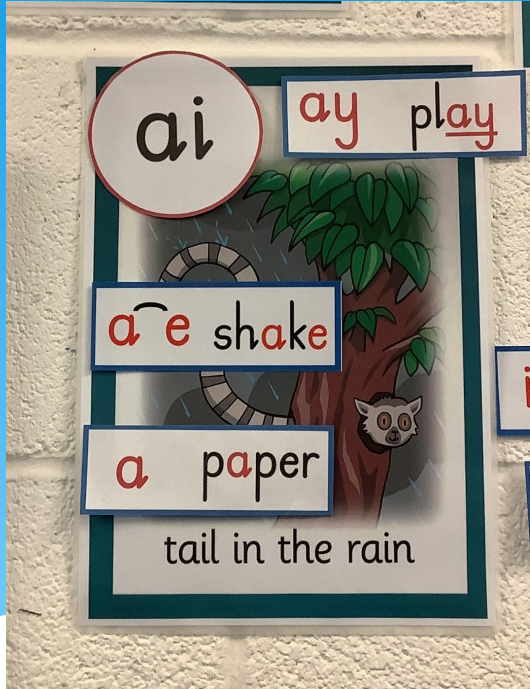
[Little Wandle - Support for Parents](#)

Teaching Phase 5



- At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.
- Children build on their existing knowledge of these sounds to expand their reading knowledge.
- In Year 1 a Home Learning sheet is sent home every Friday which covers the Phonics learning for that week. The sheet covers reading and writing practise. For those in the Year 2 targeted group, they will also start to bring home a Home Learning sheet.

How we Teach a Phase 5 sound



- Some graphemes make more than one sound:

'a'	cat	later
'e'	pet	being
'i'	sing	tiger
'o'	dog	post
'u'	hut	music


- When reading words with these graphemes the children are taught to blend the word with both sounds to determine which is the correct one to use.
- Over time and through regular reading of the words, the children store them in their long term memory and are able to read them fluently without the need for sounding out.


Resource for home

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.





Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc ice, mouse, fence, whistle, science
	Open your lips a bit; put your tongue behind your teeth and make the nnnn sound nnnn	kn gn knee, gnaw
	Put your lips together and make the mmmm sound mmmm	mb thumb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch school
	Show me your teeth to make a rrrr sound rrrr	wr wrist
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff	ph phone
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll	le al apple metal
	Pucker your lips and show your teeth; use your tongue as you say jjj	g dge ge giant bridge large
	Put your teeth against your bottom lip and make a buzzing sound vvvv	ve give

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh wheel
	Show me your teeth and buzz the z sound zzzz zzzzz	ze ze cheese freeze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture* match adventure
	Show me your teeth and push the air out: shshshshsh	ch ti st al cl chef, potion, mission, mansion, delicious
	Open your mouth wide and say e e e	ea head
	Pull your lips back and make the l sound at the back of your mouth lll	y crystal
	Make your mouth into a round shape and say o o o	a want
	Open your mouth wide and say u u u	o-e o ou some mother young

*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e eight algh ay ea play, paper, make eight, straight grey, break
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e ie y beach, he, these, shield, funny, donkey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ie i i-e y pie, tiger, time, fly
oa	 soap that goat	Make an 'oi' with your mouth and say oa oa oa	o o-e ou oe ow cold, home, toe, shoulder, snow

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Will be sent to all parents on Class Dojo

Phonics Screening Check

- A test taken by children in Year 1 in the Summer Term.
- Children in Year 2 who did not pass the check in Year 1 re-sit the test.
- The Phonics Screening Check tests children's skills at word reading through decoding. Decoding is the process by which each word is broken down into its individual sounds for reading.
- At the end of each term children sit a mock Phonics Screening Check which allows children to become familiar with the format, and for teachers to identify specific areas of the word reading process which need further practise.
- At the start of the Summer Term detailed information will be sent out to Parents about the Phonics Screening Check, alongside how you can support your child at home as well as resources to use at home.
- In Year 2 we will continue to send the home learning activities based on the phonics sounds they have been focusing on.

Reading at School

Phonics - Daily phonics sessions in Year 1 and as well as target intervention groups
Regular target intervention groups in year 2.

Reading Domain Lessons - comprehension focused lessons once a week in Year 1 and twice in Year 2.

Targeted reads - All children are heard read in a group twice a week in Year 1 and Year 2. 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 currently are reading below their age related expectation are heard additionally by reading specialist teachers throughout the week in both Year 1 and Year 2

Reading at School

Reading Assessments - termly assessments, phonics assessments every 5 weeks as well as screening check assessments throughout the year.

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.

WAT WCR Spine - Year 1					
The Broomhilda	The Family Book	The Lady Pedlar	Samuel	The Cat Who Sat at the Top	The Rabbit
Illustration	Illustration	Illustration	Illustration	Illustration	Illustration

WAT WCR Spine - Year 2					
Illustration	Illustration	Illustration	Illustration	Illustration	Illustration

Home School Link

All children 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
- Phonics home learning sheets weekly in year 1 and for children who are receiving additional phonics support in Year 2
- A member of staff will record when your child has been heard read in their reading diary, a minimum of twice a week (unless using Accelerated Reader in Year 2).

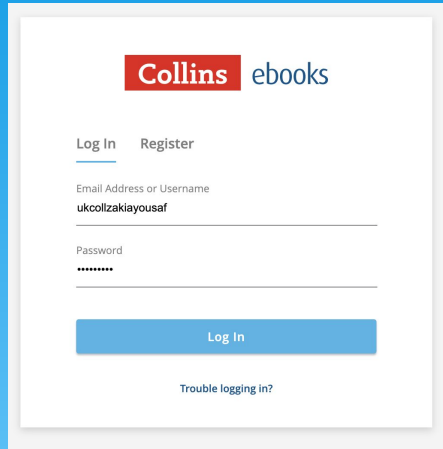
Big Cat Collins Online Platform

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.

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 Year 1 will bring home a sharing storybook every Friday 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'. The 'Email Address or Username' field contains the text 'ukcollzakiaiousaf'. The 'Password' field is filled with 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.

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.
- Use phonics home learning sheets to support your child
- 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

