



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Year 2 Phonics and Reading Workshop 2023

**Teach reading:
change lives**

Parent workshop: Phonics and early reading

5-7s



5% have their own smartphone,
42% have their own tablet.

97% watch TV on a TV set, for
around **13¼h a week.**

44% watch TV on other devices,
mostly on a tablet.

63% play games, for around
7½h a week.

82% go online, for around **9½h**
a week.

67% of these mostly use a tablet to go online.

44% watch TV programmes via OTT services (like
Netflix, Now TV or Amazon Prime Video).

70% use YouTube, 65% of these say they use it to
watch cartoons while 61% say funny videos or
pranks.

4% have a social media profile.

How many times have you already read today?

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice includes account details, a table of meter readings, and a summary of charges.

It really is a vital skill!

Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



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

“

Phonics is:

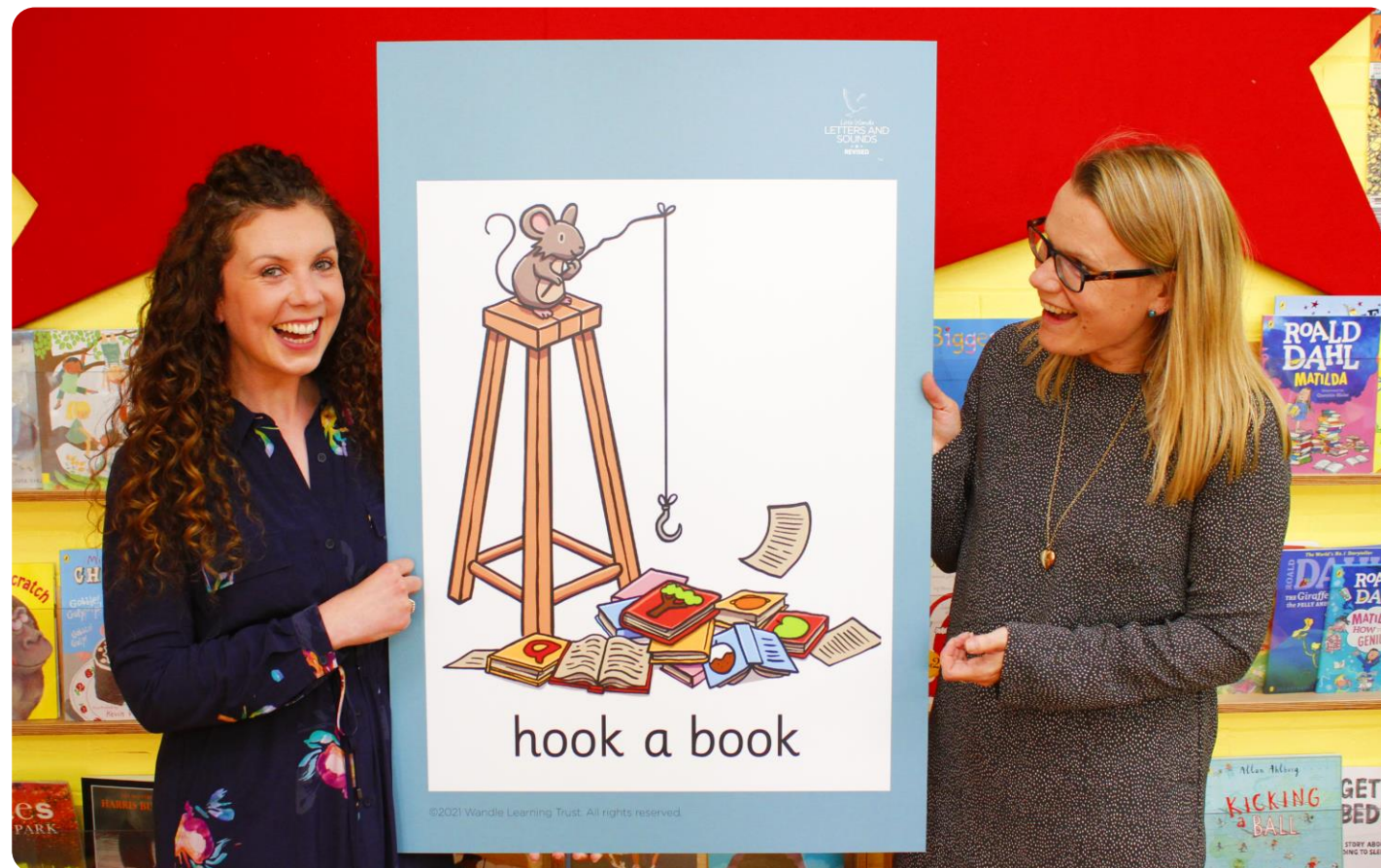
**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

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.



Moat Farm Infant School Website



← → ↻ ⓘ Not secure | www.moatfarm-inf.sandwell.sch.uk/reading-and-phonics/

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Reading and Phonics

Quick Links

- Our School
- Letters
- Virtual Library
- Early Help
- School Times
- Our School Dog
- School Uniform
- Reading Spine
- Breakfast and Afterschool clubs

We're teaching every child to read with Little Wandle Letters and Sounds Revised. A complete SSP validated by the Department for Education.

How we teach reading and phonics at Moat Farm Infant School

Little Wandle Phonics (reading and spelling)

At Moat Farm Infant School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Moat Farm Infant School, we also model the application of the alphabetic code through

[How to support children with blending](http://www.moatfarm-inf.sandwell.sch.uk/reading-and-phonics/)

<http://www.moatfarm-inf.sandwell.sch.uk/reading-and-phonics/>

Supporting your child with phonics



It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos can be found on the school website for you to refer to if you are unsure.

<http://www.moatfarm-inf.sandwell.sch.uk/reading-and-phonics/>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Terminology



Phoneme

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme.

Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down'.

Digraph

A digraph is a grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'. E.g. this

Trigraph

A trigraph is a grapheme using three letters to represent one phoneme.

E.g. ight

Split vowel digraph

This is a digraph representing a vowel sound where the two letters are split by a consonant in the middle (for example, 'a_e' in 'take').

take

Blend

To combine individual phonemes into a whole word, working all the way through from left to right.

p l ay play

. . _

Segment



To identify each of the individual phonemes (sounds) in a word. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process. We use segmenting fingers:

Say the word

Identify the phonemes

Write the word

e.g. jump - j u m p

Teaching order



Teaching starts in reception and for most children finishes in year 1 with the Phonics Screening Test (set by the government). There is a specific order to the teaching of phonemes and skills.

For those children who aren't mastering a skill or remembering a phoneme, they have group or one-to-one interventions every day called keep-up sessions.

Teaching order



For those children who didn't pass the screening (because they haven't mastered the sounds) we have previously continued phonics provision, differentiating for their specific needs.

We have continued throughout autumn 1 in year 2. Some of your children will continue to have phonics teaching in autumn 2.



Reading Practice

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**One of the greatest gifts adults can
give is to read to children**

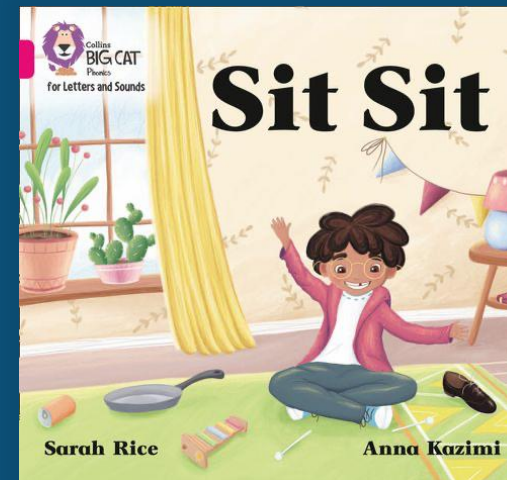
Carl Sagan

”

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- The children should be 90% fluent on the first read so it is important the book is not too hard to read.
- By day 3, the children should be 95% fluent



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.



Day 1- Decoding



Decodable books - read 1

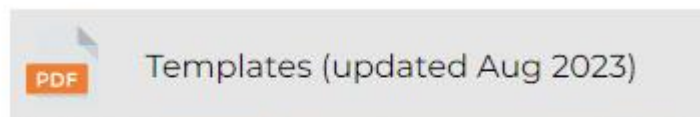


Decoding

Day 2- Prosody



Decodable books - read 2



Prosody

Day 3- Comprehension



Decodable books - read 3

PDF

Templates (updated Aug 2023)



Comprehension



Reading at home

Big Cat - Reading at home

The parents guide will be sent on Marvellous Me.

Your child's login details will be sent home in their homework books.

We will allocate books to your child. The expectation is that they read 1 of these books each week. They should read the same book every day at home but at least 3 times each all the way through.

This book should be recorded in their reading diary to show that they have read that book 3 times that week.

Remember it's not a race! Read the same book several times so that the different skills can be learnt and shown by the children.

Collins Big Cat eBook libraries Parent Guide

Logging in

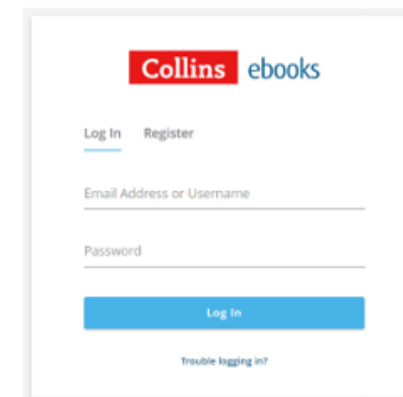
To access your child's Big Cat eBooks, go to:
<https://ebooks.collinsopenpage.com/> (See right).

Enter the username and password provided by your school to access your library.

If you misplace your password, contact your school.

PLEASE NOTE - The eBook platform is **not** recommended for use on Kindles. All Apple and Android devices must run on the following OS:

Platform	OS (support)
Android	9 and above
iOS	12 and above



Collins eBooks

Log In Register

Email Address or Username

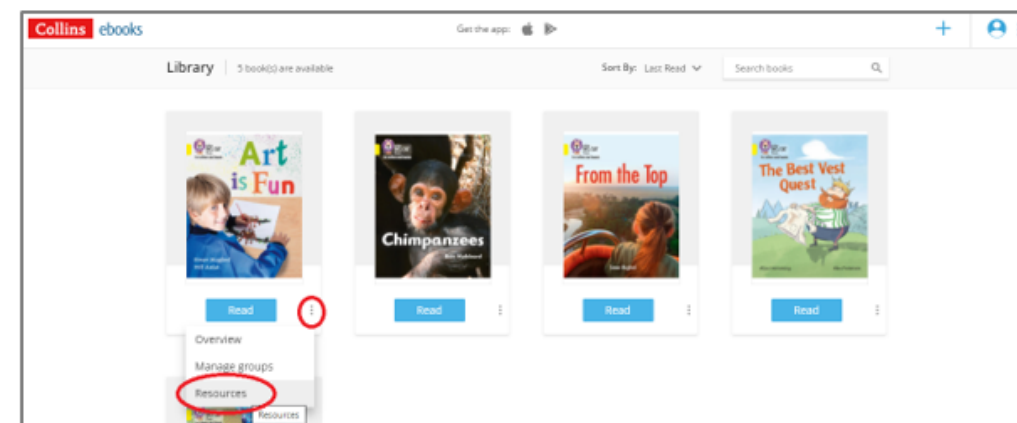
Password

Log In

[trouble logging in?](#)

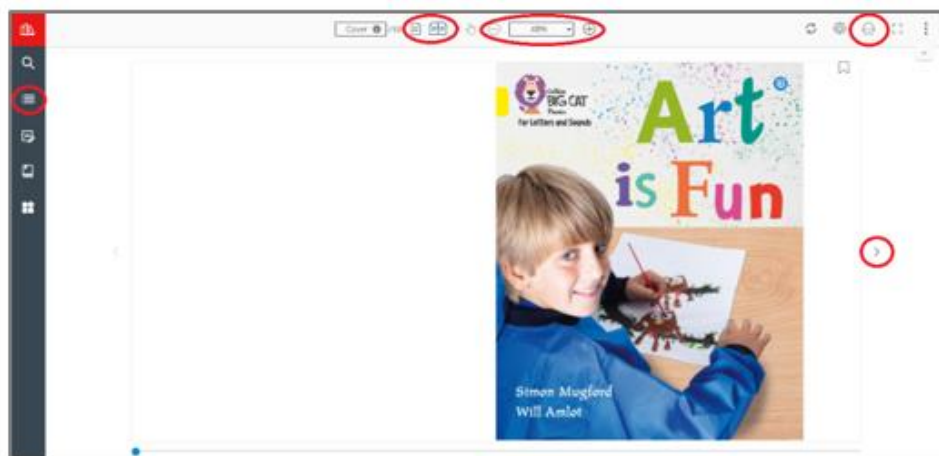
Library

Once logged in, you will land on the library. Here you will see any books that have been assigned to your child by their teacher. You can access a resource sheet for each book by clicking the three dots, then "Resources," as shown below.



The reader

To open one of the books, select either the cover or the "Read" button. You will see this screen.



Some key elements of the reader are highlighted in the above image:

- Use the arrows either side of the page to leaf through the book.
- Use the single- and double-page icons to switch between those two views. Many of the Big Cat books are best experienced using the double page view.
- Use the zoom function as required. The "Fit to width" option helps you to make best use of your screen
- For longer books, you can use the Table of Contents in the left-hand menu to navigate.
- Do not worry about remembering where you left off. When you next open the book, you will start from where you left off.

Audio

Where audio is available, the audio icon will appear in the top right corner. Click this to launch the audio toolbar (shown below).



The words will be highlighted as the audio plays. You can pause the audio at any time and adjust the volume. The finger icon in the toolbar allows you to point at any word, and the audio will begin playing from there. To dismiss the audio toolbar, simply click the cross icon.

Apps

The Collins eBooks app is available for iOS from the App Store and for android devices on the Google Play Store. The app is free to download, and you can log in using the same details.

When using the app, you can download books to your device, after which you can then access them without needing to be connected to the internet.

Sharing books



The children can continue to change their home reading book every day if they choose.

This is a sharing book and your child may not be able to read this book completely independently.

Colour-banded books

Once children reach year 2 competency in reading and have mastered the alternative graphemes they will read colour-banded books. At this level the children don't rely on their decoding skills to read.

Why read with your child at home?

Reading a book and chatting about it has a positive impact on children's ability to:

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



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

Does it matter how we read with our children?

Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



Does the type of book matter?

Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



Where to get help and advice



- All videos and information on how we teach phonics can be found on:

<https://www.littlewandlelettersandsounds.org.uk/>

- Or on our school website in the curriculum tab under reading and phonics

<http://www.moatfarm-inf.sandwell.sch.uk/reading-and-phonics/>



Thankyou for attending our Workshop

If you have any questions please feel free to come and speak to us.