



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading**



“

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

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

”

# How many times have you already read today?



COMP. VIC VIT 568

NAME: SMITH, JOHN  
 FOR SERVICE AT: 123 MAIN ST  
 ACCOUNT TYPE: RESIDENTIAL

# QUARTERLY Utilities Invoice

ACCT NUMBER: 123456  
 ACCESS CODE: 11111  
 DUE DATE: May 14, 2020

BILLING PERIOD: Jan 1, 2020 - Mar 31, 2020  
 TO: May 14, 2020  
 BILLING DATE: Apr 7, 2020

FOLIO: 12345 123

DATE: Mar 16, 2020

METER NO.

A-12345678

NO. OF DAYS

91

CURRENT READING

236

PREV READING

168

CONSUMPTION

68 CUBIC METERS

AMOUNT

PREVIOUS BILL AMOUNT

91

PAYMENT

GWV WATER METER RENEWAL < 1"

GWV RES WATER INFRASTRUCTURE BASE < 1"

GWV RESIDENTIAL WATER Tier 1 0-40 m3 @ \$0.89 (A)

RES SEWER INFRASTRUCTURE BASE

GARBAGE - RESIDENTIAL

YARD RECYCLING - RESIDENTIAL

40.00 CUBIC METERS  
 28.00 CUBIC METERS

324.63

-324.63

7.48

96.00

35.60

50.12

17.60

25.39

4.11

392.50

AMOUNT NOW DUE:

Go paperless and get your utility bill by email. Choose this 'earth friendly' option by creating a MyCity account and selecting the e-billing option. For help by step instructions please visit [www.vernon.ca/mysite](http://www.vernon.ca/mysite).

Residential Accounts: Sewer user fee is based on first quarter's water usage and charged each quarter for the remainder of the calendar year. If usage is 20 cubic meters or less, a base rate of \$50.20 is charged. If over 20 cubic meters, the charge will be the base rate plus \$2.45 per cubic meter.

Any unpaid balance after the due date will be charged 12 percent interest per annum.

Effective January 1, 2020 GVWU approved Greater Vernon Water Utility Rates Imposition Bylaw No. 2768, 2018. It contains:

# Phonics

# 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.

Why Little Wandle for Knypersley?

- Very similar to our previous phonics teaching
- Engaging resources
- Excellent training for all staff to ensure consistency
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach



“

**Phonics is:**

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

”



# Blending to read words



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**











**Segment**



# Teaching order









## Phase 2 grapheme information sheet

## Autumn 1

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

## Phase 2 grapheme information sheet

## Autumn 2

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

# 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 c k 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 <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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 <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
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#### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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

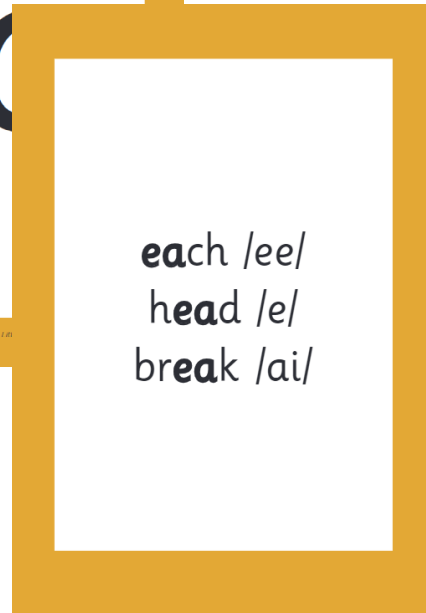
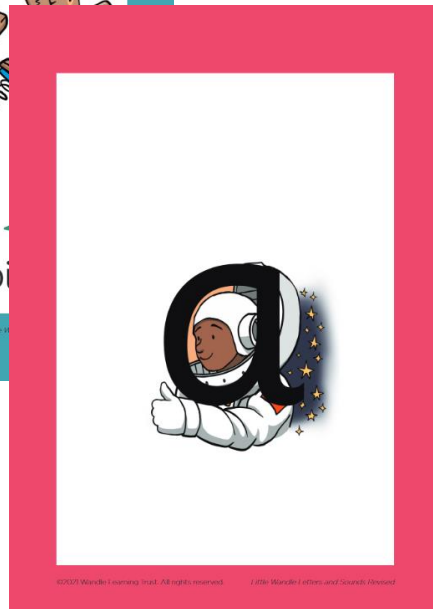
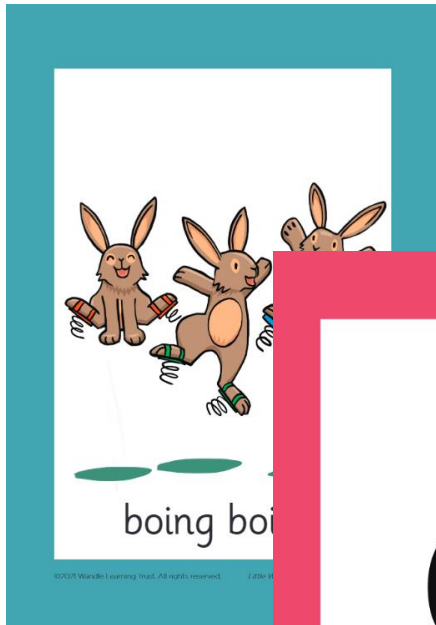
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ 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
/ool/ u funny	any many again

# How we make learning stick





# Reading and spelling

# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion



# Tricky words



# Spelling



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

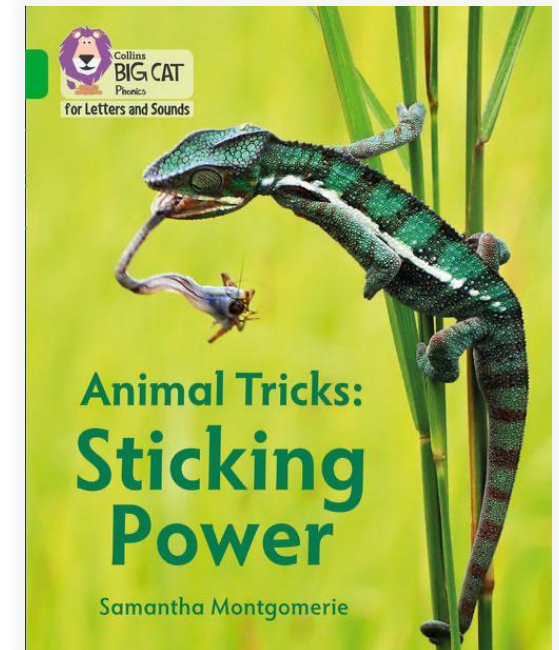
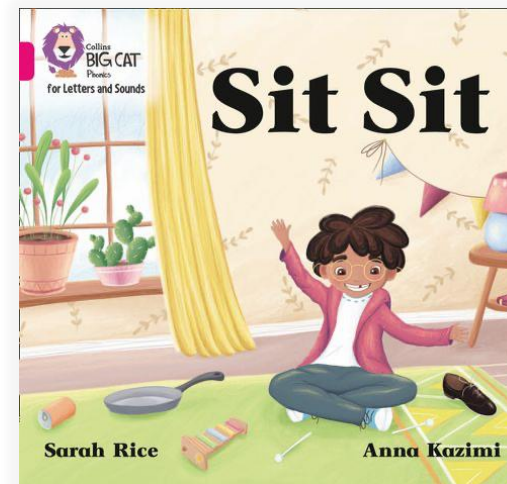


# How do we teach reading in books?



## Reading practice sessions are:

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



# 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 by the time they bring the book home – but they should be able to do this on their own.



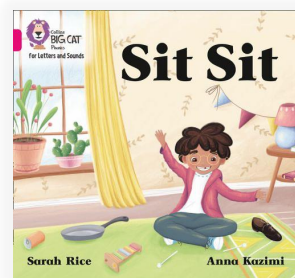
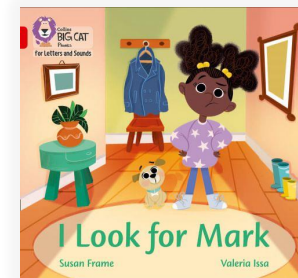


# Reading at home



# Reading links with Little Wandle

- As a school we have purchased a complete set of books that have been specifically created to run in line with Little Wandle. Children will read with these books during the week and then an Ebook link will be sent home for your child to read to you and show off! They should be 90-95% fluent with the Ebook sent home to read. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.
- Celebrate their success!!



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



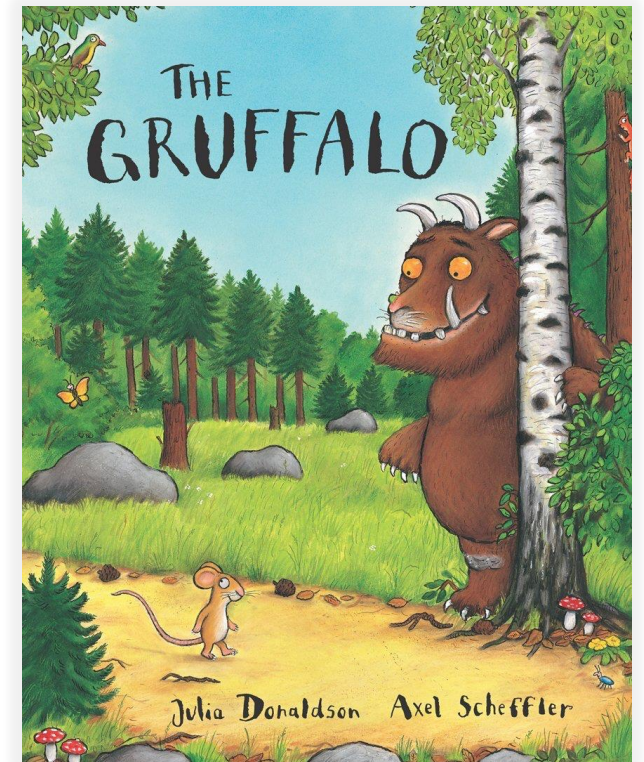
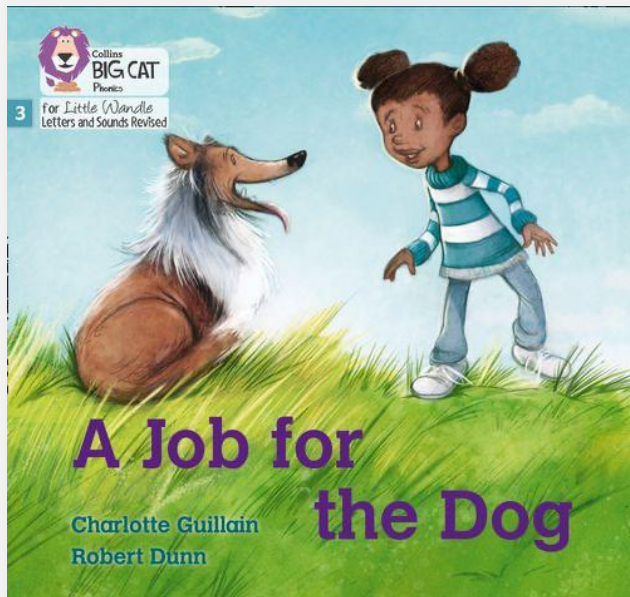
**Reading a book and chatting had a positive impact a year later on children's ability to...**

- 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.



# Books going home





# 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.



# Supporting your child with 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**

# What about my child?

**‘They are bright,  
they need pushing’**

- They will be challenged to apply it into their spelling
- Teachers will target during phonics
- Books will be differentiated – we will use our teacher judgement as well as the LW assessment



**‘They are struggling, how will  
they keep up  
with this program?’**

- TA’s will have a new role – focus and note it
- *Keep up not catch up – daily additional mini repeat and pre teach*
- Any children significantly behind will receive catch up intervention 3x week



# So in a nutshell what is the core reading offer for my child?



- They will read 3 times a week in small groups of no more than 6
- The book they read will be sent home as an EBook to share and show off!
- A decodable book of a similar level will be sent home (importance of practical handling of books)
- A library book to share will go home
- These 2 books will be changed on a set day, once a week
- Every 6 weeks, the end of each half term – class teachers will check in with the physical book band going home and change if necessary. They will also respond to the home reading that has taken place.
- X 1-1 reading and teacher comments will not be as frequent, they will be every 6 weeks.

“

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

Carl Sagan

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Thank you for coming! Any questions?

