



# All about Reading in EYFS



Parent workshop – Wednesday 9<sup>th</sup> October 2024



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## Aims of today:



01

To understand how and why we teach phonics as a strategy for reading and spelling.

02

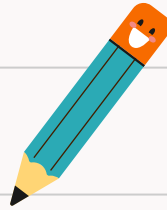
To understand how this links to create fluent readers.

03

To cover the different expectations of teaching each of these and the impact of reading.



How many times have you  
already read today?

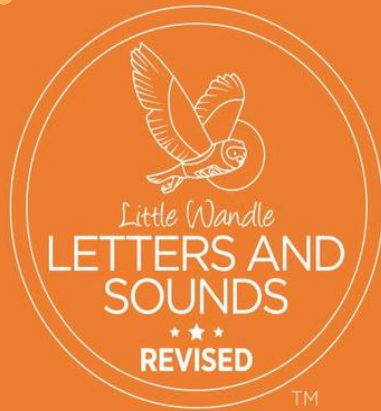


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# Phonics

A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN



Teach reading, change lives.

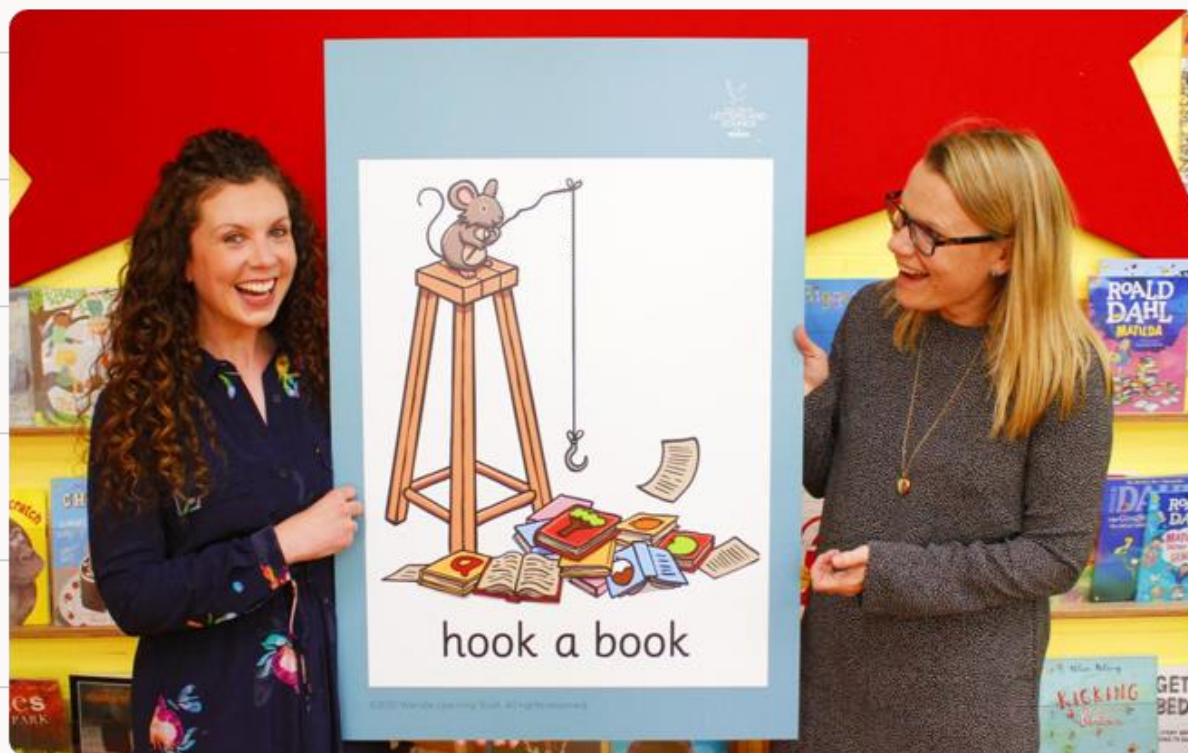


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# Little Wandle Letters and Sounds Revised



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



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Phonics is:

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

”



# Terminology



## Phoneme

The smallest unit of sound.

## Split vowel digraph

Two vowels that are split by a consonant. E.g.  
'a - e' in take.

## Grapheme

★ The symbol representing the sound  
(the letter).

## Segment

Separating the sounds (phonemes) in the word.  
E.g. r - e - d.

## Digraph

Two letters that make one sound. E.g. 'sh'.

## Blend

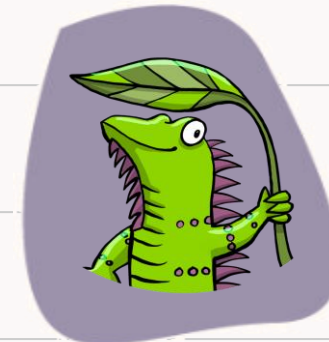
The merging of phonemes (sounds) after  
segmenting.

## Trigraph

Three letters that make one sound. E.g.  
'air'.



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# Blending to read words



[Click picture to watch video](#)

Children learn to read by developing a Grapheme Phoneme Correspondence (GPC). This enables them to recognize the graphemes in a word. Using this knowledge, they will segment the word (separating the phonemes) and then blending them (merging them together). Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, playing blending games at home is helpful!



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# Teaching order



Children begin by learning Phase 2 sounds in Autumn term in Reception. In Spring term they learn Phase 3 sounds. By the end of year 1, your child would have learnt up to Phase 5.





Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
<b>s</b> s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
<b>a</b> a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
<b>t</b> t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
<b>p</b> p	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
<b>i</b> i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</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
<b>j</b> j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>jjj</b>	All the way down the jellyfish. Dot on its head.
<b>v</b> v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv</b>	Down to the bottom of the volcano, and back up to the top.
<b>w</b> w	 wave	Pucker your lips and keep them small as you say <b>www</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
<b>x</b> x		Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>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 * 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 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
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#### Year 1

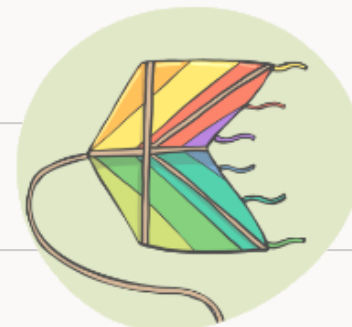
Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when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

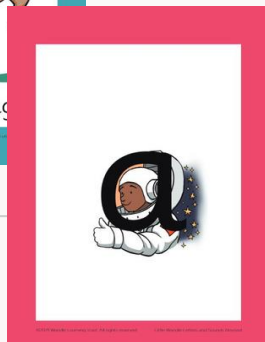
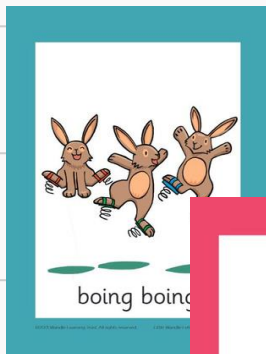
Spring 1 Phase 5 graphemes	New tricky words
/ool/ u funny	any many again



# How we make learning stick



There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognize and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day. Repetition is key!



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



# Reading and spelling



ea

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



# Tricky words



You cannot sound out these words to read them. Children will need to learn each of the tricky words by sight. Again, these words are taught gradually throughout the year but they are words that we expect the children to spell correctly in their independent writing.



Click picture to watch video

## Tricky words

is I the put pull full as  
and has his her go no to  
into she push he of we me be

## Tricky words

was you they my by all  
are sure pure



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# All the different ways to write the phoneme 'sh'



shell

capshion

★ shef

manshion

speshial

passshion



# Spelling



- Say the word.
- Segment the sounds.
- ★ Count the sounds.
- Write the word.

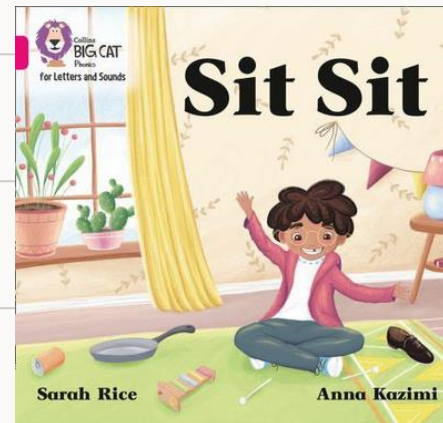
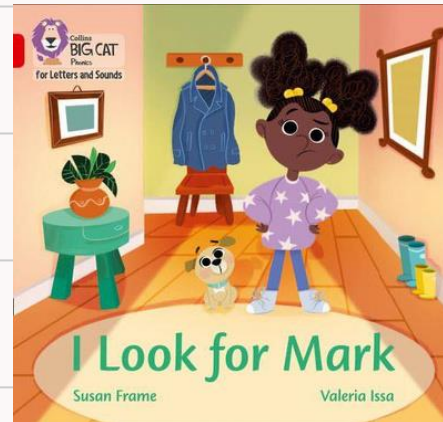


# How do we teach reading in books?



Reading practice sessions are:

- Taught by a trained teacher/teaching assistant.
- ★
  - Taught in small groups.
  - Timetabled 3x a week following the first assessment.



# Reading levels



We use assessment to match your child the right level of book. These assessments take place every half term and enable us to provide targeted support for your child in the next half term.

## 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	pe <u>ck</u>



# 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 around 5% of the words by the time they bring the book home – but they should be able to do this on their own.







# Everybody read!

Why reading to your child really matters



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# 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.



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# Why does reading together everyday 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.



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# 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 it matter which language we use?



No. Please do use your home language when reading for pleasure!

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.







# 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.



# What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words of phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!

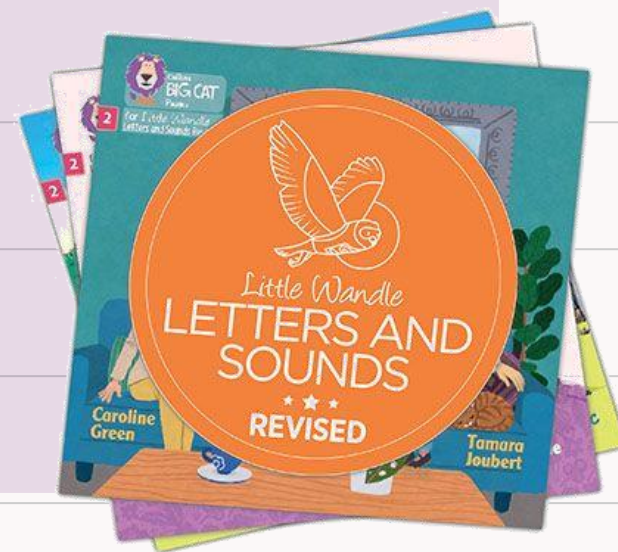


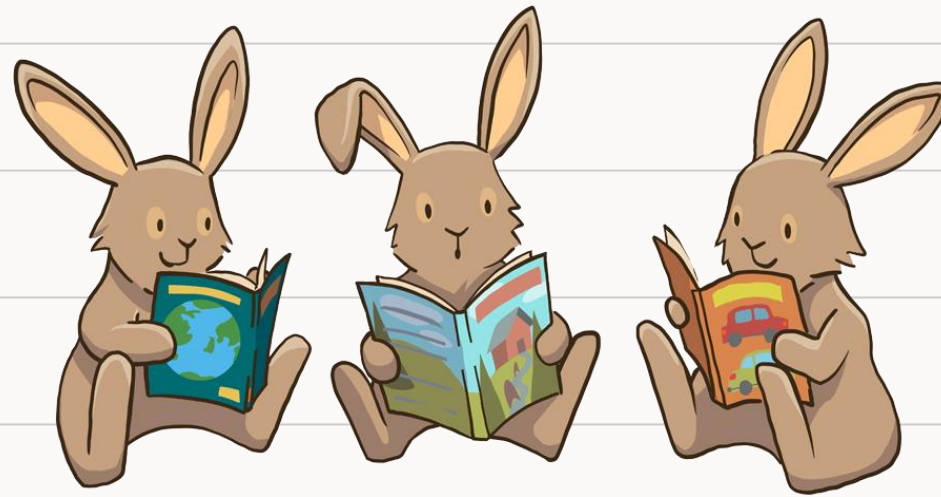
# Our reading expectations:

- Read everyday for 5 – 10 minutes.
- A record of home reading should be kept in the reading record (yellow book).
- The reading record and book must be kept in the plastic wallet in your child's book bag. **Books are changed only on Mondays.**
- Children should read a range of texts every day. They have access to books at school all day.
- We read with your child at least 3x a week.

Children who read widely and often:

- Become fluent readers (so re-reading is vital).
- Have improved vocabulary and language skills.
- Develop better concentration.





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

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

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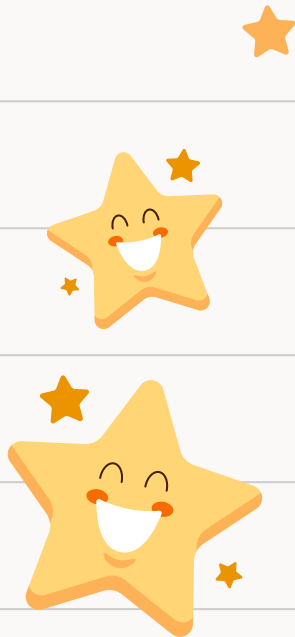
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# Top tips for reading with your child:



- Set aside some time Find somewhere quiet without any distractions.
- Ask your child to choose a book
- This means they are more likely to engage with the book.
- Sit close together
- Encourage your child to hold the book themselves and/or turn the pages.
- Snuggle up on the sofa or in bed. Point to the pictures
- Encourage them to tell you the story and describe the characters by looking at the
- pictures.
- Encourage your child to talk about the book
- Talking about the characters and their dilemmas helps children understand relationships
- Give your child plenty of time to respond.
- Ask them what will happen next, how a character might be feeling or how the book makes them feel.
- And lastly, above all – make it fun!
- Don't be afraid to use funny voices – children love this!







Thank you for  
joining!

Do you have any  
questions?

