



Reading at Ellenbrook

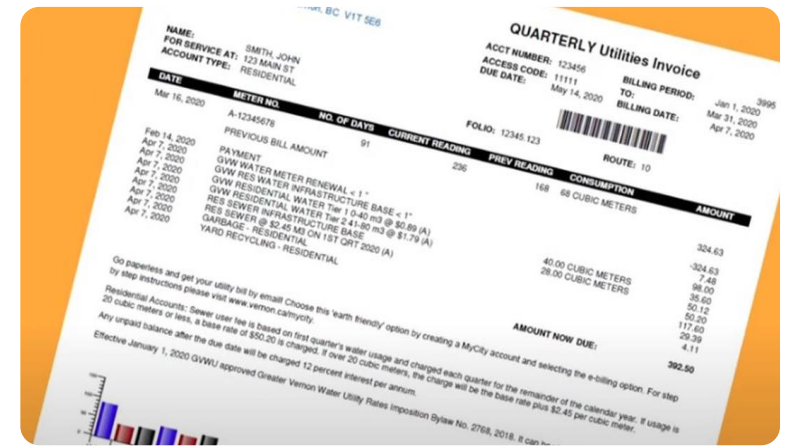


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?



Our Reading Intent

At Ellenbrook, our aim is for our children to be fluent readers, with the ability and confidence to tackle a range of different text types with a range of different challenges.

Our children will be able to comprehend age-appropriate texts, and will discuss and compare these texts confidently.

Our children will understand the skills needed to answer a variety of comprehension questions, including retrieval and inference questions, and to apply those skills to answer reading comprehension questions confidently.

Our children will read for pleasure and be life-long readers.

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Implementation - Fluency

- Daily phonics – EYFS/Year 1.
- Reading with the children is prioritised - all children read with 1:1 weekly in EYFS/KS1; at least half termly in lower KS2 and at least termly in upper KS2.



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.





Phonics is:

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



Terminology



Phoneme

Blend

Grapheme

Segment

Digraph











Adjacent consonant

Trigraph

Split digraph

Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Nursery follow Little Wandle 'Foundation for Phonics' which develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games. We also follow the Little Wandle 'Foundation for a love of Reading' where focus books are used to foster a strong Reading for Pleasure culture while developing children's language.</p>					
	<p>Foundations for phonics – tuning into sounds. No sounds – focus on Rhyme time and settling children into your setting's routines.</p> <p>Foundations for a Love of Reading Where's Lenny.</p> 	<p>Foundations for phonics – tuning into sounds. s a t p i n m</p> <p>Foundations for a Love of Reading Kindness makes us strong.</p> 	<p>Foundations for phonics – tuning into sounds. d g o c k e</p> <p>Foundations for a Love of Reading Monster Clothes.</p>  <p>Would you Rather.</p> 	<p>Foundations for phonics – tuning into sounds. u r h b f l</p> <p>Foundations for a Love of Reading Lulu loves the library.</p>  <p>Amazing.</p> 	<p>Foundations for phonics – tuning into sounds. j v w y z g u ch</p> <p>Foundations for a Love of Reading All through the night.</p>  <p>Car, car, truck, jeep.</p> 	<p>Foundations for phonics – tuning into sounds. c k x s h t h n g n k</p> <p>Foundations for a Love of Reading Errol's garden.</p>  <p>Hello friend.</p> 

Our progression



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"> 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 oo ar or ur ow oi ear air er <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /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
/url/ 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 /orl/ 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
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

This term in Reception we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order




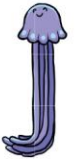







Phase 2 grapheme information sheet

Autumn 1




Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out sssss sssss	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 a a a	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 t t t	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 p p p	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 i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

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 j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	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 w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

Blending to read

- Teacher-led blending is taught throughout Phase 2.
- Video – how we teach blending
- Independent blending – skills of oral blending and sound recognition



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



In Year 1 we are teaching Phase 5

In Phase 5 children learn:

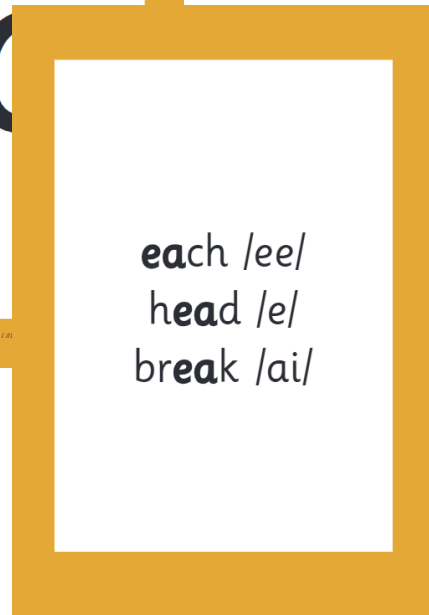
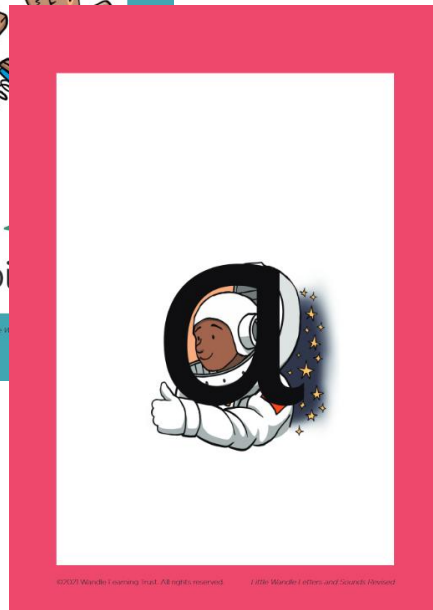
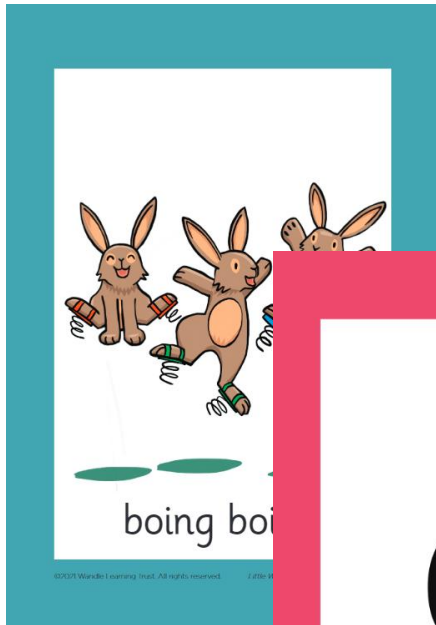
- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

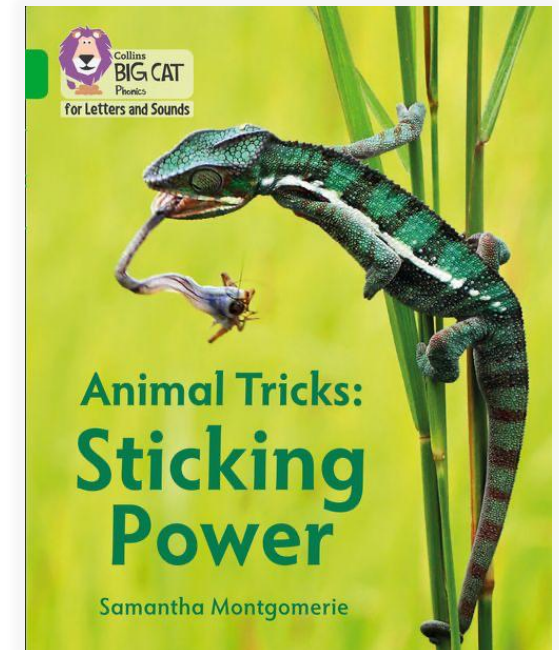
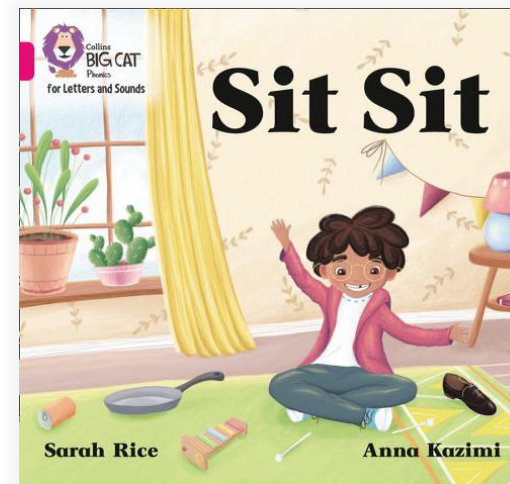
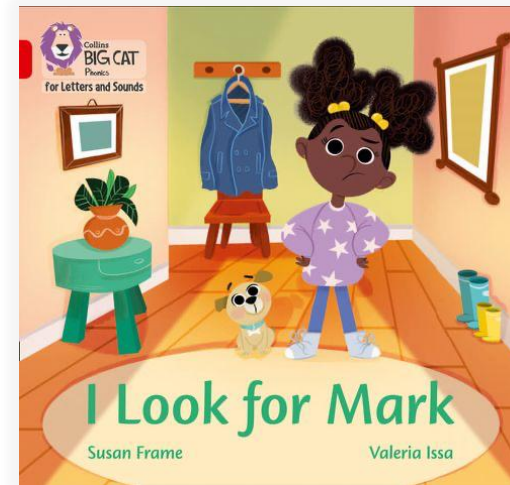
How we make learning stick



How do we practise reading in books?

Reading practice sessions are:

- timetabled in class
- taught by a trained teacher/teaching assistant
- taught in small groups/1-1
- children in Reception will bring a book home by half-term



How do we find the right book for your child?

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





LITTLE WANDLE FLASH CARDS CAN BE BOUGHT FROM ...

[Little Wandle At Home Phonics Flashcards | Learn to read – Collins](#)

Games to play with these cards are included on the site with videos to watch too

How to use

How to use the phonics flashcards

Discover how to use your phonics flashcards at home along with advice on how to say the sounds.

Watch now

Change it

How to play: Change it!

Read lots of words with this fun game! Change one grapheme card each time to make and read a new word. How many words can you make and read with your child?

Watch now

Mix it up

How to play: Mix it up

Help your child read and spell words with this fun game. Choose the grapheme cards you need to make-up a word.

Watch now

Win it!

How to play: Win it!

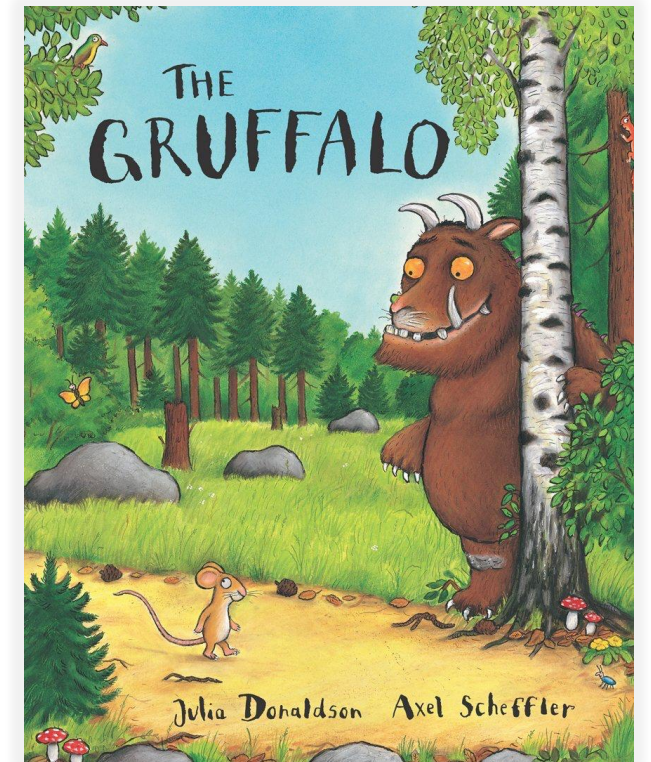
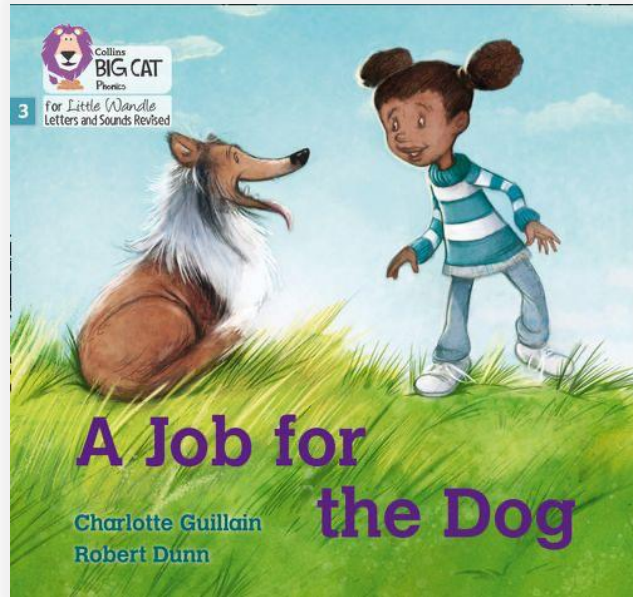
Win it! is a fun game to play with your child. Choose six grapheme charts that your child can read confidently. Add a new grapheme card to the pack and challenge your child to read the grapheme correctly. Each time they read it, they win it. You can play this with all the grapheme cards or the words.

Watch now



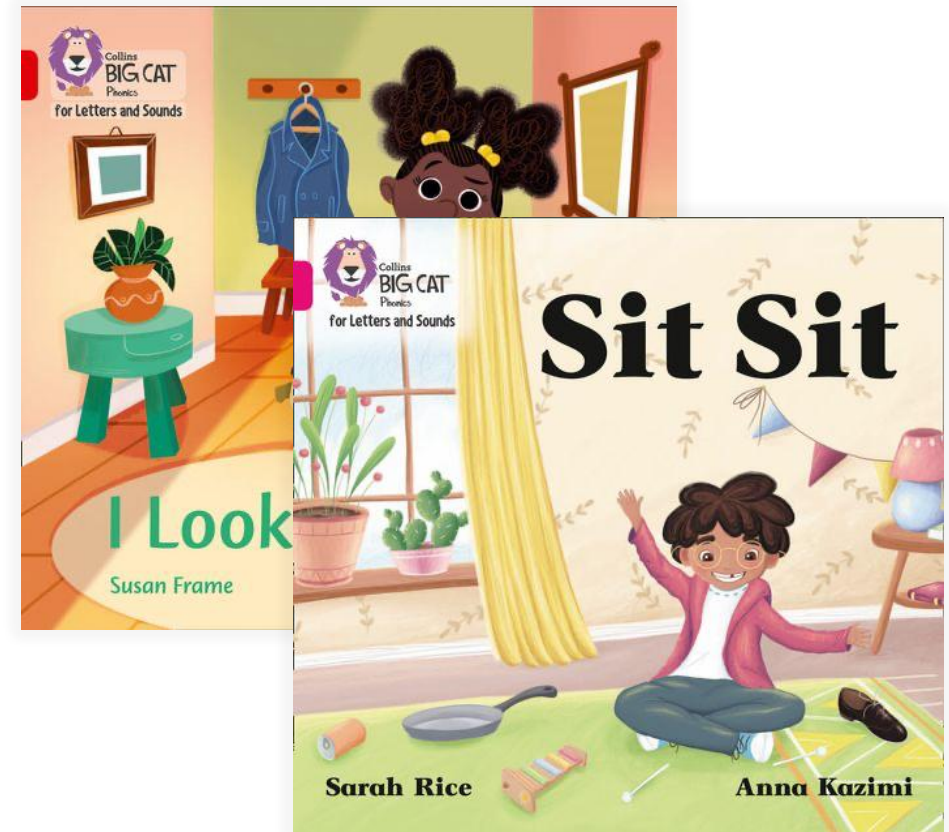
Reading at home

Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



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 – For parents | Letters and Sounds



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



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

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.





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

Carl Sagan



What happens after Year 1?

- Year 2 begins with a Year 1 review. Phonics teaching continues for those who need it.
- Once children are secure in their phonics, they begin to focus on developing their fluency. The children may then move on to our Oxford Reading Tree book scheme. The children move up this scheme as and when they can read with a 90% fluency rate.
- Fluency continues to be taught across Key Stage 2 and beyond. This includes interventions to enable rapid catch up for any who are not reading with age-appropriate fluency right through the school.



Great, but how can I help with this at home?

- Read the school reading book with your child when it is sent home. This is matched to their phonics and fluency understanding.
- Read it more than once! Re-reading helps to build fluency.
- Read aloud to your child to provide a model of fluent reading.
- Try paired, echo or choral reading.
- Try audio books and let your children read along with them.
- Put subtitles on the television!





Thank you for coming to our
Reading Workshop

Any questions?

