Helping Your Child Read at Home

Bandon Hill
Primary School

Tuesday 20th October - 6-6:40pm

Session Aims

- To understand more about phonics and the progression for phonics teaching.
- To know some strategies to teach Tricky Words.
- To know how you can help your child to access their reading book.
- To understand how you can help at home.

The Reading Curriculum at Bandon Hill

Literacy is one of the 7 areas of learning in Reception. This is broken down into Reading and Writing. Phonics underpins both Reading and Writing.

More about the Reading curriculum: Adult led Guided Reading/Phonics Lessons, child initiated learning print is everywhere, books are used to enrich all our activities and our very exciting book corners!

The Expected Level of Development

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words. (ELG for reading)

Little Wandle

At Bandon Hill we follow Little Wandle Letters and Sounds Revised as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Bandon Hill
Primary School

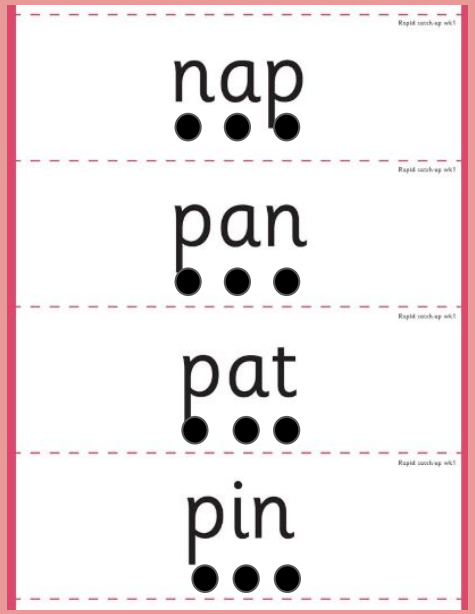
We identify the different sounds in words, starting with CVC words.











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 ck 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 **oo** ar 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
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words	Review all taught so far

The phonics lessons we deliver follow a specific teaching sequence in order for the learning to link and for children to make the best possible progress.

We use a 'Copy Me' approach.

Phonics Vocabulary

Phoneme = sound we hear

Grapheme = letter we read or write

Digraph = two letters together that makes one sound

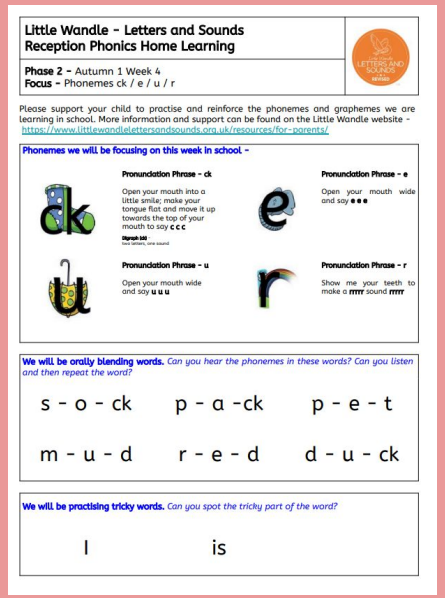
Split digraph = when the sound splits and has another letter (consonant) in-between the sound

Trigraph = three letters together that makes one sound

Phoneme button = used for single sounds

Phonics Home Learning

On Fridays, we'll post your child's home learning on Tapestry.



Little Wandle - Letters and Sounds
Reception Phonics Home Learning

Phase 2 - Autumn 1 Week 4
Focus - Phonemes ck / e / u / r

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Phonemes we will be focusing on this week in school -

ck

Pronunciation Phrase - ck
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**
Digraph ck
two letters, one sound

e

Pronunciation Phrase - e
Open your mouth wide and say **e e e**

u

Pronunciation Phrase - u
Open your mouth wide and say **u u u**

r

Pronunciation Phrase - r
Show me your teeth to make a **rrrr** sound **rrrr**

We will be orally blending words. *Can you hear the phonemes in these words? Can you listen and then repeat the word?*

s - o - ck	p - a -ck	p - e - t
m - u - d	r - e - d	d - u - ck

We will be practising tricky words. *Can you spot the tricky part of the word?*

I is

Games to play at home!

- Treasure Hunt - look for objects around the house to help children hear initial sounds hear initial sounds
- Sort the objects – match to the sound - gather the objects you've found, place the objects on the correct letter match sounds to letters
- Flashcards – make or buy your own set of flash cards – little and often learn graphemes
- Jump on the mat – grown-up says the sound children jump to the correct letter – hearing and matching sounds
- Snap – use your flashcards – a double set and play snap.

Learning 'Tricky Words'

- Children learn tricky words through practise and repetition. Revisit them over and over again, but make it fun!
- Play games
- We'll send home tricky words for you to practice at home with your child.



Sharing your child's reading book together. Top Tips!

- Make a prediction about the story based on title, front cover and blurb.
- Turn the pages carefully looking at the pictures to get an understanding of the story before you begin to read it.
- Ensure that your child points to each word as they read.
- Allow the children to use the picture clues to help them to establish meaning.
- Practice reading the tricky words in the text ('the', 'he', 'we' etc.) Can they find them and point to them? Or draw their attention to any sounds you know they know!
- Answer questions in response to the text.
- Identify what they liked and disliked about the text supported by your questioning.
- Support your child to develop an understanding of the characters, setting, and events.
- Look at the differences between fiction and non fiction.

Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
	We read with your child in school.	We collect reading books in. *We read with your child in school.*	We collect library books in. *We read with your child in school.*	New reading book is sent home. New library book is brought home. Phonics home learning is put on Tapestry.

Thank you for coming!
Your feedback is important to us.