



S	t	p	n	m	d	g	c	r	h
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b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	wh			zz	
	ph	le	dge	ve				s	
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	ssi								
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# Reception Phonics & Reading Meeting

18<sup>th</sup> October 2024





At Oldfield Primary School, we want to give our children a lifelong love of reading.

As part of that journey, we need to ensure that our children have a secure understanding of phonics.

Phonics underpins all aspects of reading, writing and spelling as well as your child's ability to access all of the curriculum.

We follow the Little Wandle Letters and Sounds Phonics programme and we deliver daily phonics lessons to your children.

# Phase 2 Sound Mat

s

s

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a

t

t

p

p

i

i

n

n

m

m

d

d

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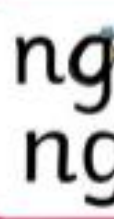
th

sh

sh

ch

ch

ng

ng

nk

nk

## Phase 3 Sound Mat



The children learn sounds in a progressive order and will learn to use terminology to support their understanding.

A grapheme is the written form of the sound.

A phoneme is the sound the letter or combination of letter makes.

A digraph is two letters that make one sound like nk, th, ch, sh. A trigraph is three letters that make one sound.





How do we promote a love of reading at Oldfield?

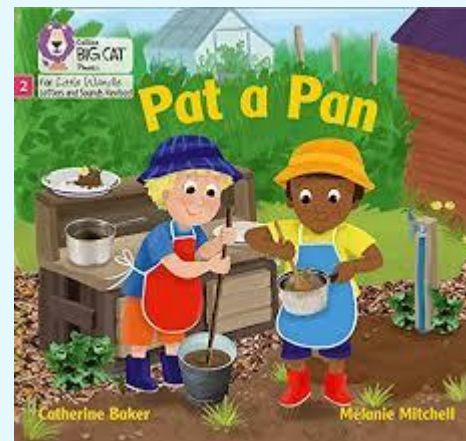
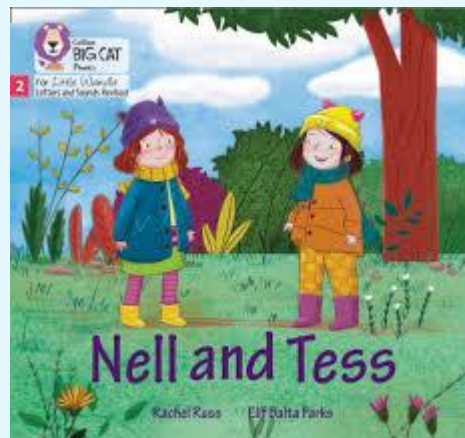


- ▶ Playground readers
- ▶ Breakfast with books
- ▶ Author visits
- ▶ Termly reading newsletter
- ▶ Weekly reading assemblies
- ▶ Themed book days relating to books/reading
  - ▶ World Book Day
  - ▶ Little Wandle Celebration Day

Following their phonics assessment, the children will start to read in small groups.

Depending on their confidence with their phonics, they might come home with wordless books or with simple words to decode.

They will bring their Little Wandle reading book home on a Monday and they'll have 3 reading sessions in school. Please could the LW books be returned on a Friday, and the children can then swap it for a Fun Friday book to take home. Thank you!



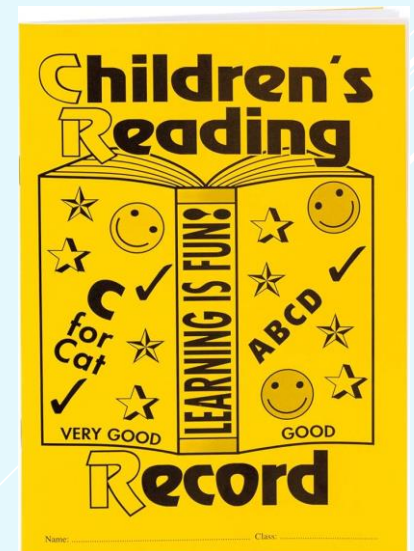
# How are the Reading Sessions Structured?

Read 1 – Decoding

Read 2 – Prosody (expression)

Read 3 – Comprehension

Please record any reads in your child's yellow reading record.





## Session 1 - Decoding

- The first session always focuses on decoding and begins with looking at the sounds and words covered within the book.
- The children are encouraged to segment, or break-up, unfamiliar words into sounds and then blend them together.
- If it is a wordless book, then the children turn to the first page and the adult would orally blend a word e.g. sh-ee-p and ask the children to find it on a page. The first session would continue in this manner, looking at all the pages in the book

## Session 2 - Prosody

This is where we model the expression and intonation in our voices. We demonstrate how the sentence would ideally be read aloud.

- Focus on pausing for punctuation
- How does the intonation in your voice change for an exclamation mark- could it be excitement, volume, anger, fear, joy?
- When we read a question mark, we tend to raise our voice as we come to the end of a sentence.

## Session 3 – Comprehension

When children are first reading, so much energy goes into segmenting and decoding a word and then blending it together then reading.

-This can mean that by the time they get to the end of the sentence they haven't absorbed the content. Encourage them to read the sentence back again with more fluidity.

-At the back of the book are suggested comprehension questions to ask; but you can add additional ones to gauge their understanding of what they have read and their ability to link it to the own experiences/the wider world.

## Why Read The Book Across Three Sessions?

- Reading and talking about books helps children to understand words and sentences, increase their vocabulary as well as develop their listening and comprehension skills.
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- Research has shown that the repeated practice of having the same book to read several times, builds up children's confidence when developing their reading skills.
- The children feel proud to read books that they are familiar with to an adult, as they feel successful!
- Using different voices when reading stories to children, helps to bring the stories to life for them.

## How you can support your child with phonics

- Play games that mirror strategies we use in school-by sounding out simple words for them to blend – “Can you wash your hands with s-oa-p?” Where is your b-oo-k b-a-g?
- Look at Little Wandle Home Learning sheet and get your child to be the teacher and show you the new sounds that they have learned
- Use the pronunciation guides to show your child how to enunciate the sounds correctly with the correct mouth and tongue placement.
- Use whiteboards and pens, rice, flour or lentils in a tray and encourage your child to say the rhymes and practice forming the letters



Any Questions?

