



OAKDALE PRIMARY SCHOOL

Parents Phonics and Reading Meeting

September 2023

















What is Phonics?



Phase 3 grapheme information sheet

Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo
 paw in the dark	ar	 barn with a horn	or
 curl the fur	ur	 wood owl	ow
 being hoing	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er



Phonics is a way of teaching children to read quickly and skilfully.

They are taught to :

- Recognise the sound an individual letter makes
- Identify the sounds different combinations of letters make i.e: au , sh
- Blend these sounds together from left to right to make a word.

R Au1 extra
sat

R Au1 extra
map
.

R Au1 extra
nip
.

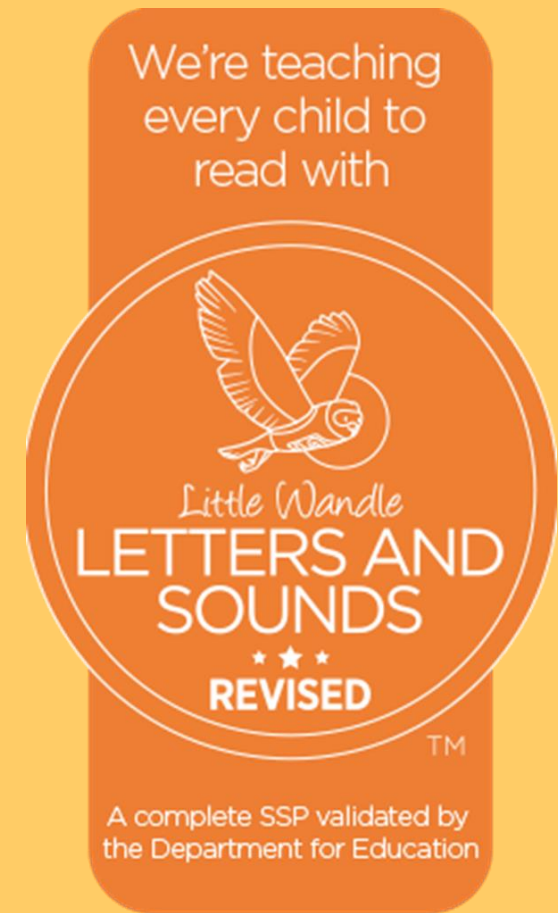


Why teach phonics over other reading strategies?



- Research shows that phonics is a structure way of learning to read and makes the most and quickest progress in reading.
- Children who receive good teaching of phonics will learn the skills they need to tackle new words they come across at all ages. This means they can then go on to read any kind of text fluently and confidently, and learn to read for enjoyment.
- Children who have been taught phonics tend to read more accurately this includes children with learning needs such as dyslexia.

- The government decided in 2021 that all schools must adopt a Synthetic Systematic Phonics Program to teach phonics and early reading.
- We have chosen 'Little Wandle' and have successfully used the program for 1 ½ years.
- Children will learn the sounds that make up the English Language and support them to read using the Little Wandle scheme which will then be built upon for spelling in year 2.



- Phonics is the foundation for reading but links strongly to spellings as children need to learn the spelling rules from the national curriculum alongside the learning of sounds as well as learning which phonics follow which spelling rules

i.e:

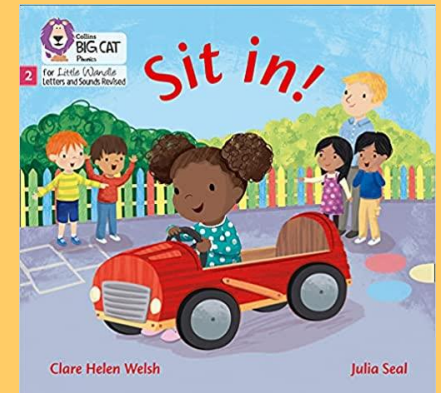
Which 'a' sound goes where in words?

'ai' in the middle 'ay' at the end 'a-e' for short words



To develop reading, children must constantly practice by reading aloud books which match with their developing phonics knowledge as well as access books which expand their understanding of the world and comprehension.

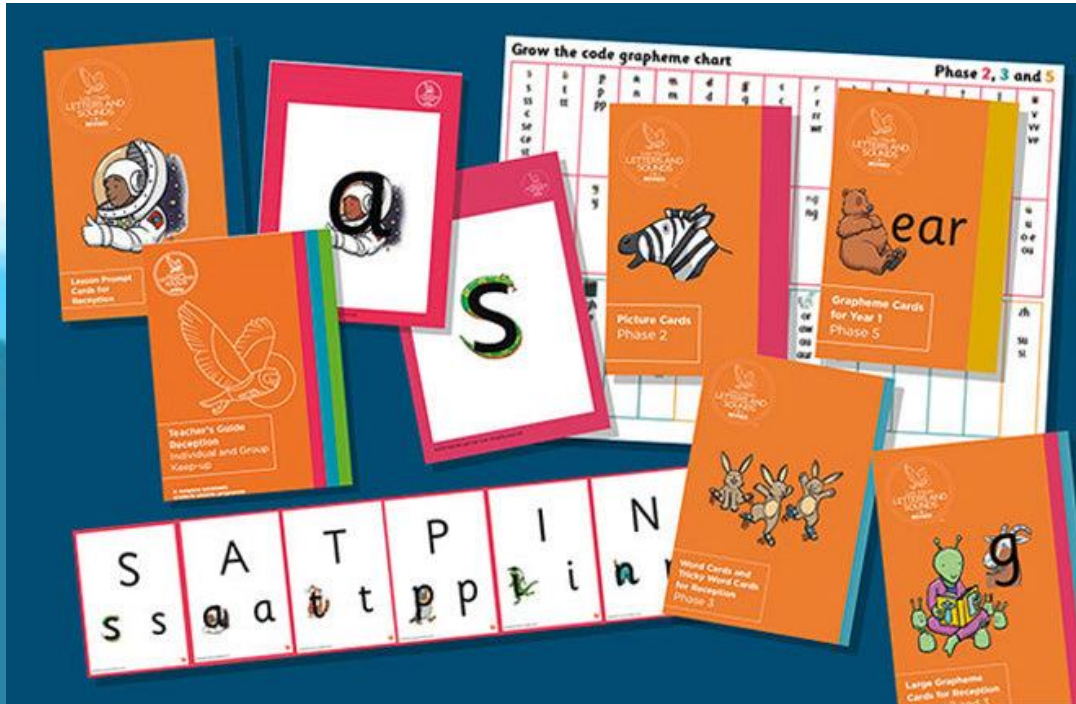
We therefore practice reading books in class which are phonically matched to the children's levels, but will be sending home 2 colour-banded books which are more challenging texts to encourage comprehension and discussion.





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What does 'Little Wandle' look like at Oakdale?



We're teaching
every child to
read with



Little Wandle
**LETTERS AND
SOUNDS**
★ ★ ★
REVISED

TM

A complete SSP validated by
the Department for Education

We're teaching every
child to read with
Little Wandle Letters
and Sounds Revised
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- Little Wandle is a new scheme which is constantly developing and adding new resources and tools. It currently contains all the plans and resources to teach daily lessons and interventions as required.
- It is highly prescriptive as this has been shown to have the most impact on learning.
- This means that all of our phonics lesson across KSI will look the same.





In these lesson we:
Recap old previously learnt sound.

We then learn a new sound or two with their rhymes.

We then focus on writing this new sound.

Then orally blending words with the new sound.

Before finally reading the new sounds in simple words and phrases.

Weekly grid Reception phase 2 Autumn 1 week 3									
Lesson focus	Revise and review	Teach and practise							Practice and apply
	GPCs	Pronunciation phrase	Initialised sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Sticky words	Oral blending game
g goat	g a t p i n d	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back. If your mouth, push your tongue down and forward to make the sound g g g.	g g g g g goose glen glen goat		Round the goat's face, up to his ear, down and curl under his chin.	Review: mean pin eat New: dig pig	mean meat pin dig	ie	Can you teach your ... ? tip cheer head foot
o octopus	o a t p i n d g	Make your mouth into a round shape and say o o o	o o o o o orange otter otter octopus		All around the octopus.	Review: dig top pot New: port dog	cat dig top dig	ie	Can you do the actions? eat the pot roll the bubble up march clap
c cat	c a t p i n d g o	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say t t t	c c c c c car cap crown cat		Cur around the cat.	Review: top dog pot New: cat cat	top top dog pot cat	ie	What's that noise? What sound does a cat make? a train make? a bus make? a train (flat) make?
k kite	k i t p i n d g o c	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	k k k k k kangaroo kattle ketchup kite		Down the kite, up and across, back and down to the corner.	Review: cat top word New: kite bid	mad cat cat pot bid	ie	Blend from the box each dash tree not
Review	a i n d g o c k	Graphemes to display g o a t k	March initial sound of object to graphemes orange kattle car cap goat glen ketchup			Review: top mean cap bird dig bid	mean top dog dig bid	Review: ie	Blend from the box cup car cat goat kite

- The phonics sessions are conducted daily, however alongside the phonics sessions are three separate reading sessions with an adult.
In which the children read a book that matches the current sound being taught that week.

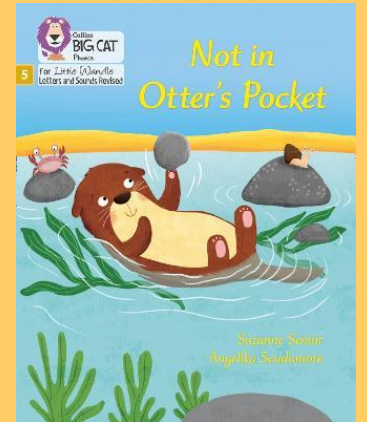


- The three reading session use the same book, but focus on a different skill and purpose for reading:

Session 1- Word reading- orally segmenting and blending to read
i.e: c-a-t= cat

Session 2- Prosody- reading with expression and increasing fluency.

Session 3- Comprehension- Ask and answering questions about the book.





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We're teaching every
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Little Wandle Letters
and Sounds Revised
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What are the basics I need to know?











There are several things that you as parents need to be aware of how phonics works and is taught

Firstly how quickly we learn sounds- it is very carefully planned to not overload children's brains whilst keeping a good pace of learning:

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s his out sssss sssss	Under the snake's chin, slide down and round its tail.
a 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 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 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
i 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 n	 net	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.
m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j 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 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
w 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 x	 box	Mouth open, then push the c's sound through as you close your mouth as 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.
y y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
z z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.



Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'oi' with your mouth and say oa oa oa	or	 born with a horn	Make an 'oi' with your mouth, push your tongue down and say or or or

The way children are taught to read words are to segment then to blend them.

Segmenting is breaking down the word into its separate parts, then blending is putting them back together.

We can use fingers to count sounds and draw sound-buttons to help us identify them if needed.

Let's have a go!

BLENDING	SEGMENTING
 c-a-t cat	cat  c-a-t

READING IN ROOM 11

Segmenting

Children need to be able to hear a whole word and say every sound that they hear .

chat = ch / a / t

cat = c / a / t

dad = d / a / d

Blending Words

- Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word.

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Have a go!

Segmenting and blending these words-
We can even use sound buttons ...

sad
• • •

twig
• • • •

helmet
• • • • • •

boil
• •





chart
 •

bedroom
• • • • •



The Year 1 Phonics Screening



Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

2013 Phonics

Screening check: Answer sheet

First name: _____
Last name: _____

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Word	Section 1		Comment	Word	Section 2		Comment
	Correct	Incorrect			Correct	Incorrect	
fot				quigh			
keb				herks			
gan				jorb			
ulp				zale			
poth				blurs			
shan				skarid			
veen				splot			
quorg				strabe			
drap				toy			
flarm				spike			
lect				fuel			
voisk				name			
thin				props			
peck				spoilt			
torn				scram			
cheek				strike			
trap				panic			
snarl				second			
milk				tantrum			
moist				reaching			

Total correct: _____

The screening is undertaken by every child in year 1 in June.

The test contains 40 real and 'alien' words that the children must use their phonics skills to decode, blend and read.

The passing score is usually 32/40.

To be considered 'expected' reading level for year 1 children must have passed the screening check and be on a phase 5 book and accessing turquoise book band for fluency and comprehension.

'Alien' words are pretend words to ensure children are using phonics skills not sight reading.

Have a go at these words- some are tricky to read and need 'tweaking'!

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

Let's have a go!

On your tables are some phonics screening checks from years past-
Why not test each other or yourself?





Can you read them all?

Can you pass the test?

Feel free to work in a group and see if you can- the guidance on pronunciation is provided to help you.

Or just have a look at them and have a biscuit!



Practice sheet: Real words		Practice sheet: Pseudo words	
in		ot	
at		vap	
beg		osk	
sum		ect	

2013 Phonics

Screening check: Answer sheet

First name: _____
Last name: _____

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Word	Section 1			Section 2			
	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
fox				chop			
help				hark			
jam				jerk			
up				jam			
poth				blam			
phan				skarf			
mean				split			
quong				strabe			
chap				spike			
flam				fast			
lect				name			
voick				drop			
thin				spoke			
preck				stram			
tem				strike			
sheek				name			
trap				second			
snail				tentum			
milk				reaching			
moat							

Total correct: _____



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What else can you do at home?



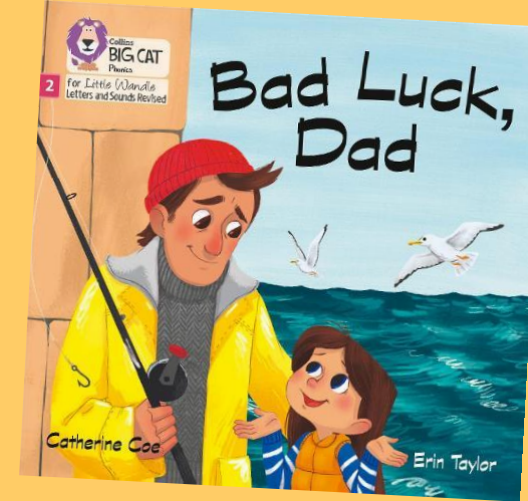
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- Practice phonics screenings for weekly homework closer to June.
- Use phonics website games.
- Support children segmenting and blending word in reading their books.
- Look at the 'Little Wandle' parent videos following the link on our website.
- Promote the positivity and importance of reading as the gateway to the rest of the curriculum and life.

- Read every day with your child.
- Encourage children to sound and blend new words.
- Re-read to check it makes sense.
- Use pictures for clues to words and comprehension.
- Ask questions about the book.
- MODEL good reading with intonation and expression.





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Any questions ?
Please email the school office

office@oakdale.peterborough.sch.uk

“If you are going to get anywhere in
life you have to read a lot of books.”

– Roald Dahl

