

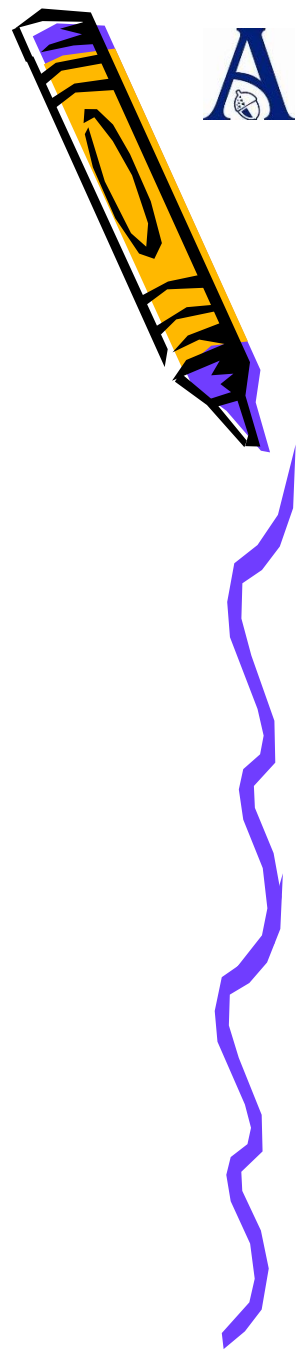
A large yellow diamond shape serves as the background for the text.A red crayon with a yellow body and a black outline, positioned at the top left of the diamond. A red squiggly line extends from its tip towards the text.

Early Literacy Workshop

October 2022

A thick purple wavy line that starts from the left side of the diamond and ends at a blue crayon on the right side.A blue crayon with a yellow body and a black outline, positioned at the right end of the purple wavy line.

What will we be looking at?



- The Early Learning Goals
- Phonics
- Common Exception Words / High Frequency Words
- Reading
- Handwriting
- Writing



Early Learning Goals



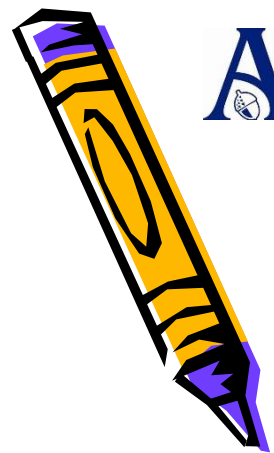
Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Early Learning Goals



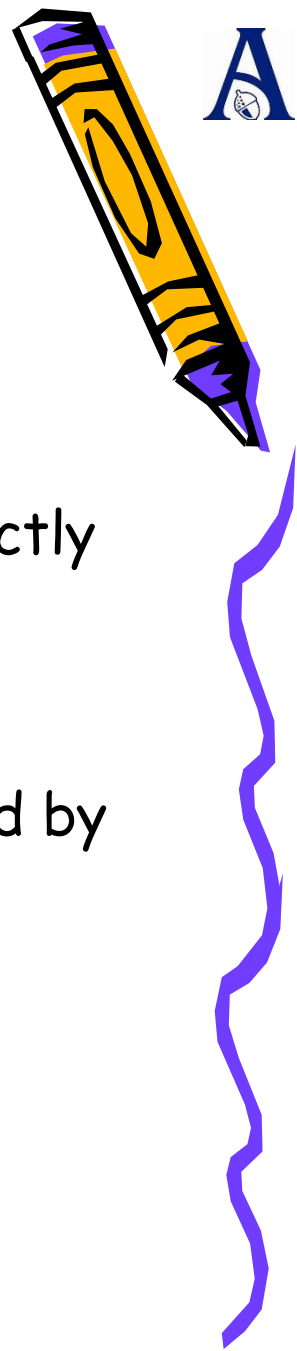
Word Reading

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 common exception words.



Early Learning Goals



Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



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.



We're teaching every child to read with *Little Wandle Letters and Sounds Revised*. A complete SSP validated by the Department for Education



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Terminology

Phoneme

Grapheme

Digraph

Trigraph

Sound button

Segment

Blend



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Phoneme

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme.



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Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.



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GRAPHEME

How a phoneme is written down.

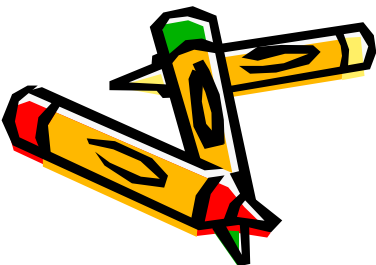
There can be more than one way to spell a phoneme.

For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', sleigh and 'lady'.



Digraph

A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.



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Trigraph

A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.



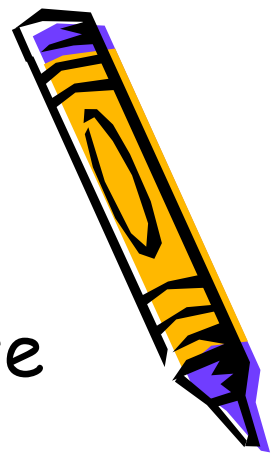
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Sound button

A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown below.

bird
· — ·



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Segment

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.



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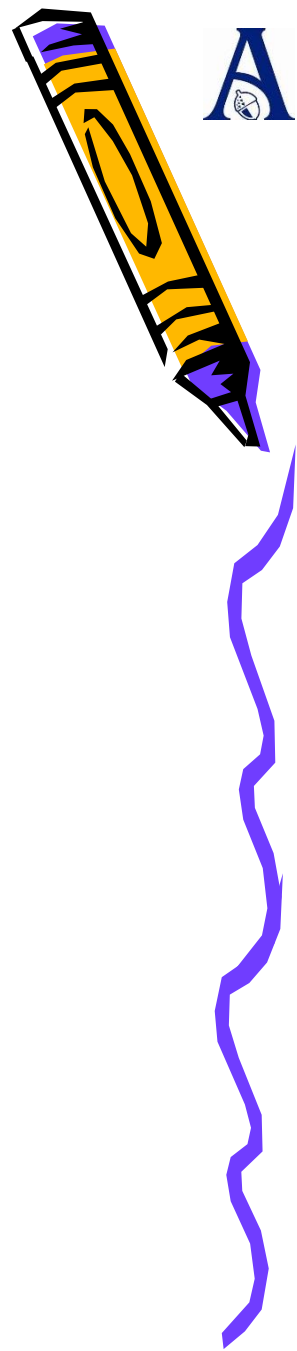


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Segmenting Activity

Segment these words. How many phonemes are in each word?

- shelf
- dress
- sprint
- string



Did you get it right?



- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- string = s - t - r - i - ng = 5 phonemes



Blend

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly, nor of mixing them together like paint. Phonemes need to be joined into one continuous stream of sound to make a spoken word. Extensive practice, following teacher modelling, is the key.



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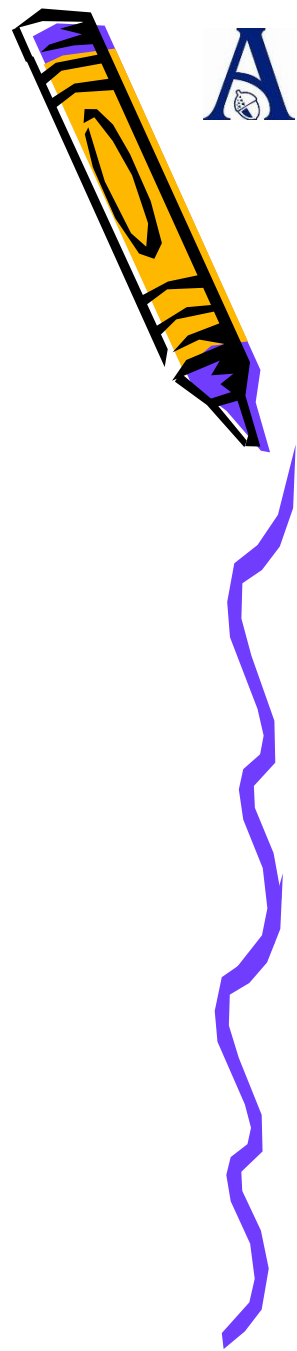


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BLENDING

Putting together the sounds in a word
in order to read it.

e.g. 'f - r - o - g, frog'



Phonics Lessons



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss ssssss	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 and push them open and say p p p	Down the penguin's back, up and round 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		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.

Four new sounds are taught each week, with a review week in Week 6.

It is really important you are producing the pure sound (pronunciation phrase) and not adding the schwa onto the end of a sound.



Tricky words



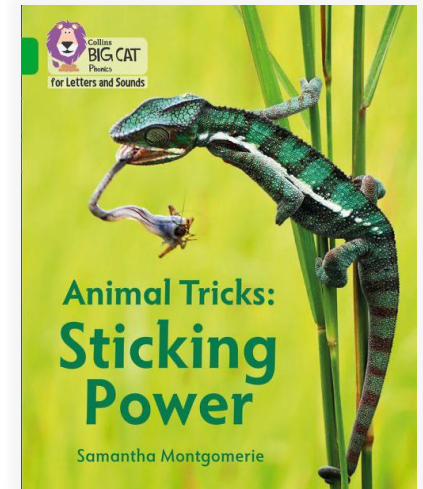
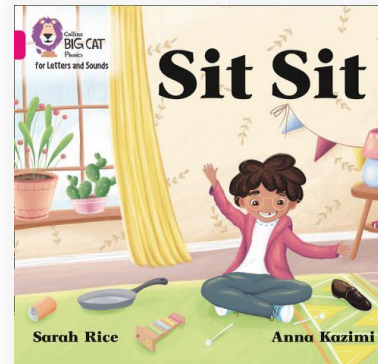
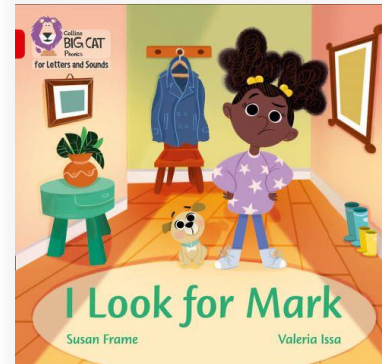
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Practice Reading

Reading practice sessions are:

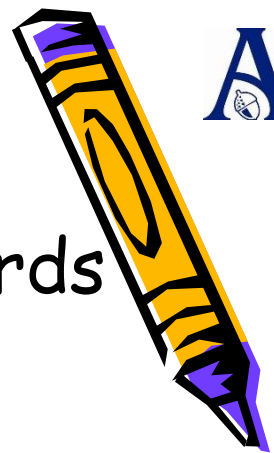
- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



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Reading Books



Phonics is how the children learn to read words but there is so much more to reading.

We encourage the children to read a book at least 3 times in order to develop fluency and to comprehend what they have read.

1. On the first read the focus is on de-coding.
2. On the second read the children begin to develop fluency.
3. On the third read, children make connections and begin to comprehend.



Reading at Home

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



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Handwriting



Children in Reception:

- are taught how to form a letter in print.
- joins are to be introduced by the classroom adults for digraphs only.

f x g j y b p s v w o



Handwriting progression:

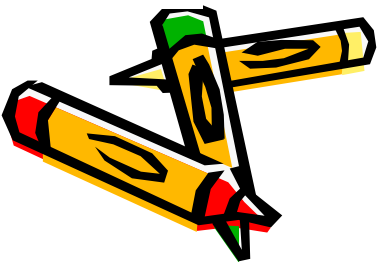


f x g j y b p s v w o

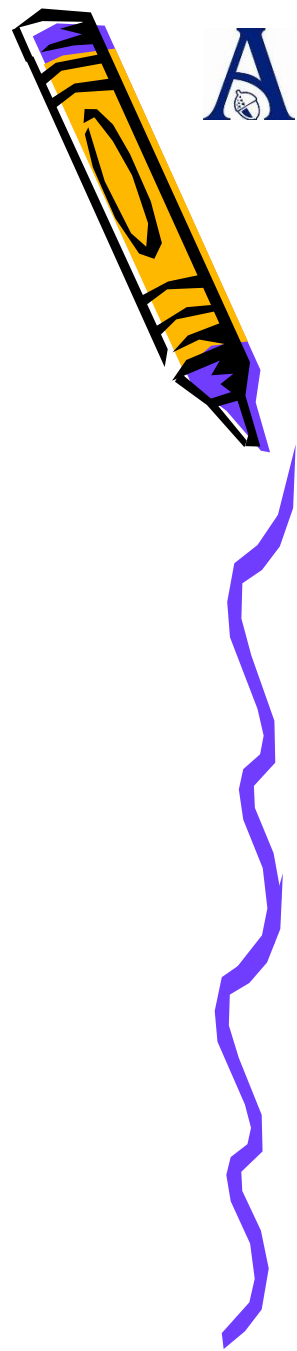
f x g j y b p s v w o

f x g j y b p s v w

o



Writing



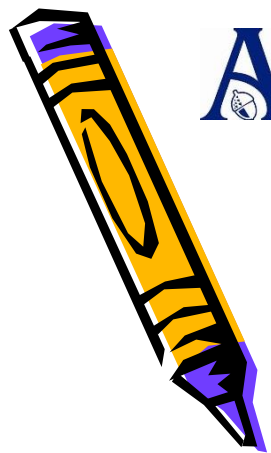
Children starting in Reception should:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Throughout Reception:

- Form lower-case and capital letters correctly.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.





Any questions?

