



Phonics Meeting

“ A love of reading is the biggest indicator of future academic success”

“ The more you read, the more things you will know. The more you learn, the more places you’ll go”

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience and future life.



How you can help:

Talk, talk, talk with your child

Strong research suggests that children's **vocabulary at age five** is a very strong predictor of the qualifications achieved at school leaving age and beyond. So, please - get talking!



At Meadows we use Little Wandle 'Letters and Sounds' revised as our phonics scheme.

More information can be found here –

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

































Phonics order:



Although there are only 26 letters in the English alphabet, there are **44** sounds.

The children have to learn them all! This sheet shows the order in which they are taught, with rhymes to help remember how to write them. We teach 4 phonemes each week – it is quite fast – so if your child is away they can miss big chunks of this learning.

s	 slither down the snake	h	 down, up and over the helicopter
a	 around the astronaut and down into space	b	 down bear's back up and round its belly
t	 down the tiger's nose to its tail- stripe across the tiger	f	 down the flamingo to its foot and across its wings
p	 down the penguin's back, up and round it's head – pop!	l	 down the lollipop
i	 down the iguana's body -dot!	j	 down the jellyfish - dot!
n	 down the stick up and over the net	v	 down the volcano up to the top
m	 down the mouse, over, over its ears	w	 the top of the wave down, up down, up
d	 round the ducks bottom up to its head and down to its feet	x	 cross down cross up
g	 round the goat's face and curl under his chin	y	 down up down the yoyo then down the string
o	 all around the octopus	z	 zig zag zig!
c	 curl around the cat	qu	 round the queen's face down and flick
k	 down the kite up and across back down to the corner	th	 thumbs up we're having fun!
ck	 curl around the heel of the sock. Down the sock up and round back and down to the corner. Rock that sock!	sh	 share the shells
e	 around the elephant's eye and down its trunk	ch	 chew the cherries children
u	 down up down the umbrella and flick	ng	 bling on a ring
r	 from the cloud to the ground up and over the rainbow	nk	 I think I am pink!



What is a Phoneme?

This is the smallest unit of sound
in a word.

How many phonemes can you

hear in **cat?** (3)

balloon? (5)



Blending & segmenting

Blending is the skill that children need to be able to read. By saying the pure sounds – you can see how we blend to read 'cat'

As 'c' – 'a' – 't'

Watch this video to see how we teach blending:



Segmenting is the skill that children need to be able to write. By saying the pure sounds – we can break up (or segment a word) to help with writing it

As 'ch' – 'i' – 'n'

Say the word, segment the sounds, count the sounds,
write them down

PURE SOUNDS ONLY PLEASE!

It is important to say the sounds correctly.
For example, 'p' is 'p' and NOT 'puh'! Watch this:





What is a Grapheme?

These are the letters (we write or read) that represent the phoneme: **f, ll, ee, igh,**

The children are taught how to write the grapheme – we will be putting these on the newsletters for you to use at home.

For example,



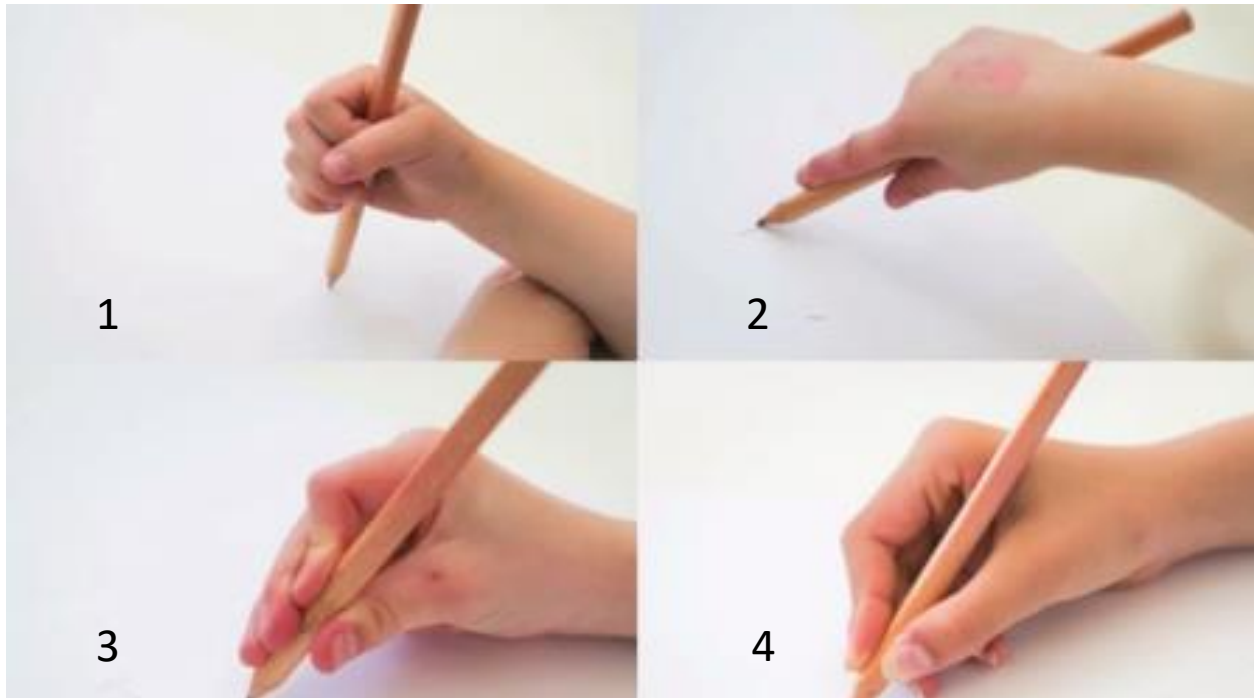
“down the tiger and across its neck.”

This is also great website to show you how to draw the letter shape:



<https://www.ictgames.com/mobilePage/skyWriter/index.html>

THESE SHOW THE STAGES OF CORRECT PENCIL GRIP – AIM FOR 4, the TRIPOD GRIP



Practise, practise, practise – encourage your child to see the importance of writing and let them see **you** writing at home! Don't expect perfection – encourage all attempts to 'mark make' (collect a 'writing box' to use at home/ chucks outside/ crayons in bath/ chalk boards etc. etc.)

What are digraphs and trigraphs?

This is when 2 letters (digraph) represent 1 sound: 'er' 'ee' 'ch'
or 3 letters (trigraph) represent just 1 sound: 'igh' 'air'

ai



tail in the rain

Open your
mouth wide
and say
ai ai ai

ee



sheep in a jeep

Smile with
your lips
apart and say
ee ee ee



Tricky Words

We also teach the children 'tricky words'. These are taught alongside the sounds each week BUT, they cannot be completely decoded using the phonemes. We teach the children why they are tricky- e.g 'is' pronounced 'iz' try cutting them up and sticking them onto the fridge or playing snap with them!



This video will show you how we teach these tricky words from 1.51

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>



Reading Scheme Books

Part of Little Wandle philosophy is that children should feel confident when reading a **scheme** book – you might think that the books are easy for them. But they are very carefully matched to the order we teach the sounds. This will help your child to practise the sounds they know.

A book at the right level should be a book that your child;

Knows the sounds and tricky words

Can read most words silently (fluently by silent blending in their head)

Will only need to stop and sound out about 5% of the words – and they should be able to do this on their own. Give them lots of praise for doing this!

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

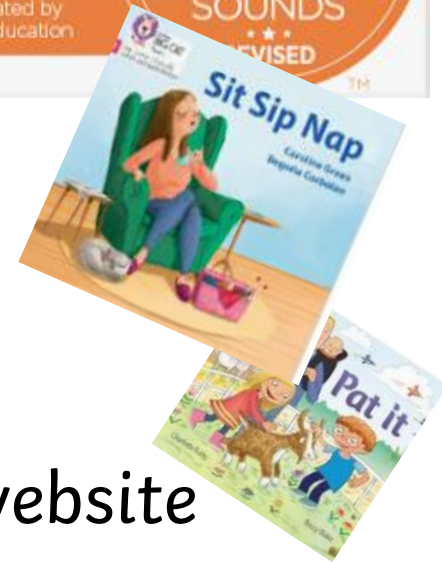


IN SCHOOL: we read the same book 3 x a week in small groups. We look at decoding, prosody and comprehension. At the end of the Week you will be asked to re read this SAME book at home:

Some scheme books are accessed via a website called ecollins. Your child has a log in for you to access the books at home that they have read in school. As the scheme progresses your child might bring home a physical scheme book carefully matched to their phonics knowledge

<https://ebooks.collinsopenpage.com/>

[School id is ukmeadow \(no 's'\) and select the book you have been asked to read](#)



The Most important thing you can do is read with your child

In addition to a scheme book your child will bring home a star book. Research shows that reading a book and chatting about it has a positive impact on children's ability 1 year later to:

- Understand words and sentences
- Use a wide range of vocabulary
- The amount of books children are exposed to by age 6 is a positive indicator of their reading ability 2 years later



At the end of Reception the children are assessed on achieving 'The Early Learning Goals' This is what they need to be able to do:

Comprehension:.

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; ELG Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems & during role-play

Word Reading: Read words consistent with their phonic knowledge by sound-blending; Eg h-a-t. Read at least 10 digraphs (*Eg th sh ch ee or igh*). Say a sound for each letter in the alphabet. ELG Read some common exception words, such as 'I' 'do' 'no' 'me'

The Early Learning Goal for **writing**:

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.

Write recognisable letters, most of which are correctly formed.

On our school web page (Reception classes) we have compiled a list of helpful resources.

Thank you for your support!

