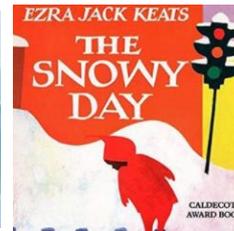
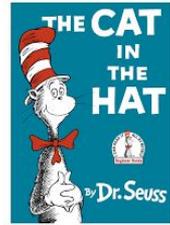
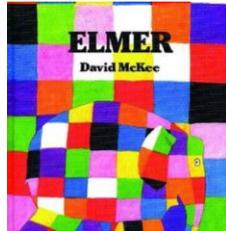
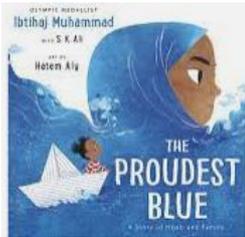
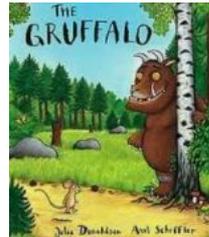


What is the purpose of books?

- Books for developing language should be read **to** the child
- Books for decoding practice should be read **by** the child



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

Reading a book and chatting had a positive impact a year later on children's ability to ...

- Understand words and sentences
- Use a wide range of vocabulary
- Develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills. A five-year longitudinal study (2002), Senechal, M. and Lefvre, J.



Phonics at Brecknock



Brecknock
Primary School
A lighthouse of learning

Little Wandle Letters and Sounds Revised

Brecknock has chosen Little Wandle Letters and Sounds Revised as our systematic phonics (SSP) programme to teach early reading and spelling



What is phonics?



Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**



Blending to read words



**Phase 3 sounds taught in
Reception Spring 1**

Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Teaching Order

Phase 2 grapheme information sheet Autumn 1

Grapheme and movement	Picture card	Pronunciation phrase	Formation phrase
s s		Slide your mouth and tongue to a hiss like ssssss sssss	Under the snake's chin, slide down and round to tail.
a a		Open your mouth wide and make the 'a' sound as the ant goes aaa	Around the ant's waist, slide down and across again.
t t		Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p		Bring your lips together and push them apart and say ppp	Down the penguin's back, up and round to head.
i i		Push your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leg) at the top.
		Open your lips a bit and push your	Down the rock, up and over the

Phase 2 grapheme information sheet Autumn 2

Grapheme and movement	Picture card	Pronunciation phrase	Formation phrase
j j		Flacker your lips and show your teeth as you tongue at you say jjj	All the way down the jellyfish. Dot on its head.
v v		Put your teeth against your bottom lip and make a buzzing vvvvvv	Down to the bottom of the volcano, and back up to the top.
w w		Flacker your lips and keep them pulled so you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x		Pinch open your mouth the 'x' sound through as you close your mouth as you say xxx	Start at the top, then across to the bottom, of the box. Start at the top, then across to the bottom, of the box.

We usually teach four new sounds a week and have a review lesson on a Friday. You will have received a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

How we make learning stick

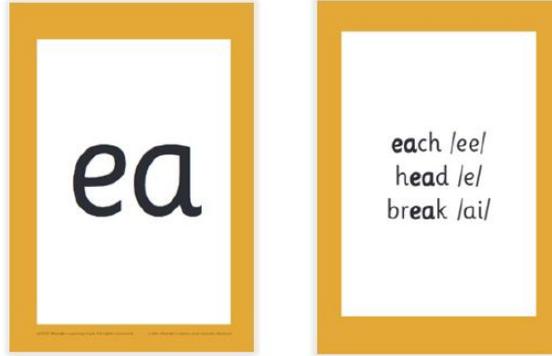


There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practice what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support children throughout the day.



Reading and Spelling

Reading and Spelling



This is an example of what the children learn in Year 1. Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

And all the different ways to write the phoneme, for example the sound sh:

shell

capshion

chef

manshion

specshial

passshion

Tricky Words



Spelling

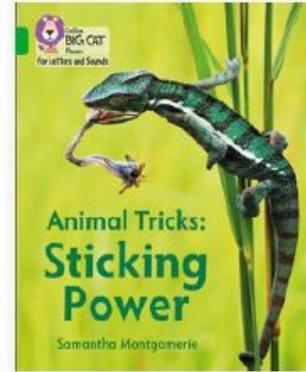
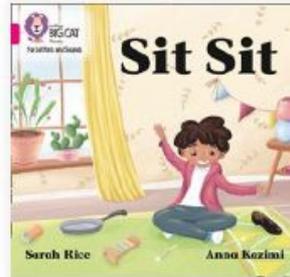
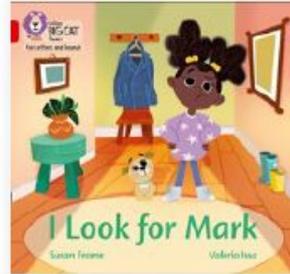
- Say the word
- Segment the sounds
- Count the sounds
- Write them down



How we teach reading

Reading practice sessions are:

- Timetabled five times a week
- Taught by a trained member of staff
- Taught in small groups



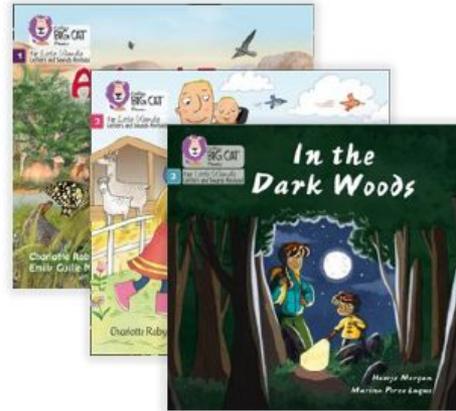
We use assessment to match your child to the right level of book

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



We assess your child every six weeks to check progress. Any child who needs extra support has daily keep-up sessions planned for them.

Reading at Brecknock

Reading practice sessions are:

- Taught by a trained member of staff
- Taught in small groups
- 2 daily Phonics lessons
- 3 reading sessions a week
- 2 comprehension lessons a week
- Reading core texts across the curriculum
- Storytime everyday



History:
Great Fire of London

You wouldn't want to be in the Great Fire of London, by Jim Pine (informative)

The Baker Boy and the Great Fire of London, by Tom Bradman (fiction)

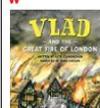
Vlad and the Great Fire of London, by Kate Cunningham (fiction)

The Great Fire of London by Emma Adams (informative)

Black History Season:

The Proudest Blue, by Ibtihaj Muhammad and S.K. Ali

Poetry:
Poems Out Loud, by Laurie Stansfield & Various Poets



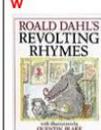
Geography:
United Islands
The Big Book of the UK by Imogen Russel Williams (non-fiction)

Classic literature: Fairy Tales
Three Little Wolves and the big bad pigs, by Eugene Trivizas (fiction)

Fairy Tales, by Bethin Wolvin (fiction)

Hansel & Gretel, by Anthony Browne (fiction)

Poetry:
Revolting Rhymes, by Roald Dahl



Literature:
Bill's New Frock by Anne Fine

The Owl who's afraid of the dark by Jill Tomlinson (classic literature)

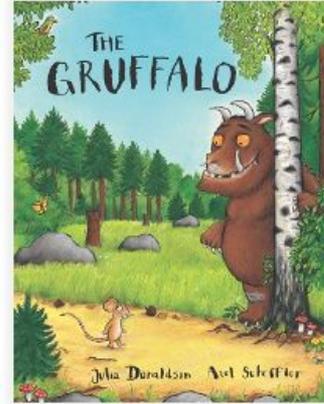
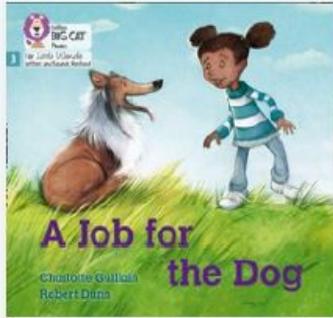
PSHE:
The Paperbag Princess





Reading at home

Books going home



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can - at least once a day if possible.

Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

It is really important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to and if you are unsure, please ask your child's teacher.

Books read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
- Introduce new and exciting language
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see



Any questions?



Thank you for coming