

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr Seuss.



Nursery English Home Support 2023/24



Phonics at Brecknock

In line with the DfE's new national guidance around early reading and the role of validated systematic synthetic phonics programmes, we are now following the Little Wandle phonics programme. Little Wandle parent/home resources can be found from page 4 of this pack.



What exactly is phonics?

Words are made from small units of sound called **phonemes**. Phonics lessons teach children how to listen carefully and identify the phonemes that make up each word. This helps children to learn to first read and then spell words.

Phonics is recommended as the **first strategy** children should be taught in helping them **learn to read**. It runs alongside other teaching methods such as Guided Reading and shared reading to help children develop all the other vital reading skills and foster within them a love of reading.

In phonics lessons children are taught three main things:

GPCs - This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order.

Blending - children are taught to blend. This is when they say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting - children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

What makes phonics tricky?

In some languages learning phonics is easy because each phoneme has a single grapheme to represent it. The English language is a bit more complicated. This is largely because it has been influenced by many different cultures and so is a blend of Germanic, Romance and Latinate languages. As a result, although English only has around 44 phonemes there are around 120 graphemes (ways of writing down those 44 phonemes). Of course, we only have 26 letters in the alphabet so some graphemes are made up from more than one letter.

Digraphs are graphemes made up of two letters.

ch th oo ay

Trigraphs are graphemes made up of three letters.

ear air ure

Split digraphs are separated/split by a letter but still make one sound.

a-e in *make* and *cake*

i-e in *nice* and *bike* e-e in *even* and *Steven*

o-e in *phone* homee-e in *cute* *flute*



Another slightly sticky problem is that some graphemes can represent more than one phoneme. For example, *ch* makes very different sounds in these three words:

chip

school

chef

These tricky bits mean that it is even more important that we teach phonics and that children learn it clearly and systematically. A written language is essentially a form of a code. Teaching phonics is teaching children to crack that code. Children learn the simple bits first and then can easily progress on to the trickier bits.

Phonics for Writing

When writing, children have to listen to the whole word and segment it into its individual phonemes. We use the sound mats to help the children locate and choose the correct sound to help them spell and write.

Eg; *sat* s-a-t

Little Wandle Parent Resources

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



Follow the link above or click [here](#) for the Little Wandle parent page.

At Brecknock, we use Little Wanda Letters and Sounds. Nursery children learn Foundations for Phonics.

This stage is all about identifying sounds in the environment and oral blending skills.

Here are some games that we play with children at the Foundations for Phonics stage. You can use some of these ideas at home to support your child with their learning.

Bertha the bus is going to the zoo	Notes
<ul style="list-style-type: none"> • Chant the rhyme: <i>Bertha the bus is going to the zoo. Who does she see as she passes through?</i> • Pull models or pictures of the animals she sees out of a bag, and say the name of the animal. • At the end of the chant, briefly discuss with the children the initial sound of the animals and encourage them to enunciate it. • Repeat using animals with different initial sounds. • Extend by using alliterative phrases for some of the animals (see Play with sounds above). 	<ul style="list-style-type: none"> • Prepare a toy bus and a bag with animal pictures or models that all begin with the same initial sound. • Repeat the chant before revealing each animal, and encourage the children to join in with the repeated chant. • Emphasise the initial sound as you say the name of the animal. • Ensure you correctly enunciate the sound and carefully make the correct formation with your mouth. • Encourage the children to play this game independently, during free play, by providing them with the relevant resources. <p>Purpose</p> <ul style="list-style-type: none"> • To explore how different sounds are articulated • To enjoy experimenting with sounds

Name play	Notes
<ul style="list-style-type: none"> • Say: <i>Let's play Name play.</i> • Pull the children's name cards out of a bag. Show each card and say the name. • Make up fun sentences with the children's names. <p>Examples: Tyrone has ten tickly toes. Beti has a big banana.</p>	<ul style="list-style-type: none"> • Prepare a bag of cards with the children's names written on them. • Emphasise the focus sound within the fun sentence. • Ensure you correctly enunciate the sound and carefully make the correct formation with your mouth. <p>Purpose</p> <ul style="list-style-type: none"> • To explore how different sounds are articulated • To understand alliteration so that the children can make connections with the same sounds • To enjoy experimenting with sounds

What's in the box?	Notes
<p>Explain that all the objects begin/end with the same sound.</p> <ul style="list-style-type: none"> • Say: <i>Let's play What's in the box?</i> • Take out each object one by one and say what it is, emphasising the initial/end sound. • Use the copy me method so the children say the sound and object. • Check the children know what the object is. 	<p>You will need to source the objects/photos listed in 'Foundations for Phonics: Objects for What's in the box?' for this game.</p> <ul style="list-style-type: none"> • Graphemes at the end of words are 'x', 'ck', 'll', 'ff', 'ss' and 'zz'.

The resources on the Little Wandle parent page will help you support your child with saying their sounds and writing their letters.



Phase 2 sounds taught
in Reception Autumn 1



Phase 2 sounds taught
in Reception Autumn 2



Phase 3 sounds taught
in Reception Spring 1



Phase 5 sounds taught
in Y1

Pronouncing pure sounds accurately is very important at this stage.

There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home.

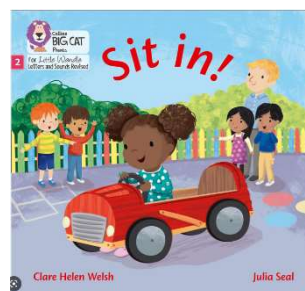
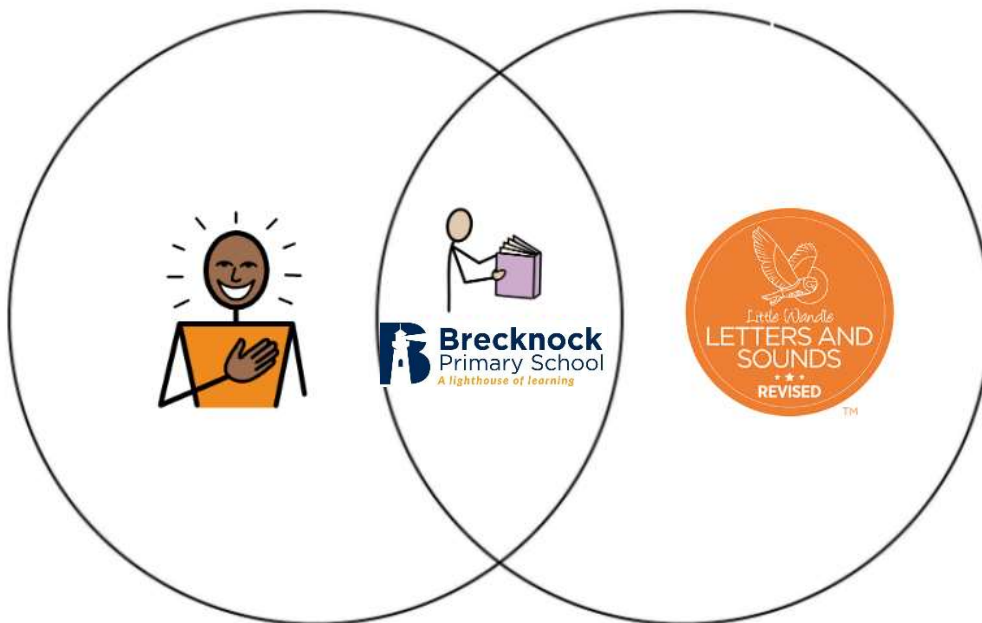
Reading for Meaning and Pleasure at Brecknock



At Brecknock, we are passionate about children's reading and ensure that our curriculum is rooted in plentiful opportunities for rich text exploration. Children's daily reading at home is crucial to growth as readers and writers.

Reading for Pleasure

Little Wandle Phonics:
Revised Letters and Sounds



Your children will read Foundation for Phonics Little Wandle books in school. These books are wordless and are used to develop children's reading behaviours.

Reading for pleasure books are completely different. They should be a celebration of character, plot, text, pictures and imagination! These can be read to, and with, children.



Picture Book Prompts

Does this picture remind you of anything you have seen before?	Can you smell anything inside this picture?	How does this page make you feel? Why?
How would you describe the colours in this picture?	Is there anything unusual about this picture?	If you were able to hear sounds in the picture, what would it be?
What is important in the picture? How does the illustrator show this?	What has happened before this picture?	What do you think will happen in the next picture?
Can you describe the characters on this page? What do they look like?	What is happening on this page?	Does anything in the picture remind you of another book? Or your own life?

Book Talk

Talking to your child about the book they are reading is essential for helping them *make sense of text* and *nurturing a love of reading* .

It helps children to *trust their own ideas* and interpretations, to talk effectively about a book, *deepening their understanding* .

It can open up new worlds for children, giving them the opportunity to use their imagination to explore new ideas, visit new places and meet new characters. It also improves children's *well-being and empathy* . It helps them to understand their *own identity*, and gives them an insight into the world and the *views of others*.

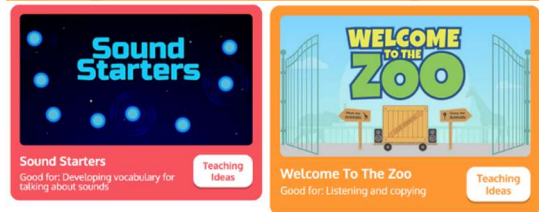
Little Wandle parent page

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



Phonics Play is another useful resource, but it is important to stick to games recommended by your class teacher to ensure the activity is relevant to your child's learning.

<https://www.phonicsplay.co.uk/>



You can set up an account and give these games a try—only Phase 1 in Nursery!



Hungry Little Minds: fun activities



Listen Up: Communication games and activities



Listen Up

Being able to communicate is not just about talking.

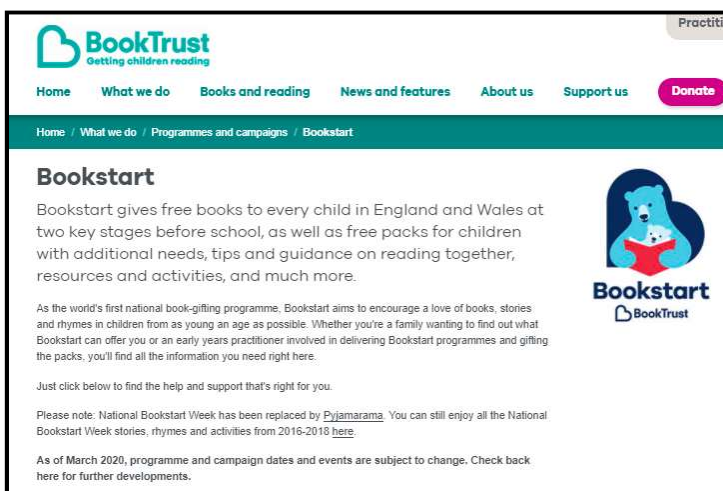
Along with getting your own message across, being able to listen, pay attention, interact, play and understand what's being said are the fundamental building blocks of communication.

This pack explains more about these important skills and contains lots of activities to help you and your child. This can help them learn, make friends and have fun.

Speech Sounds
Interaction and Talking
Understanding
Play
Attention and Listening

© 2018 National Literacy Trust. All rights reserved. This pack is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike license.

Book Trust: tips for reading with your child



BookTrust
Getting children reading

Home What we do Books and reading News and features About us Support us Donate

Home / What we do / Programmes and campaigns / Bookstart

Bookstart

Bookstart gives free books to every child in England and Wales at two key stages before school, as well as free packs for children with additional needs, tips and guidance on reading together, resources and activities, and much more.

As the world's first national book-gifting programme, Bookstart aims to encourage a love of books, stories and rhymes in children from as young an age as possible. Whether you're a family wanting to find out what Bookstart can offer you or an early years practitioner involved in delivering Bookstart programmes and gifting the packs, you'll find all the information you need right here.

Just click below to find the help and support that's right for you.

Please note: National Bookstart Week has been replaced by [Pyjamarama](#). You can still enjoy all the National Bookstart Week stories, rhymes and activities from 2016-2018 [here](#).

As of March 2020, programme and campaign dates and events are subject to change. Check back here for further developments.