



Phonics and reading workshop



How to support your child at home



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



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.

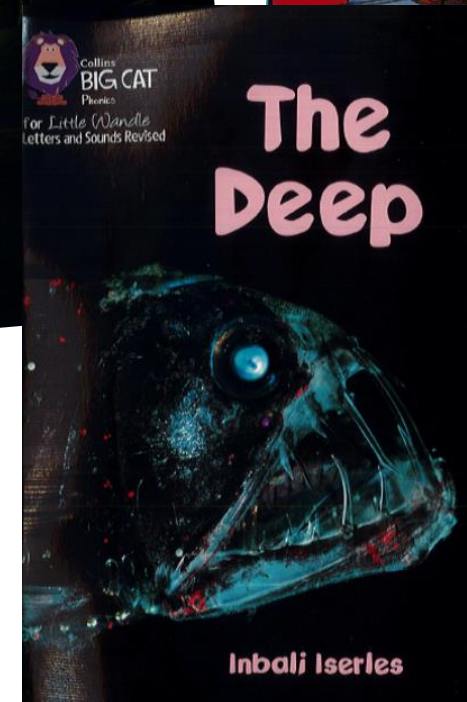
This approach is used at the infant school in Reception, Year 1 and Year 2.



Our school is using ***Little Wandle Rapid Catch-up Programme*** to support pupils not currently reading at age-related expectations in Year 3 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.

How we are supporting your children in school – Rapid Catch-up

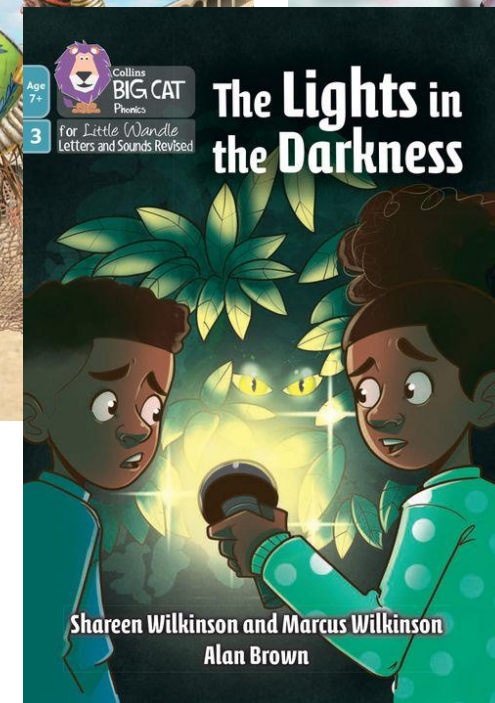
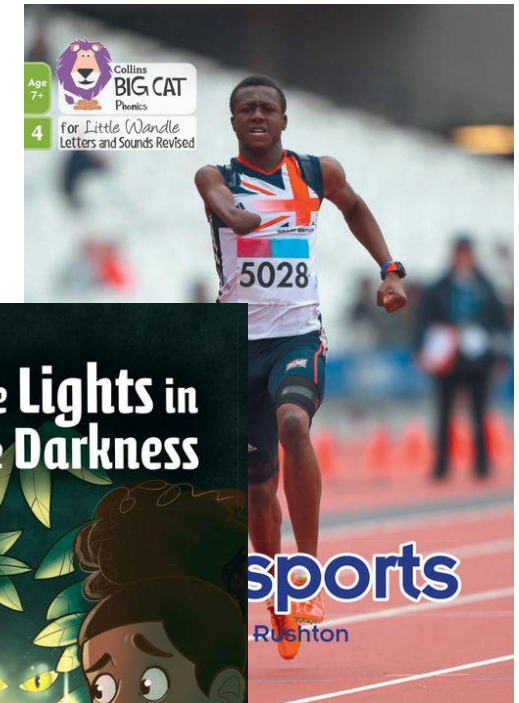
- We have 6 phonics intervention groups in school.
- Children are placed using the Little Wandle assessments.
- We currently have groups from phase 2-5 running in school.
- These groups are taught daily with 2 specific sound teaching sessions and 3 reading practise sessions



How do we teach reading in books?

Reading practice sessions:

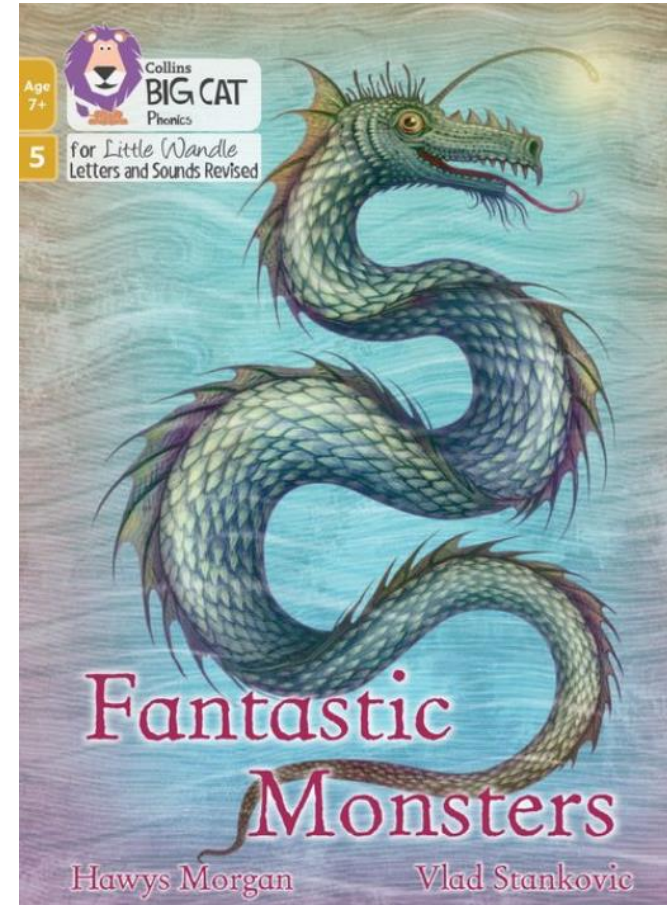
- are timetabled three times a week.
- children read the same book three times in a week .



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

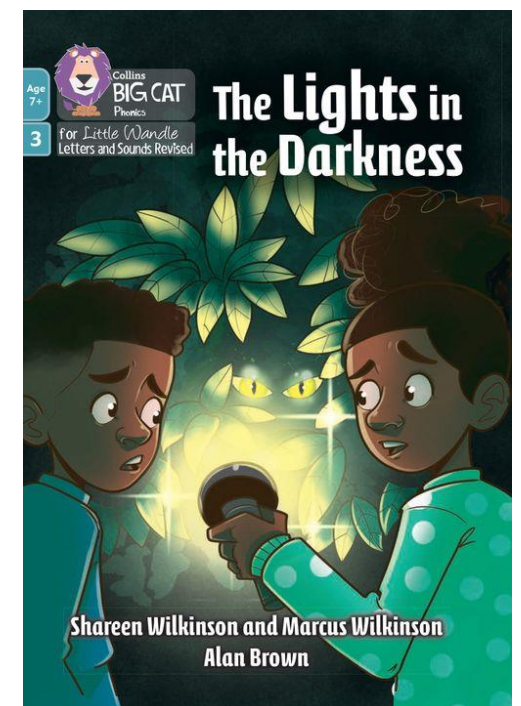
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.



Listening to your child read their phonics book

- 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.



Why does reading together every day matter?

The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



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

Does it matter how we read with our children?

Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



Does it matter which language we use?

Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?

Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!



Accessing the correct reading books

- To access the correct phonics books, please follow these steps through the school website:
- <https://www.westbyfleetjunior.org.uk/page/?title=Home+Learning&pid=407>
- Once you are on the home learning page, your child needs to login. The login details are:
- child@wbjs.co.uk password: wbjs
- Scroll down the side to the bottom to **‘Phonics resources’**
- Click on the pdf and follow the link to the book and read.

Before reading

Practising phonics: Phase 4, Set 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised
- Fully decodable bonus content has been provided on pages 18–21.
- Children should read the main text first.
- Use bonus content to stretch reading stamina and deepen understanding.

Revisit and review: Pre-read

- Before reading the book, ask the children to read the words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.LittleWandleLettersAndSounds.org.uk

Read the words

train waist speed
coast smart sports
crowd point beard

Read the tricky words

the go to of be
you all are so
do when out

Vocabulary

Ask the children to read these words. Check understanding.

preening stoop spar
scoot complain
spear perch proof
copper

Practise and apply:

Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Each book has advice on what to do before and after reading

Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Turn to page 11 and point to the word **coast**.
 - Ask: What is a coast? (e.g. *a shoreline, land by the sea*)
 - Encourage the children to read the whole sentence. Ask: What does the **coast is clear** mean? Point out how this phrase is used to mean you are free to do something because there's no danger nearby.
- Focus on words with long vowels and adjacent consonants. Ask the children to sound out and read:
spar scoot smart speed sports spear complain
- Point to the headings on each left-hand page. Challenge the children to read them aloud fluently, sounding out in their heads silently if necessary.

Read 2: Prosody

- Ask the children to read pages 4 and 5 as if they are a trainer. Encourage them to emphasise words to clarify what they want their competitor to do and not do.
- Model reading page 4, emphasising, for example, **must** and **top speed**.
- Give the children time to experiment reading a page to a partner before taking turns to read to the group.

Read 3: Comprehension

- Ask the children if they have done any sports that are similar to the Greek sports. In what ways are they different/the same?
- Ask: Is this a story book or is it non-fiction? (*non-fiction*) Ask the children what they have learnt about ancient Greek sports. Ask: Does it show you what it feels like to do Greek sports?
- Focus on words that can have two meanings.
 - Ask the children to think of synonyms, for these words:
train hard scoot duck
 - Ask the children to find the original words on pages 4 and 8. If they replace the words with their synonyms, do the sentences still make sense?
 - Discuss the children's findings.
- On pages 22 and 23, encourage children to identify each sport. What can they remember about it?
- Bonus content: Look at pages 18–19 together. Talk about the similarities and differences in training now and in ancient Greek times. Can children think of any other ways of training for sports?
- Bonus content: Discuss the pictures on the jars on pages 20–21, and talk about which might go with which label.

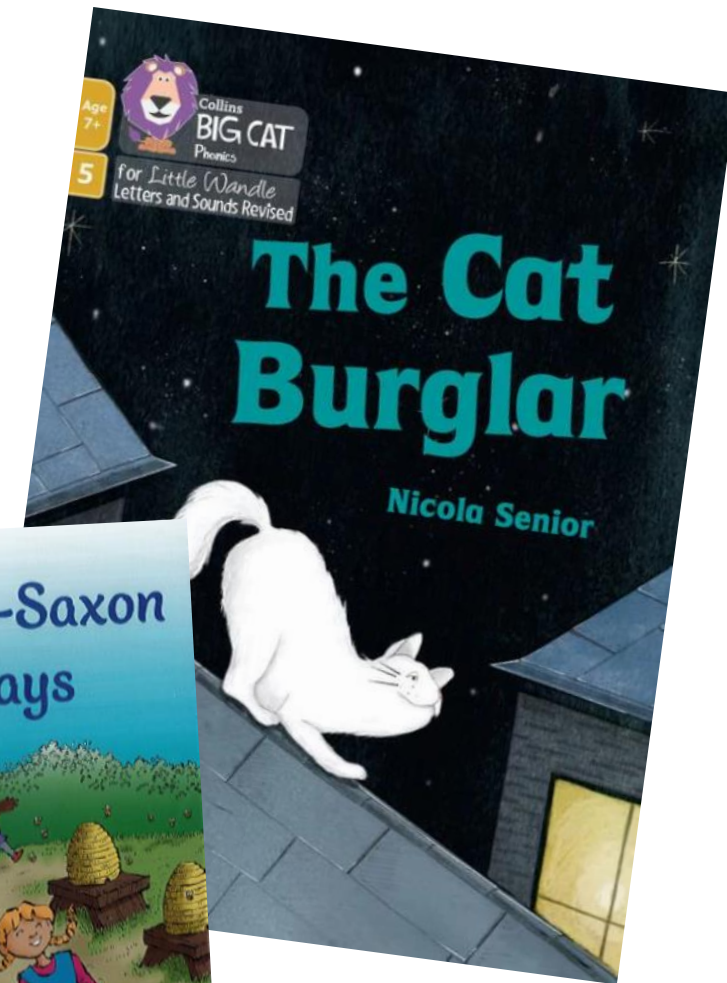
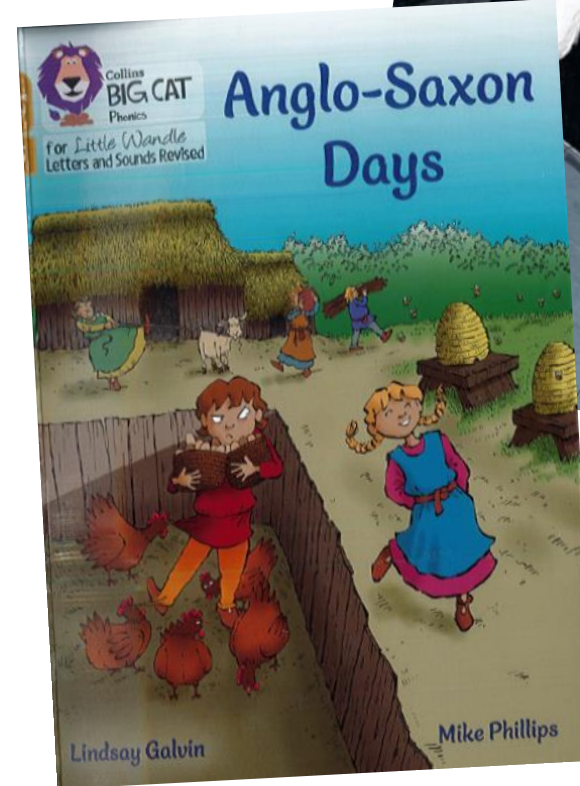
Your child will have completed three reads of this book already at school.

They go home with the same book in order to increase their fluency and understanding.

Their phonics teacher will write in their reading record which book they should focus on that week.

After Rapid Catch-up

- You still have an important role to play in supporting your child to become a lifelong reader.
- Continue to listen to your child read (reading with your child).
- It will support them to develop their reading fluency, their prosody, and their confidence.



After Rapid Catch-up

- Read to your child.
- It will develop their language and vocabulary.
- It shows them that reading is important to you and encourages them to read for pleasure.



**ANY
QUESTIONS?**