

Hazelwood Schools Parent Workshop

Phonics and Early Reading in Reception

Autumn Term





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

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

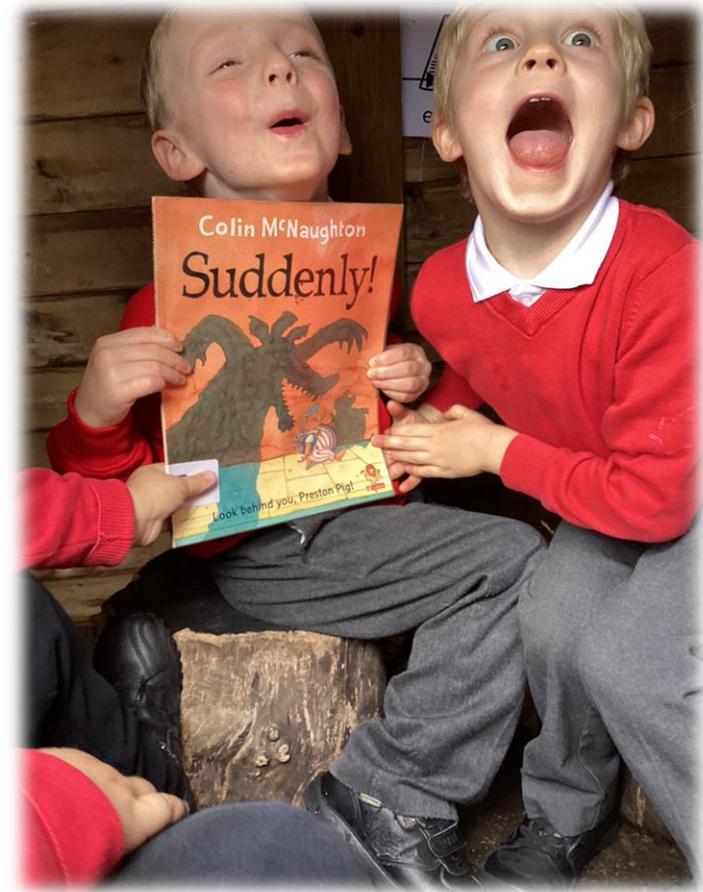


Hazelwood Reading Intent



At Hazelwood, we believe that it is the right of every child to become a competent and confident reader; able to live, work and succeed in the literate world with a passion for reading.

We believe that children should be able to **read fluently and confidently**, use a **wide vocabulary** accurately and effectively and critique a range of fiction and non-fiction texts. Our Reading curriculum provides the **fundamental building blocks for every Hazelwood child to access the wider curriculum to its fullest and therefore to succeed in all areas of their learning.** Reading is a vehicle which enables children to gain an invaluable insight into a world of imagination and therefore **we understand our responsibility to foster a love of reading from a young age.** We believe that this will enable children to grow into **motivated, independent and self-confident readers.** This, alongside carefully selected texts appropriate to our school and wider context, develops the cultural capital needed for children to succeed in a 21st Century adult life. Crucially, at Hazelwood, **we aim to foster a love of literature and language through widespread reading for enjoyment.**



Phonics at Hazelwood



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling

Grapheme mat

Phase 2

S s	T t	P p	N n	M m
D d	G g	C c	K k	ck ck
R r	H h	B b	F f	L l
J j	V v	W w	X x	Y y
Z z	qu qu	th th	sh sh	ch ch
ng ng	nk nk			
A a	E e	I i	O o	U u



So what is Phonics?



Phonics is:

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





Terminology

Phoneme

The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme

A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.



Terminology

Digraph

A grapheme made of two letters that represent one sound.
An example is the 'sh' in 'shop'.

Trigraph

A grapheme made of three letters that represent one sound.
An example is the 'igh' in 'night'.

Decode

To break down ('sound talk') a written word into sounds
then blend the sounds together to read the word.



Terminology

Blend

To combine individual phonemes into a whole word, working all the way through from left to right. We blend the phonemes to read words.

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.



This term we are teaching Phase 2



- These are the first group of letters and sounds your child will learn.
- We started teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.





How do we teach phonics?



- Daily short sessions
- Specific order of teaching (systematic)
- Synthetic phonics (a method of teaching where words are broken up into the smallest units of sound and blended)
- Correct pronunciation is vital -Videos on LW
- Repeated practice
- Revisit previously taught sounds at start of each lesson



We teach Phase 2 in this order



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out sssss sssss	Down the snake from head to tail.
a a		Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press ttt	Down the tiger and across its neck.
p p		Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
i i		Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana and dot the leaf.
n n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
m m		Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d		Put your tongue to the top and front of your mouth and make a quick d sound ddd	Round the duck's body, up to its head and down to its feet.
g g		Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound ggg	Round the goat's face and curl under its chin.
o o		Make your mouth into round shape and say ooo	All around the octopus.
c c		Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curly around the cat.
k k		Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
ck ck		Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
e e		Open your mouth wide and say eee	Around the elephant's eye and curl down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u u		Open your mouth wide and say uuu	Down and around the umbrella, and back to the ground.
r r		Show me your teeth to make a r rrrr sound rrrrr	From the cloud to the ground and over the rainbow.
h h		Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
b b		Put your lips together and say b as you open them b b b	Down the bear's back, up and round its tummy.
f f		Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fff	Down the flamingo to its feet and across its wings.
l l		Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lll	Down the lollipop stick.

We teach Phase 2 in this order

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w	Down and up and down and up the waves.
 x	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again across the box to the bottom.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
 z	 zebra	Show me your teeth and buzz the z sound zzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase / Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	q Round the queen's face, down her robe and a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.



Let's say the Phase 2 sounds



 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



We teach blending so your child learns to read



- Teacher-led blending is taught throughout Phase 2.
- Our aim is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.





Blending to read words



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

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.





Reading tricky words



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



Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound z later in the Autumn term.
l	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go no	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . This is a rare spelling for this sound. Learning so far: Your child has learned the sound f as in 'fish'.

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.



Reception Progression

Phase 2 in Autumn Terms

Phase 3 in Spring Terms

Phase 4 in Summer Terms

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
at ee igh oa oo oo ar or ur ow ol ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est • longer words and compound words 	Review all taught so far



In the Spring Term we will move to Phase 3!



In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur



Reading words with vowel digraphs/trigraphs



Children will now start to blend independently.

Children are taught to spot the digraph/trigraph in words first.



R Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

— — •





Reading longer words



During Phase 3, we start teaching children how to read longer words.

We do this using a method called chunking.

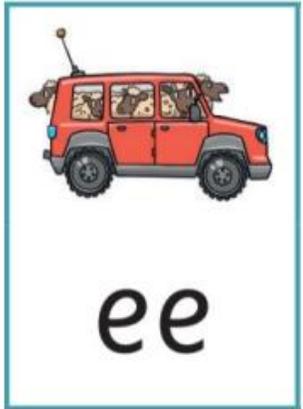
Reception
Teach and practise
Phases 3 and 4:
Reading longer words

E.g. To chunk **Perfect** = p-er (per) f-e-c-t (fect) blend together → perfect

It's your turn to have a go!

Have a go at reading some of the words with the person next to you.

Can you spot the digraph/trigraph in the word?



Can you sound talk before blending?





Reading and spelling



Spelling



- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have gross motor sessions and handwriting lessons

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t	 tiger	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	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.





How do we teach spelling?

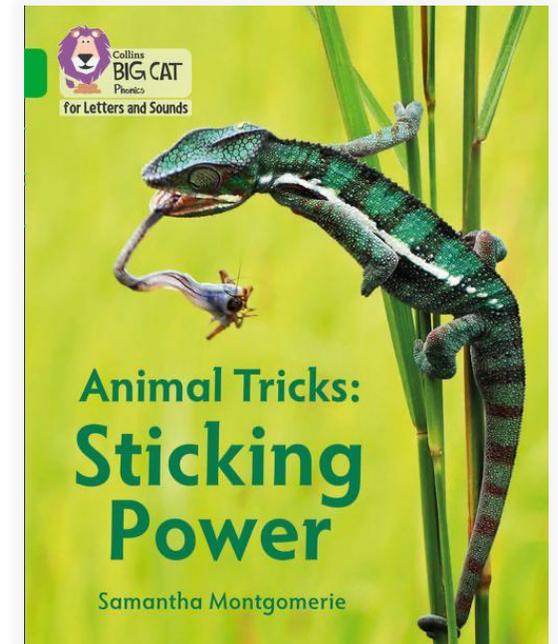
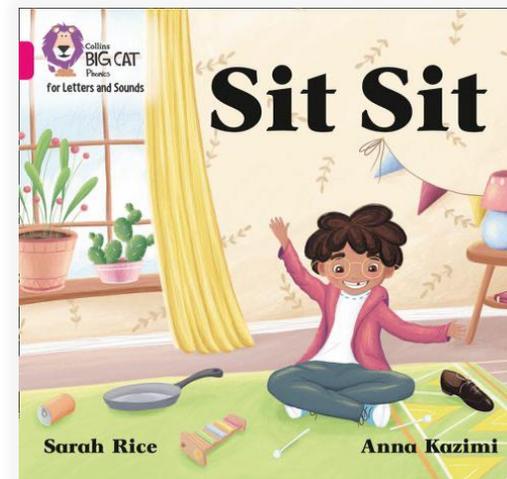
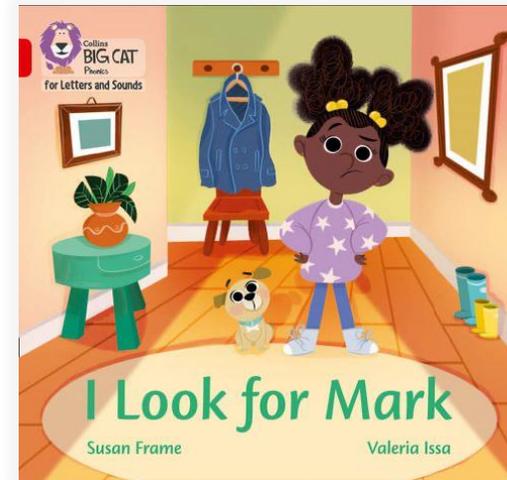
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- Read back to check



How do we practise reading in books?

Reading practice sessions are:

- timetabled
- taught by a trained teacher/teaching assistant
- taught in small groups
- Children in Reception were assigned a reading book via eBook





How we teach reading



Reading Practice Books carefully matched so children can read fluently and independently.

Reading sessions begin with some quick sounds and words practice.

1. Decoding.
2. Prosody (intonation, expression).
3. Comprehension.

By the end of the week, the children should be reading their book with **95% fluency**.

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!



How do we find the right book for your child?

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

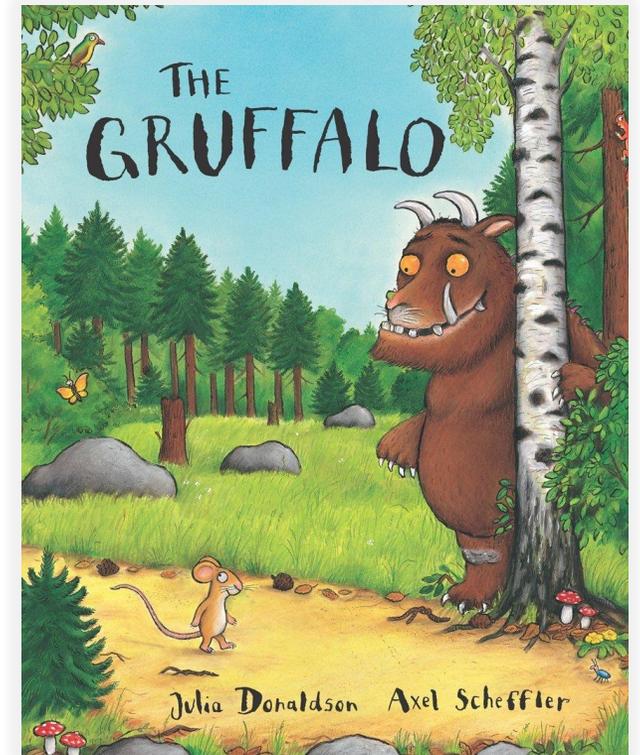
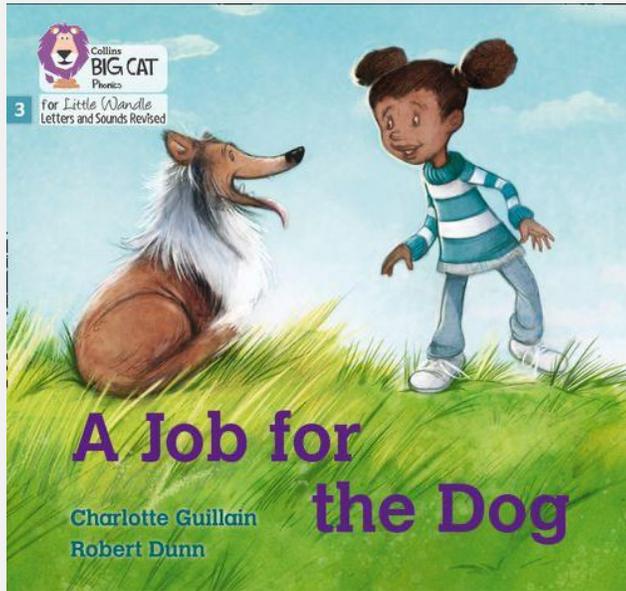




Reading at home

Books going home

Collins hub

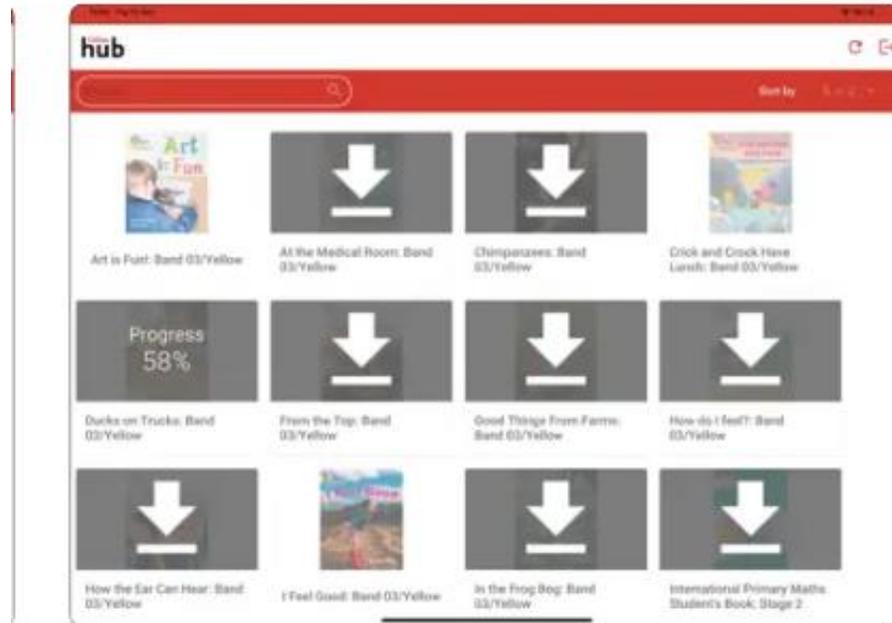


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hub

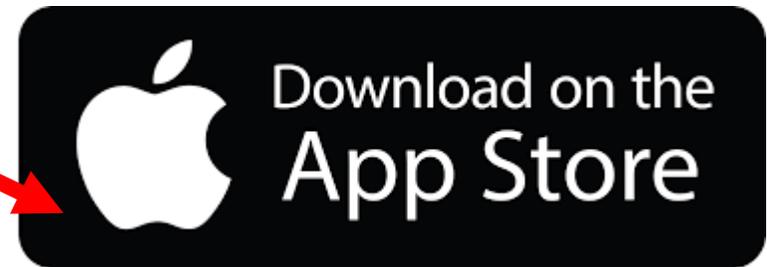


Look for this
icon!

eBooks App



Click here to
download the app
on your phone or
tablet





Reading a wordless books



Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.
- Expose them to lots of language
- Practise blending use the words we post on Tapestry

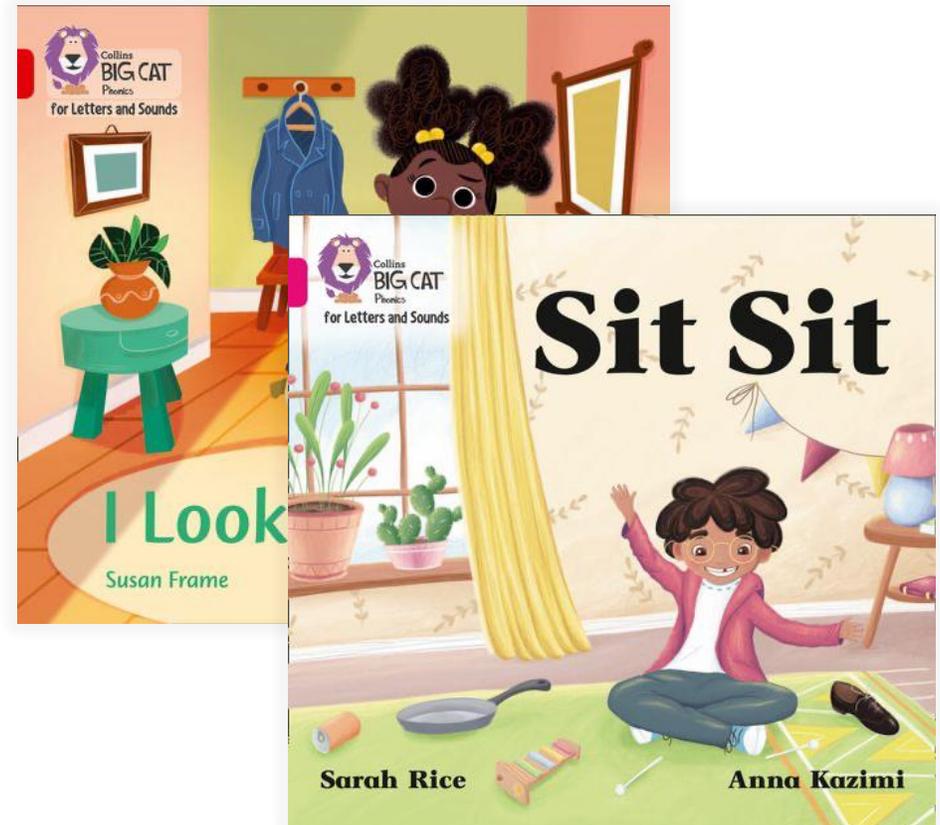




Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for **YOU** to read:

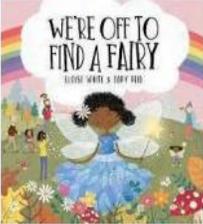
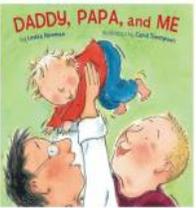
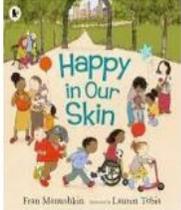
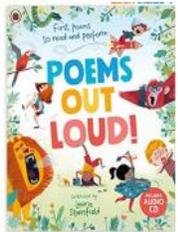
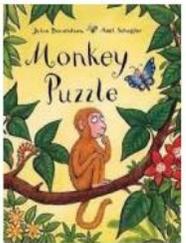
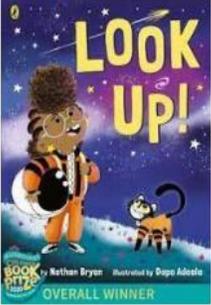
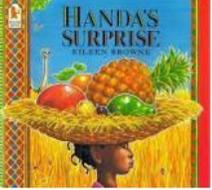
- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



Reading For Pleasure

Hazelwood Book Spine



Reception	<p>Owl Babies Martin Waddell (revisit)</p> 	<p>We're Off To Find A Fairy Eloise White & Cory Reid</p> 	<p>Heather has two mummies Leslea Newman</p> 	<p>Daddy, Papa and Me Leslea Newman</p> 	<p>Happy in our skin - Fran Manushkin</p> 	<p>Poems out Loud Ladybird</p> 
	<p>Monkey Puzzle Julia Donaldson</p> 	<p>Look up!</p> 	<p>Handas surprise Eileen Browne (revisit)</p> 	<p>Zim Zam Zoom James Carter</p> 	<p>Sulwe Lupita Nyong'o</p> 	<p>Bug Hotel Libby Walden</p> 
	<p>Introducing Teddy Jessica Walton</p>	<p>Its Okay to be different Todd Parr</p>	<p>Super Duper You! Sophy Henn</p>	<p>Astro Girl Ken Wilson Max</p>	<p>Six Dinner Sid Inga Moore</p>	<p>The lighthouse Keepers Lunch Ronda and David Armitage</p>

Which books are being read aloud to your child?

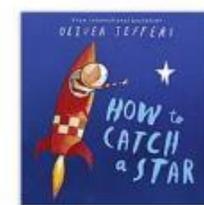
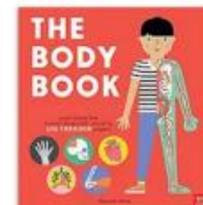
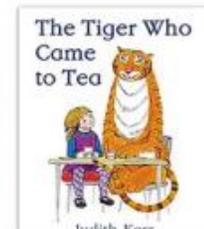
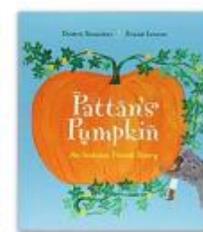
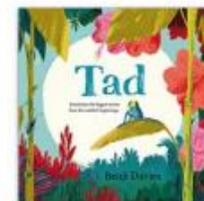
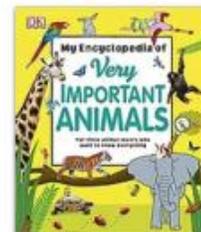
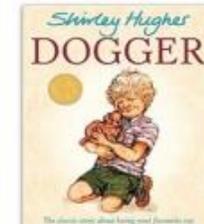
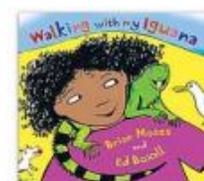
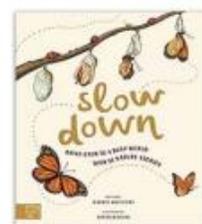
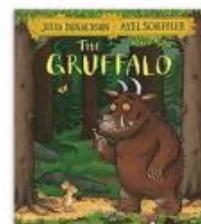
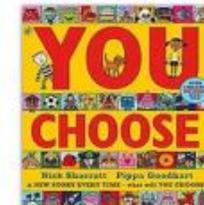
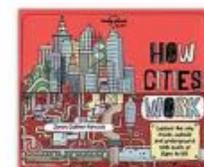
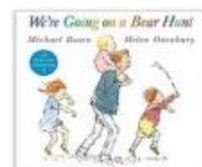
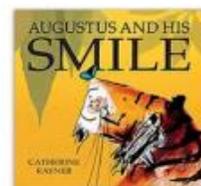
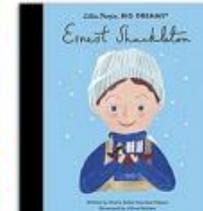
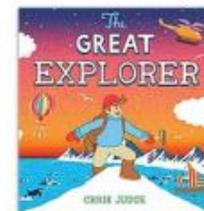
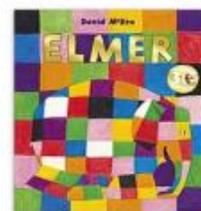
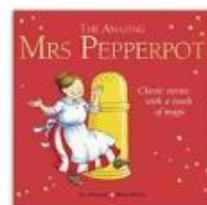
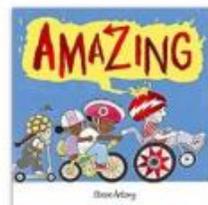
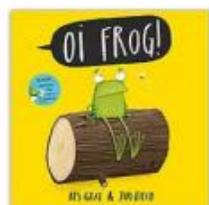
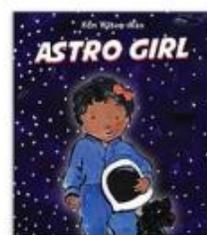
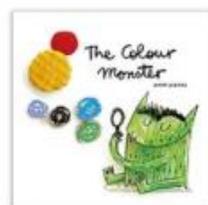
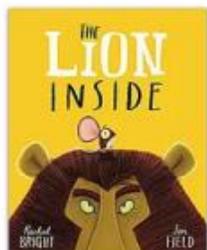
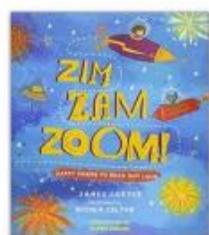
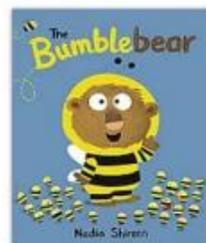
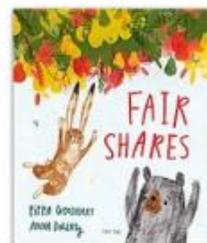
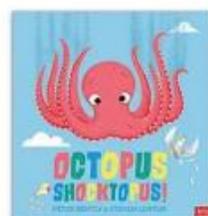
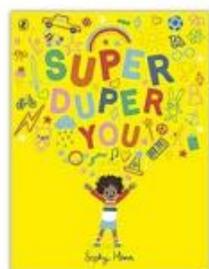
English Tab on Website

50 Recommended Reads for...

Reception

(ages 4-5)

Books for Topics



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**



Further Support

For a full list of the graphemes and tricky words that your child will learn in Reception please [click here](#).

For a glossary of Phonics terminology please [click here](#).

For videos to support pronunciation please [click here](#).

Please do contact your child's class teacher or myself if you need any support regarding phonics! We would be delighted to help.

Websites for Phonic games



Phonics Play - <https://www.phonicsplay.co.uk>

Phonic Bloom - <https://www.phonicsbloom.com>

Topmarks - <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Thank you! Any Questions?

