



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Reading Practice: YR – Y2**

Wednesday 13<sup>th</sup> December 2023



# Application of phonics to reading...

The National Curriculum for English (2014) aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

**“Reading underpins children’s access to the curriculum, and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally too.” – Little Wandle**



# Terminology



## Phoneme

The smallest unit of sound that can be identified in words

## Grapheme

A letter or group of letters used to represent a particular phoneme when writing.

## Blend

To combine individual phonemes into a whole word, working from left to right

## Digraph

A grapheme using two letters to represent one phoneme.

## Trigraph

A grapheme using three letters to represent one phoneme.

## Split vowel digraph

A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a\_e' in 'take').

## Tricky word

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point.

# Terminology



## Decoding

The process of recognising the sounds that letters make in a word and blending those sounds together to read them.

## Prosody

The rhythmic and intonational aspect of speech that manifests as expressive reading.

## Comprehension

The ability to read text, process it and understand its meaning

## Fluency

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode.

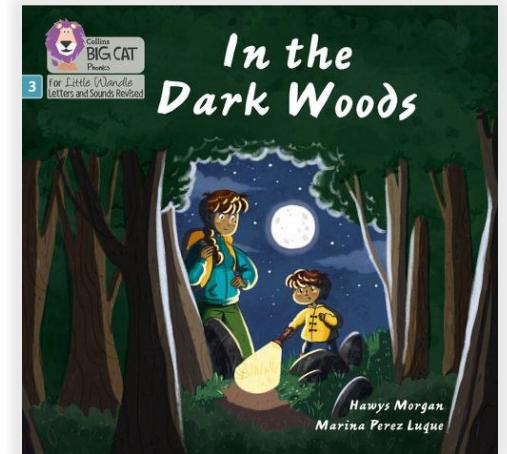
## Automaticity

The ability to rapidly, effortlessly and accurately recognise or decode words.

# Principles of effective teaching of phonics and early reading



- Follow a systematic, synthetic phonics programme with a clear progression of sounds which are cumulative.
- Children should read fully decodable books which follow the sequence of the chosen systematic, synthetic phonics programme.
- Phonics is the only route to decoding.
- Children must not be asked to read books that require them to guess words, deduce meaning from pictures, grammar or context clues, or be taught words using whole word recognition.
- Select fully decodable books well-matched to the children's phonic knowledge.
- Children should read books in sequence until they can decode unfamiliar words confidently.





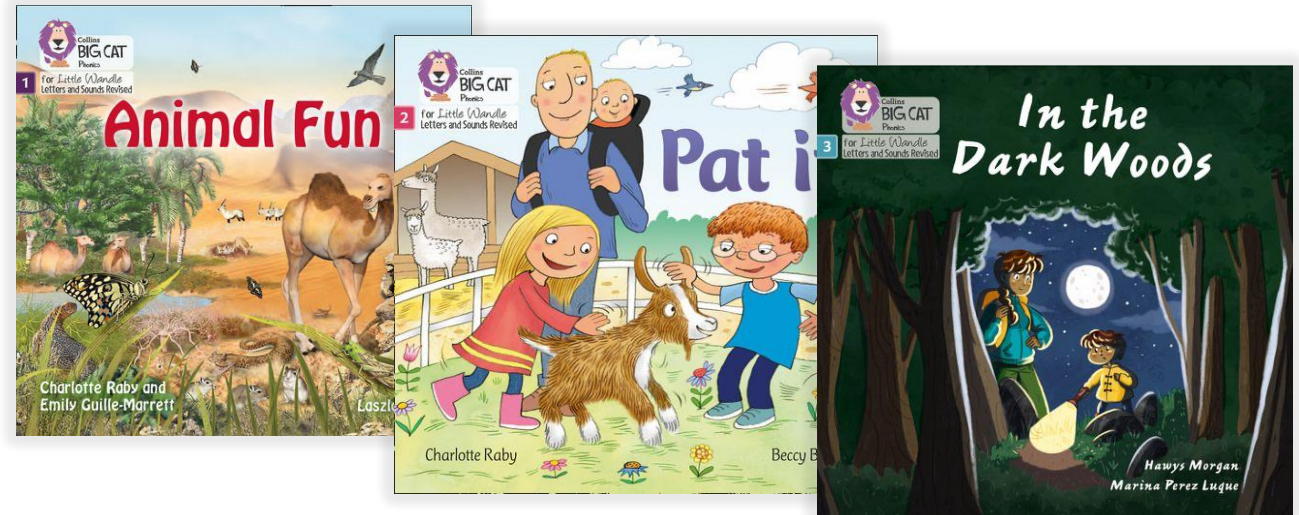
# Matching children's secure phonic knowledge to books...



## 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 <u>peck</u>				



Teachers carry out assessments and match children to the correct book.  
Children should be able to read a book at 90% fluency.

# Content: Reading Practice Sessions



- Intelligent practice: Teaching, not listening to children read.
- To avoid overloading the children's working memory each reading practice session is designed to focus on a different reading skill:

## ◆ Decoding the text

## ◆ Prosody – reading with meaning, stress and intonation

## ◆ Comprehension – understanding the text.

- Reading practice sessions all develop fluency.
- The same book is used for all three sessions.
- All children sit and read their book whilst the adult moves round the table 'tapping in' to individual children.



# Structure: Reading Practice Sessions



- **Pre-read, Revisit and review:** Brings prior learning to the forefront of the children's memory.
  - ◆ Revise the graphemes.
  - ◆ Practise reading fluently at least four words from the book.
  - ◆ Revise the tricky words in the book.
  - ◆ Teach the meaning of any unfamiliar vocabulary.
- **Practise and apply:** Practise reading skills of decoding, prosody or comprehension.
- **Review:** Pacey review of any misconceptions, explaining what is expected for home reading.





# Reading Practice Sessions



**We cannot upload videos from the Little Wandle website due to copyright but we can give you a sample of these during this workshop.**

## Decodable books - read 1

PDF Templates (updated Aug 2023)



Decoding

## Decodable books - read 2

PDF Templates (updated Aug 2023)



Prosody

## Decodable books - read 3

PDF Templates (updated Aug 2023)



Comprehension

# Reading Practice Sessions - Decoding



**The process of recognising the sounds that letters make in a word and blending those sounds together to read them.**

Structure:

- **Revisit and review:** Read the graphemes, tricky words and new vocabulary, and practise fluent reading of words.
- **Practise and apply:** Children read independently, applying their decoding skills.
- The teacher or TA in charge of the group 'taps in', listening to each child read and checking on their progress.

# Reading Practice Sessions - Prosody



**The process of modelling effective reading using expression and the vehicle of comprehension.**

Structure:

- **Revisit and review:** Quick review of GPCs, tricky words and new vocabulary. Practice reading words fluently.
- **Practise and apply:** Practise reading fluently.
- **Model reading:** Teacher models reading with intonation, expression and emotion.
- **Copy me method** is used to teach prosody over double-page spread.
- Children read the book, with expression on the pages that they have practised.

# Reading Practice Sessions - Comprehension



Structure:

- **Revisit and review:** Quick review of GPCs, tricky words and new vocabulary. Practise reading words fluently.
- **Practise and apply:** Short session to practise fluency.
- **Comprehension:** share the comprehension focus, which could be:
  - ◆ identify and explain key aspects of fiction and non-fiction
  - ◆ identify and explain key aspects of events in texts
  - ◆ vocabulary
  - ◆ inference
  - ◆ prediction
- Ask questions based on the comprehension focus to assess understanding.
- Encourage children to use: 'Answer, Prove it, Explain it'.

# Reading Decodable Books at Home



## Before reading

### Practising phonics: Phase 3, Set 1

- 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](https://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, 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](https://www.littlewandlelettersandsounds.org.uk)

### Read the GPCs

ai ee igh oo oo ar

### Read the words

meet room tail cook

## 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

- Focus on the words with long vowels, beginning on pages 2 and 3. Ask the children which word has the /ee/ sound (*meet*) and which has the long /oo/ sound. (*room*)
- Ask the children to find the two letters that make each of these sounds on pages 10–12: /ee/ (*seeds*), /igh/ (*sigh*), /or/ (*for*).
- Challenge the children to find words with the long /oo/ or short /oo/ on pages 6–8. (*cook, food, good*) Ask the children to read the words aloud.

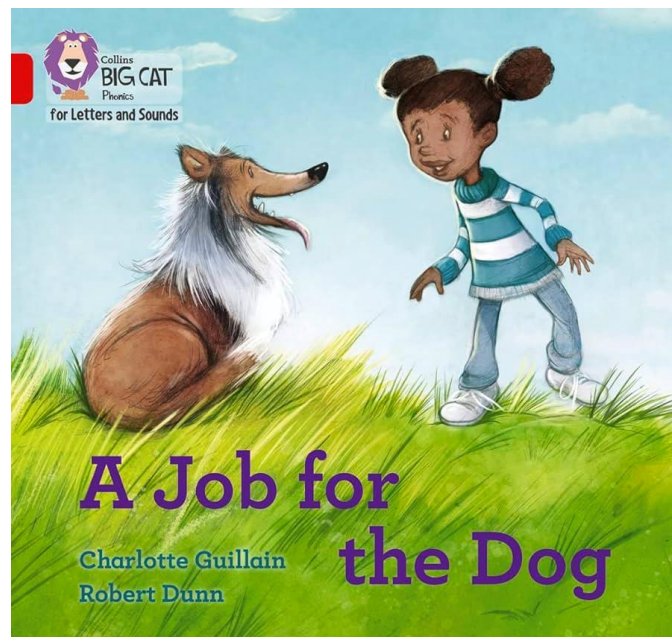
### Read 2: Prosody

- Choose two double page spreads and model reading with expression to the children. Ask the children to have a go at reading the same pages with expression.
- Discuss how the girl is feeling and show the children how you look out for exclamation marks to help you read with expression.

### Read 3: Comprehension

#### Domain 1c: Identify and explain the sequence of events in texts

- For every question ask the children how they know the answer. Ask:
  - On page 5, why has the girl opened a dressing up box? (*she wants the dog to dress up for different jobs*)
  - On pages 8–9, whose arm did the dog hurt? (*the bear's*)
  - On pages 10–11, what has the girl been doing? (*planting seeds*)
  - What sort of book is this – a story or non-fiction? Why do you think this? (e.g. *a story because it has illustrations and not photos; a story because there are no facts or labels*)



## Resources to support reading at home

[Harper Collins Website – Click here for 'Teacher Notes' and 'Word Lists'](#)










# Helping your child to sound-talk and blend



## How to say the Phase 5 sounds









At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

### Sounds introduced in Phase 2





Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	<b>c se ce st sc</b>
	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	<b>kn gn</b>
	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	<b>mb</b>
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	<b>ch</b>
	Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr</b>	<b>wr</b>
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>fffff fffff</b>	<b>ph</b>
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>ttttt</b>	<b>le al</b>

### Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b>	 snake	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Down the snake from head to tail.
 <b>a</b>	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
 <b>t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	Down the tiger and across its neck.
 <b>p</b>	 penguin		

### How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
<b>ai</b>	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	<b>oo</b>	 hook a book	Pucker your lips and keep them small as you say <b>oo oo oo</b>
<b>ee</b>	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	<b>oo</b>	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>

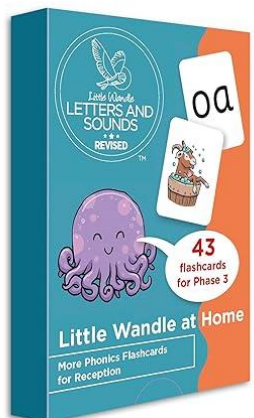
[Find these guides here](#)

# Resources and extra support at home



## GPC cards

(Little Wandle at home first phonics flashcards)



[Click here for videos on how to use these](#)

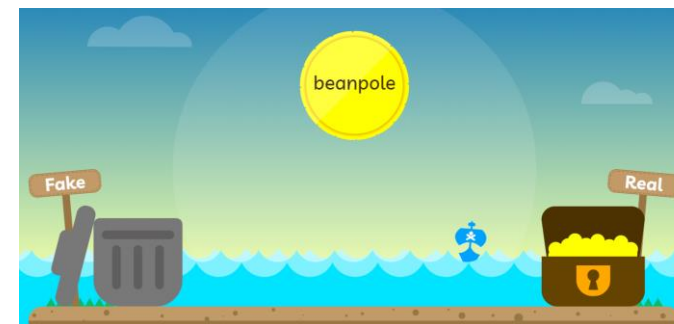
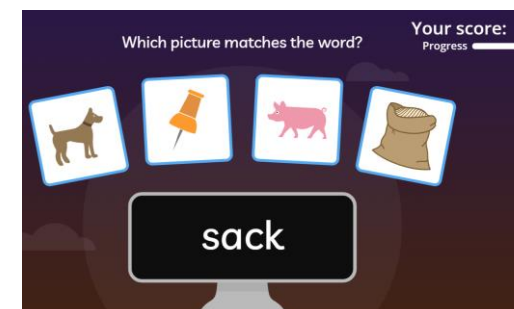


## Practical games with everyday objects...



## Online games:

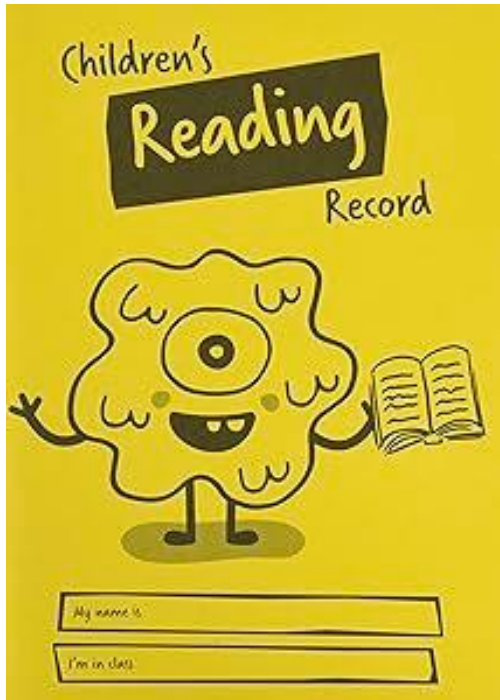
### Phonics Play



# Celebrate your child's achievements!

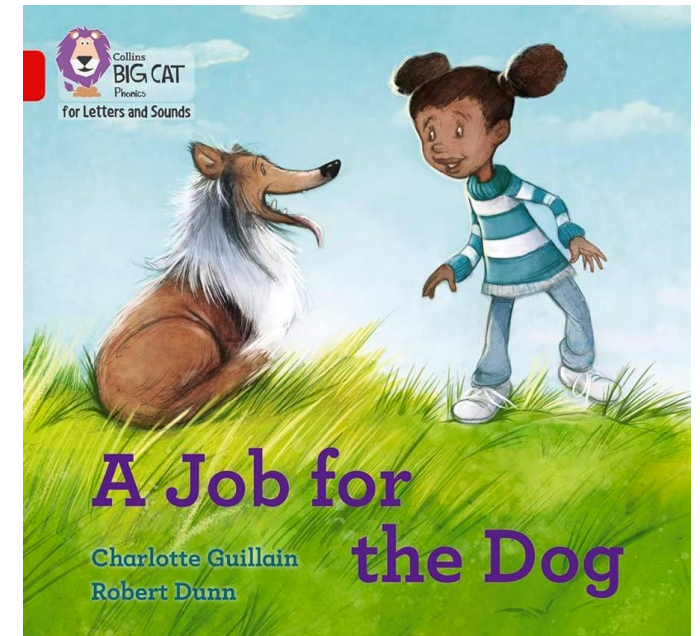


After the children have read their book in the Reading practice sessions, it should go home for the children to practise their independent reading. They should be able to read this book fluently and independently – be proud and celebrate!



Date	Book title and page number	Comments

Date	Book title and page number	Comments



You can date and initial when you've read with your child at home. Feel free to write a comment about their reading at home!



# Upcoming Workshops...

Keep-Up Interventions  
(YR, Y1 & Y2)

Wednesday 10<sup>th</sup> January

Reading for Pleasure  
(YR, Y1 & Y2)

Wednesday 7<sup>th</sup> February

**These will be at 9am in the school hall. Please enter via the atrium doors.**

# Feedback

Thank you for attending the workshop.  
Please complete the feedback form:



Reading Practice workshop -  
Feedback form

