

# Reading and Writing in Year 1 and Reception



“

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

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

”

# How many times have you already read today?

A photograph of a 'Quarterly Utilities Invoice' from Greater Vernon Water Utility. The invoice is white with black text and a barcode. It includes the following information:  
**NAME:** SMITH, JOHN  
**FOR SERVICE AT:** 123 MAIN ST  
**ACCOUNT TYPE:** RESIDENTIAL  
**ACCT NUMBER:** 123456  
**ACCESS CODE:** 11111  
**DUE DATE:** May 14, 2020  
**BILLING PERIOD:** Jan 1, 2020 to Mar 31, 2020  
**TO:** Mar 31, 2020  
**BILLING DATE:** Apr 7, 2020  
**FOLIO:** 12345 123  
**ROUTE:** 10  
**METER NO.:** A-12345678  
**NO. OF DAYS:** 91  
**PREVIOUS BILL AMOUNT:** 236  
**CURRENT READING:** 168  
**CONSUMPTION:** 68 CUBIC METERS  
**AMOUNT:** 324.63  
**AMOUNT NOW DUE:** 392.50  
**Go paperless and get your utility bill by email:** Choose this 'earth friendly' option by creating a MyCity account and selecting the e-billing option. For step by step instructions please visit [www.vernon.ca/mycity](http://www.vernon.ca/mycity).  
**Residential Accounts:** Sewer user fee is based on first quarter's water usage and charged each quarter for the remainder of the calendar year. If usage is 20 cubic meters or less, a base rate of \$50.20 is charged. If over 20 cubic meters, the charge will be the base rate plus \$2.45 per cubic meter.  
**Any unpaid balance after the due date will be charged 12 percent interest per annum.**  
**Effective January 1, 2020 GVVU approved Greater Vernon Water Utility Rates Imposition Bylaw No. 2768, 2018. It can be found at:** [www.vernon.ca/2768](http://www.vernon.ca/2768)

# Phonics

# 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.



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**Phonics is:**

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

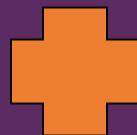
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# Phonics at a glance



Phonics is...

**Skills of**  
segmentation and  
blending



**Knowledge of**  
the alphabet.

b oy      boy

e n j oy      enjoy

# Terminology

It is important that you know this terminology as we use this with the children when teaching phonics.



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**

We will touch upon some of these definitions throughout this meeting and you can find a complete glossary list on your child's class page.



# Phonics Consists of:

- 26 letters in the alphabet
- These letters and combinations of these letters make 44 sounds
- Speech sounds- **phonemes**- the smallest units of sound in words
- Letters or groups of letters- **graphemes**
- Phonemes can be represented by **graphemes** of one, two or three letters:  
t sh igh

It can be written with these graphemes.

rain

plane

play

grey

eight

lazy

# Blending to read words



## Blending – a key skill for reading.



Recognising the letter sounds in a written word, for example: c-u-p

and then merging or ‘blending’ them in the order in which they are written to pronounce the word ‘cup’.

[Recognising and saying the sounds](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/)

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

# Teaching order

We usually teach four new sounds a week and have a review lesson on a Friday.



## Phase 2 grapheme information sheet

### Autumn 1

| Grapheme and mnemonic                                                                 | Picture card                                                                                   | Pronunciation phrase                                                                | Formation phrase                                                            |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  s   | <br>snake     | Show your teeth and let the s hiss out <b>ssssss ssssss</b>                         | Under the snake's chin, slide down and round its tail.                      |
|  a   | <br>astronaut | Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>  | Around the astronaut's helmet, and down into space.                         |
|  t   | <br>tiger    | Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b> | From the tiger's nose to its tail, then follow the stripe across the tiger. |
|  p | <br>penguin | Bring your lips together and push them open and say <b>p p p</b>                    | Down the penguin's back, up and round its head.                             |
|  i | <br>iguana  | pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>   | Down the iguana's body, then draw a dot [on the leaf] at the top.           |
|                                                                                       |                                                                                                | Open your lips a bit, put your tongue behind your teeth and                         | Down the stick, up and over the                                             |

## Phase 2 grapheme information sheet

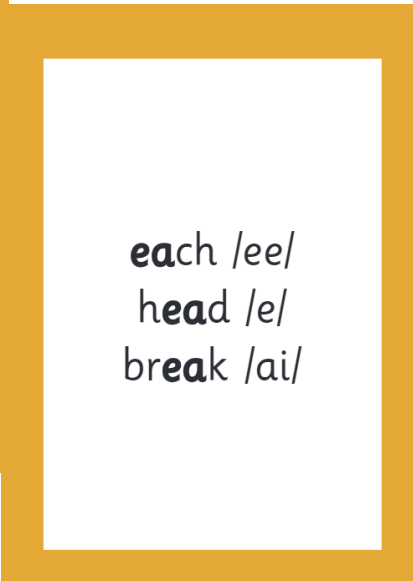
### Autumn 2

| Grapheme and mnemonic                                                                   | Picture card                                                                                     | Pronunciation phrase                                                                               | Formation phrase                                                                                                |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|  j   | <br>jellyfish | Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>                       | All the way down the jellyfish. Dot on its head.                                                                |
|  v  | <br>volcano  | Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>                         | Down to the bottom of the volcano, and back up to the top.                                                      |
|  w | <br>wave    | Pucker your lips and keep them small as you say <b>w w w</b>                                       | From the top of the wave to the bottom, up the wave, down the wave, then up again.                              |
|  x |             | Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b> | Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. |

# How we make learning stick



*Each sound that we teach to begin with, has either a mnemonic (like the astronaut that you can see here) 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 practise 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 the children throughout the day.*

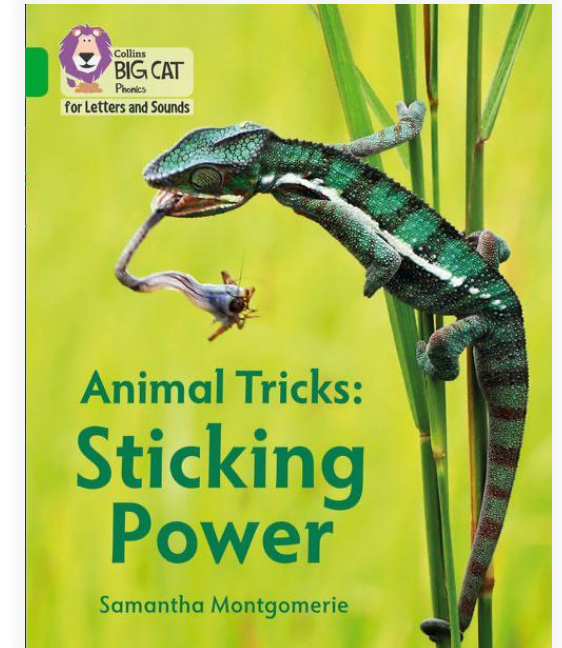
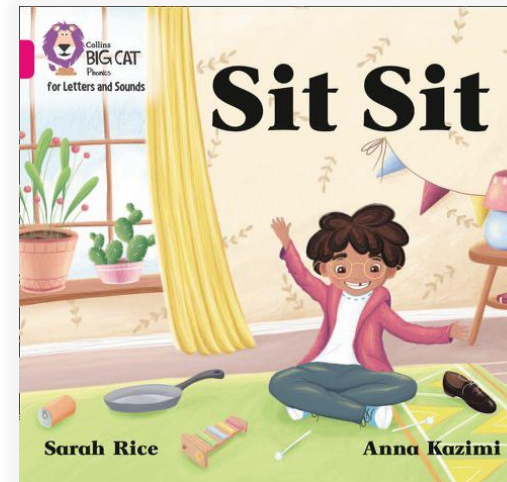
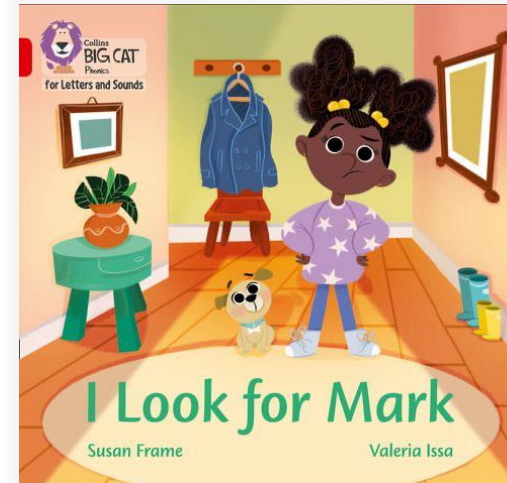


# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups

The children read the same book three times in a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice– and the third time we look at comprehension. We read the books three times at school because we want to develop the fluency. The more they see words the more they begin to read them automatically without having to sound them out.





# Reading and spelling

# Segmenting – a key skill for writing

- ‘Chopping up’ the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word.

# Spelling



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



# Writing



They will practise the correct formation of letters. Reception and Year 1 also have handwriting lessons.

Phase 2 grapheme information sheet

Autumn 1

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|  p | <br>penguin  | Bring your lips together, push them open and say p p p                       | Down the penguin's back, up and around its head.                            |



# Writing

At this stage children are still developing their fine and gross motor to enable them to hold writing resources.

Some examples of things which can help support developing these are:

- Making large movements e.g. drawing large chalk circles on the floor
- Squeezing playdough
- Threading bead or cotton reels
- Scrunching paper
- Climbing
- Spray bottles



# Reading a book at the right level

## This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



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



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

## 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

# 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.



# 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.

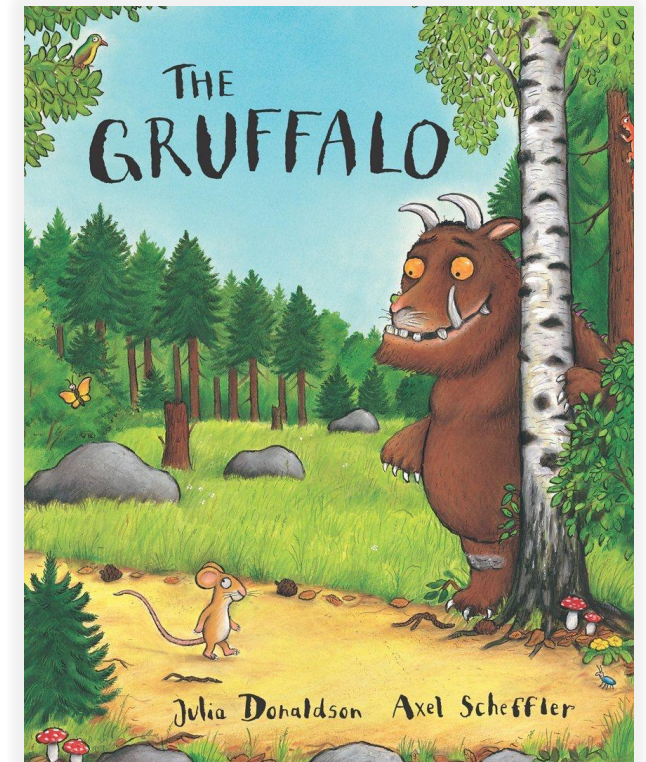
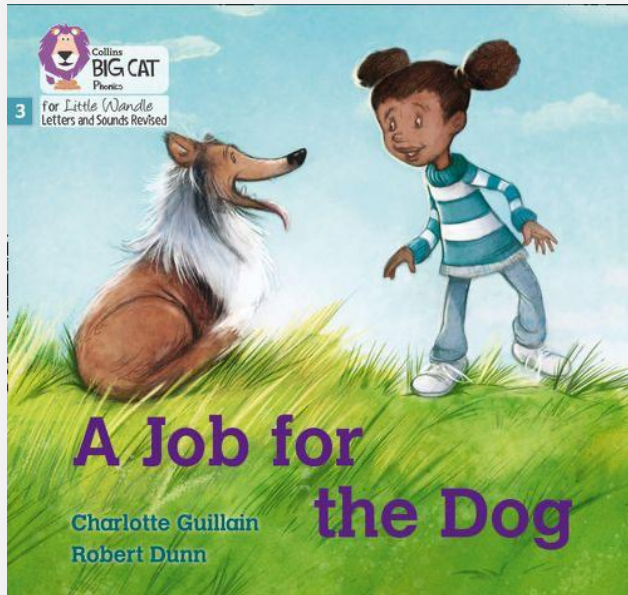


# Books Going Home

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.

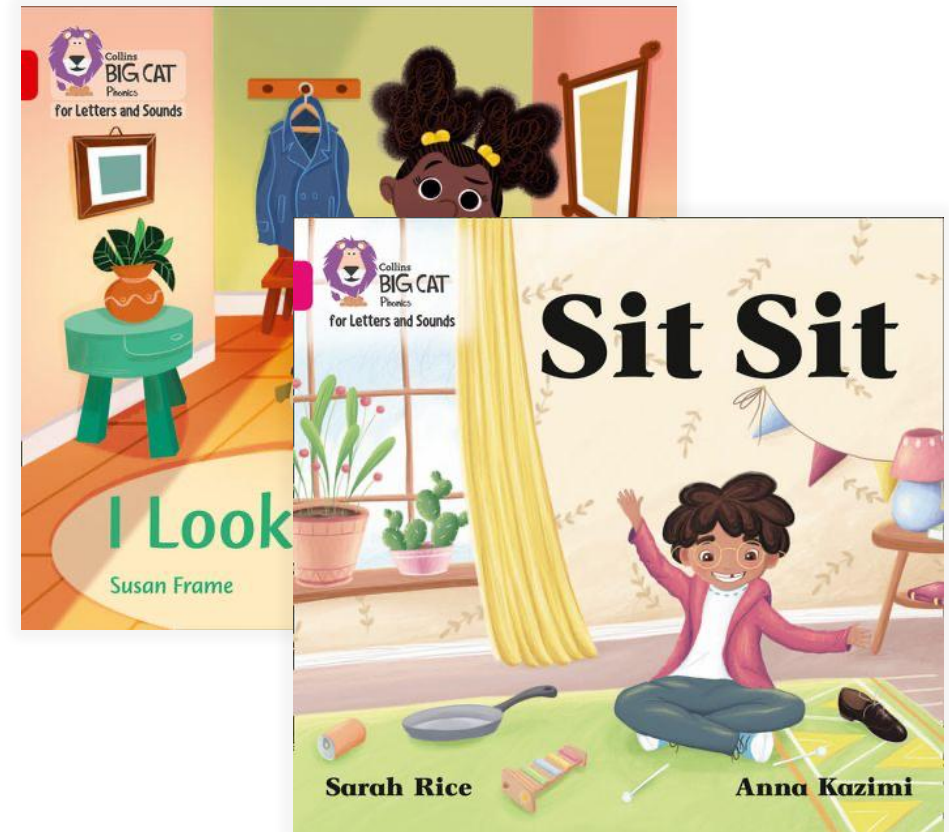
These books MUST be returned to school and in their book bags every day that they have them.

Comments must be written in their blue reading record every time you practise reading.



# 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.
- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called **chunking**.



# Supporting your child with phonics

*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.*

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



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



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



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

# 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.



# Phonic learning is fun!



The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Playing games – table games or interactive games on the computer.
- Using phoneme frames, “sound buttons” and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme “detectives”.
- Reading and writing sentences. Silly sentences are great fun!

“

**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan

”

# Reception

## Things that are going home

**Reading Road Map Books** will be changed every **Monday**.



**Sound books** will be given out on a **Friday** and collected in on a **Wednesday**



**Little Wandle(phonics)** books will be changed weekly. Children we have these for a week.



**Book bags** need to be in school **EVERYDAY** containing their reading books for additional reading

# Year 1

## Things that are going home

**Monday** – Phonics books will be changed.  
Once a week your children phonics book will be changed



**Thursday** – Sound books are collected in



**Friday** – Reading Road Map books are changed.  
Sound books are given out for homework.



**Book bags** need to be in school **EVERYDAY** containing their reading books for additional reading

# Useful Websites

[www. Littlewandle.co.uk](http://www.Littlewandle.co.uk)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics](http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics)

<http://www.ictgames.com/literacy.html>

[Reception - Letters and Sounds](#)

[Year 1 - Letters and Sounds](#)

