



Phonics; Supporting your child with Reading and Writing



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Aims of this meeting

- To share how **phonics** is taught at Headstart and introduce our phonics scheme Little Wandle.
- To help develop **confidence** in assisting your children with reading and writing.
- To show **activities, strategies and resources** we use to teach phonics reading and writing.



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What is Early Reading ?



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What is 'Early Reading'?



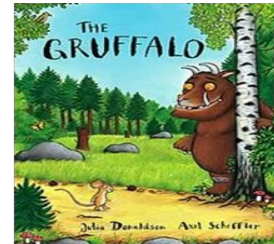
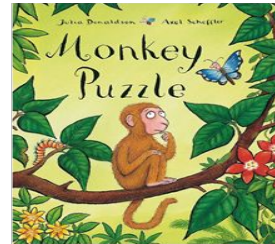
- Early reading does not mean teaching young children how to read. Instead, it process of helping children develop the skills they will need to become successful readers.
- Early literacy activities **build rich language skills:** vocabulary, self-expression, and understanding (comprehension).
- These skills **help children make sense of** printed words when they begin to read.



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Supporting Early Reading

- Reading areas with stories and props, to encourage children to retell stories.
- Daily music and rhymes.
- Fostering a love of reading through high quality texts embedded in our curriculum.



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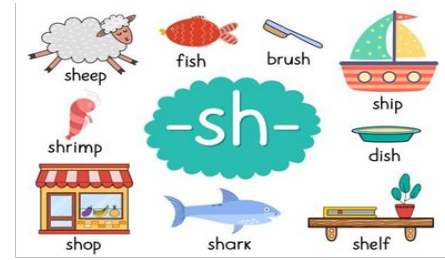
Library visits



Children listen to a wide range of fiction and nonfiction books to share a love of books.

What is Phonics?

- Phonics is a method for teaching reading and writing.
- It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.
- Learners are also taught the correspondence between sounds, phoneme and the graphemes (spelling patterns) that represent them.
- Children will also be taught other skills, such as whole-word recognition, 'tricky words', book skills and a love and enjoyment of reading.



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Little Wandle Phonics program



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Why Little Wandle Phonics?



- Excellent training for all staff to ensure consistency.
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach.
- Engaging resources without distracting from the learning.
- Comprehensive system for identifying and supporting children requiring extra help.
- Useful support for parents.

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



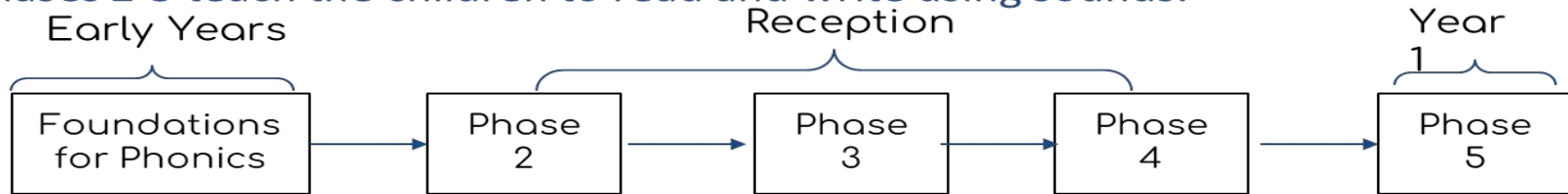
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Progression of Phonics



- There are **5 Phases**, each building on the skills and knowledge of the previous one.
- The teaching of Phonics starts in Reception and finishes in Year 2.
- Phase 1 teaches the children to recognise and tune their ears into hearing and recognising sounds.
- Phases 2-5 teach the children to read and write using sounds.





Phonics in Early Years



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Phonics in Early Years

- Our setting has chosen to use the **Little Wandle Foundations for Phonics** programme to give every child the best possible start to their reading journey.
- We build the foundations for children to succeed with phonics in Reception.
- We do this using Little Wandle's **Rhyme Time** and **Tuning into Sounds** activities- **Phase 1**





Rhyme Time

In Early Years and Preschool, we:

- talk about different types of sounds
- play listening games, for example, **Voice sounds**.
- sing rhymes regularly
- leave gaps at the end of the line for children to complete the rhyme, for example, 'Hickory dickory dock, the mouse ran up the _____.'
- clap the number of syllables in different words
- highlight long and short words.



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**Little
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Foundations

Early Years curriculum – Birth to Reception

Phonological awareness

Listening games



Songs and rhymes



Hearing syllables



Phonemic awareness

Initial sounds



Alliteration



Oral blending



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Foundations



Tuning into Sounds

In Early Years, we:

- Play games focusing on initial sounds e.g. **Bertha the Bus**
- Play alliteration games
- Use alliteration when we can e.g. “Would you like to play with the **big bus** or the **long lorry?**”
- Play lots of oral blending games throughout the day e.g. “**Can you touch your...**”

b-u-s



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Foundations

Early reading and writing - ages 3 and 4

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.



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Phonics in Reception



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Reading and writing in Reception

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



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Phase 2

 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				

sat
• • •

dig
• • •

van
• • •



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Phase 3

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

zoom

• — •

chair

— —

rain



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Phase 4

In Phase 4, the children are taught to read longer words that need chunking into smaller steps.

They read words with adjacent consonants

CVCC CCVC CCVCC CCCVC CCCVCC

str cl bl br dr cr

They are also taught to read words with suffixes on the end, such as;

-ed /t/ -ed /id/ -ed /ed/ -ing -est

frog

• • • •

black

• • • —

strong

• • • • —



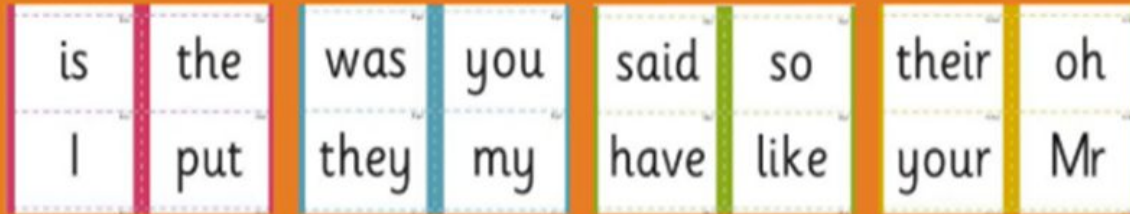
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Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular.

Tricky word cards - Phases 2 - 5



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Phonics Demo with Ms Monica



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Little Wandle Reading Practise

Reading in Reception Class

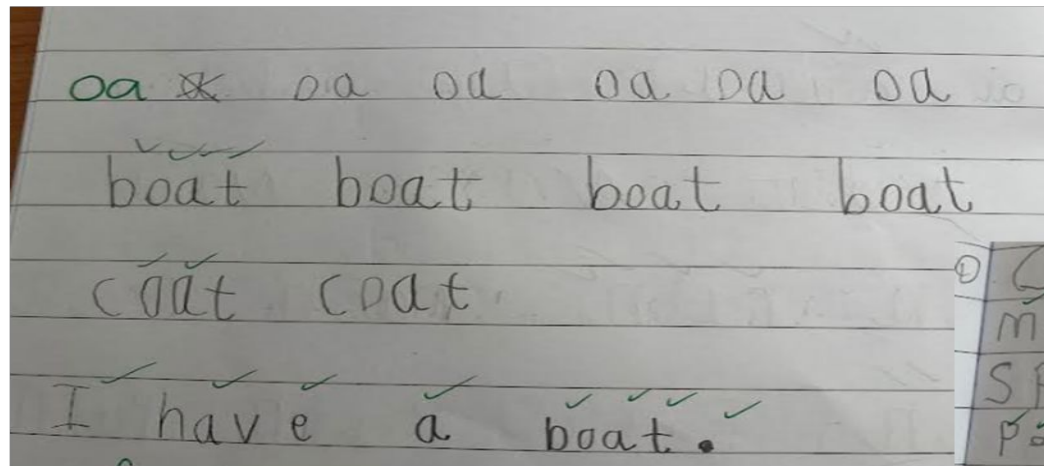
- Children are sorted into small groups based on their assessments.
- The LW assessment site allocates a level based on their results and we group the children.
- All the LW books are fully decodable.
- Reading Practice Books are carefully matched so children can read fluently and independently
- The children do 2 Reads per week – each one begins with some quick sounds and words practice

In Reception, the children begin with wordless books to develop their speaking skills and oral blending in preparation for books with words.



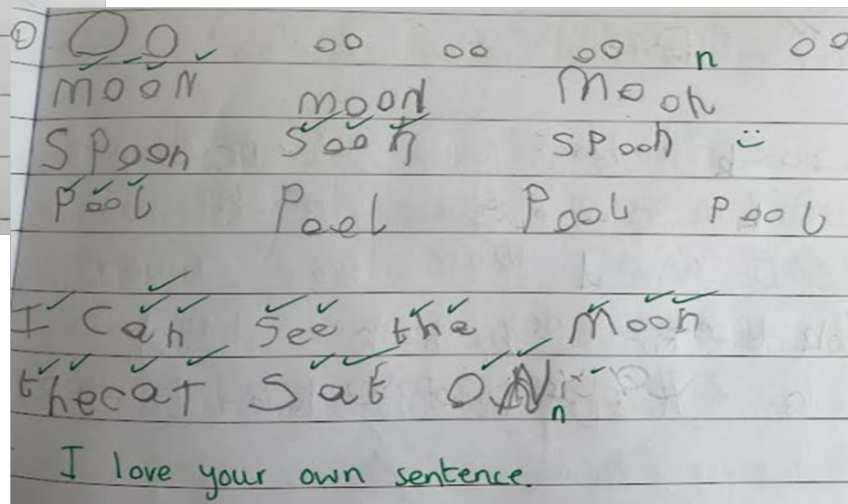
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Writing in Reception

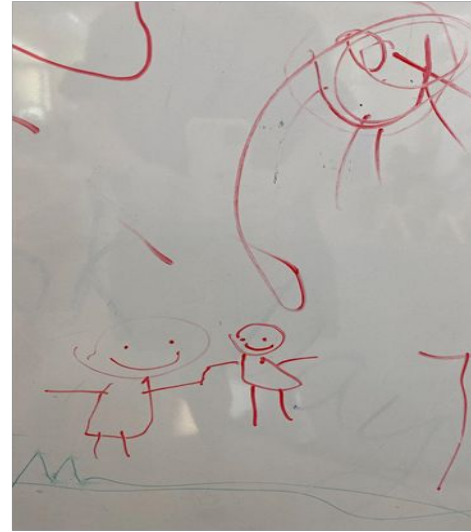
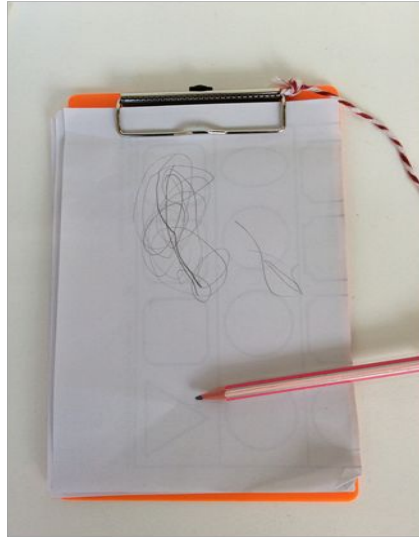


Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



What is Early Writing?



- Mark making
- Distinguishing between marks
- Giving meaning to marks
- Copying from the environment



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What can you see?



The **left** shows a hand of a **Foundation** aged child. In comparison, the right a developed hand approximately aged 7.



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Gross motor and Fine motor skills

- We can support this through **PLAY**.
- Gross motor skills; **BIG movements** like climbing, playdough, ribbons on sticks, writing in sand etc - **develop strength in big (gross) muscle groups**.
- **Using tools and malleable materials for small muscle group development.**
- All of these things help them to develop their motor skills ready for writing.
- **When they are physically ready to write, they will find it much easier.**



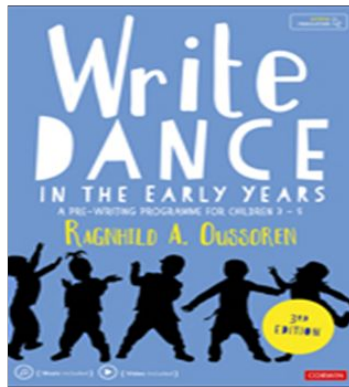
Write Dance



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Write Dance

- A pre-writing programme
- Works on coordination, fine and gross motor skills
- Scaffolds writing skill development through music and



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Write Dance

- Crossing the midline is the beginning of children establishing independence and interacting with their environment.
- The ability to use both sides of the body simultaneously is instrumental in children's daily movements and actions, such as walking, playing catch, getting dressed, and more



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Write Dance

- Read the story or listen to a rhyme
- Make movements in the air and in the spaces around us without music
- Make movements along to the music
- 'Scrimbling' on surfaces (foam on table, chalk, slippery paint etc using BOTH hands at the same time)



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slippy paint
(paint and washing up
liquid)



shaving foam



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Write Dance

Parents are you
ready?



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How to offer support

- Offer **pencils and pens that are easy to access**
- Painting and drawing **opportunities**
- Practising hand eye coordination by letting children be **independent during meal times** (e.g. a spoon)
- Having opportunities to **write for a purpose** (writing cards/shopping lists)
- Celebrate all marks; **celebrate the effort not the outcome**



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Partnerships with Parents

- **Develop a love of books!** Go to the library and choose exciting stories.
- Encourage the understanding and use of **new vocabulary**.
- Sing songs, rhymes and read poems, place emphasis on the **rhyme and rhythm of words**.
- **Read to your child regularly** and develop their story language.



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