



# Hautes Capelles Primary School



## Phonics and Reading Information

In the Infants we are adopting Little Wandle Letters and Sounds Revised to teach phonics and reading.

Phonics is the systematic teaching of the sounds (phonemes) that accompany the written letter (graphemes) in English. Little Wandle Letters and Sounds Revised is designed to teach children to become confident and fluent readers by the end of Year 1.

On the following pages you will find the teaching sequence we will be using. As this is a new approach, and also taking into account the effects of missed schooling due to COVID, this year the children will be beginning their learning at different points through the teaching programme.

There are 5 phases in the programme and these follow on from excellent practise at our local preschools and also the first two weeks in our Reception classes where the children will be being exposed to games based on the 7 aspects identified as 'Foundations for Phonics'.

Aspect One: Environmental Sounds	Aspect Two: Instrumental Sounds	Aspect Three: Body Percussion	Aspect Four: Rhythm and Rhyme
Aspect Five: Alliteration	Aspect Six: Voice Sounds	Aspect Seven: Oral blending and segmenting	

In Reception, Year 1 and Year 2 children will have daily whole class phonics lessons and will also have the opportunity for additional practise throughout the day.

We will also run 'keep up' sessions for any children who need additional practise.

You may notice your child coming home with a sticky label on their arm with a grapheme (letter/s) or word written on it. This is to help them practise and also for any adults they work with through the day to know this is something they are working on and need to practise. Please chat to them about these letters/words to help them learn them.

# Reading

Children will all read with an adult three times a week. In these three sessions your child will read the same book.

**Session 1** will be a decoding session where the children will read to decode or 'sound out' the words. They will practise the sounds used in the book, practise reading words using those sounds and also practise any tricky words. We will discuss the meaning of words they may be unfamiliar with.

**Session 2** will focus on prosody– your child's ability to sound like a storyteller. They will hear the adult demonstrate how to read with appropriate 'rise and fall' of tone and to read with expression.

**Session 3** will focus on comprehension– what is happening in the text.

## Feedback:

We will write in your child's reading diary once a week to let you know how your child is getting on and anything they need to practise.

## Books:

Your child will bring home a book appropriate to the phonics phase they are learning. These books have a sticker to let you know what level of support your child will need.



Independent reading– this book will contain only sounds your child has met in their phonics lessons.



Read together– this book your child will need a little support with as it contains sounds or words they have not yet met in their phonics lessons.

All children will continue to bring home a self chosen library book to read for pleasure.

We also have Collins e-books which we will allocate as additional practise once we have your permission to add your child to the website. These books are linked to our phonics scheme and will help your child practise their phonic



### **What can I do to support at home?**

Practise the sounds your child is learning each week using the grapheme mat we will send home. We will share with you the new learning each week via ClassDojo.

During this term, as soon as we are able to run parent sessions, Mrs Walters will invite you in for more information.

We are also keen to find parents who are interested in helping in school and becoming part of our regular 'reading squad'. Mrs Walters will be running parent sessions on teaching reading in school so you are able to come in and read with groups. Please contact your child's teacher if you are interested in finding out more.

If we are unable to run face to face sessions in school Mrs Walters will organise to run an online session or record a session for you.

### **Little Wandle Letters and Sounds Revised Website:**

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

You will find videos and guidance here on how we are teaching and how to pronounce sounds and segment and blend words.

### **Google drive folder of the resources we use:**

[https://drive.google.com/drive/folders/1UJhT7mJuOt8tn4jaiT-dPiQfK\\_6wcZMB?usp=sharing](https://drive.google.com/drive/folders/1UJhT7mJuOt8tn4jaiT-dPiQfK_6wcZMB?usp=sharing)

### **What do all the terms mean?** (you will find a more detailed glossary in the parent folder)

**Phoneme:** the smallest single unit of sound. For example: There are two phonemes in the word it (i-t). There are three phonemes in the word shark (sh-ar-k). There are two phonemes in the word sigh (s-igh)

**Grapheme:** a letter or group of letters written down that represent one sound e.g. s, a, igh, ough (as in though). Children are taught that words are made up of sounds (or phonemes). The different ways that the sounds (or phonemes) are written down are called graphemes.

**Diagraph:** two letters making one sound e.g. sh, ch, th, ai

**Trigraph:** three letters making one sound e.g. igh, air

**Split diagraph:** two letters split that make one sound e.g. a\_e as in cake

**Segmenting and Blending:** in order to be able to learn to read, children need to be able to hear the sounds in words. Children are first taught to recognise and say the sounds which is called segmenting and then to blend them together to read the word e.g. s-a-t: sat. We begin by learning to do this orally and then move on to children being able to segment and blend written words.

**Tricky word:** A word that contains a grapheme or alternative pronunciation the children have not yet been taught. As these are taught the 'tricky bit' will be explicitly taught. For example: **has**– the tricky bit is the /s/ which in this word makes a /z/ sound. In the word **when** the tricky bit is /wh/ as the children will not meet this digraph until phase 5 and the word is taught in phase 4.

**Please contact your child's teacher or Mrs Walters if you have any queries.**