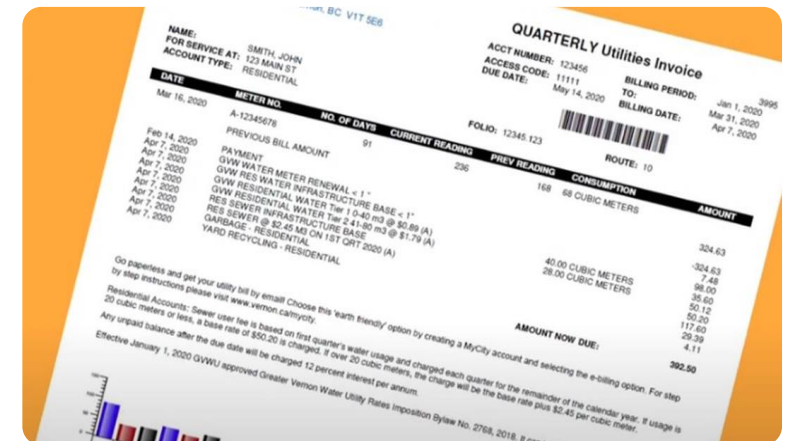


# How many times have you already read today?



# 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.



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**



# Learning a new phoneme and corresponding grapheme

# We teach Phase 2 in this order










## 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 ssssss ssssss	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 a a a	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 t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

## Phase 2 grapheme information sheet

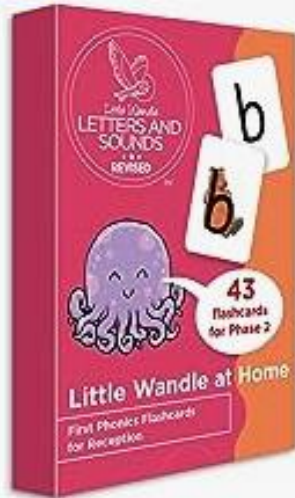
## Autumn 2

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	All the way down the jellyfish. Dot on 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 w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

# Teaching for 'sticky knowledge'



Best Seller



## Little Wandle at Home First Phonics Flashcards for Reception

by Wandle Learning Trust and Little Sutton Primary School | 12 Sept 2022

★★★★★ ~ 247

Cards

Ages: 4 - 6 years, from publishers

£6<sup>99</sup>

Save 5% on any 4 qualifying items

✓prime One-Day

FREE delivery **Tomorrow, 16 Oct**

Best Seller



Sponsored ⓘ

## Little Wandle at Home More Phonics Flashcards for Reception

by Wandle Learning Trust and Little Sutton Primary School | 12 Sept 2022

★★★★★ ~ 205

Cards

Ages: 4 - 6 years, from publishers

£6<sup>99</sup>

Save 5% on any 4 qualifying items

✓prime One-Day

FREE delivery **Tomorrow, 16 Oct**



# 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**

# Learning the new phoneme at home

- Play memory pairs with the grapheme
- Play phoneme bingo.
- Play north, south, east and west.
- Practice the sheet that comes home each week and revisit previously learnt graphemes.



# Blending

# We teach blending so your child learns to read

- Oral blending

What's in the Box'

- Sight blending

'switch it!'





# Blending games at home

- Simon says- Simon says touch your l-e-g
- Eye spy- eye spy something that is r-e-d or something that is b-i-g
- Instructions- Can you get your c-oa-t?
- Blending songs.' slide, slide slippery slide, I say the sounds you make them glide!'
- Practise their key word bags.



# Blending to read words



# Reading a word independently



# Tricky Words



# 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.
- At home practise their key word bags.



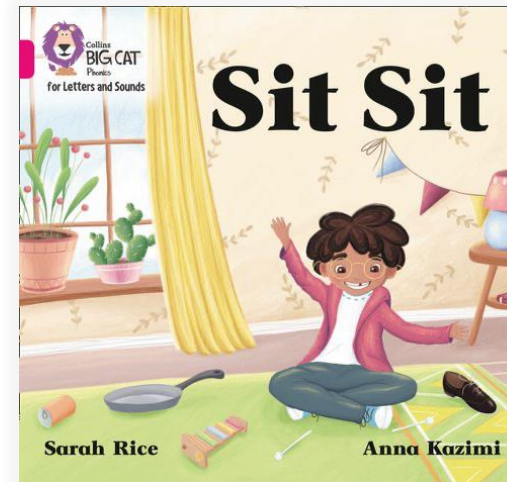


# Reading Books

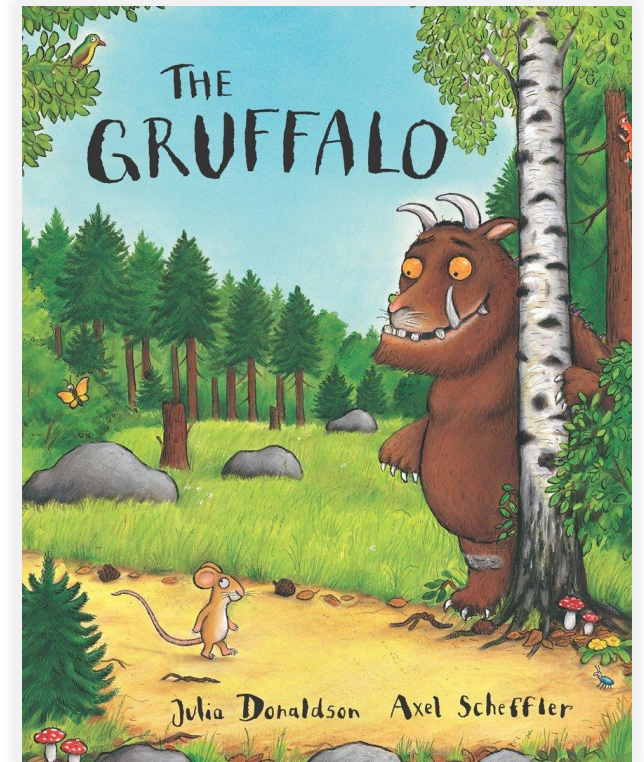
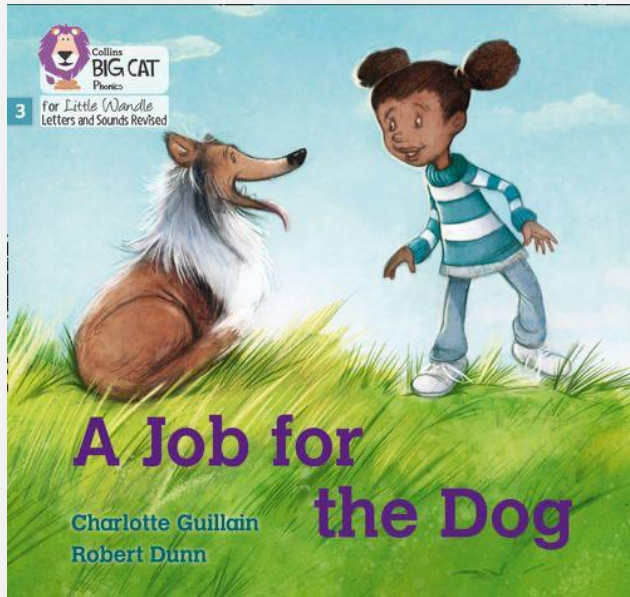
# How do we practise reading in books?

## Reading practise sessions are:

- timetabled three times a week
- taught in small groups
- Matched to their ability level



# Books going home





# Please help us to continue sending home these new books by looking after them



This is my new reading book. I have already read it at school, so I am becoming fluent. Please help to improve my reading by practising this book at least 3 times.

- 1) The first time, please help me to sound out the words I am struggling with.
- 2) The second time, please encourage me to read as many words as possible without sounding out so that I am reading automatically.
- 3) After the third read, please ask me questions so that I can show you I have understood the book. You can find some example questions inside the back cover of my book.

Finally, **please** make sure you return the book on Thursday, as there will be another child waiting for it to be sent home with them.



# 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.



# Story Sacks





# Spelling



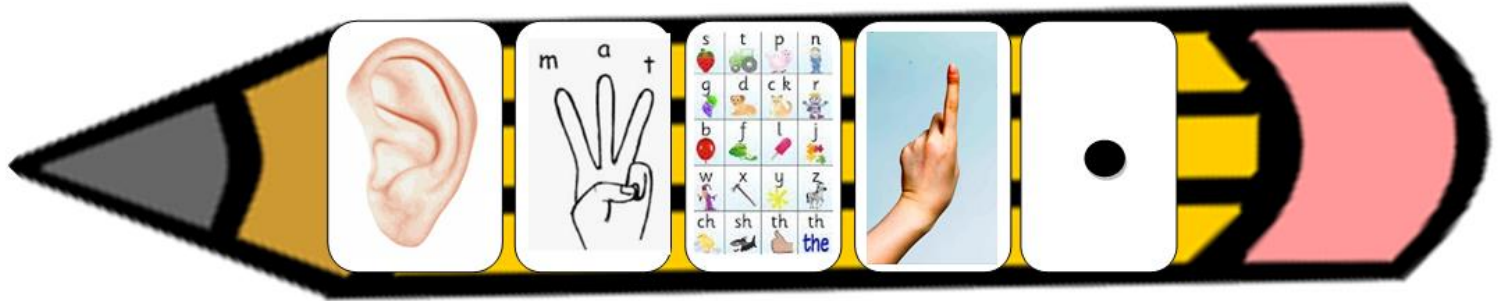
# How do we teach spelling?

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- Use the alphabet mat to help write the grapheme.



# How to write a sentence

- 2 word to 3 word sentences
- Use finger spaces
- Re-read
- Tricky key word spelling
- Pencil target



# How to support writing at home?

- Encourage mark making everywhere and in any form.
- Make it purposeful and fun!
- Labels for models, shopping lists, notes to other members of the family.
- Children love a sparkly pen/Army pad and paper.
- Encourage and model 'segmenting fingers.'











# Handwriting

- They will practise the correct formation of letters. They will also have handwriting lessons.
- So important to get the formation correct at this age, as bad habits are hard to break.

Phase 2 grapheme information sheet

Autumn 1

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 s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 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.
 t	 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	 penguin	Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.



# Tapestry



**BEARWOOD**  
**Primary and Nursery School**  
Headteacher Mrs Cheryl Smith  
Acting Deputy Headteacher Mrs Hayley Goodfellow

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email: school@bearwood.poole.sch.uk  
Web: www.bearwood.poole.sch.uk

*Learning, Enjoying & Succeeding Together*



Wednesday 18<sup>th</sup> October

Dear Parents and Carers,

After half term, we will begin using an online learning journal called 'Tapestry.' This programme allows teachers to make observations on your child linked to the Early Years Foundation Stage curriculum. These observations can then be accessed and viewed at home on a smartphone, computer or tablet. Parents and carers will also be able to upload photographs, videos and observations that show their child's achievements and progress outside of school.

Observations may include photos, narratives and short videos of your child. We aim to make observations purposeful and relevant to your child's learning. This will mean that each child may not have an observation every week as we will be looking out for evidence that is significant in their own learning.

Please find attached a permission slip below that will allow us to upload observations of your child onto tapestry. At times, we will be observing your child interacting and playing with other children, as this is a vital part of the Early years Curriculum. These observations will include names and photos of your child.

To set up your account please may you also write the email you would like linked to your child's tapestry account on the permission slip below. Once we have this information, we will send you an activation email to get started.

If you would like more information about how to use tapestry at home, please do not hesitate to ask.

Kind Regards



Childs Name

My preferred email address

*(please write the email address clearly, specifying any capital letters or numbers that may be confused as letters, such as O and zero!)*

**\*I do/do not** give permission for my child to appear in group observations on 'Tapestry'

**\*Please delete as appropriate**

Signed

Date







# Pupil Premium

- A child whose family are in receipt of any of the benefits below may be entitled to Pupil Premium.
- This is extra government funding paid to the school to support these specific children's learning.
- Child Tax Credit with a family income below £16,190 Income Support or Job Seeker's Allowance (Income Based)
- Employment Support Allowance (Income Based) Support under part IV of the Immigration and Asylum Act 1999
- Guarantee element of the state pension credit
- If you think you may be entitled to pupil premium, please click the link below to fill in the online application.

[Pupil Premium - Bearwood School](#)