

# Developing the Lifelong Reader



## Workshop for Reception Parents

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading



# How we teach phonics

Daily short sessions

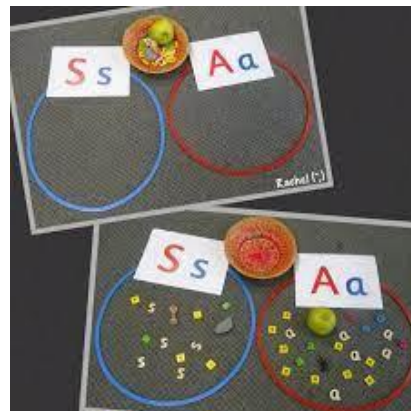
Specific order of teaching



## Little Wandle Parent Support

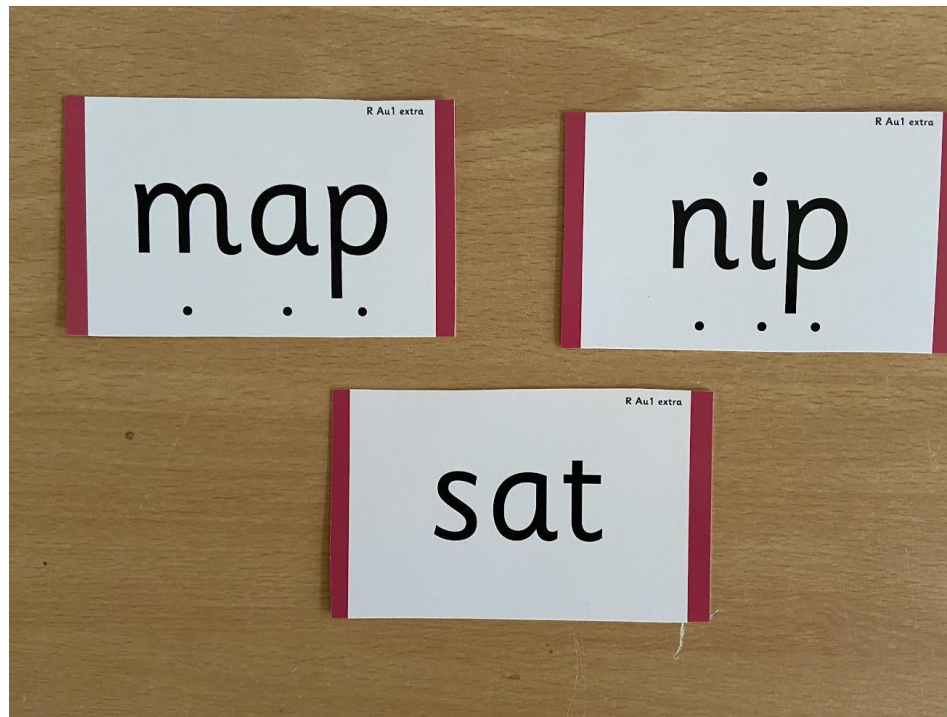
Repeated practice

Revisit previously taught sounds at start of each lesson



# Blending

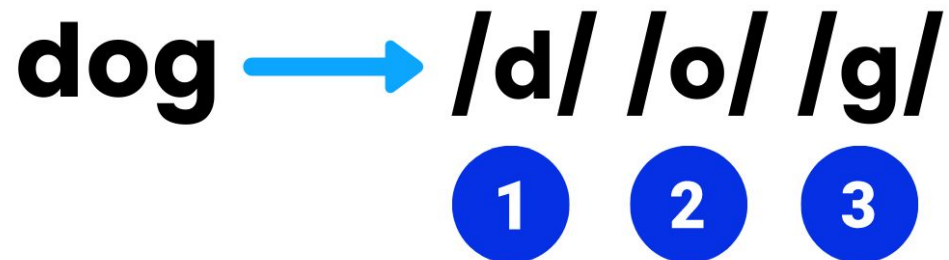
Blending is the process of combining sounds together to create a word. For example, the word cat is made up of three sounds /c/-/a/-/t/ together these sounds produce the spoken word cat.



# Segmenting

Segmenting is the process of breaking a word down into its individual sounds. For example the word cat is made up of three sounds. You can break it down into its three sounds /d/-/o/-/g/. These sounds are referred to as phonemes, which are individual sounds. For example, the word **dog** is made up of 3 phonemes.

**In the word **dog** there are three letters  
and three sounds.**







Little Wandle cards for home Phase 2

ar

oi

or

ai



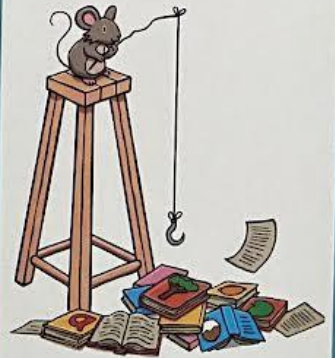
soap that goat



sheep in a jeep



zoom to the moon



hook a book



R Sp1 wk1

meet

• \_\_\_\_\_ •

R Sp1 wk1

rain

• \_\_\_\_\_ •

R Sp1 wk1

sheep

\_\_\_\_\_ •

# Tricky Words

go

R Au2

the

R Au1

is

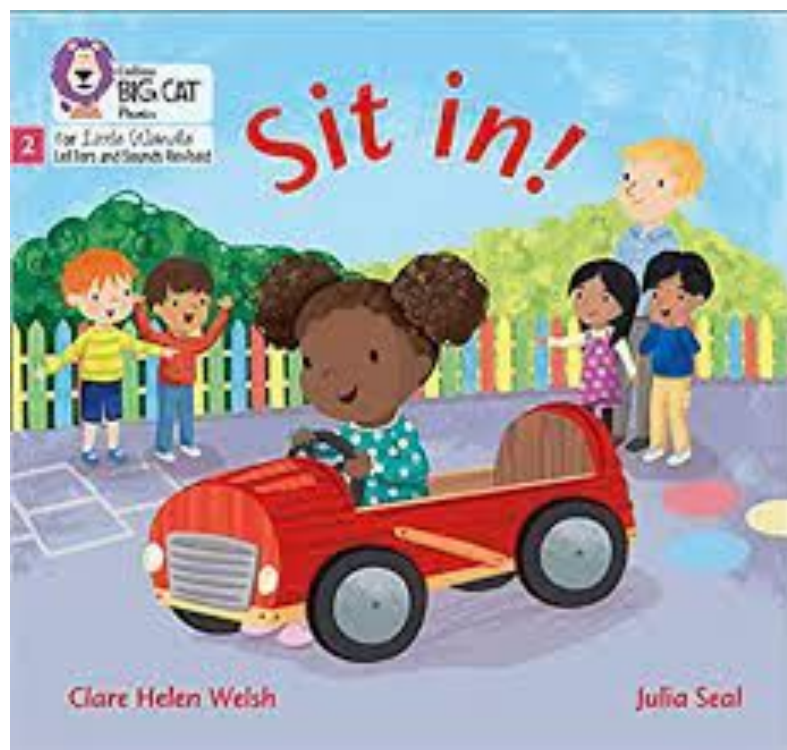
R Au1

to

R Au2



Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.



# Reading

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We want children to love reading

Learning to read should be a positive experience

Reading should be enjoyable

We want children to read for pleasure



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Reading underpins children's access to the curriculum and clearly impacts on their achievement

# How we teach reading

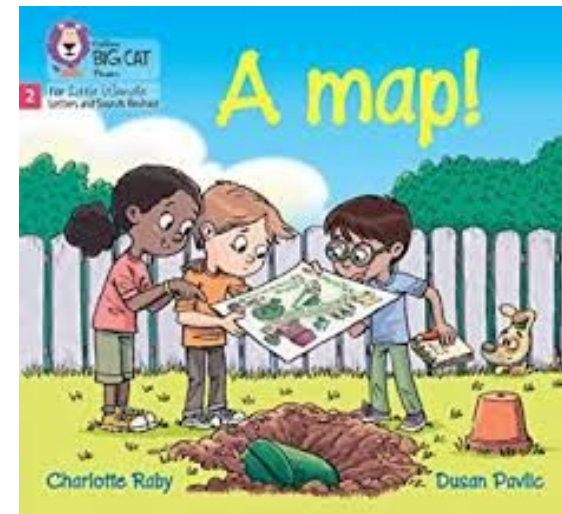
Reading practice sessions are :

Timetabled 3 times a week  
Taught in small groups  
and individually



Books are :

Matched to children's secure  
phonic knowledge and word  
reading





## Reading Practice Books are carefully matched so children can read fluently and independently.

2 Reads – each one begins with some quick phoneme and words practice

1. Decoding
2. Prosody  
(intonation, expression)  
and Comprehension



Teachers hear children read individually once a week.

When children take their book home to read they should be 95% fluent. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!

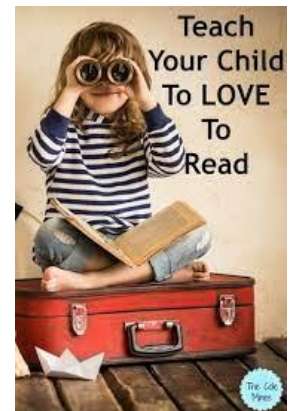
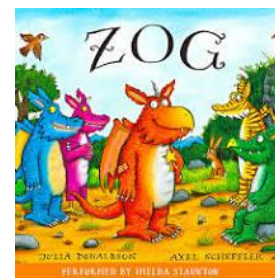
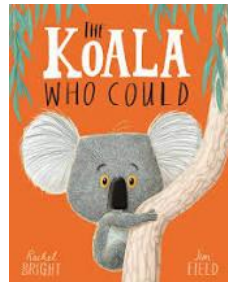
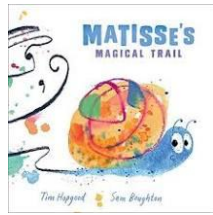
# Sharing Books

Children will also bring home a 'sharing book' from our class library box each week

To become lifelong readers, it is essential that they read for pleasure.

These books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together and foster a love of reading "pair and share"



# What else can parents do?

Please look at the Little Wandle videos and guidance for parents [Little Wandle Parent Support](#)

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure



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Thank you for joining us.

— Any Questions? —

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