



Reading and Phonics at Oxley Park Academy



The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Welcome

Thank you for joining us today.

Let's start with a little phonics challenge -

Can you read this word-

ghot



Did you know?

The English Language has:

26 letters

44 sounds

Over 100 ways to spell those sounds.

As a result reading unfamiliar words can be very challenging.

ghot

fish

- gh – **f** as in enough
- o – **i** as in women
- t – **sh** as in nation

Hopefully now you can see why Phonics is a puzzle to be solved. That's why teaching phonics in Reception and KS1 is so important. (and into KS2 as needed)



What is Phonics and why do we teach Phonics at OPA?



Phonics taught in a structured way, is generally accepted to be the most effective way to teach reading and writing.

Children at OPA are taught how to:

- Recognise the sounds that each individual letter makes (pure sound)
- Identify the sounds that letter combinations (digraphs) make e.g. ch,sh,th,qu
- Blend sounds together to read words (c – a – t = cat)
- Segment sounds to spell and write words (cat – c – a – t)

What does it all mean?

A quick guide to key vocabulary when referring to Phonics

phonics (also known as 'synthetic phonics') – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

phoneme - Any one of the 44 sounds which make up words in the English language.

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

digraph – a grapheme made from 2 letters but still one sound e.g. **cow**

trigraph – a grapheme made from 3 letters but still one sound e.g. **light**

letter names – the name of the letters in the alphabet.

blending – Putting together the sounds in a word in order to read it, e.g. 'c - 'a' - t' = cat

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. 'cat = c - a - t'



Little Wandle Letters and Sounds Revised

In September 2021 we adopted the Little Wandle Letters and Sounds revised program for all pupils in Reception and Year 1. This is a government validated program as it meets all the requirements for teaching reading and phonics. It also has plans and resources for children beyond Year 2 which can be used as needed.

The Little Wandle website has some great videos for parents and carers that show how we are teaching pupils to read.

www.littlewandlelettersandsounds.org.uk/resources/for-parents/



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Phase 2

In Phase 2 pupils begin to learn 19 letters sounds and match them to the graphemes (the way they are written)

Children will learn up to 4 new graphemes per week.

Each week a sticker will appear in your child's Reading Record with the new sounds they have been learning. Please go through these at home, discussing how to form them correctly, what sound they make and seeing if they can recall the sound when you point to them.

You can also spend time spotting these graphemes in words or identifying words that have that initial sound. E.g. they have learned s, can you think of any other words with s in them?



Phase 2



		 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
		 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.
		 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.

https://youtu.be/-ZtjFlvA_fs

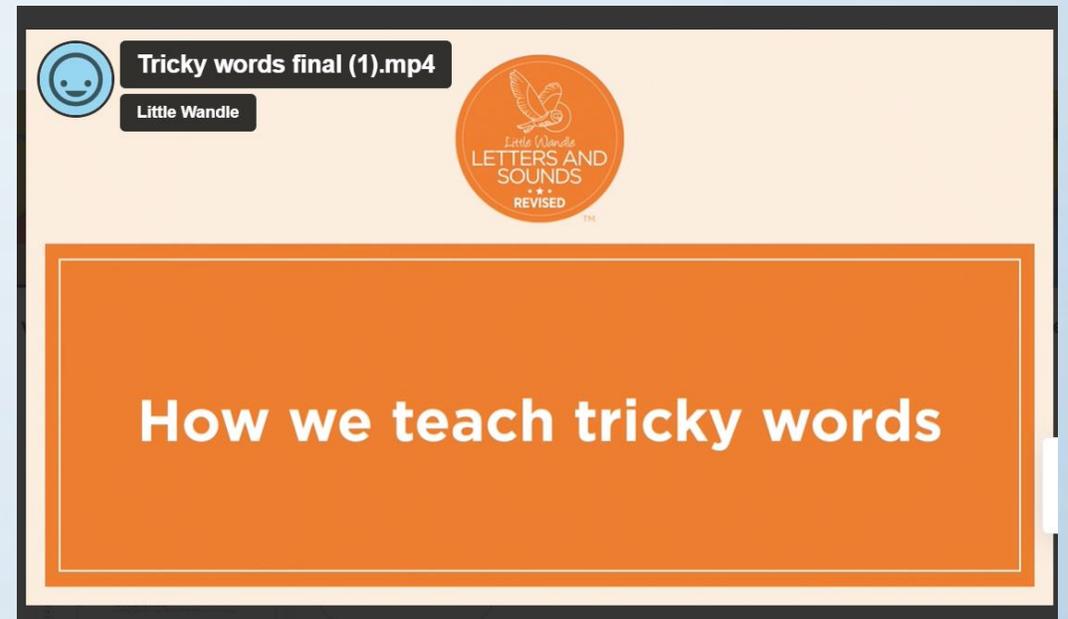
<https://youtu.be/qDu3JAjf-U0>



Tricky Words

- Children will also learn to read the tricky' words starting with the words **the, to, go, I, no**, which cannot be read phonetically.

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

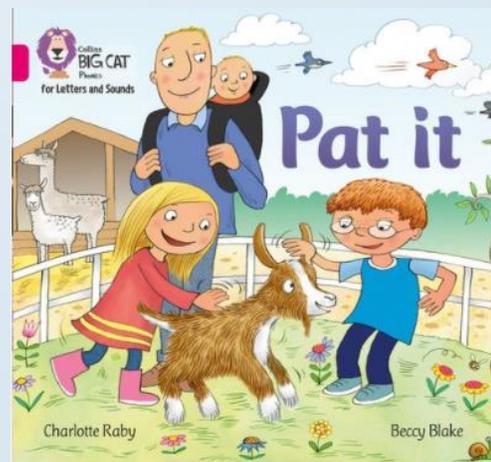


Phase 2 – Reading Books

Here at OPA children have reading books matched to the phonetic knowledge.

Pupils in Reception will start the term with a non-worded book.

As they learn the first sets of sounds in their phonic lessons they will be given a reading book that is carefully matched to the sounds they have been learning in school.



🐾 Before reading 🐾

Practising phonics: Phase 3

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

ow	oo	oo	ar
ee	ear	or	er
igh	ai		

Read the words

owls	hoot	dark
see	for	ladder
night	rain	

Read the tricky words

go	the	by	put
----	-----	----	-----

Vocabulary

Ask the children to read these words. Check understanding.

earwig	moss
look	

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.



Phase 3

- Phase 3 usually lasts around 12 weeks. Children are taught more graphemes.



<https://youtu.be/DvOuc7cWXxc>



Phase 3

- Children will then move on to blending and segmenting two-syllable words such as cooker, eating, broken.
- Tricky words also continue to be taught.

he

she

we

me

be

you

all

are

her

was

they

my



Phase 4

- By Phase 4, children are able to represent each of 44 phonemes with a grapheme. Children will be able to read CVC words and begin to segment them to spell them.
- Phase 4 is consolidation of children's knowledge. Children also move on to blending and segmenting using adjacent consonants, e.g. st, sp, tr, br, spr, str in words such as string, blow, train.
- More tricky words will be taught.

said

have

like

so

do

some

come

little

one

were

out

what

when

there

Phase 5

In year 1 children focus on the alternate spellings of sounds they have already learnt in phase 3.



Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent



Learning all the variations!

- In phase 5 children learn that the same phoneme can be represented in more than one way:

burn

first

term

heard

work

Reading



- Children's books are match to their phonetic knowledge.
- The books are grouped into phases and are fully decodable books.
- Reading practice sessions take place three times a week in reception and twice a week in Year 1.
- The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody – reading with meaning, stress and intonation
 - comprehension – understanding the text.

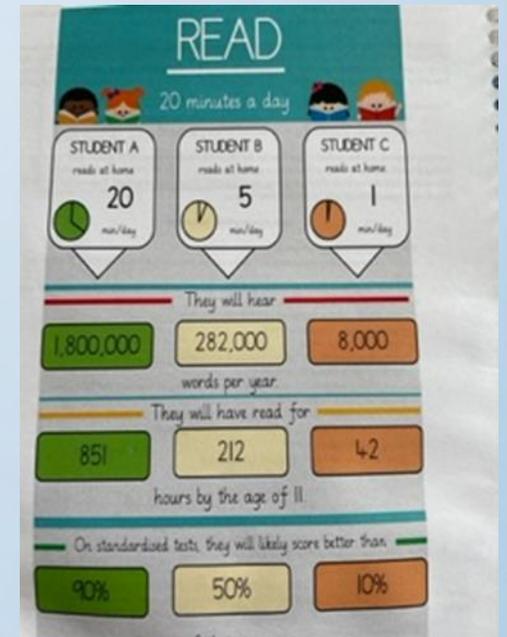
Reading Diary



Tricky Words to Read and Spell
Tricky words common to Year 1 and 2

Phase 1	Phase 2	Phase 3	Phase 4
the	you	and	in
to	they	like	could
I	all	do	that
on	are	come	people
go	my	there	by
was	has	little	May
	he	our	looked
	she	have	called
	an	is	asked
	me	some	
	at	were	
	was	one	
		when	
		what	

Date	Name of Book and Page Number	Comments and Signature
13/11	Pat it	Read very well! Great blending Read to Daddy
14/11	"	They read all the words! He likes to read all the words in the book at the book.
15/11	"	Finley knows all the words sounds them! Well done!
16/11	PAT IT	VERY WELL DONE FINLEY Daddy
18/11	St. Sep 1991	I read with my dad every day Next step to practise blending 'sit', 'pat' and other words like 'tip', 'top', 'nap', 'at', 'in', 'a'





Ebooks

Children also have access to the Collins Ebook library where they can read books allocated to them by their class teachers.

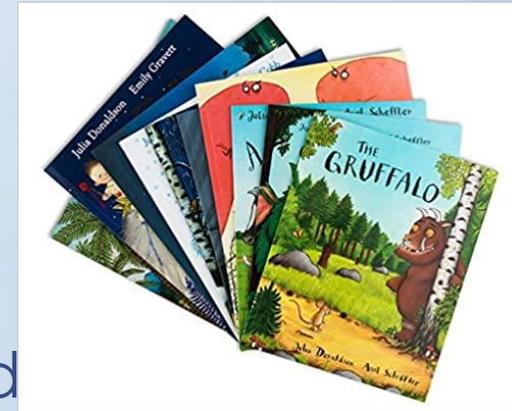
They will be allocated a book band where they can read further books matched to their phonics level at home.

Children will have the login details for their personal ebooks inside their Reading Record.



What can you do to help at home?

- Read their reading book regularly – please always record in your child's reading record when you have read with them at home.
- Recap tricky words and sounds they have been sent home with in their reading records.
- Reading – share you love for literature.
- Read books they love!
- Play a blending game by talking to them in segmented words, for example 'Please g-e-t the m-i-l-k'.



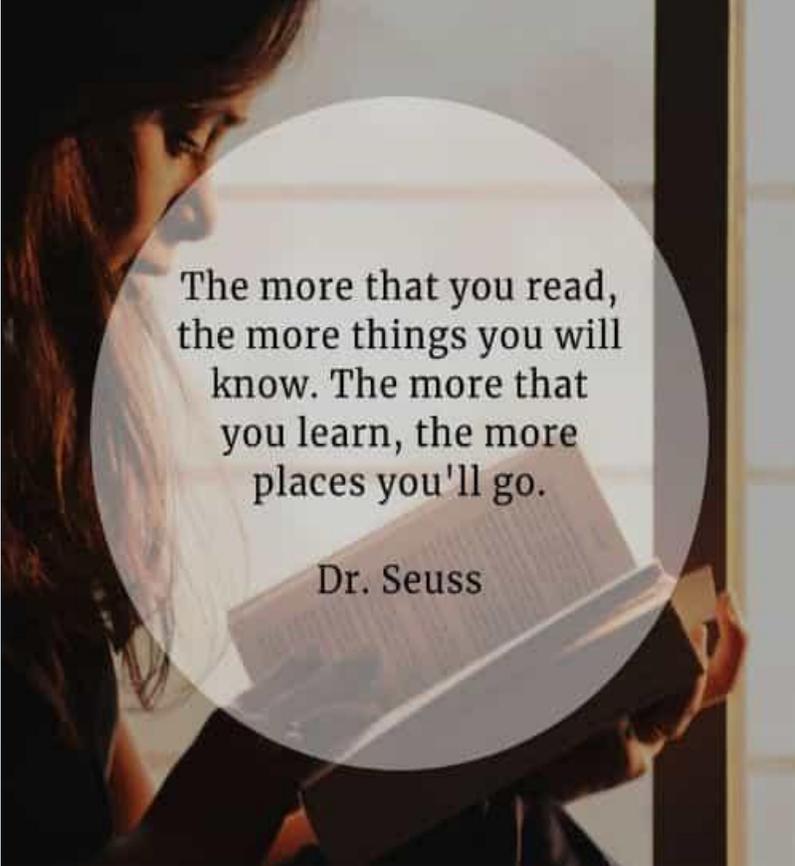
If you read just **one** book a day to your child, they will have been read **1825** books by their 5th birthday.

Every Day Counts.

Every Book Counts.

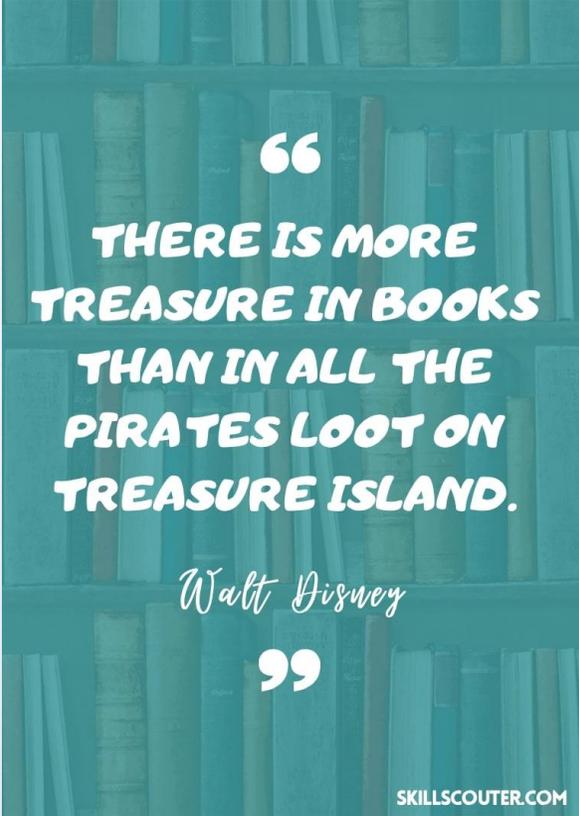
Any questions?

Quotes



The more that you read,
the more things you will
know. The more that
you learn, the more
places you'll go.

Dr. Seuss

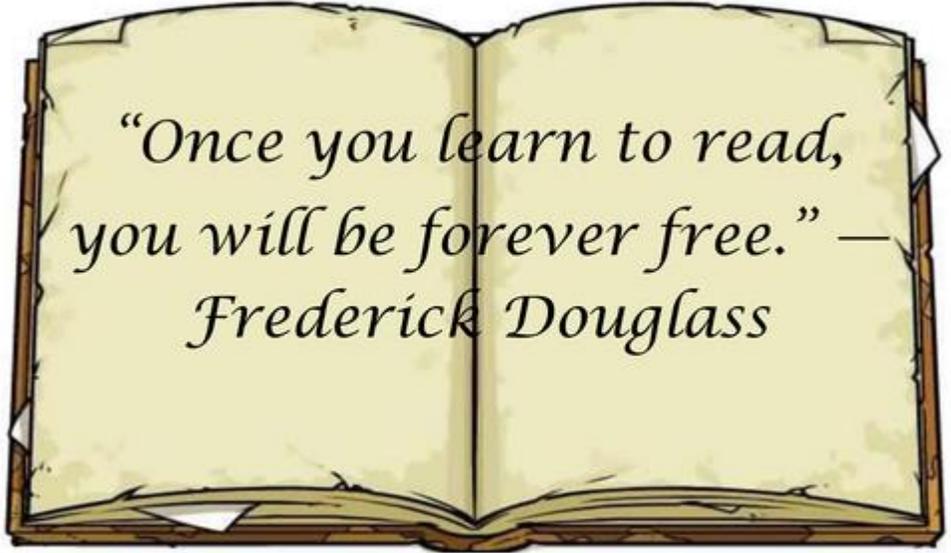


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**THERE IS MORE
TREASURE IN BOOKS
THAN IN ALL THE
PIRATES LOOT ON
TREASURE ISLAND.**

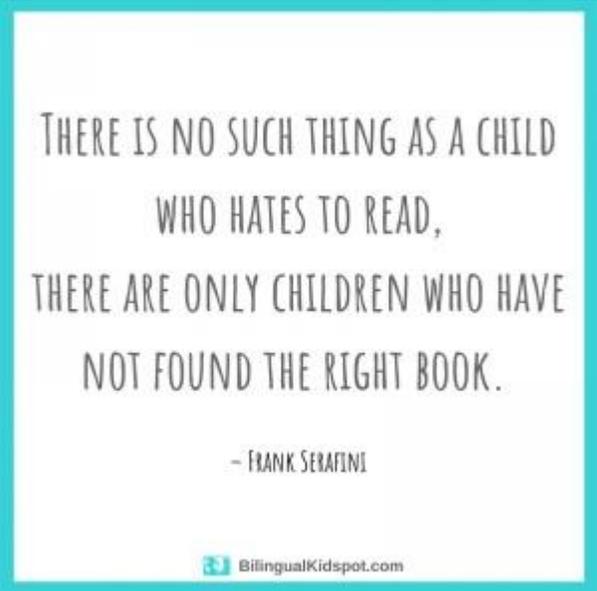
Walt Disney

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SKILLSCOUTER.COM



“Once you learn to read,
you will be forever free.”
Frederick Douglass



THERE IS NO SUCH THING AS A CHILD
WHO HATES TO READ,
THERE ARE ONLY CHILDREN WHO HAVE
NOT FOUND THE RIGHT BOOK.

— FRANK SERAFINI

 BilingualKidspot.com

Thank you for joining us today. We hope you found it useful!