



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading in
Reception, Year 1 and Year 2



How many times have you already read today?



Eastbound towards Barking
Mondays to Saturdays

0620	0635	0650	0705	2120	2135	2150	2205	2235	2305	2335
0624	0639	0654	0709	2124	2139	2154	2209	2239	2309	2339
0627	0642	0657	0712	2127	2142	2157	2212	2242	2312	2342
0630	0645	0700	0715	2130	2145	2200	2215	2245	2315	2345
0633	0648	0703	0718	2133	2148	2203	2218	2248	2318	2348
0636	0651	0706	0721	2136	2151	2206	2221	2251	2321	2351
0639	0654	0709	0724	2139	2154	2209	2224	2254	2324	2354
0642	0657	0712	0727	2142	2157	2212	2227	2257	2327	2357
0645	0700	0715	0730	2145	2200	2215	2230	2300	2330	2359
0648	0703	0718	0733	2148	2203	2218	2233	2303	2333	0003
0650	0705	0720	0735	2150	2205	2220	2235	2305	2335	0005
0657	0712	0727	0742	2155	2210	2225	2242	2310	2340	0010

Sundays

0855	0910	0925	0940	2155	2210	2240	2310
0859	0914	0929	0944	2159	2214	2244	2314
0902	0917	0932	0947	2202	2217	2247	2317
0905	0920	0935	0950	2205	2220	2250	2320
0908	0923	0938	0953	2208	2223	2253	2323
0911	0926	0941	0956	2211	2226	2256	2326
0914	0929	0944	0959	2214	2229	2259	2329
0917	0932	0947	1002	2217	2232	2302	2332
0920	0935	0950	1005	2220	2235	2305	2335
0923	0938	0953	1008	2223	2238	2308	2338
0925	0940	0955	1010	2225	2240	2310	2340
0928	0943	0958	1013	2228	2243	2313	2343

Maidstone and Tunbridge Wells NHS Trust

Ref: FOI/OS/ID 4079

31 October 2017

Freedom of Information Act 2000

I am writing in response to your request for information made under the Freedom of Information Act 2000 in relation to Severe Asthma patients.

1.) How many adult severe asthma patients have been seen via both in-patient visits and outpatient clinics in the last 3 months?

2.) How many adult severe asthma patients have you treated with a biologic in the last 3 months?

3.) Of those patients treated, can you provide which drugs they were treated with, as follows:

- Omalizumab (Xolair)
- Mepolizumab (Nucala)
- Reslizumab (Cinqair)

Maidstone and Tunbridge Wells NHS Trust do not review severe asthma patients in our clinics; they are referred to Dr Jackson in London.



MAKE
EVENINGS AND SUNDAYS
SPECIAL

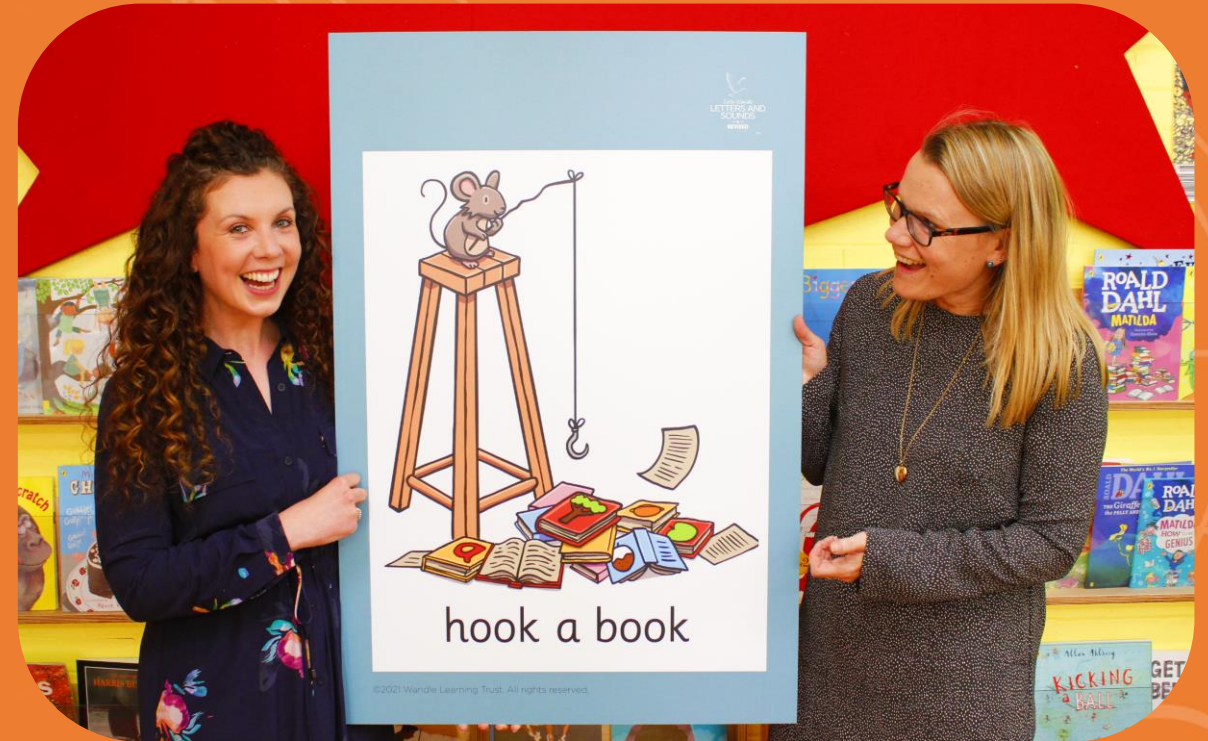
2 & 3 courses
Mon-Fri from 5pm, Sun from 11.30am

BOOK YOUR TABLE



Phonics: Little Wandle

Our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



Phonics is: “Making connections between the sounds of our spoken words and the letters that are used to write them down.”



Phonics: Overview across school

Year R

Phase 2 phonics is introduced in the Autumn term.

Phase 3 phonics is introduced during the Spring term.

Phase 4 is introduced during the Summer term.

Year 1

Review of phase 3 and 4 at the start of the Autumn term.

Phase 5 is introduced in the Autumn term.

The phonics screening test takes place during the Summer term.

Year 2

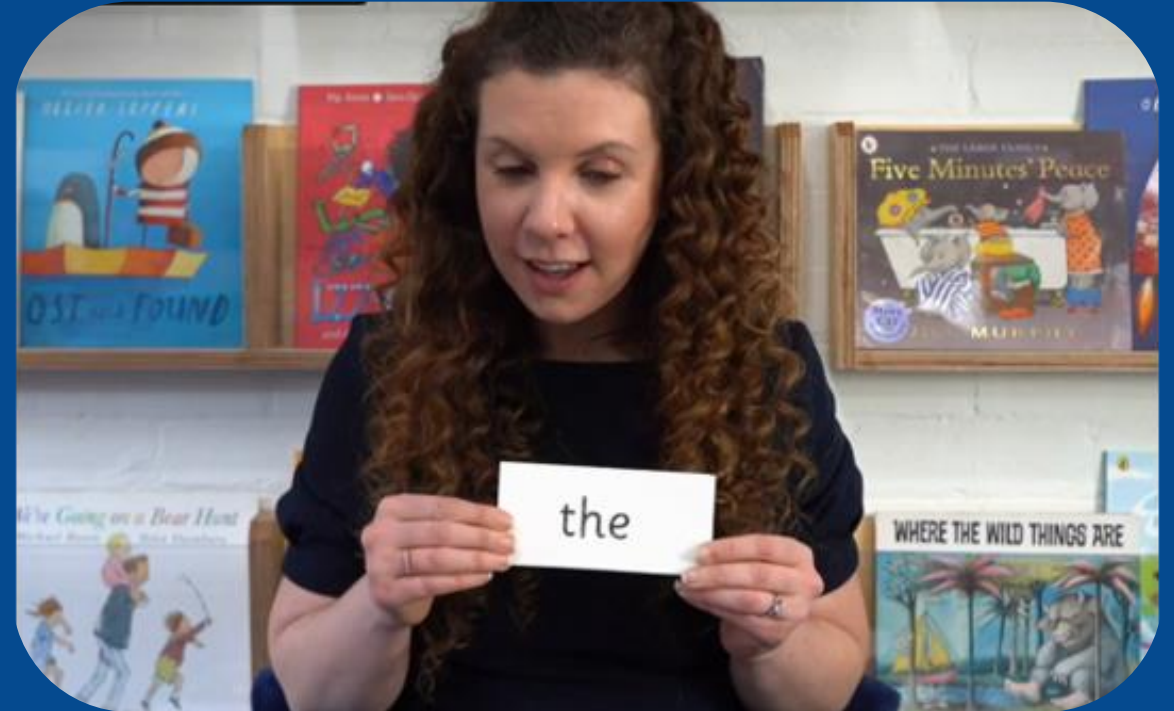
Review of phase 5 at the start of the Autumn term.

Spellings programme is introduced

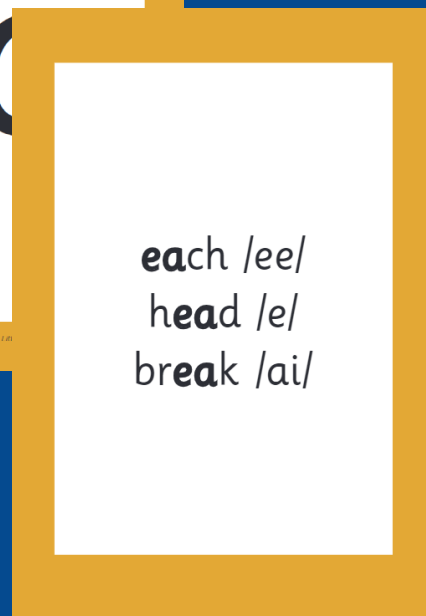
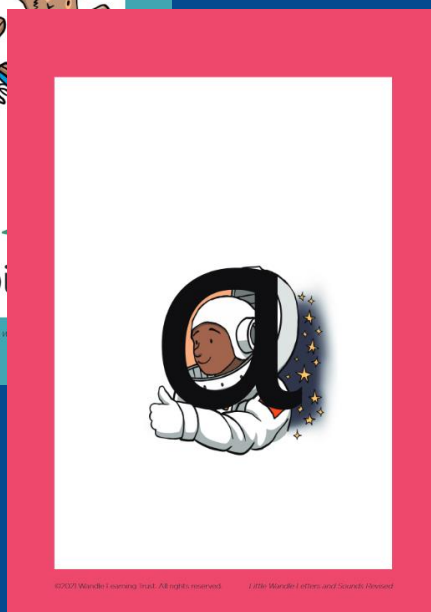
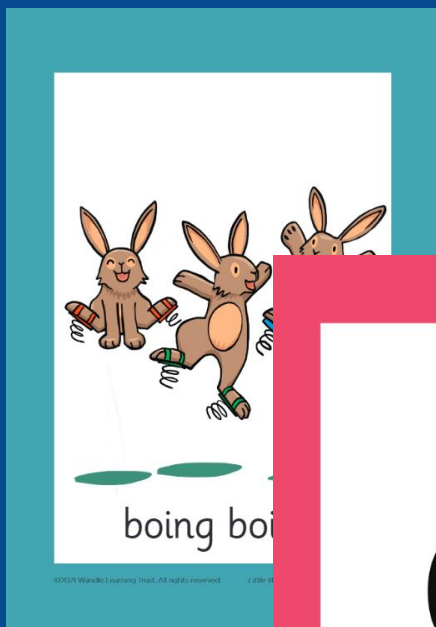


Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Lists of tricky words will be emailed out to each year group.



How we make learning stick



Cued Articulation

Cued articulation is hand signs which relate to where and how in the mouth the sounds are made.

Hand movements

- The positioning of the hands and use of fingers indicate how and where the sound is produced.

Position of hand = where sound is made

Shape and movement = how sound is produced

Use of 1 or 2 finger = voiceless or voiced

- Voiceless
- 1 finger

- Voiced
- 2 fingers





Reading and spelling

Reading: Overview across school

Year R

Wordless books are introduced in Autumn 1.

When ready, the children move on to decodable books based on their phonic knowledge.

Year 1

The children are assessed every 6 weeks to ensure their decodable books are matched to their phonic ability.

Year 2

When ready, the children will move on to our fluency books. These books are designed to build children's stamina for reading and provide opportunities for them to read longer books, still matched to their phonic level.



Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and 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, push them open and say p p p	Down the penguin's back, up and around its head.



How do we teach spelling?

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Spellings at home

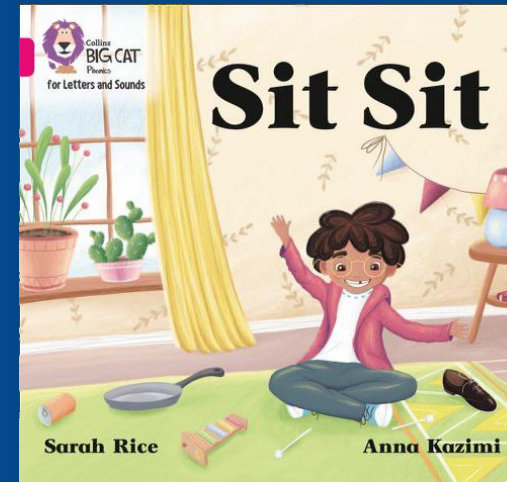
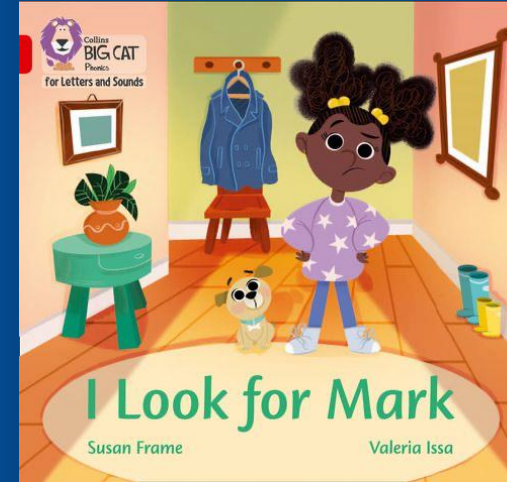
- In year 1 and 2 weekly spellings will be sent home to practice. These are words that consolidate the teaching that is happening during the week.
- Regular practice really helps.
- Different strategies can really help engage the children to learn their spellings and remember them more easily. For example, rainbow spellings, making the words out of playdough, making up a rhyme.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



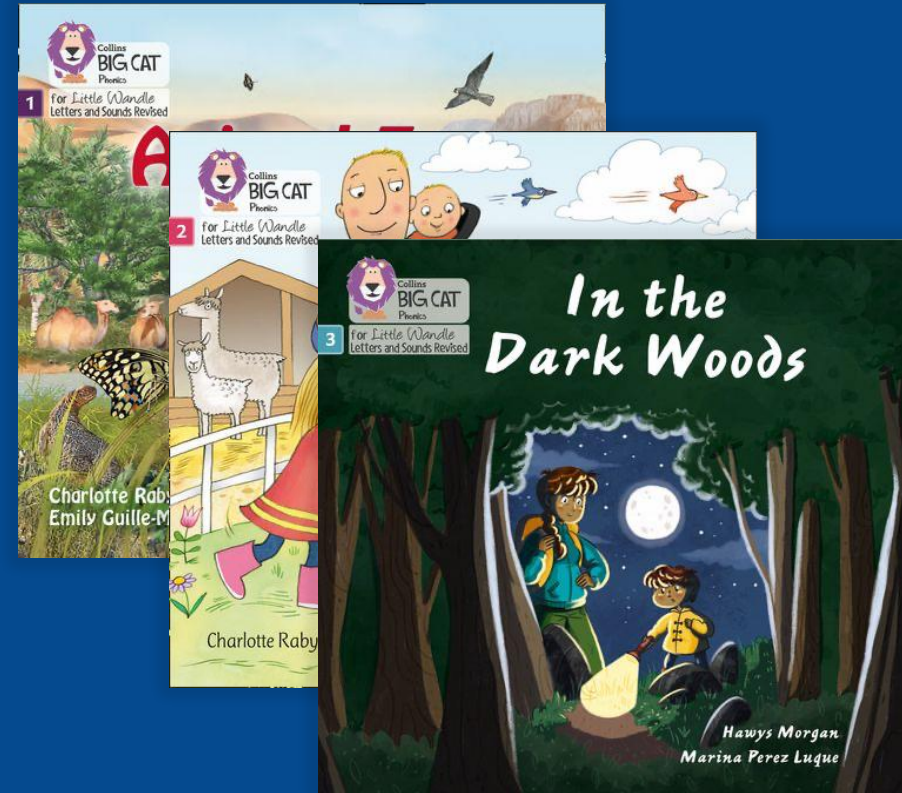
How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

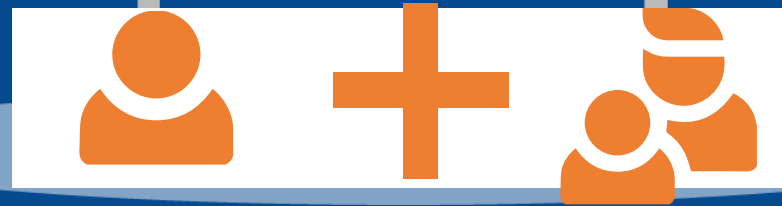
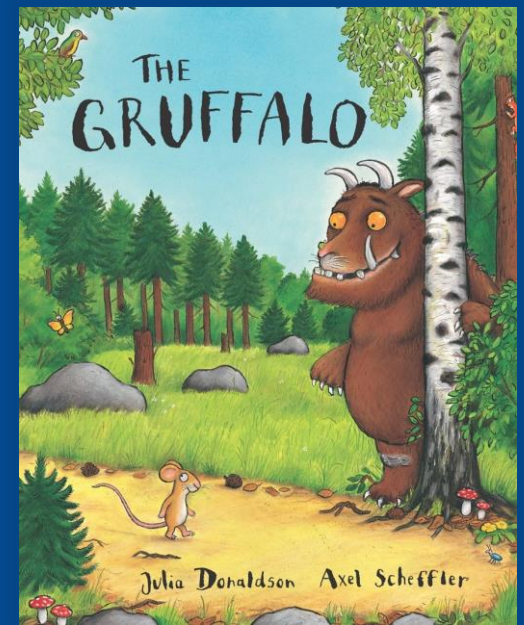
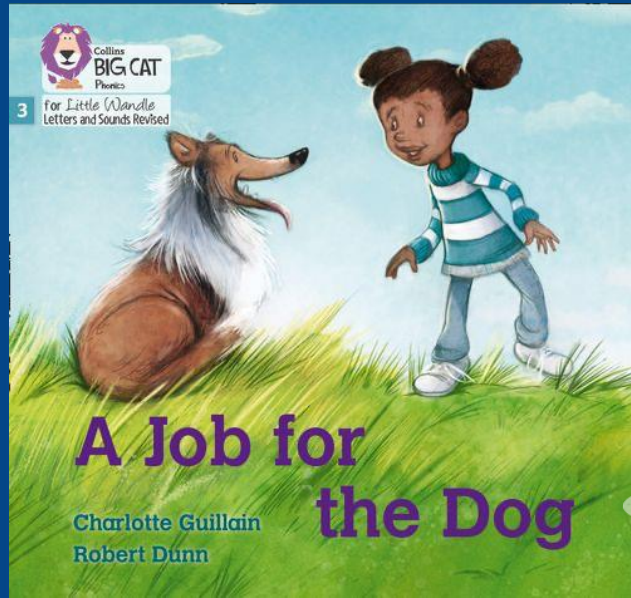
sat man hug red peck





Reading at Home

Books going home



Collins
hub

Username or Email *

Password *



[Forgotten Your Password?](#)

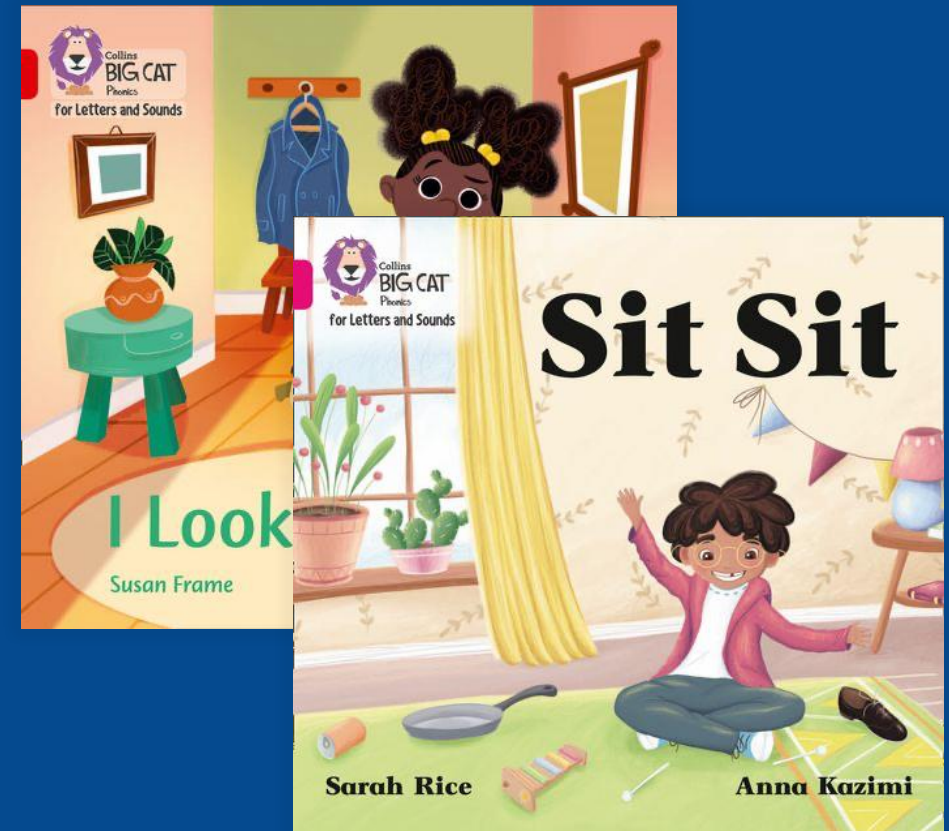
☐ Remember Me

SIGN IN



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



The most important thing you can do is read with your child

Reading a book and chatting about it has a positive impact a year later on children's ability to...

1. understand words and sentences
2. use a wide range of vocabulary
3. develop listening comprehension skills.

The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J



Does it matter which language we use?

Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?

Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.



Reading diaries

Record all books read at home - shared books or books your child has read to you.

Teachers will stamp and initial to celebrate the child reading three times or more at home.

Stamp = ticket for the reading raffle

Teachers will respond to any comments from parents that need to be actioned.

The reading diaries will not be used to record reading your child has completed in school.



Supporting your child with phonics



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

There are lots of resources, including videos, that can be accessed on the Little Wandle website, under the 'For Parents' tab.

The screenshot shows the homepage of the Little Wandle Letters and Sounds Revised website. At the top, there is a navigation bar with the logo on the left and links for 'My Letters and Sounds', 'For Headteachers', 'For parents', 'FAQs', 'Everybody read!', 'Work with us', and 'Search' on the right. The main content area features a large heading 'Teach reading: change lives!' in blue and orange. Below this, a paragraph states: 'Little Wandle Letters and Sounds Revised is the **fastest growing** Department for Education-validated phonics programme, already supporting **over 5,000 schools** to teach every child to learn to read!'. At the bottom of this section are two buttons: 'Join now!' and 'Book free information briefing'. On the right side, there are several circular images showing children and adults engaged in reading activities.

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

Thank you for attending.

A more in-depth look into each year group will now take place in:

Year R- in the hall

Year 1- Hazel Class

Year 2- Spruce Class