



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Teach reading: change lives

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



**“A love of reading is the biggest indicator of future academic success”  
OCED (The Organisation for Economic Co-Operation and Development)**



# How many times have you already read today?



## Eastbound towards Barking

### Monday to Saturdays

Location	0620	0635	0650	0705	2120	2135	2150	2205	2220	2235	2250	2305	2320	2335
Geipel Oak	0620	0635	0650	0705	2120	2135	2150	2205	2220	2235	2250	2305	2320	2335
Upper Holloway	0624	0639	0654	0709	2124	2139	2154	2209	2224	2239	2254	2309	2324	2339
Crouch Hill	0627	0642	0657	0712	2127	2142	2157	2212	2227	2242	2257	2312	2327	2342
Harley Green Lanes	0630	0645	0700	0715	2130	2145	2200	2215	2230	2245	2300	2315	2330	2345
South Tottenham	0633	0648	0703	0718	2133	2148	2203	2218	2233	2248	2303	2318	2333	2348
Blackhorse Road	0636	0651	0706	0721	2136	2151	2206	2221	2236	2251	2306	2321	2336	2351
Walhamston Queen's Road	0639	0654	0709	0724	2139	2154	2209	2224	2239	2254	2309	2324	2339	2354
Leyton Midland Road	0642	0657	0712	0727	2142	2157	2212	2227	2242	2257	2312	2327	2342	2357
Leytonstone High Road	0645	0700	0715	0730	2145	2200	2215	2230	2245	2300	2315	2330	2345	2360
Wanstead Park	0648	0703	0718	0733	2148	2203	2218	2233	2248	2303	2318	2333	2348	2363
Woodgrange Park	0650	0705	0720	0735	2150	2205	2220	2235	2250	2305	2320	2335	2350	2405
Barking	0657	0712	0727	0742	2157	2212	2227	2242	2257	2312	2327	2342	2357	2412

### Sundays

Location	0855	0910	0925	0940	2155	2210	2225	2240	2255	2310	2325	2340	2355
Geipel Oak	0855	0910	0925	0940	2155	2210	2225	2240	2255	2310	2325	2340	2355
Upper Holloway	0859	0914	0929	0944	2159	2214	2229	2244	2300	2315	2330	2345	2400
Crouch Hill	0902	0917	0932	0947	2202	2217	2232	2247	2302	2317	2332	2347	2402
Harley Green Lanes	0905	0920	0935	0950	2205	2220	2235	2250	2305	2320	2335	2350	2405
South Tottenham	0908	0923	0938	0953	2208	2223	2238	2253	2308	2323	2338	2353	2408
Blackhorse Road	0911	0926	0941	0956	2211	2226	2241	2256	2311	2326	2341	2356	2411
Walhamston Queen's Road	0914	0929	0944	0959	2214	2229	2244	2259	2314	2329	2344	2359	2414
Leyton Midland Road	0917	0932	0947	1002	2217	2232	2247	2302	2317	2332	2347	2402	2417
Leytonstone High Road	0920	0935	0950	1005	2220	2235	2250	2305	2320	2335	2350	2405	2420
Wanstead Park	0923	0938	0953	1008	2223	2238	2253	2308	2323	2338	2353	2408	2423
Woodgrange Park	0925	0940	0955	1010	2225	2240	2255	2310	2325	2340	2355	2410	2425

Maidstone and Tunbridge Wells NHS Trust

Ref: FOI/OS/D 4079

31 October 2017

Freedom of Information Act 2000

Please reply to:  
FOI Administrator  
Trust Management  
Maidstone Hospital  
Hermitage Lane  
Maidstone, Kent  
ME16 9QQ  
Email: mtr-tr.foiaadmin@nhs.uk

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

- How many adult severe asthma patients have been seen via both in-patient visits and outpatient clinics in the last 3 months?
- How many adult severe asthma patients have you treated with a biologic in the last 3 months?
- 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**

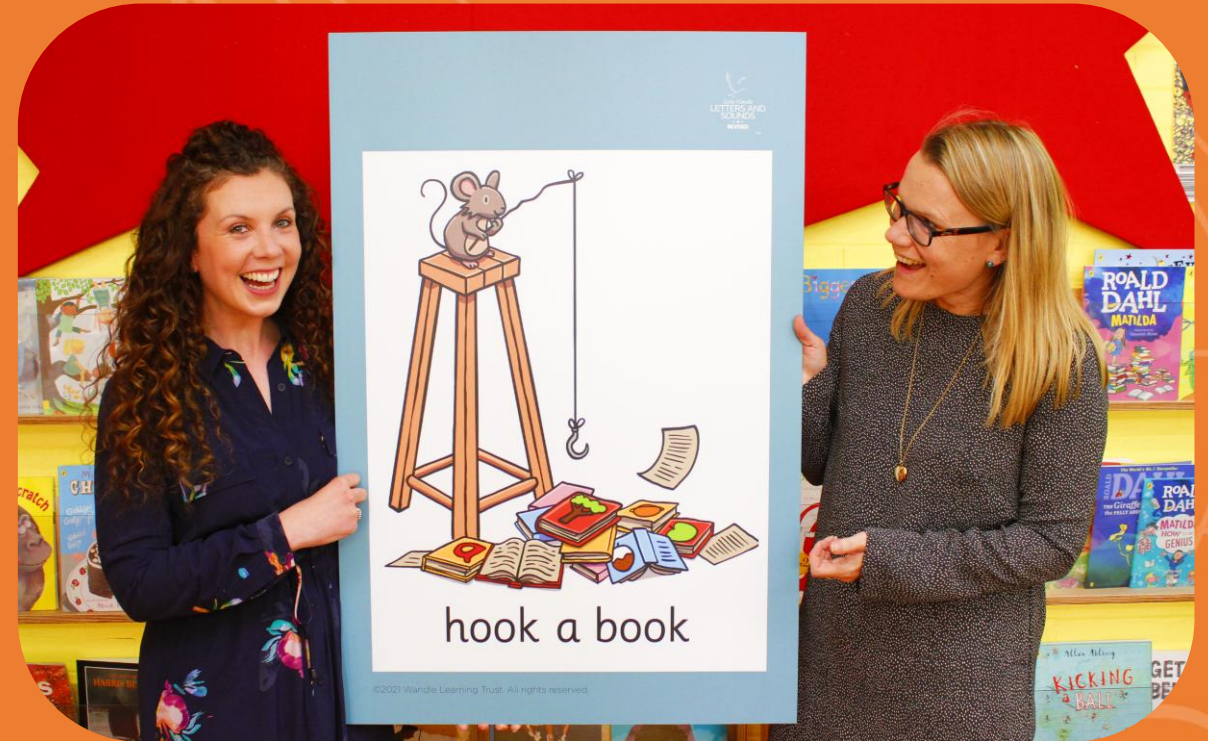
2 & 3 courses  
Mon-Fri from 5pm, Sun from 11.30am

**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.

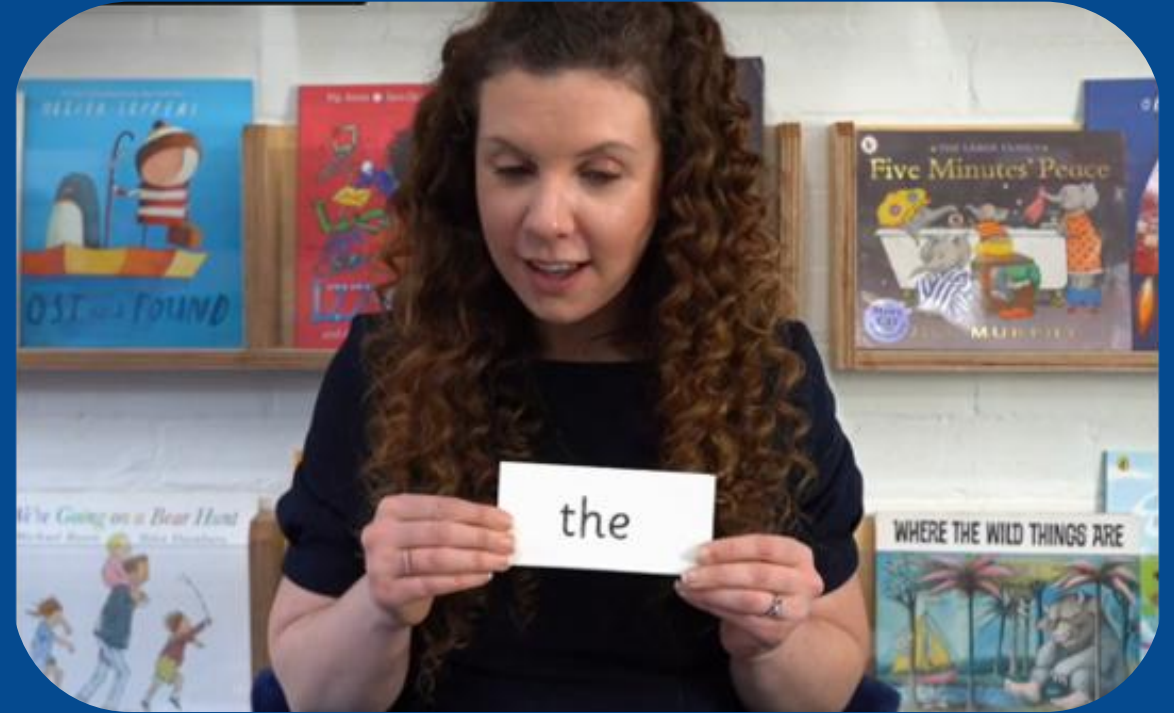
## Year 2

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

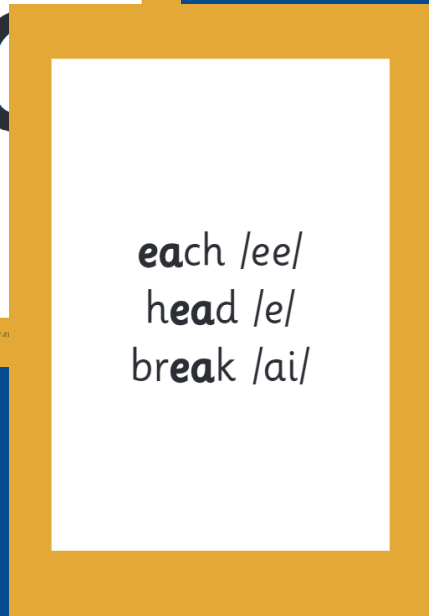
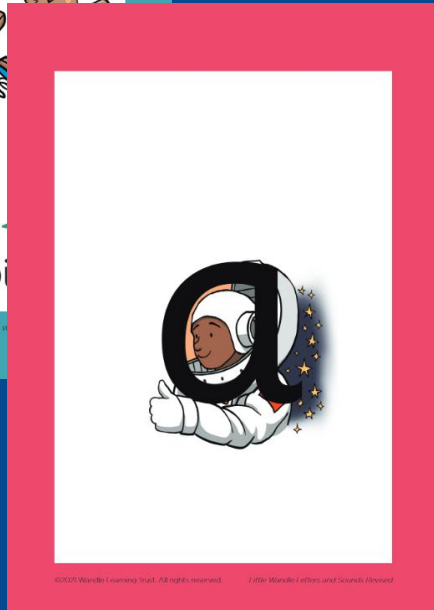
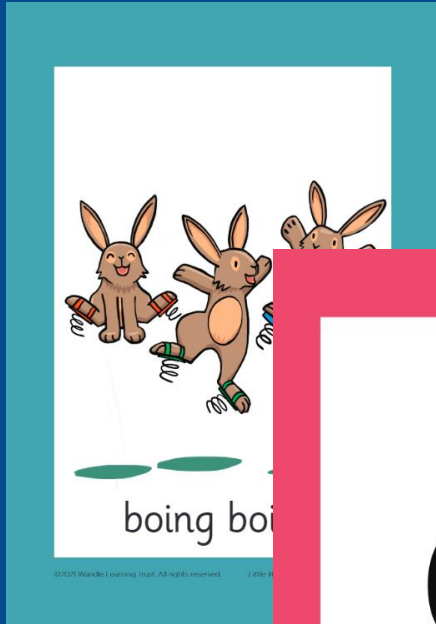
Spellings programme is introduced

# 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
	 snake	Show your teeth and and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
	 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.
	 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.
	 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.

# How do we teach spelling?

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



# Spellings at home

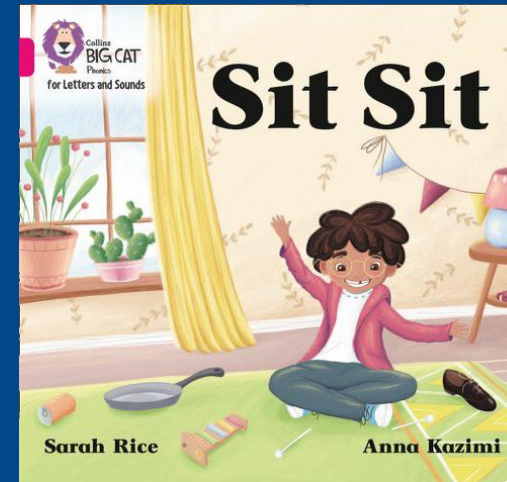
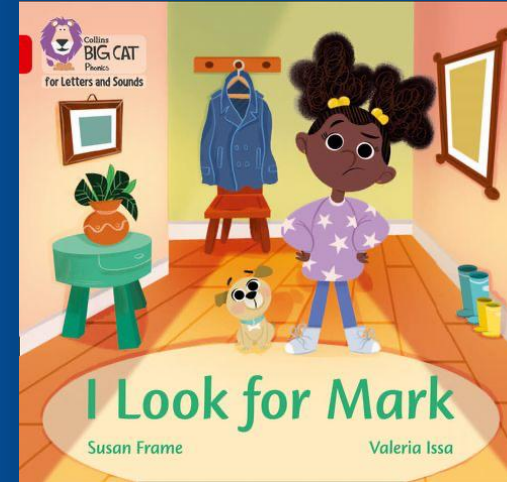
- In year 1 and 2 spellings will be sent home to practice ready for a spelling quiz at the end of the week.
- Regular practice really helps.
- Different strategies can really help engage the children to learn their spellings and remember them more easily. For example, rainbow spellings, making the words 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

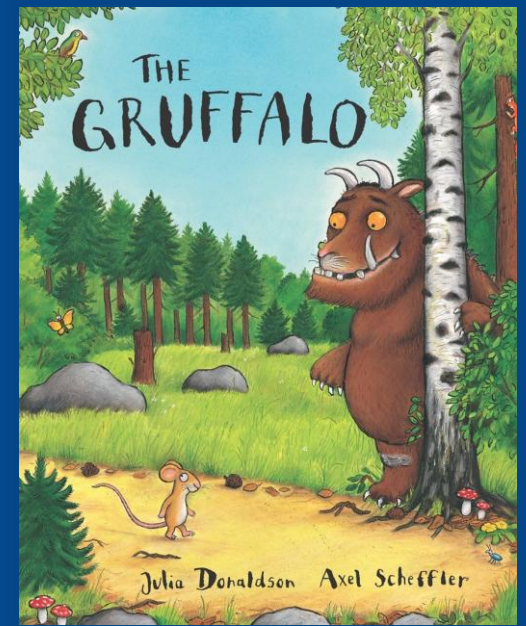
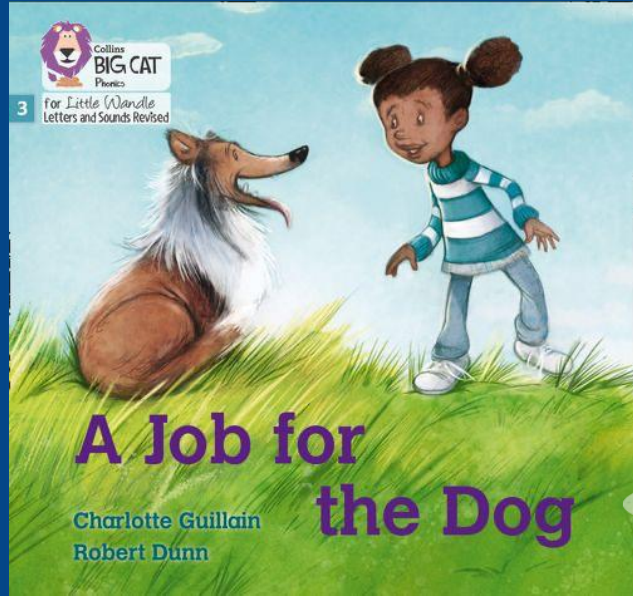
m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck



# Reading at Home


# Books going home



**Collins**  
**hub**

Username or Email \*

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Password \* 

[Forgotten Your Password?](#)

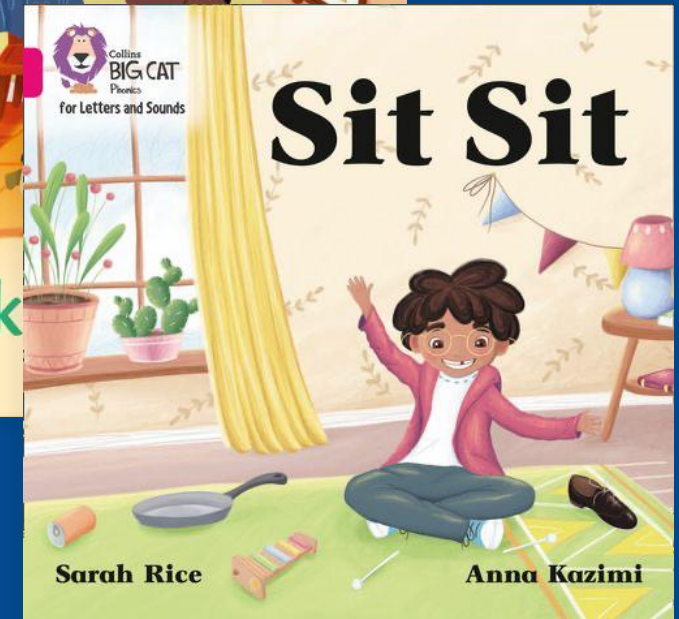
Remember Me

**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 of phrases.

# Reading diaries

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

Reading diaries will be checked in school on a Friday.

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 left is the logo, which features a stylized bird and the text 'LITTLE WANDLE LETTERS AND SOUNDS REVISED'. To the right of the logo is a navigation menu with links: 'My Letters and Sounds', 'For Headteachers', 'For parents', 'FAQs', 'Everybody read!', 'Work with us', and 'Search'. There is also a search icon, a notification bell, and a user profile icon labeled 'Hi, Jo'. The main content area features a large heading 'Teach reading: change lives!' in blue and orange. Below this is a paragraph: '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 of the page, there are several circular images showing children and teachers reading together.

**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- Chestnut Class

Year 2- Spruce Class

