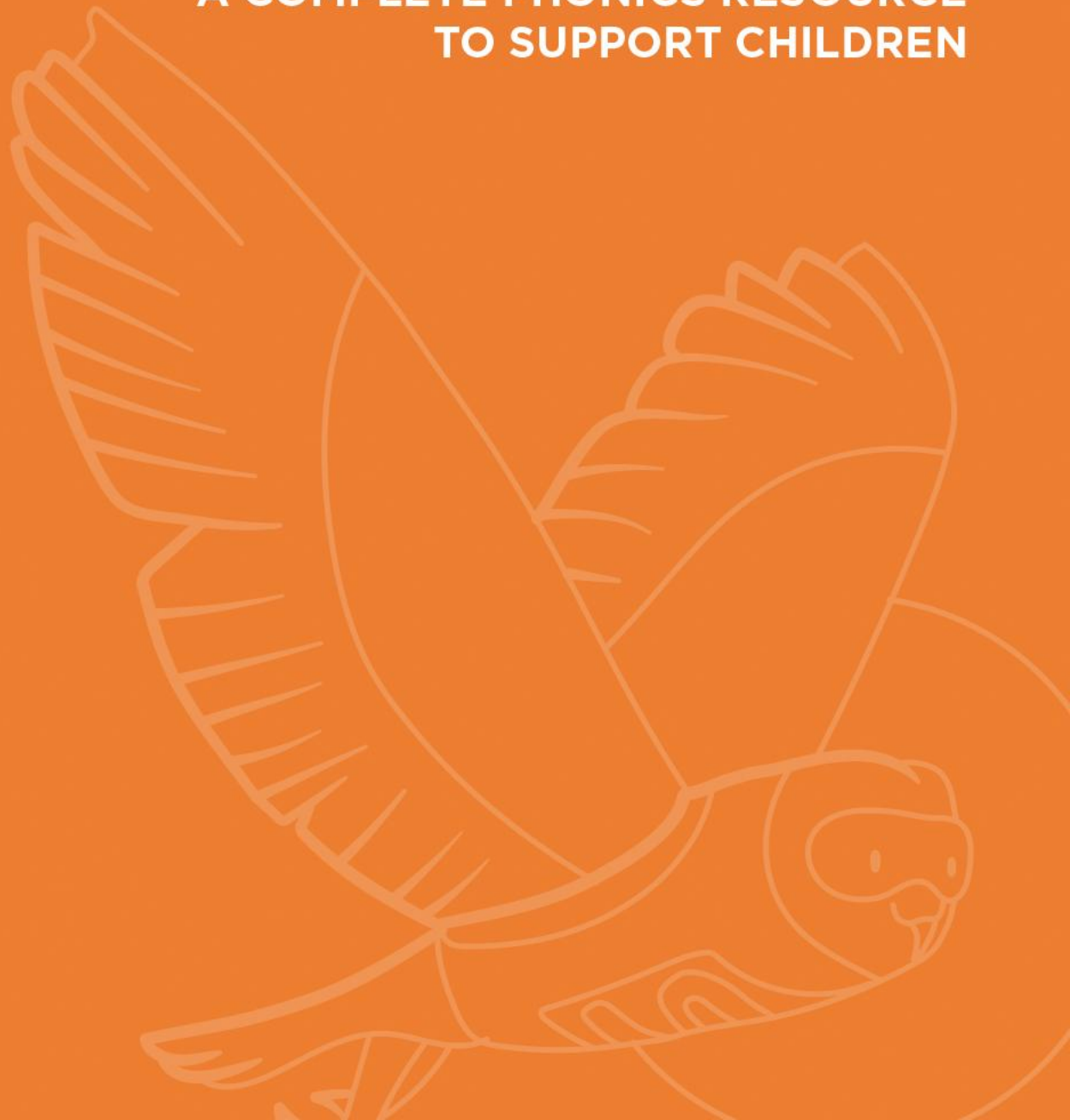


# Parents phonics and reading workshop

Thursday 9th October 2025



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**





**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



# Little Wandle Letters and Sounds Revised

Our school follows *Little Wandle Letters and Sounds Revised* as 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.**



# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**



# EYFS Phonics

## Phase 2

- These are the first group of letters and sounds your child will learn.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



# We teach Phase 2 in this order

For parents | [Letters and Sounds](https://littlewandlelettersandsounds.org.uk)  
([littlewandlelettersandsounds.org.uk](https://littlewandlelettersandsounds.org.uk))










## 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 <b>ssssss ssssss</b>	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 <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 and push them open and say <b>p p p</b>	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 <b>i i i</b>	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 <b>nnnnn</b> sound <b>nnnnn</b>	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 <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	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 <b>w w w</b>	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 <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	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 <b>y</b> without	Down and round the yo-yo, then follow the string sound

# 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

# We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



# Super led blending



c a t

# 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.



# Reading tricky words



# After Christmas - Phase 3









Last term we taught your child to blend and read words with Phase 2 graphemes.







In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



# Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	oo	 hook a book	Pucker your lips and keep them small as you say <b>oo oo oo</b>
ee	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>
igh	 a light in the night	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar ar</b>
oa	 soap that goat	Make an 'o' with your mouth and say <b>oa oa oa</b>	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say <b>or or or</b>

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
ow	 wow owl	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	air	 chair in the air	Open your mouth wide, push your tongue down as you say <b>air air air</b>
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>

# Let's say the Phase 3 sounds

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Phase 3 sounds taught in  
Reception Spring 1

# Reading words with vowel digraphs/trigraphs

- During Phase 2 we taught your child to blend using the teacher-led blending approach.
- Now they can start to blend independently.
- Children are taught to spot the digraph/trigraph in words first.



# Reading longer words

- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called chunking.

Reception  
**Teach and practise**  
Phases 3 and 4:  
Reading longer words

# Phase 3 tricky words

## Spring 1 Phase 3 graphemes

ai ee igh oa oo oo ar or ur ow oi ear air er

- words with double letters
- longer words

## New tricky words

was you they my by all are sure pure

## Spring 2 Phase 3 graphemes

Review Phase 3

- words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words
- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end

## No new tricky words

Review all taught so far

# Our progression



## Little Wandle Letters and Sounds Revised 2021: Programme progression

### Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

#### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

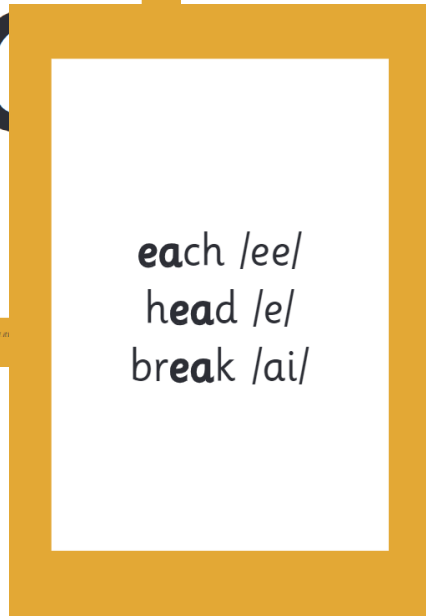
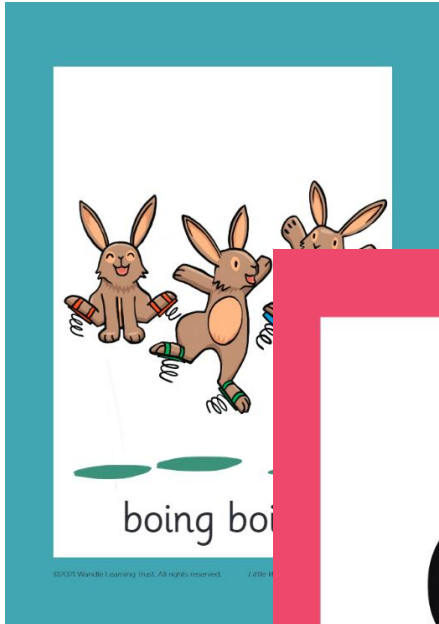
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# How we make learning stick





# Year 1 Phonics

# Let's say the Phase 5 sounds



## Grow the code grapheme mat Phase 2, 3 and 5

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

## Grow the code grapheme mat Phase 2, 3 and 5

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

\*depending on regional accent



How to say Phase 5 sounds

## How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

### Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
s	Show your teeth and let the s hiss out <b>ssssss ssssss</b>	c se ce st sc
n	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	kn gn
m	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	mb
c	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	ch
r	Show me your teeth to make a <b>rrrr</b> sound <b>rrrr</b>	wr
f	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff ffff</b>	ph
l	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>llll llll</b>	le al



# This term we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



**How we teach Phase 5**

# Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.





# Phonics Screening Check

# This term we are preparing for the Phonics Screening Check




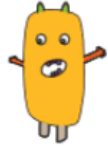


## What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1

sut	
yad	
dop	
uct	

Page 3 of 24

Section 1

shop
yell
peel
check

Page 9 of 24

# How does the check work?

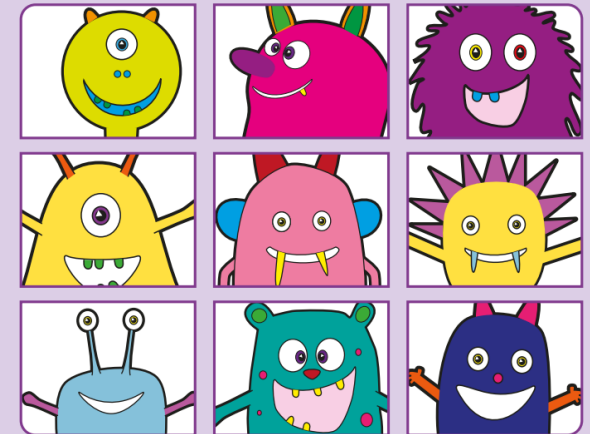
- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.

2023 national curriculum assessments

## Key stage 1

### Phonics screening check

Pupils' materials



# What are 'alien words'?



Why we teach alien words  
for Phonics Screening Check



**A quick guide to alien words**

# 'Alien words' recap



- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.



# Reading and spelling









# 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 let the s hiss out <b>ssssss 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.



# How do we teach spelling?

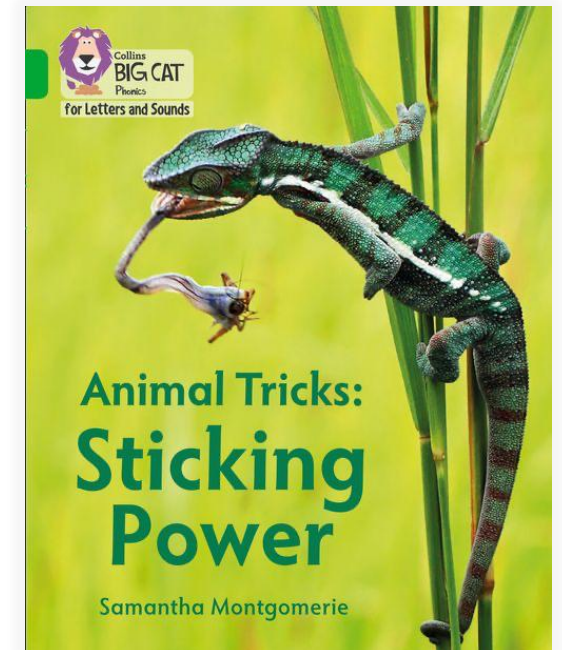
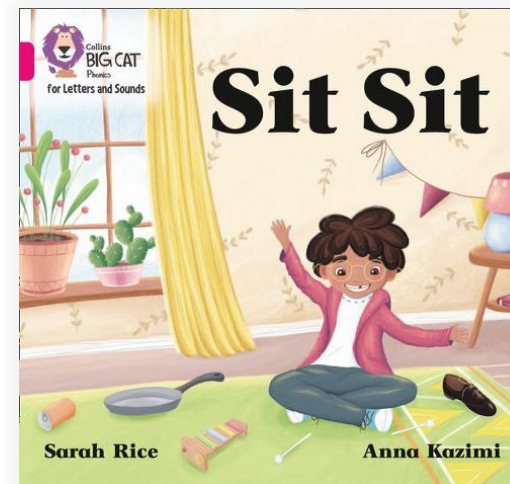
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# 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
- children in Reception will bring a book home by week 4 of the first half-term.



# 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

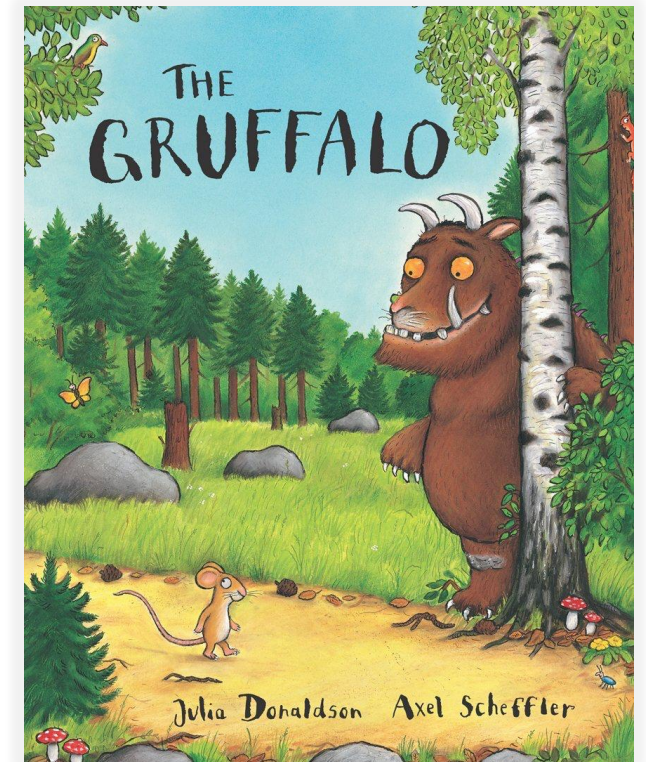
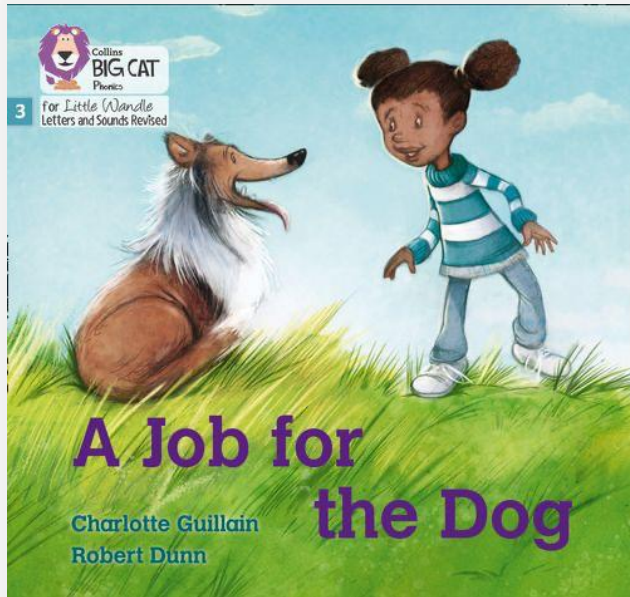
sat    man    hug    red    peck





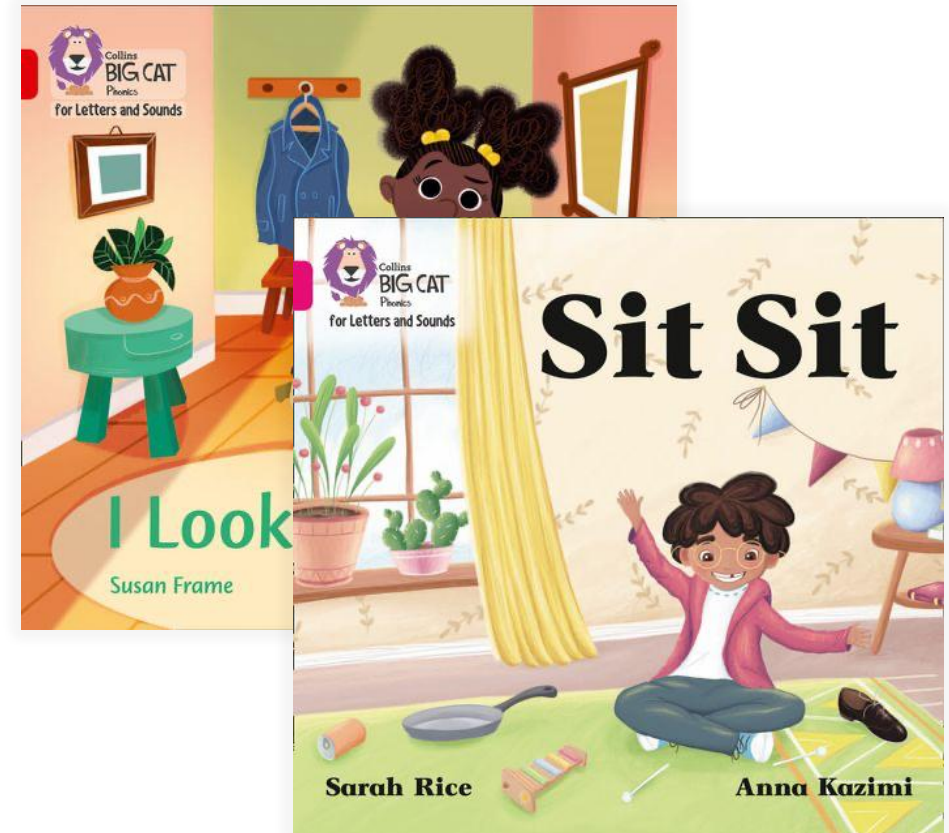
# Reading at home

# Books going home



# 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.



# 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.



# Read to your child



## The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language.
  - Encourage your child to use new vocabulary.
  - Make up sentences together.
  - Find different words to use.
  - Describe things you see.



# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**

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

**Reading a book and chatting had a positive impact a year later, on children's ability to...**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



# The importance of reading

- If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.
- If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.
- If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.
- If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.
- If a child is read 5 books a day, they will have heard approximately 1,483,300 words by the time they are 5 years old.

**Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.**

*[PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices p. 32-4\]](#)*



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

Carl Sagan





# Year 2 Phonics

# Year 2 – Phonics

First Autumn half term

- Phase 5 review  
(if children require support we will support them in daily interventions, fluency and rapid catch-up sessions)
- Progress to book talk (linked with Jane Considine English program followed at Oakfield).



# Year 2 – Phonics

Second Autumn term (during phonics lesson )

Children will then progress onto the bridge to spelling and spellings units for 20 weeks.

If the children still require reading support we will then include them in our fluency reading groups to support their comprehension and fluency reading.





Any questions?

What does reading look  
like in KS2?

# Reading rainbow

Read like detectives

Three Zones of Reading:

## Book Talk



Ideas

Tools

Techniques

# Book talk – 2 x weekly

## Book Talk- Yes/No Relationships



**Sentence starter (1 point):**



- Positive relationships in the story are...

**Evidence (1 point or more):**

“Direct quotes”

Links elsewhere

Illustrations and pictures



**Bonus word:**

**typical**

Y3

Y4

Y5

Y6


- Approach where we read deeply through a lens
- Construct comprehension answers in talk
- Answers are formal with high utility words
- Introduces children to a range of high-quality texts
- Increases reading for pleasure
- A chance to read individually with children

# Reading Unit Plans - Big picture

## Narrative Text Annotated

### The Wolf Wilder

Once upon a time, a hundred years ago, there was a dark and stormy girl. The girl was Russian, and although her hair and eyes and fingernails were dark all of the time, she was stormy only when she thought it absolutely necessary. Which was fairly often. Her name was Feodora. She lived in a wooden house made of timber taken from the surrounding forest. The walls were layered with sheep's wool to keep out the **Russian winter**, and the inside was lit with **hurricane lamps**. Feo had painted the lamps every colour in her box of paints, so the house **cast out** light into the forest in reds and greens and yellows. Her mother had cut and **sanded** the door herself, and the wood was eight inches thick. Feo had painted it snow blue. The wolves had added claw marks over the years, which helped **dissuade** unwelcome visitors. It all began - all of it - with someone knocking on the snow-blue door. Although 'knocking' was not the right word for this particular noise, Feo thought. It sounded as though someone was trying to dig a hole in the wood with his knuckles. ▶▶▶ (continued.)

 **Vocabulary**

**dissuade:**  
To persuade someone not to do something. N.B. Dis- is a prefix that has negative intent.

**sanded:**  
To make wood smooth with tools.


**cast out:**  
Throw out light in this context.


 **Contextual Clarification**

**hurricane lamps:**  
An oil lamp with a glass chimney, designed to protect the flame even in high winds.

**Russian winter:**  
Because of the vast size of the territory, Russia consists of several continental zones. For example, in the north, winters are long and harsh. In some places there is lots of snow fall and temperatures fall below -40 degrees celsius.

**Key:**

 **Contextual Clarification -**  
Background knowledge required

 **Vocabulary -**  
Challenging vocabulary explained

- A 30-minute session with the purpose to bring metacognition into action
- Children can see inside the reader's brain, and we make the reader's brain highly visible for the children
- Children and teacher read a challenging text
- Through echo reading we model expressive reading and good prosody
- Vocabulary is explained in context
- Contextual clarification is highlighted throughout

# Reading Unit Plans - Big picture

## The Big Picture Session 1. Main Idea

Feodora (Feo) lives with her mother in a wooden hut in a forest in Russia. They have a comfortable relationship with wolves who enter and leave their home by the windows. On this particular day, there is a knock at the door and Feo lets in an angry stranger.



- Why are they living in the forest?
- Why were visitors unwelcome?
- Why is Feo's mother more reluctant to answer the door than Feo?
- Is Feo's mother's name Marina?



Route thinking into two sections:

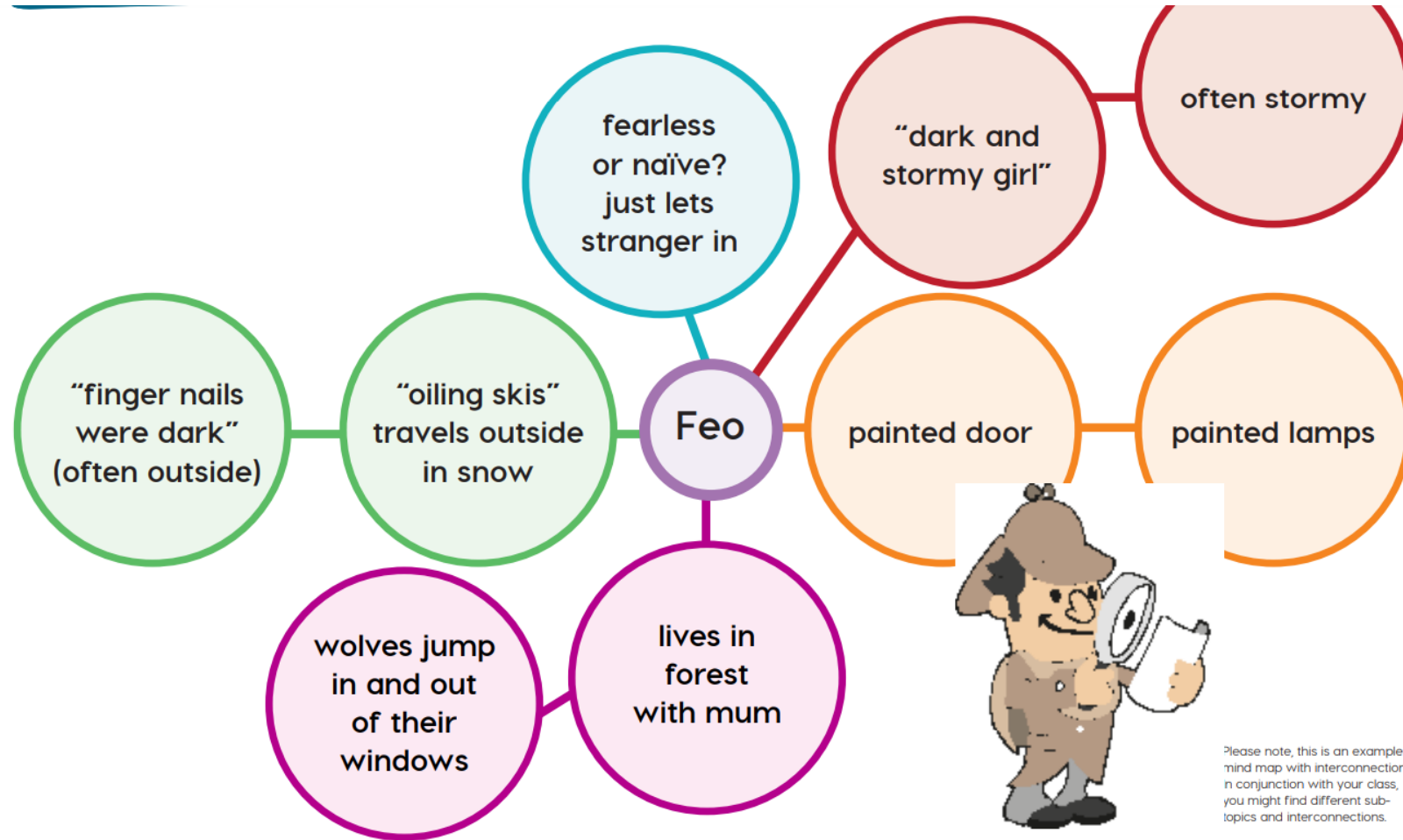
### 1. Summarise

- Sift and sort crucial information

### 2. Gather and discuss questions

- We want children to understand that when they read, they are not left knowing all the answer.
- We want children to consider where their reading brain is at
- Questions also help promote a love of reading

# Reading Unit Plans -Meaning making



Please note, this is an example mind map with interconnections. In conjunction with your class, you might find different sub-topics and interconnections.

- Reading like a detective
- Children are re-engaged with the text
- Want children to understand comprehension is a moment-by-moment process
- What is important? What can I disregard? What bits connect?
- Work together to model what the reading brain is doing
- Our brain is making a map and connecting key information
- Children can make correlations, group information and see the connections

# Reading Unit Plans - Meaning making

Feo is wild and has an impulsive personality. She spends a lot of time outdoors and is at one with the wolves. She is very practical, e.g. oils her skis, paints around the house.



- Drawing a conclusion- what is your reading brain thinking now?

# Reading Unit Plans- Comprehension

## Session 3. Demonstration Comprehension

Co-created with the pupils - **We do.**



Question 2: How is tension created by 'the knock' and the uninvited guest?

### Thinking Side

#### Point:

no guests.

image of a fist is created:  
aggressive and urgent

guest is intrusive

guest is bad tempered

stranger is bringing the danger of  
the outside in

#### Evidence:

"Nobody knocked."  
"But any knocking at all was unusual."

"as though someone was trying  
to dig a hole in the wood with  
their knuckles"

"pushing his way past her"

"wrinkles in angry places"  
"deep enough to cast shadows in  
the dark"

"leaving a trail of snow"

### Writing Side

Tension is created in the first instance by the sound being described "as though someone was trying to dig a hole in the wood with his knuckles." This makes the sound very negative and urgent and creates an image of a fist. The way the stranger enters their home, "pushing his way past her ..." is highly intrusive and aggressive. As a reader we are on a high alert from this entrance. His appearance also builds conflict, and he has a sharp looking face with wrinkles in "angry places" with descriptive imagery referencing shadows. **Ultimately**, following his abrupt entrance tension is very high.

High  
Utility  
Words

ultimately

#### Sentence Stem:

Tension is created in the first  
instance by...

- Modelling an I do
- Collaboratively compose an answer- we do
- Points we want to include
- Evidence from the text
- Sentence stem
- High utility word

# Reading Unit Plans - Comprehension

## Session 3. Demonstration Comprehension

Pupils complete independently - You do.



Question 3: What do you think will happen next?

Thinking Side		Writing Side
<p><b>Point:</b> the next thing will be dangerous/dramatic.</p>	<p><b>Evidence:</b> "pushing his way past" "catching the side of her head"</p>	<p>The most likely thing to happen next is something quite dramatic and negative. As the stranger asks for a particular person and we know for sure Feo's name it seems reasonable that Marina is the mother's name. This stranger seems determined to find her and we already know they live very remotely in a forest. I predict there will be a kidnaping of the mother, and this links back to the line, "It all began - all of it - with someone knocking on the snow-blue door." The words "- all of it-" signals that after this event, a life changing <b>occurrence</b> happens for Feo and this is just the beginning of it.</p>
<p>the stranger brings a negative atmosphere</p>	<p>"deep enough to cast shadows in the dark"</p>	
<p>Mum is particularly anxious</p>	<p>"Wait! Feo!" "Her mother grabbed at her"</p>	
<p>will discover more about Marina Petrovna</p>	<p>"Where is Marina Patrovna?"</p>	
<p>High Utility Words</p>	<p><b>occurrence</b></p>	<p><b>Sentence Stem:</b> The most likely thing to happen next is...</p>

- Independent you do – insight into how our children draw meaning

- Questions link to a lens encouraging children to always act as reading detectives

# How we support children make positive progress (Little Wandle Rapid Catch-up)

-If children are not ready to graduate from the phonics scheme they are added into our Rapid catch-up scheme.

Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from day 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
Day 4	10- to 15-minute Reading practice session

# How we support children make positive progress (Little Wandle Fluency)

- We want all children to have the secure phonic knowledge needed to be able to read. But being a fluent reader is so much more. We need to make teaching reading our priority so that every child can unlock all aspects of reading.
- Little Wandle Fluency teaches all aspects of reading using vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. Each book has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond; making sure every child can become a confident, fluent and motivated reader.
- After initial assessments if your child requires more support they are then added into our fluency programme. They read 4 times a week in a group focusing on fluency, prosody and comprehension. Similar to that of the Little Wandles Phonics scheme.

# Fluency lessons

-Each Fluency lesson includes repeated reading and engaging activities to encourage your children to understand what they are reading and to be more fluent in applying their reading skills.

We use activities such as:

- echo reading
- rehearsed reading
- emotion reading
- marking up texts for reading with prosody

Little Wandle Fluency promotes comprehension through:

- pre-read activities which support vocabulary
- bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
- teaching prosody so that the way the text is spoken creates meaning
- chatting about the book in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions

# How can adults support at home?

- Please read with your children- this can include you reading to them

*“If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.”*

*“Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.”*

- Golden ticket prizes

- Ask your child what book they have been reading for the week in class.

Can they summarise what they have read to you? Can they tell you about the meaning they have made?

- Visit 100 books.

This is a great way to encourage your children to read for pleasure and explore different genres.

Subtitles on the screen

Any questions?