

Winterbourne Nursery and Infant School
*Inspire - Learn -
Be Proud*

Welcome
parents and
carers

Reading



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

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

”

How many times have you already read today?



Reading and Phonics



We follow the '*Little Wandle Letters and Sounds Revised*' programme.

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

Split vowel digraph

Blend (for reading)

Segment (for spelling)

Phonics lessons and Teaching order






Reception

Phonics lessons take place x5 a week.

Lessons last for 30 minutes.





Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S s	 snake	Show your teeth and let the s his out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a 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 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 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Draw the iguana's body, then draw a dot (on the leaf) at the top.
		Open your lips a bit, put your tongue behind your teeth and	Draw the stick, up and over the top.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x		Mouth open then push the es/x sound through as you close your mouth es es es (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

Year 1

Phonics lessons take place x5 a week.

Lessons last for 30 minutes.

shell

caption

chef

mansion

special

passion



Structure of Phonics Lessons



Lesson focus	Revisit and review		
	GPCs	Words	Tricky words
/ch/ tch match	ch ar ee se oul y	arch march cheese could author pudding	once our laugh

Revisit and Review

- Say previous taught sounds.
- Read word with the previously taught sounds in.
- Read previously taught tricky words.

Teach and practise				
New GPC	Oral blending	New words	Example definitions and sentences	New tricky word
/ch/ tch	c-a-tch i-tch-y k-i-tch-e-n	catch fetch kitchen itchy match patch	itchy To feel like you want to scratch – I felt very itchy when I had chicken pox. fetch I threw a ball for my dog to fetch. patch An area of something, like a black patch on a dog, a patch of ground to grow vegetables on, or a patch of material that you might stick over a hole.	because

Teach and Practise

- Introduce new grapheme to say previously taught phoneme.
- Oral blend with the phoneme.
- Read words with the new grapheme.
- Explain new vocabulary.
- Teach new tricky word.



Structure of Phonics Lessons



 Practise and apply	
Read/write the sentence	Spelling
Can you fetch the cheese from the kitchen, please?	catch itchy + because

Practise and Apply

- Children read a sentence that contains the new grapheme.
- Practise and apply their decoding and blending skills.
- Children write words with the new grapheme.
- Practise and apply their segmenting skills.
- Practise writing the new tricky word.



Phonics Screening Check







Year 1 Phonics Screening check will take place
in June.


You child will sit with their class teacher and will be instructed to read 40 words. These words are a mixture of real words and 'alien' words.

They must read at least 32 words correctly to pass the test.

You will be notified of their result with a letter.

Examples of words

in	ot 
at	vap 
beg	osk 
sum	ect 



Reading - Day One (Tuesday)

All children read with an adult x3 a week in a small group. This occurs Tuesday, Wednesday and Thursday. On day one the focus is 'decoding'. The children are taught to:

- Identify digraphs/trigraphs and sounds within words.
- Blend a word to read.
- Chunk multisyllabic words e.g. lunch - box = lunchbox
- Understand the meaning of new unfamiliar words.
- Blend words in their heads to build up their fluency.



Reading - Day Two (Wednesday)

All children read with an adult x3 a week in a small group. This occurs Tuesday, Wednesday and Thursday. On day two the focus is 'prosody'. The children are taught to:

- Read with expression (changing their voices and taking note of the punctuation).
- Make the text sound exciting.
- Build up their fluency.



Reading - Day Three (Thursday)

All children read with an adult x3 a week in a small group. This occurs Tuesday, Wednesday and Thursday. On day three the focus is 'comprehension'. The children are taught to:

- Understand why the author has used certain words/phrases and express the impact it has on the reader.
- Retell the story in order.
- Use the text to help them answer questions about the story.
- Answer questions in full sentences.
- Develop a deeper understanding of the story.

Your child then bring the book home on Thursday.



Reading a book at the right level

This means that your child should:

- ◆ Know all the sounds and tricky words in their phonics book well
- ◆ Read many of the words by silent blending (in their head) – their reading will be automatic
- ◆ Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



But... my child is a fluent reader!

Once year 2 children have gone through all the reading *Little Wandle Letters and Sounds Revised* stages, they become 'free readers'. This is when they stop reading decodable books and move on to chapter books. Whilst the rest of the year group are taking part in their reading sessions, the 'free readers' are in the library, self selecting books; continuing to develop their reading for pleasure and developing their reading comprehension.



Year 2 – Free Readers

Free readers = children who have learnt all the alternative phonemes and can read fluently (60-70 words per minute).

Becoming a ‘free reader’ is where they enter the stage of reading independently for pleasure and continue to develop their reading comprehension by becoming engrossed in a text.

Free readers reading level are assessed every half term and they come home with a book in line with their reading age. The book levels and reading ages for free readers are:

Purple – Reading age 7.5 years– 8 years

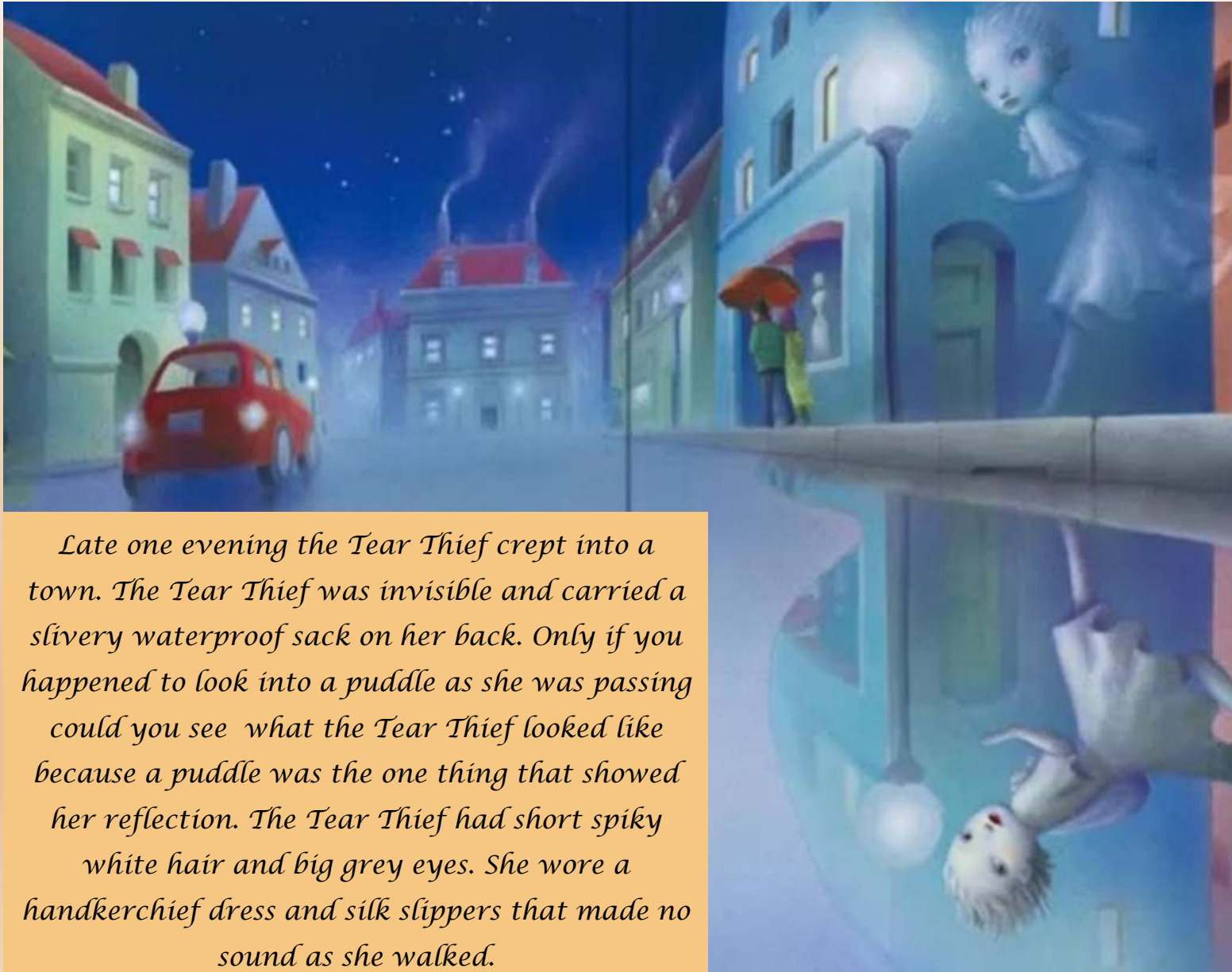
Gold – Reading age 8 years – 8.5 years

White or Grey – Reading age 8.5 years – 9 years

Lime or thick chapter books – Reading age 9+ years



Year 2 – Free Readers



Late one evening the Tear Thief crept into a town. The Tear Thief was invisible and carried a slivery waterproof sack on her back. Only if you happened to look into a puddle as she was passing could you see what the Tear Thief looked like because a puddle was the one thing that showed her reflection. The Tear Thief had short spiky white hair and big grey eyes. She wore a handkerchief dress and silk slippers that made no sound as she walked.

Free readers read with their class teacher in a 1:1 setting on a Tuesday. On Wednesdays and Thursdays, they work with their class teacher and peers (who are also free readers) reading and discussing a language rich text.

Year 2 – Free Readers

Read the passage below:

Late one evening the Tear Thief crept into a town. The Tear Thief was invisible and carried a slivery waterproof sack on her back. Only if you happened to look into a puddle as she was passing could you see what the Tear Thief looked like because a puddle was the one thing that showed her reflection. The Tear Thief had short spiky white hair and big grey eyes. She wore a handkerchief dress and silk slippers that made no sound as she walked.

1. What time of day was it?

2. Write a word that describes how the Tear Thief moved into town.

3. Do you think the Tear Thief would see themselves in a mirror? Why?

Once they finish reading the text they sit a reading comprehension paper which their class teacher marks and stores as evidence towards their end of Key Stage One results.

Reading Comprehension

When answering reading comprehension questions there are three types of questions.

Comprehension questions – this checks your understanding of what has happened the text

Vocabulary questions – this checks your understanding of the words that have been used in the text.

Inference questions – this where you use clues from the text to come up with a reasonable answer.

Examples of Reading Comprehension Questions

Comprehension Questions

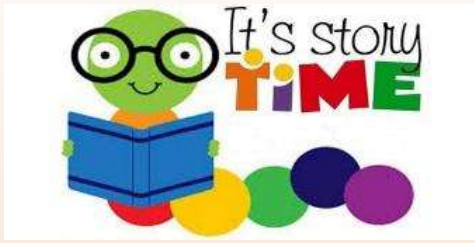
- Where does the story take place?
- Who are the key characters in the story?

Vocabulary Questions

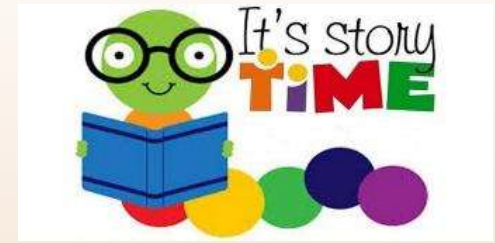
- What might this word mean? 'proudly'.
- Which words tell you that the setting is spooky?

Inference Questions

- Why did the character behave that way?
- How can you tell that the character was upset?



More reading at WNIS



We also have:

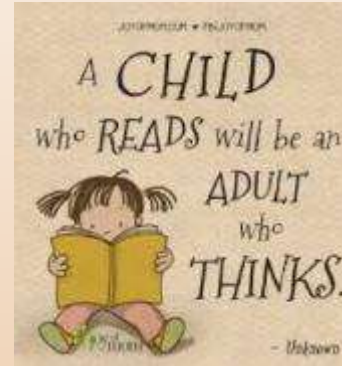
- children taking part in 1:1 reading throughout the week.
- daily whole class story time.
- a weekly reading assembly.
- reading huts in our playground where children can enjoy a story during their playtime.
- a variety of stories that are written by authors and feature characters that look like/ represent them.
- library
- focus texts
- reading comprehension
- celebrate reading days
- parents and volunteers reading with the children

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...

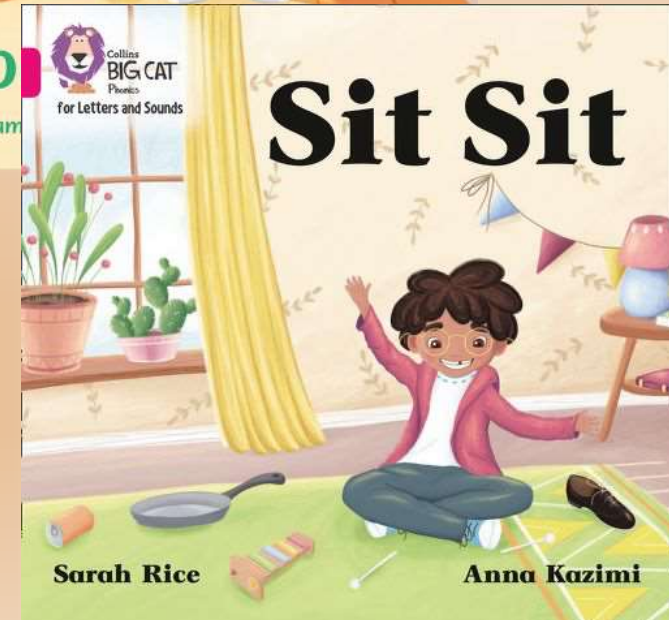
- ◇ understand words and sentences
- ◇ use a wide range of vocabulary
- ◇ develop listening comprehension skills.

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



Listening to your child read their phonics book

- ◆ Choose a quiet time and give your child your full attention.
- ◆ Your child should be able to read their book without your help.
- ◆ If they can't read a word read it to them.
- ◆ Explain the meaning of new words.
- ◆ Explain the meaning of new words.
- ◆ Talk about the book and celebrate their success.



Reading to your children

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

Reading at Home - Enjoy!

- Make reading visible; have books available in your home (notify your child's class teacher if you need books).
- Share books every day.
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.



Reading the Environment



Ladies

Fire Exit

Cinema



- not all reading is in books
- surrounded by print that communicates a message
- alert your child to uses of print in the environment
- point out signs and labels
- Comic books/ magazines
- Food wrappers
- receipts



300 72th Street Miami Beach Fl 33141 305-864-5588	
Server: Ronald	01/19/2013
Table: 20/1	10:53 PM
Guests: 1	10062
Reprint #: 1	
Ferrari Carano	47.00
Insalata Cesare	7.50
Caprese with prosciutto	9.50
FISH SPEC	25.95
Spinach Ricotta Ravioli	15.95
Seafood Pasta	19.95
Dasobucco	29.95
Sub Total	155.80
Tax	14.02
Tip	5.00
Total	169.82
Balance Due	169.82
GRATUITY NOT INCLUDED!!!	

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

Carl Sagan

”

Want more information?



Winterbourne

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Winterbourne Nursery and Infant School
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English



QUICK LINKS TO KEY INFORMATION



Vacancies: (0 Vacancies)

[CLICK HERE](#) to visit our vacancies page.



COVID-19 Updates:

[CLICK HERE](#) for our latest Coronavirus update letters and information packs.



WNIS on Twitter:

[CLICK HERE](#) to visit our new Twitter page and follow us.



WNIS on Facebook:

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Letters/Newsletters:

Click on the links below:

- [ELP Autumn 2 Week 1](#)
- [Nursery Autumn 2 Wk1](#)
- [Reception Autumn 2 Wk1](#)
- [Year 1 Autumn 2 Week 1](#)
- [Year 2 Autumn 2 Week 1](#)



Term dates:

Download our latest term dates overview for 2022-2023.

[- CLICK HERE FOR MORE](#)



Phonics - parent support:

[CLICK HERE](#) for more information and downloads.

[CLICK HERE](#) to download the EYFS Transition Booklets for your class

Questions or queries?

