



Reading at Ashcroft

Reading consists of...

Enjoyment
from books

Word reading/
phonics

Comprehension

Little Wandle Letters and Sounds



Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.

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Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

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Language we will introduce to your children during their phonics lessons includes

Phoneme

The smallest unit of sound in a word. So the word 'sun' has 3, 'chair' has 2, 'sport' has 4. There are approximately 44 in the English language to learn.

Grapheme

The written form of the phoneme. It's what we write on the paper or see on resources. The number of graphemes corresponds to the number of phonemes. A grapheme can be made up of different numbers of letters for example 'ai' is 2 and 'ear' is 3.

Language we will introduce to your children during their phonics lessons includes

Oral Blending

Your child hears a series of sounds and they are able to blend those sounds together to make the whole word, for example you say 'c-a-t' and they blend to make 'cat'.

Segmenting

The opposite to blending. Children break up the word into its component sounds. We might use our 'robot arms' or 'phonics fingers' to count the number of sounds in the word.

Phonics is the method which we use to teach the children to read and spell.

Digraph

Two letters together that make one sound, for example 'ch', 'ee' and 'ar'

You have consonant digraph like 'sh' and 'ch' or vowel digraphs like 'ai', 'oo' and 'ow'


Trigraph

Three letters together that make one sound, for example 'igh', 'ear' and 'ure' learnt in Phase 3.

Tricky Words

These are words that are not decodable. Children will need to learn these words by sight. Each phase has a set of tricky words. Some do become decodable as children move up the phases such as 'like' and 'out' become decodable words in Phase 5.

What a phonics lesson looks like at Ashcroft.

r rainbow	apimdgoc kckeu	Show me your teeth to make a rrrrr sound rrrrr	rocket rabbit rice rainbow	r rainbow 	From the cloud to the ground and over the rainbow.	Review: m-u-m d-u-ck c-u-p New: r-e-d r-i-p r-a-n	mum duck pet nap red Independent: cap tap	New: l Review: is	Can you do the actions? p-a-t your shoulders n-o-d your head f-l-a-p your arms (like the chicken dance) r-ea-ch up high w-i-gg-le
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Phase 2 words and sounds













S s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				

is	the		
I	put		
pull	full	go	to
as	and	into	she
		push	he
		of	we
		me	be

Phase 3 words and sounds

Grapheme mat

Phases 3

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

was

you

are

sure

they

my

by

all

pure

Reading at home.

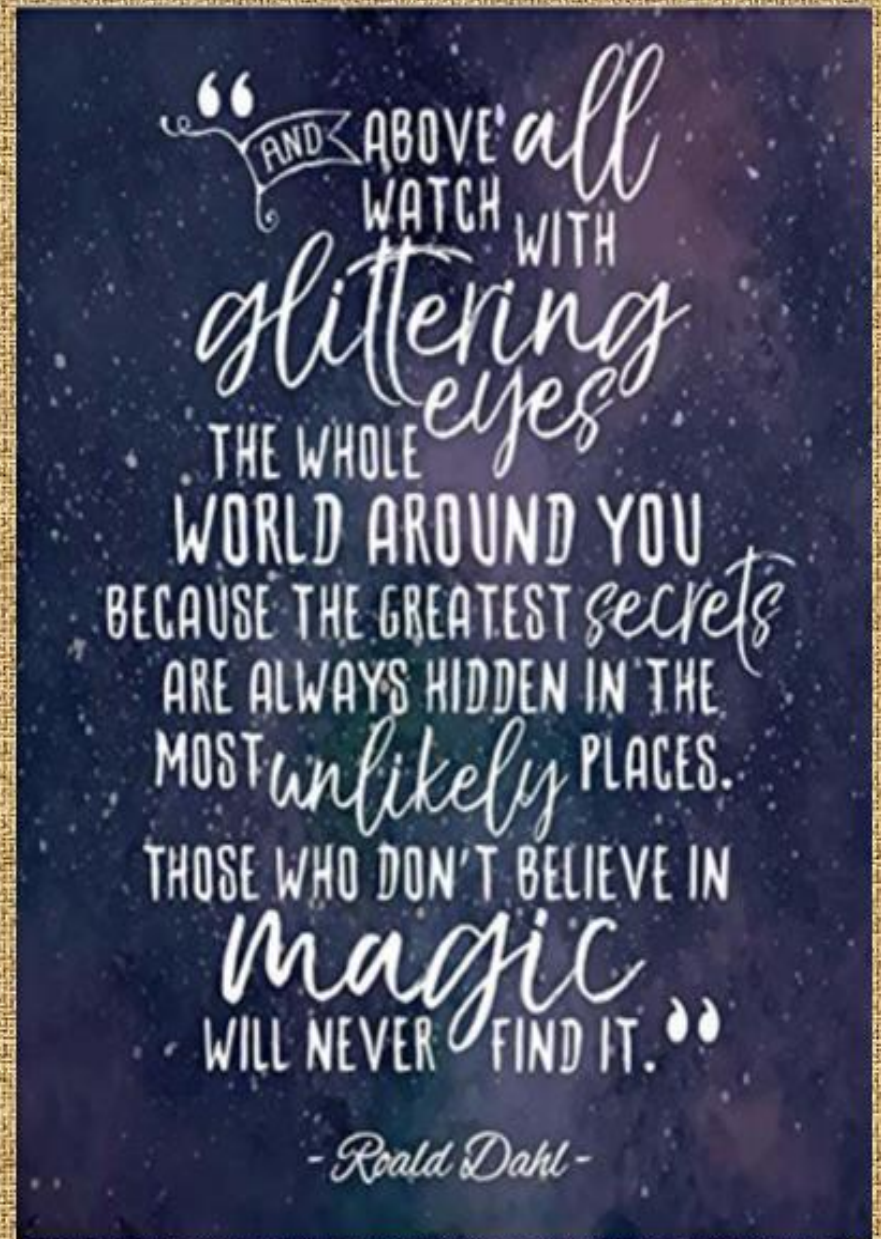
Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

Your child will bring home a reading practice book, which has been correctly matched to their phonic stage. Ideally your child should be able to read this fluently and independently. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.


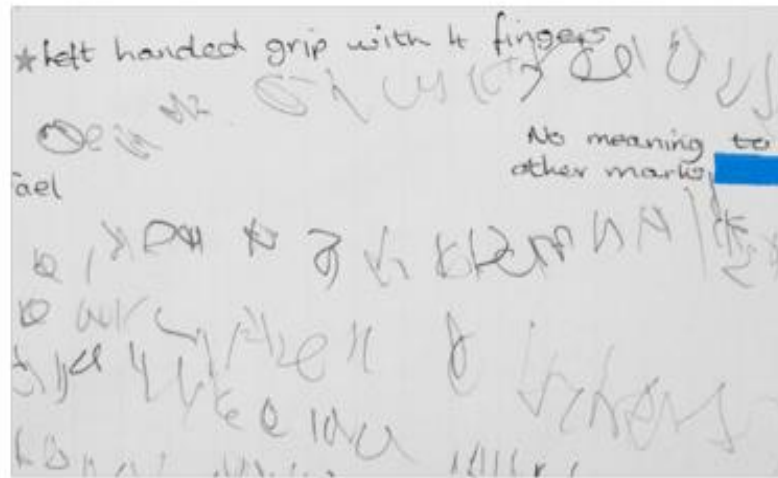
Sharing books and reading for pleasure is where the magic happens!

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. Sharing a book they have chosen for you to enjoy together really does have a positive impact on children's view of reading.

When you share a book together you are showing them all the aspects of reading that make it truly exciting. Making story predictions and alternative endings, discussing pictures and meanings of words, using different voices for the characters, describing settings, exploring new facts in a non-fiction book. The main thing is that sharing a story decreases the pressure to read and increases the enjoyment of a magical moment!



Handwriting: Kinetic Letters



a food so I am going
to eat you. *why said
the boy. Because you
smell like a food so I am
going to eat you.*

The image shows a piece of lined paper with handwritten text. A blue arrow points from the scribbled text on the left to this legible text. The text is written in a cursive style and includes the words 'a food', 'so I am going', 'to eat you', 'why said', 'the boy', 'Because you', 'smell like a food', 'so I am', and 'going to eat you'.

Kinetic Letters®

Programme overview

Kinetic Letters® is a handwriting programme for use in primary and secondary schools.

Using four main threads of

- Making bodies stronger,
- Holding the pencil,
- Learning the letters, and
- Flow and fluency,



I can work on my Plank targets



Handwriting: Making Bodies Stronger



I can work on my Floor Push-up targets



Handwriting: Holding the Pencil – 3 friends hold



Handwriting: Holding the Pencil

Pencil Pick Up

Learn each Step

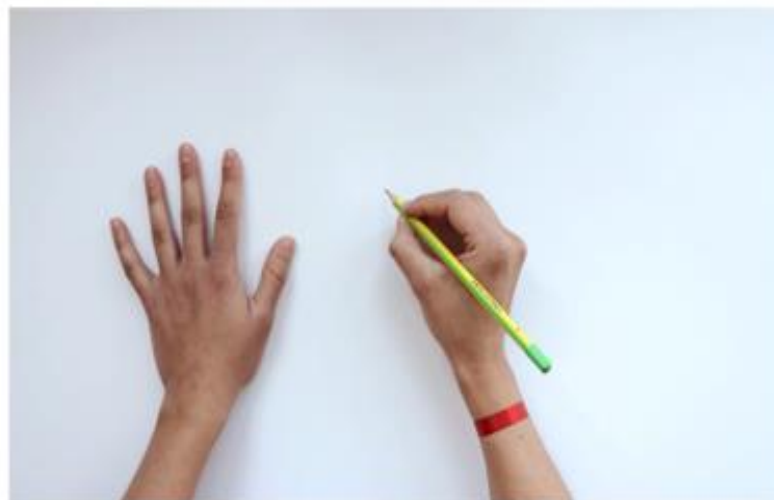
Practice all Pencil Pick Up

Kinet

Right Hand

Left Hand

- 1 You get your Holding Fingers ready
And pick your pencil up
- 2 You tip it back
To lay across your hand
- 3 You put your Pillow Finger under
To keep poor Curly safe
- 4 That's your 3 Friends Hold



Alphabet Song

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz



www.communication4all.co.uk

