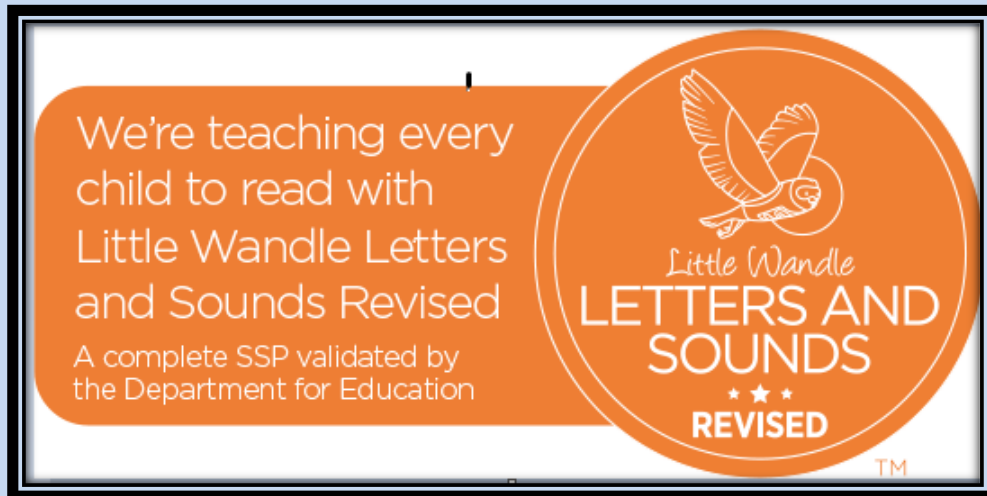


Supporting Your Child With Phonics and Reading in EYFS and KS1



Aims



To understand:

- The complexity of the skills involved in early reading
 - An introduction to Little Wandle
 - An overview of the progression of skills
 - An insight into how we teach reading at Days Lane to enable you to support this learning at home
-
- The importance of reading
 - How to develop a love for reading
 - Reading for pleasure
 - Helping at home
 - Types of questions



Read to Succeed!



Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Early Reading

Read this please:

Wsdlihkrweugfvbalih.
dougouiasdpiy9ukgp;uogpsduiogh.
Oudghpouisdou8tgpougvsdl.

This is what your children will see
before they can read!

Now read this.
(Use the pictures to tell the story.)



Pre-reading

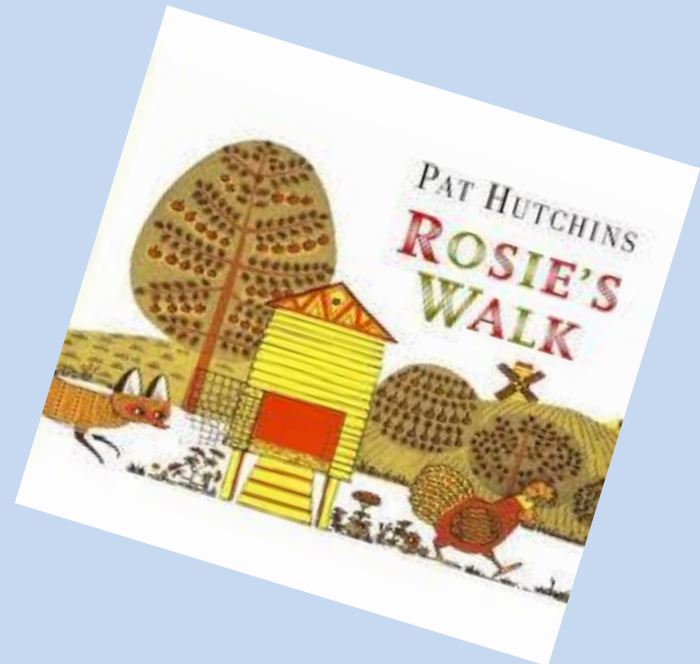
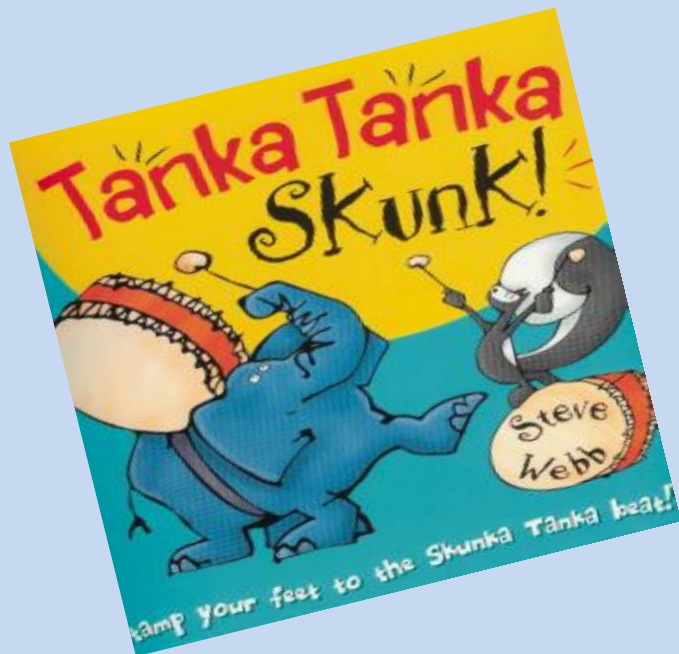
How to help at home to encourage pre-reading:

- Talk about pictures and make up a story
- Read to your child daily
- Identify initial sounds e.g. **c**at **d**og **m**at
- Discuss the book after reading and ask questions about what has happened, what might happen next etc.
- Discover a variety of text types e.g. books, menus, comics, signs and explore the features of texts
- Show your child that you are also a reader – be a role model
- Visit the local library/bookshop



Reading for Pleasure

**‘choosing books’ develops an early
LOVE of reading!**



Phonics

In Reception, your child has a daily phonics session during which they:

- Develop the ability to recognise what sound a letter makes (phoneme), or pairs/groups of letters make (digraph/trigraph)
 - e.g. phoneme **a** digraph **ch** trigraph **ing**
- Segment or ‘sound out’ and blend or ‘put back together’.
 - **c a t** is **cat**
- By Christmas we will have introduced Little Wandle phonics scheme across EYFS and KS1, which has a systematic approach: Review, Teach, Practise, Apply. Phonics is taught in phases and children are continually assessed.

Why Synthetic Phonics?

- At Days Lane, we teach synthetic phonics as the primary approach for reading and writing.
- We follow the recommended teaching order of Letters and Sounds and will shortly move over to Little Wandle which follows a similar order
- Children learn in phases. The children move to the next phase as soon as they are ready.
- Assessment takes place in week 6 of every term.

Phonics Activity

s a t p i n

How many words can you make in 30 seconds using these letters?

Once you know what sounds your child is learning, this is the type of activity that you can do with your child at home.

Lesson format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes and high frequency words/tricky words will be taught.
- **Practise:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading, writing and a range of activities that support consolidation of learning.

At Phase 1 children learn to:

- Tune into sounds
- Listen and remember sounds
- Rhyme and group objects by their initial sounds
- Sequence
- Talk about sounds
- Develop vocabulary and language comprehension

Phase 2

- Introduces 19 grapheme-phoneme correspondences, beginning with **s a t p i n**
- Segmenting and blending is taught as a reversible process
- As soon as children have a small number of grapheme/phoneme correspondences, blending and segmenting can start e.g. **pat, in, sip**
- Children are also introduced to ‘tricky words’ (words that cannot be sounded out): **the, to, no, go, I**

Supporting your child with phonics

When segmenting and blending, it is crucially important to pronounce the sounds correctly.



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



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



**Phase 3 sounds taught in
Reception Spring 1**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phase 2 Tricky words

Letters and Sounds

the	to
I	no
go	into

Little Wandle

New tricky words

put* pull* full* as

and has his her

go no to into

she push* he of

we me be

Teaching tricky words

- Write the word on paper, cut out each letter and put the word back together
- Write the word three times. Trace over it in different colours
- Look, say, cover, visualise, write, check.
- Play bingo with the words
- Small word inside the word
- Write the word in a nonsense sentence
- Find words with similar patterns. e.g. the, them, they
- Write the word, draw around the shape of the word and cut out
- Can you add **ing** or **s** to any words
- Put words into alphabetical order

New tricky words

put* pull* full* as

and has his her

go no to into

she push* he of

we me be

Phase 3

Phase 3 consists of consonant and vowel digraphs (2 letters – 1 sound). All 44 phonemes have been taught but only one spelling for each.

Words to read in phase 3:

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure

Tricky words: he, she, we, me, be, was



Phase 4

- To consolidate all the learning in phases 2 and 3
- **No new GPCs (grapheme-phoneme correspondence) to learn**
- Develops children's skills knowledge and skills of blending and segmenting words with adjacent consonants, e.g. **stairs, tent, brain**
- Read two-syllable words e.g. lunchbox, desktop
- Tricky words: said, have, like, so, do, some, come

Phoneme Frames

s a t p i n

p	a	t
---	---	---

p	ai	n
---	----	---

Using phoneme frames – segmenting for spelling

1	2	3	4
sh	ee	p	
c	r	a	b
ea	t		

Segmenting for spelling – Your turn

--	--	--

Word structure

VC _{phase 2}	on	eat	off
CVC _{phase 2 & 3}	dog	boat	chick
CCVC _{phase 4 & 5}	trip	train	brought
CVCC _{phase 4 & 5}	tent	paint	yards

Vocabulary

Phoneme	single unit of sound
Grapheme	single letter representing a unit of sound
Diagraph	2 letters representing a unit of sound
Trigraph	3 letters representing a unit of sound

Sound Buttons/Dots and Dashes

Sound buttons are used to help children segment/
break down words into sound units (both during reading and
writing).

d o g

• • •

ch o p

— • •

Encourage children to use their finger to follow the
words.

Sound buttons

We use sound buttons to support children in reading and writing unfamiliar words.

A dot is used for a phoneme that is represented by 1 letter.

A dash is used for a phoneme that is represented by 2 or more letters – a digraph/trigraph.

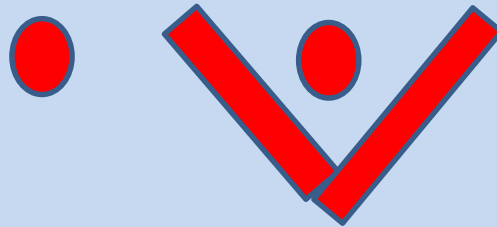
duck

The word 'duck' is shown with sound buttons below it. The 'd' has a red dot below it. The 'u' has a red dot below it. The 'ck' has a red dash below it. The sound buttons are red with a blue outline.

Sound buttons for a split digraph

A split digraph is when two letters make one sound but are split with a consonant.

make



Hand signals for blending unfamiliar words to read – Segmenting fingers

In order to reinforce the blending of phonemes for reading, we use hand signals to help blend decodable words.

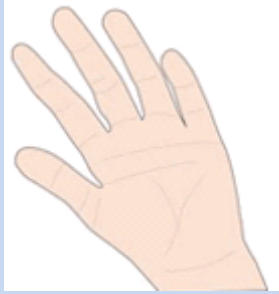
Sound it

blend it

read it

f i sh

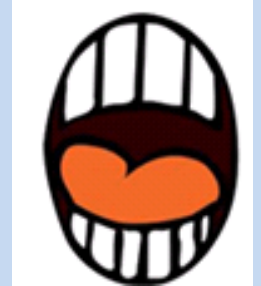
sound it



blend it



read it



sock



Can you add sound buttons?

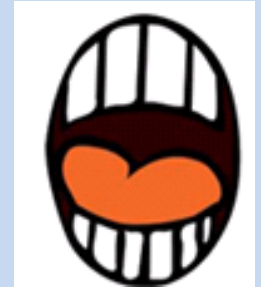
sound it



blend it



read it



sock










• • [red bar]

Can you add sound buttons?

Sound buttons - blending

it	am	got
kick	mess	laptop
rain	now	shed
cook	turnip	join
clear	shark	pure
shorter	powder	march

Sound buttons - blending

it 	am 	got 
kick 	mess 	laptop 
rain 	now 	shed 
cook	turnip	join
clear	shark	pure
shorter	powder	march

Segmenting and Blending

It is the ability to segment and blend rapidly, whilst correctly pronouncing the letter sounds, that is important when reading unusual words, unknown words or pseudo words (alien).

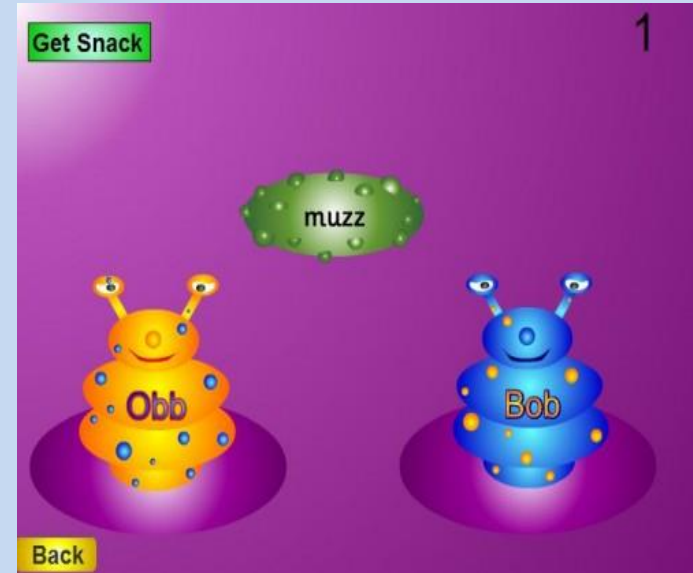


zubsem

trumpet

Real and alien words

- We learn to read by segmenting the word into phonemes and then blending the phonemes.
- Little Wandle – Alien words are introduced on Spring term of Year 1 to help prepare for the Phonics Screening test.
- We read **real** and **pseudo** (alien) words in order to practise this segmenting and blending.



Alien words

These are always accompanied by an alien picture to show the children that they are not 'real words'.



muzz

Phonics Screening Check

All children in Year 1 will sit the Phonics Screening Check.
(Week commencing **12th June 2023**)

- The test is administered on a 1:1 basis
- The pass mark is not known until after the testing period is over
- The test consists of a combination of 40 real and pseudo (alien) words. The children are able to dot and dash to support segmenting and blending for reading
- If your child does not pass the test, then they resit towards the end of Year 2.

Year 1

In Year 1, the children have a phonics session each morning and this will be followed up with a second practice session if required.

Children in Year 1 would be expected to revise Phase 4 before moving on to Phase 5.

- Alternate spellings of a phoneme e.g. **ai** or **ay**
- Alternate pronunciations for single vowels e.g. **a** in **hat** or **was**
- Alternate pronunciations for consonants e.g. **g** in **got** or **giant**
- Alternate pronunciations for vowel digraphs e.g. **ow** in **cow** or **blow**

However, if they are not ready they will continue on the Phase that they are working within. They will learn within Phase groups as well as applying their phonic knowledge in reading and writing within English lessons.



Recap Phase 4

- To consolidate all the learning in phases 2 and 3
- **No new GPCs (grapheme-phoneme correspondence) to learn**
- Develops children's skills knowledge and skills of blending and segmenting words with adjacent consonants, e.g. **stairs, tent, brain**
- Read two-syllable words e.g. lunchbox, desktop
- Tricky words: said, have, like, so, do, some, come

Phase 5

The purpose of this phase is for the children to broaden their knowledge of graphemes and phonemes for use in reading and writing.

- Learn new representations of vowel digraphs learnt in phase 3: **ay, ai, a-e, ea, aigh, igh, ie, i, ow, o-e**
- **Alternative pronunciations** for the graphemes children already know: **ow – blow, cow**
- Develop ability to choose the appropriate graphemes to represent phonemes when reading and writing.
- Tricky words: **oh, their, people, looked, Mrs, Mr, called, asked, could**

Sounding and Spelling

- ay day
- a-e mae
- ai train
- ey they
- eigh eight
- aigh straight
- a a

Bug Club Reading Books

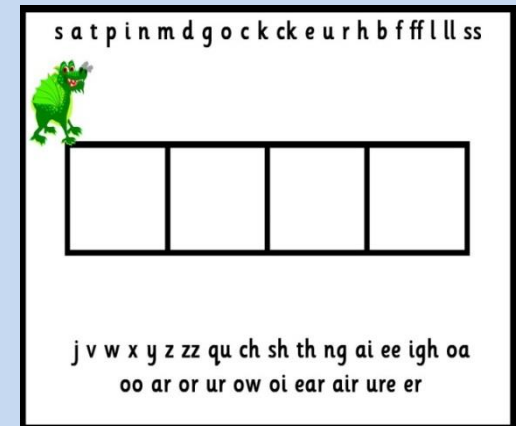
- Reception and Year 1 use the Bug Club reading scheme.
- Books are linked to the sounds being taught in class
- Online subscription – your child will be given a password and assigned a reading book to access online



Phonics learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming
- Playing games – table games or interactive games on the computer
- Using phoneme frames, “sound buttons” and whiteboards to spell words
- Matching words to pictures
- Making words with phonemes
- Flashcard time challenges
- Reading and writing sentences.



The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Evidence suggests that children who read for enjoyment every day, not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

At Days Lane, we value reading as an essential life skill that empowers children to achieve their full potential. We have high expectations of our children as readers and our aims are

- to teach every child to become a fluent and confident reader
- to give children the reading skills necessary to enable their learning in all subjects
- that each child grows to enjoy reading, in order that they become lifelong readers
- To help your child to achieve their full potential, we would like your support in encouraging and engaging in their reading.

Why is Reading so important?

Promoting reading has been shown to have a major impact on children, adults and their futures. Main benefits include:

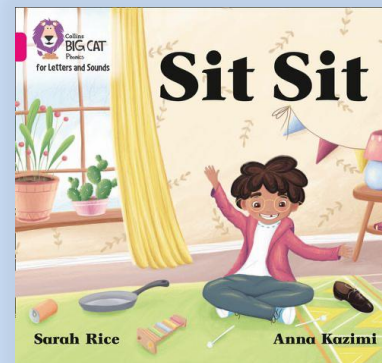
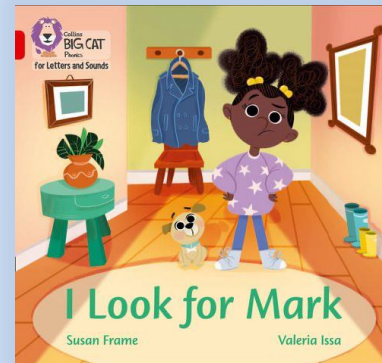
- Increased reading attainment and writing ability
- Better comprehension skills & understanding of grammar
- A wider vocabulary
- More positive reading attitudes
- Greater self confidence as a reader
- Pleasure in reading in later life
- Superior general knowledge
- A better understanding of other cultures
- Greater insight into human nature and decision making



How do we teach reading in books?

Reading practice sessions are:

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



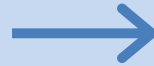
We use assessment to match your child
the right level of book

**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 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.



How can you support your child to develop a love of reading.

- Regular library visits
- Sharing picture books
- Bedtime stories
- Audio books
- Comics
- Let them see 'you' reading
- Reading in different places (park, garden, woods)

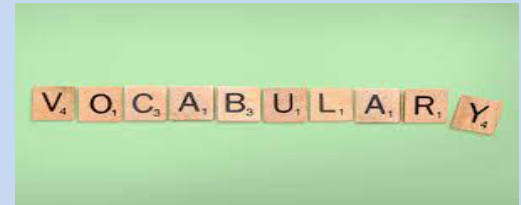


Vocabulary

Learning to read is about listening and understanding as well as working out print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993).

Ofsted Research on Reading 2019



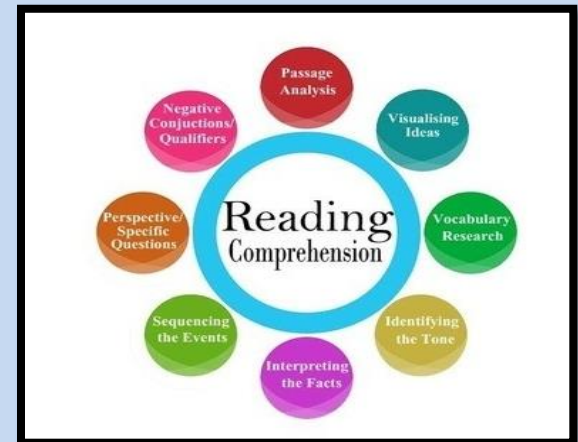
Examples of words children often don't know the meaning of:

windowsill supper cattle puzzling master trundled

huddled mumble

The National Curriculum

- A key distinction was made in the programme of study for reading, between word reading & language comprehension.



Child Development

Thinking about how a child's language develops as they grow from birth can help us provide better support.

Skills are developed in the following order:

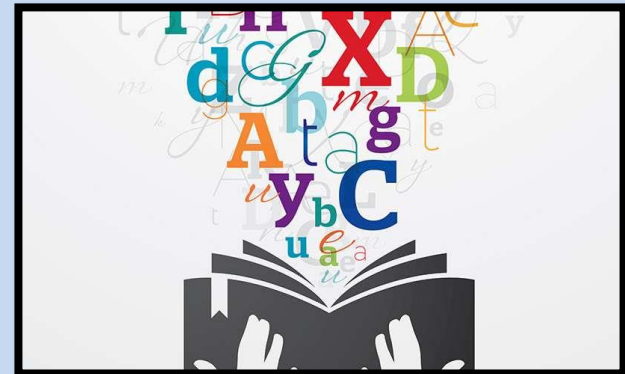
- **Listening**
- **Speaking**
- **Reading**
- **Writing**



Each stage overlaps, but ensuring children hear and speak language correctly will have a positive impact on their reading and writing skills.

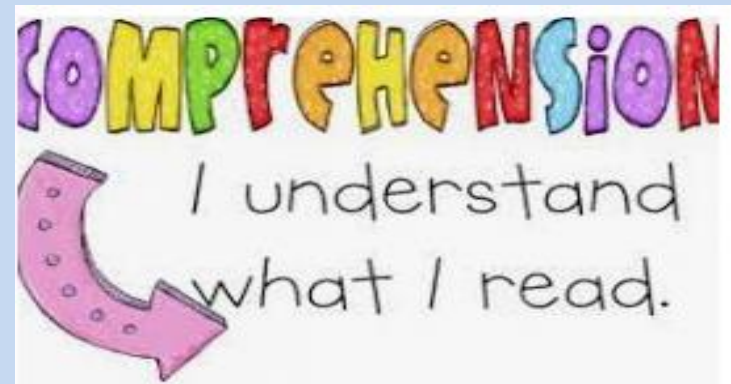
What Do Good Readers Do?

- Make predictions
- Summarise
- Clarify words & ideas
- Ask questions
- Make connections
- Infer
- Read often and widely



How to support comprehension skills.

Once children have begun to read independently, it is time to support their comprehension skills. Sometimes the process of segmenting and blending can make it hard for children to follow what is actually happening in the story. Stopping frequently to ask your child about what they have read and to allow them to predict what they think will happen next, will support them with this skill.



Reading for Pleasure

Reading for pleasure has positive social and emotional consequences

There are positive links between reading enjoyment, reading frequency & levels of attainment

The more often, and the more widely, you read, the better you become at it!

Reading helps to develop empathy, language, vocabulary and imagination!

Independent reading is the best predictor of children's reading achievement overall.

Reading for pleasure vastly improves spelling, grammar, writing ability and general knowledge.

It improves concentration and builds new connections in the brain.

Reading is a great way to relax and/or spend time together.

Reading for pleasure will bring challenge...

- When reading for pleasure, both books from school and books from home, there will be times when children choose texts that they are not able to fully read or comprehend themselves.



- Supporting children to enjoy these texts is an important part of helping them to learn – and provides a perfect excuse to read and enjoy the book together.

Helping at Home: Before Reading

- If it is the first time your child has read the book, **look at the cover and title** with them to **predict** what they think the book might be about.
- **Make links to other books** read with similar themes, the same characters and/or similar authors/illustrators.
- Give them time to flick through the book and **read the blurb**.
- If relevant, relate the reading to a **child's personal experiences**



How Can You Help At Home?

- Read often (little & often is best) - target is **5 times a week**
- Read widely. Text does not always need to be a book from school
- Newspapers/comics/magazines/picture books/audio books
- Include non-fiction if your child does not always like stories. Lots of children love finding out facts
- Comment in your child's **reading record** about your joint reading experience
- Online reading – Bug Club.



How Can You Help At Home?

- **Share the reading** – this could be a page, sentence or even a word each
- If younger children don't want to read, parents can read to them. Switch your emphasis **from word reading to comprehension**
- Put the subtitles on when they are watching the television.
- Play games like Scrabble & Boggle
- Involve children in cooking – ask them to **read instructions and recipes**



How Can You Help At Home?

- Be positive and encouraging
- Be full of praise and focus on what went well
- Avoid challenging every mistake
- Allow children time to correct themselves



Children and young people who read daily **are four times more likely to read above the level expected for their age** compared with their peers who don't read daily (22.3% vs 5.7%)

National Literacy Trust

EYFS - KS1 Home Reading Expectations

- ✓ We ask that you read with your child at least 5 times a week, for 10 mins – EYFS / 15 mins KS1 each day and record this in their Reading Record Books
- ✓ It is ideal to read at a time when you can both take time to relax, enjoy and discuss the story
- ✓ As your child progresses, it is still very important for you to listen and discuss their reading. It is equally important for them to have a regular chance to listen to you read
- ✓ Children will bring reading books to and from school every day. One will be a phonics/decodable book and one will be a reading for pleasure book
- ✓ Your child is expected to access their virtual bug club library



Bug Club Reading Scheme

- All children in Reception and KS1 have password access to Bug Club
- Books are linked to the reading ability of your child (decoding and comprehension)
- Texts are interactive. Children can click on the bug to reveal a question
- Encourage wider reading at home as an additional resource, rather than replacing real books



Bug Club Reading Scheme

▼ Search by:


- Book Band (480)
- Reading Recovery Level (454)
- Year (480)**
- Phonic Phase (326)


▼ **Book Band**

- Lilac (8)
- Pink A (19)
- Pink - all levels (36)
- Pink B (18)
- Red A (KSI) (26)
- Red - all levels (KSI) (72)
- Red B (KSI) (29)
- Red C (KSI) (19)
- Yellow A (32)
- Yellow - all levels (40)
- Yellow B (32)
- Yellow C (32)
- Blue A (KSI) (17)
- Blue - all levels (KSI) (40)
- Blue B (KSI) (21)
- Blue C (KSI) (12)
- Green A (13)
- Green - all levels (26)
- Green B (12)
- Green C (11)

[Select All](#)
[Allocate](#)
[Add to My Files](#)
[Allocate Book Bands](#)

Show: 50 480 resources found 1 2 3 ... 10

 allocated




Hey, Stop!


by Alison Hawes, illustrated by Sophia Touliatou


Oliver drops his toy in the street. Can Suzy stop him to give it back?

[Buy Print](#)

[More info](#)

Lilac R/PI Autumn Phase I  Independent

 allocated




Miss Polly Had a Dolly


by Alison Hawes, illustrated by Antonia Woodward


Miss Polly's dolly is sick! Can the doctor make her better?

[Buy Print](#)

[More info](#)

Lilac R/PI Autumn Phase I  Independent

 allocated




Storm Friends

by Alison Hawes, illustrated by Colin Jack

When a storm blows the garden fence down, Tim meets Ellen from next door. But how will they stay friends when their dads fix the fence?

[Buy Print](#)

[More info](#)

Lilac R/PI Autumn Phase I  Independent



Reading to your Child

Reading to your child can give them the opportunity to hear stories & language at a higher level than they may be able to read completely alone.

Research also shows that hearing texts read aloud is a significant source of vocabulary acquisition.

When you read with your child, they hear what fluent, expressive reading sounds like.

This, in turn, helps to make their own reading more fluent and expressive – which also helps to improve their understanding of the text.

Reading to your child

Following along with your reading allows children the opportunity to hear and discuss whole texts, which helps them to develop reading preferences and opinions, as well as improving understanding of how texts fit together as a whole.



Reading together shows children the value of reading. It can also be relaxing and fun for adults and children alike.

Reading unknown words

ALWAYS MAKE SURE YOUR CHILD UNDERSTANDS ANY NEW OR UNFAMILIAR WORDS.

The best way to develop understanding is to talk about texts and vocabulary.

Read a range of texts which will introduce them to new vocabulary. Use adventurous words in speech.

Lips the Fish



Get your lips ready to say the first few sounds of the word.

Stretchy Snake

Stretch the sounds out S-l-o-w-l-y to figure out the word.



Eagle Eyes



Look at the pictures for clues to help figure out the words.

Chunky Monkey

Look for a smaller chunk you know inside the word.



Skippy Frog



Skip the word and read to the end of the sentence...then hop on back and try again.

Tryin' Lion

Look back over the word or sentence and use another strategy to "try again".



Dot the Giraffe

Look at the punctuation and read with

Expression.

. , ? !



Flippy the Dolphin

If the short vowel sound doesn't make sense then try the long vowel sound.



Helpful Kangaroo



If you have tried all of the other strategies and still aren't sure... ask for help.

Look for picture clues

The flowers are on the windowsill.



Split words into smaller parts

The theatre put on a pantomime.

- Pant + o + mime = pantomime

Rex has a new Labrador puppy.

- Lab + ra + dor = Labrador

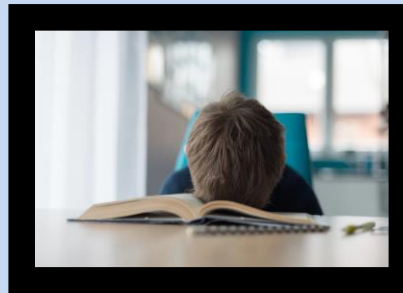


Reluctant Readers

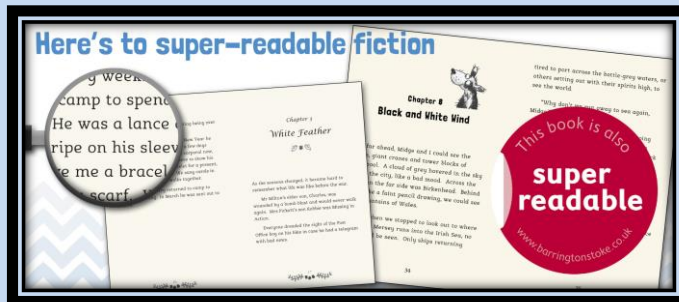
Let children **choose** the book **they** want to read, without adults placing **pressure** on them to read something else more appropriate.

Find texts that might ‘**hook**’ them into reading – for example, books linked to a hobby, sports books, humorous or scary books, non-fiction

Sometimes it can be a **simple matter of font** or the **look** of a page that **puts children off** reading - many publishers have created texts specifically in mind e.g. Barrington Stoke’s ‘super-readable’ books.



Children naturally copy modelled behaviours. **Show** them **how enjoyable reading can be** – if you don’t already let them see you enjoying a read.



Keep **reading** to your child. This can **encourage a love of stories**, which can lead to reading more later.

Questioning

Open vs. Closed Questions

- Open-ended questions begin with:
 - What...?
 - Why...?
 - How...?
- Closed-ended questions begin with:
 - Is /are...?
 - Do / did...?
 - Would / will...?
 - Could / can...?
 - Was / were...?
 - Have / has...?
 - Which...?
 - Who...?
 - When...?
 - Where...?

Types of Questions to ask your child.

- ☐ What do you think the story will be about?
- ☐ What has happened so far?
- ☐ What might happen next?
- ☐ What part was the funniest/saddest etc?
- ☐ Why did that character do?
- ☐ What does mean?
- ☐ Why do you think the author has chosen this word?
- ☐ What was your favourite part? Why?



Examples of Questions:

Types of questions linked to each of the areas mentioned can be found on the following website:

<https://theteachhub.co.uk/reading-domain-question-stems-from-recent-sats-papers/>

https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf

https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2_reading_vipers.pdf

Suggested Reading Lists Year 1



Brilliant Book List Y1

Essential reading for every Y1 classroom!



Suggested Books

Aliens Love Underpants
by Claire Freedman
Ronald the Rhino
by Twinkl Originals
Dougal's Deep-Sea Diary
by Simon Bartram
Fairytale News
by Colin Hawkins
The Cautious Caterpillar
by Twinkl Originals
Starry-Eyed Stan
by Twinkl Originals
Fungy Bones
by Allan Ahlberg
Rameena's Ramadan
by Twinkl Originals
Giraffes Can't Dance
by Giles Andreae
The Messy Magpie
by Twinkl Originals
Hairy Maclary from Donaldson's Dairy
by Lynley Dodd
Horrid Henry
by Francesca Simon
How to Catch a Star
by Oliver Jeffers
Charlie the Firefighter
by Twinkl Originals
How to Hide a Lion
by Helen Stephens
I Will Never Not Ever Eat a Tomato
by Lauren Child
We Are All Different
by Twinkl Originals
Lost and Found
by Oliver Jeffers
Oliver's Vegetables
by Vivian French
The Old Toy Room
by Twinkl Originals
Paddington
by Michael Bond

Continued

Peace at Last
by Jill Murphy
Ten Little Lights
by Twinkl Originals
The Scarecrows' Wedding
by Julia Donaldson
Superworm
by Julia Donaldson
Don't Hog the Hedge
by Twinkl Originals
The Blue Balloon
by Mick Inkpen
Jake's First Day
by Twinkl Originals
The Jolly Christmas Postman
by Janet and Allan Ahlberg
The Day the Dragons Guit
by Drew Daywalt and Oliver Jeffers
The Gruffalo
by Julia Donaldson
Little Acoms
by Twinkl Originals
Part of the Party
by Twinkl Originals
The Heart and the Bottle
by Oliver Jeffers
The Jolly Postman
by Janet and Allan Ahlberg
Dragons in the City
by Twinkl Originals
The Lighthouse Keeper's Lunch
by Ronda Armitage
The Tiger Who Came to Tea
by Judith Kerr
We're Going On A Bear Hunt
by Michael Rosen
The Best Dress Ever
by Twinkl Originals
Whatever Next
by Jill Murphy
Where the Wild Things Are
by Maurice Sendak

Suggested Reading Lists Year 2



Brilliant Book List Y2

Essential reading for every Y2 classroom!



Suggested Books

The Big Alfie and Annie Rose Storybook
by Shirley Hughes

Ronald the Rhino
by Twinkl Originals

The Dinosaur That Pooped Christmas!
by Tom Fletcher

Fantastic Mr Fox
by Roald Dahl

Back to Earth with a Bump
by Twinkl Originals

Planimals
by Ricky Gervais

Flat Stanley
by Jeff Brown

Fel Fil Pol Fudl
by Twinkl Originals

George's Marvellous Medicine
by Roald Dahl

Horrid Henry
by Francesca Simon

The Making of Milton
by Twinkl Originals

Treasures in the Garden
by Twinkl Originals

Little Wolf's Book of Badness
by Ian Whybrow

Men on the Moon
by Simon Bartram

The Zoo Vet
by Twinkl Originals

Mr Majelka
by Humphrey Carpenter

On the Way Home
by Jill Murphy

Sparks in the Sky
by Twinkl Originals

The Princess and the Pea
by Lauren Child

The Day the Crayons Gave
by Drew Daywalt

Continued

Carrot Club
by Twinkl Originals

The Great Paper Caper
by Oliver Jeffers

The Hedgehog
by Dick King-Smith

The Old Toy Room
by Twinkl Originals

The Magic Faraway Tree
by Enid Blyton

The Owl Who Was Afraid of the Dark
by Jill Tomlinson

A Magical Muddle
by Twinkl Originals

The True Story of the Three Little Pigs
by Jon Scieszka

A Christmas Collar
by Twinkl Originals

The Twits
by Roald Dahl

Little Acorns
by Twinkl Originals

Rameena's Ramadan
by Twinkl Originals

Jake's First Day
by Twinkl Originals

Spells
by Emily Gravett

The Tunnel
by Anthony Browne

Pumpkin Soup
by Helen Cooper

The Huge Bag of Worries
by Virginia Ironside

Don't Hog the Hedge
by Twinkl Originals

Oi Dog!
by Claire Gray and Kev Gray

The Best Dress Ever
by Twinkl Originals

Common exception words – Y1

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Common exception words – Y2

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Remember

- Encourage a love of reading – use libraries, audio books, book shops (Daunt Books, Tales on Moon Lane), use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse) about particular authors and genres
- Use audio books



Useful Websites

Ideas to help find texts your child might like. This list is not exhaustive – it's a starting point of you need one.

Little Wandle – Parent materials

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

The Book trust – provides book lists and information under many different categories

<https://www.booktrust.org.uk/books-andreading>

Kate Greenaway Medal and Clip Carnegie Medals – The UKs oldest children's book awards

<https://carnegiegreenaway.org.uk>

Nikki Gambol Booklists – book lists and advice from an expert of over 25 years

<https://oxfordowl.co.uk/pages/encouraging-reading>

Love Reading 4 Kids – booklists, advice and extracts for children to try

<https://www.lovereadings4kids.co.uk/genre/9/9-plus-readers.html>

Non-fiction websites – some content is available on-line and some via print

<https://www.bbc.co.uk/newsround>

<https://www.natgeokids.com/uk/>

<https://getepic.com/>

Children's news

<https://www.firstnews.co.uk/>

Children's comics

<https://www.thephoenixcomic.co.uk/>

Some useful internet resources - Phonics

www.letters-and-sounds.com – has explanations, resources and interactive games for all phases.

<http://jollylearning.co.uk> – demonstrates actions for the phonemes and you can listen to the pure sounds.

www.phonicsplay.co.uk – some free resources and interactive games, however you cannot access everything without a subscription.

www.mrthorne.com – Mr Thorne and Geraldine the Giraffe.

<https://www.teachyourmonstertoread.com/> - reading games

Any questions...



Evaluations

Please complete your evaluation form via survey monkey.

