EYFS Early Reading and Phonics Workshop 2026

Miss Hopkins EYFS Phase Lead

Phonics and Early Reading Lead

Aims of the Session

- Understanding the principles of phonics
- Phonics and Early Reading (Guided Reading) at Lapal
- Top tips for Parents and Carers

Reading and the Early Years

- Children at the expected level of development at the end of the Reception year will meet 17 Early Learning Goals (these can be found in your child's planner).
- An understanding of stories is embedded throughout these Early Learning Goals:

"Children listen attentively and respond to what they hear with relevant questions…"

"Children make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems"

"Children demonstrate an understanding of what has been read to them by retelling stories and narratives… they anticipate key events in stories"

"Children understand the past through settings, characters and events encountered in books…"

"Children explain similarities and differences between life in this country and life in other countries drawing on their knowledge from stories and non-fiction texts…"

"Children role play in characters in narratives… They invent, adapt and recount stories… They perform stories with others."

Early Reading and Phonics Expectations

- The Early Learning Goal for Reading states that children will be able to:

  - *Say a sound for each letter of the alphabet and at least 10 diagraphs*
  - *Read words consistently with their phonic knowledge by sound-blending*
  - *Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.*

How We Support Reading Milestones at Lapal

- **Daily reading for pleasure:** Time is set aside each day for children to enjoy books and develop a love of reading.
- **Daily phonics sessions:** Structured, systematic phonics teaching helps children build strong foundations in decoding and spelling.
- **Daily story sessions:** Teachers read aloud to model expressive reading and expose children to rich vocabulary and a variety of texts.
- **Guided reading sessions:** Small-group reading allows targeted support to develop fluency, comprehension, and confidence.

Phonics is..

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

- There can be many ways of writing a singular sound, for example:

snail day wake eight great they straight fete

- Children are taught the skills of blending for reading and segmenting for spelling.

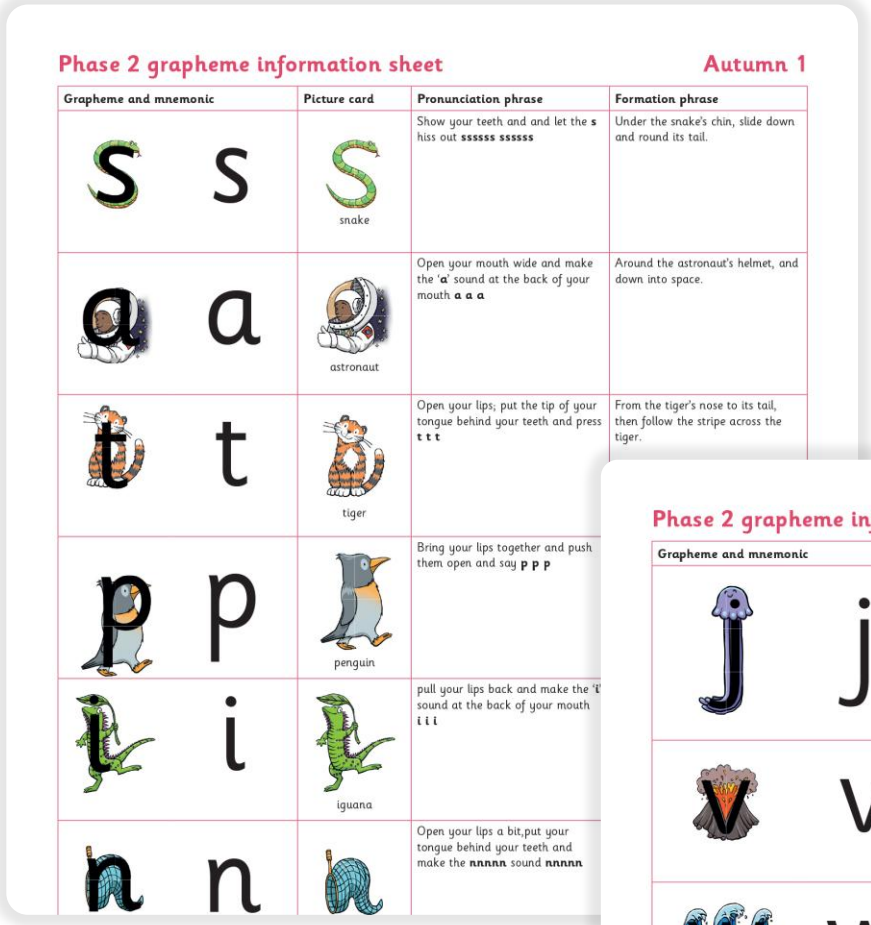
Little Wandle Letters and Sounds Revised

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



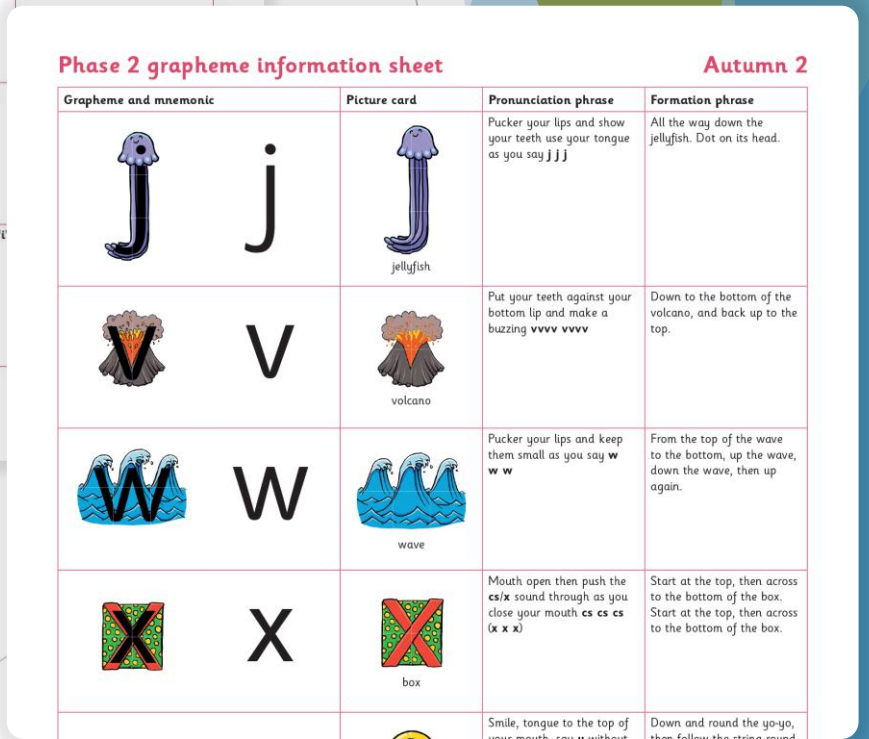
Phonic Teaching Order

- Phonics is taught through a **systematic, structured approach** that builds on what children already know. Each new skill is introduced in a clear sequence to help children make steady progress.
- **Weekly focus:** We usually teach **four new sounds each week**, followed by a **review lesson on Friday** to reinforce learning.
- **Home Learning:** You will receive a **list of the sounds** we are learning so you can **practise them at home** with your child.
- **Ongoing progress:** Over time, your child will learn the **entire alphabetic code**, developing the skills needed to **read fluently and confidently**.



Phase 2 grapheme information sheet — **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	snake	Show your teeth and and let the **s** hiss 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**	
i i	iguana	pull your lips back and make the 'i' sound at the back of your mouth **i i i**	
n n		Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	

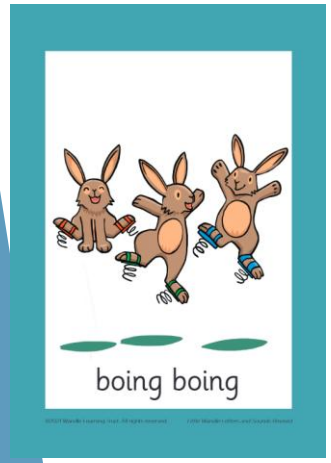


Phase 2 grapheme information sheet — **Autumn 2**

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	box	Mouth open then push the **cs/x** sound through as you close your mouth **cs cs cs (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.
		Smile, tongue to the top of	Down and round the yo-yo,

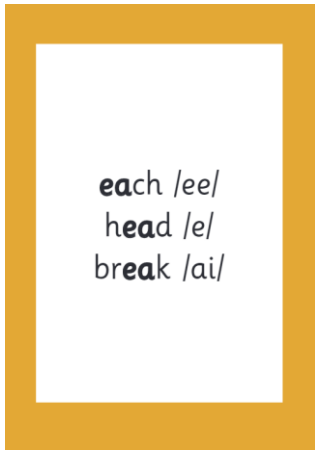
How we make learning stick

- We use **specific resources from the Little Wandle Programme**, which the children quickly become familiar with. Each new sound we teach is supported by a **mnemonic** (for example, the astronaut you can see here) or a **catchy phrase**, such as *“boing-boing”* for the sound *‘oi’*.
- These visual and verbal prompts help children **recognise, recall, and remember the graphemes** (the written letters or groups of letters that represent sounds).
- When we teach a new sound, children immediately read words and sentences containing that sound to practise using it in context. Classroom displays help reinforce these sounds and support the children throughout the day.













Letter Formation

Children are also taught to form letters through Little Wandle, combined with principles of Kinetic Letters.

 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.

These letter rhymes are in your child's planner and children have their writing practice booklet as part of their weekly home learning.

Phonic Terminology

Phoneme	The pure sounds within words
Grapheme	The letters used to represent phonemes, referred to by its letter name
Digraph	Two letters that represent one sound (e.g. ch, sh)
Blending	Saying the phonemes in a word to accurately read a word
Segmenting	Breaking up a word into separate phonemes to accurately spell a word

These terms (and many other useful explanations) can be found in your child's planner and on the Little Wandle website by watching the Support for Phonics clips.

Supporting your child with phonics

It is important that you pronounce the sounds correctly at home when you are supporting your child. These videos are on the Little Wandle website for you to refer to and if you are unsure, please ask your child's teacher.



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1

Blending to Read

- Knowing each grapheme phoneme correspondence (GPC) gives children the tools to read words. For example:



- This is known as blending and will then lead onto being able read captions and sentences.

a tin on a box

Segmenting to Spell

- Once children know the phonemes, they will be able to write words through the segmenting process.

1. Say the word.

frog

2. Segment the sounds.

f – r – o - g

3. Count the sounds.

f – r – o – g



4. Write them down.

frog



Teaching Tricky Words

Tricky words are words that cannot be decoded by blending the sounds or spelt accurately by segmenting the words. Children must learn to read and spell these words by sight. For example,

to said like she

Children are taught which part of the word is tricky (why it does not follow the pattern of sounds that they have been taught). For example,

he h-ee

Further guidance can be found on the Little Wandle website by watching the

How we teach tricky words clip.

Blending to Read

- Can you blend these words?

chayn

phighr wurk

buck

zighloefoan

mowss

Segmenting to Spell

- The spellings of these words are phonetically plausible. We encourage that you allow your child to spell words phonetically. As they move through the phonic phases, they will learn spelling patterns and rules to help them spell words correctly.

buck	book
chayn	chain
mowss	mouse
zighloefoan	xylophone
phighr wurk	fire work

How do we teach reading in books?

Reading practice sessions are:

- Held three times a week in small groups, led by a **trained teacher or teaching assistant**.
- Each session has a different focus:

1. **Decoding** – sounding out words.
2. **Prosody** – reading with expression, using a story-teller voice.
3. **Comprehension** – understanding the meaning of what we read.

- Reading the same book three times helps children build **fluency**, recognising words automatically rather than sounding out each one.
- Our ultimate goal is to help every child develop a **love of reading**, not just to follow a scheme.



Reading at Home

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…

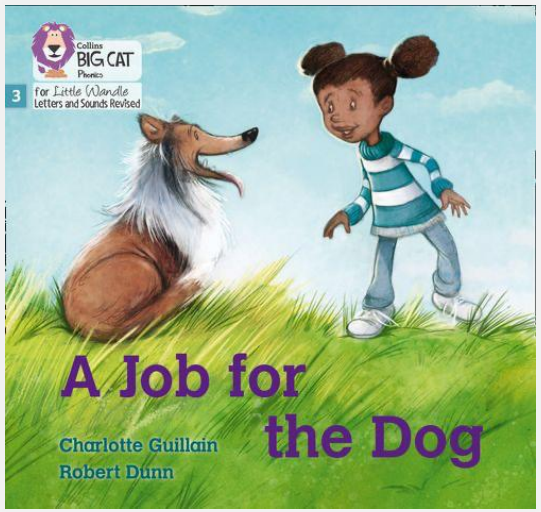
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



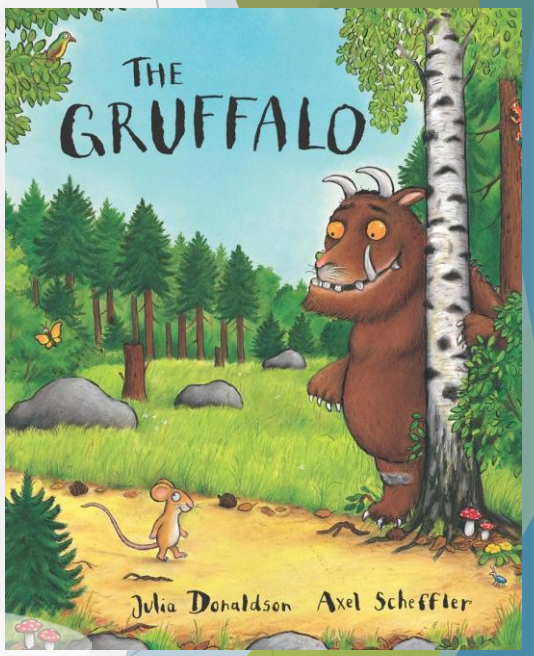
Books Going Home

Phonics Book





Reading for Pleasure Book



Listening to your child read their phonics book

- This book has been **read in school** and is **matched to our phonics scheme**.
- **Listen to them read the book**. Your child should be able to do this independently.
- **Praise their efforts and celebrate** their success to build confidence.
- If they **struggle with a word**, simply **read it to them**.
- When they've finished, **talk about the book together**. You'll find **questions and prompts** on the back inside cover to guide your discussion.



Sharing the reading for pleasure text with your child

- This **sharing book** has been **chosen by your child** from our school library for you to enjoy **together**.

- Reading for pleasure helps children become **lifelong readers**, so it's important to make this a fun, shared experience.
- Don't expect your child to read this book alone - instead:
  - **Talk about the pictures** and **enjoy the story** together
  - **Predict what might happen next** and **use different voices** for the characters
  - **Discuss new words** or **explore interesting facts** in non-fiction books.

- The most important thing is for you to **have fun together whilst reading!**

You'll find more tips in your child's planner.



Phonics Session Drop In

RH (Miss Hopkins) class 9am Tuesday 13th October

RW (Miss Walters) class 9am Wednesday 14th October

Thank you for attending our Phonic and Early Reading workshop

This power point will be on our school website, along with a wealth of information and links to the Little Wandle website.