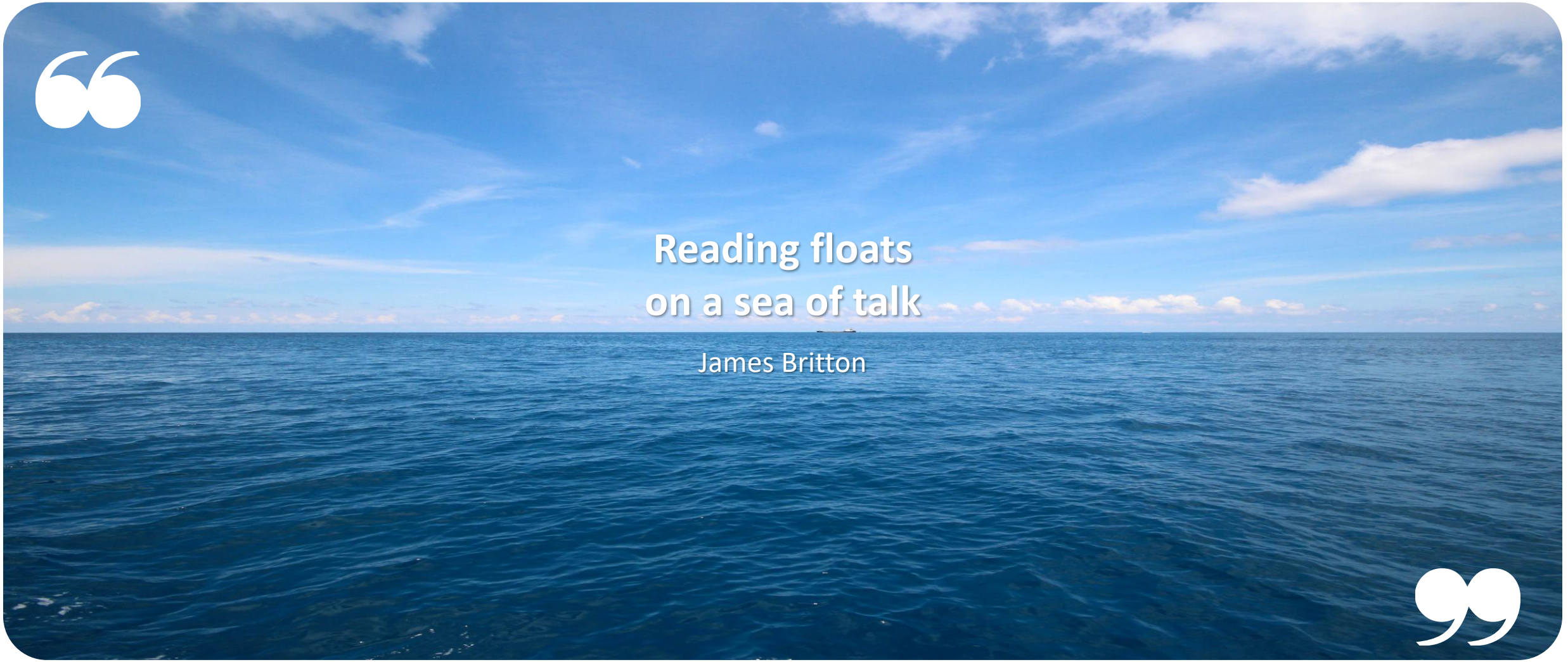
Little Wandle Foundations

BUILDING THE FOUNDATIONS FOR LANGUAGE, LITERACY AND LEARNING

Foundations for Phonics

Parent workshop


Reading floats
on a sea of talk
James Britton

Which of these do you do with your child?







Foundations for Phonics

Our setting has chosen to use the **Little Wandle Foundations for Phonics** programme to give every child the best possible start to their reading journey.

We build the foundations for children to succeed with phonics in Reception.

We do this using Little Wandle's **Tuning into sounds** and **Rhyme time** activities.



Little Wandle Foundations

Phonics is:
making connections between the sounds (phonemes) of our spoken words and the letters that are used to write them down.

What helps children get ready for phonics?

Research tells us that there are important skills that children need to practise to help them learn phonics.

Nursery is where we practise these skills. Formal phonics teaching begins in Reception.

Let's look at what we focus on in our setting and what you can do at home, too.

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Phonological awareness is:
being able to focus on the sounds in language,
not just the meaning.

Listening games

In our setting, we:

- talk about different types of sounds
- play listening games, for example, **Voice sounds**.

At home, you can:

- draw your child's attention to different sounds around them, for example, 'Listen to the loud noise! It sounds like an engine.'



Songs and rhymes

In our setting, we:

- sing rhymes regularly
- leave gaps at the end of a line for children to complete the rhyme, for example, ‘Hickory dickory dock, the mouse ran up the _____.’

At home, you can:

- read lots of rhymes and sing songs
- pause for your child to complete the rhyme
- make up silly rhymes, for example, ‘Get your coat, you little goat! So we can leave the house, little mouse!’





Hearing syllables

In our setting, we:

- clap the number of syllables in different words
- highlight long and short words.

At home, you can:

- clap the syllables of words
- talk about long words, for example, ‘Ooh, that’s a long word! Let’s clap it out.’
- work out how many syllables there are in your family names.



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Phonemic awareness is:
being able to focus on and play around with the sounds within words.

Helping your child with their phonemes

It is really important that you say the sounds clearly and correctly.

Let's practise!

Please don't show your child the grapheme cards …



bus

Identifying initial sounds

In our setting, we:

- play games focusing on initial sounds, for example, **Bertha the Bus**.

At home, you can:

- help your child to identify the first sound of words, for example, ‘Oh look, here is our bus. Bus starts with b.’



big bus

Alliteration

In our setting, we:

- play alliteration games
- use alliteration when we can, for example, ‘Would you like to play with the big bus or the long lorry?’

At home, you can:

- sing a nursery rhyme but change the words so they all start with the same sound, for example, ‘Binkle, binkle, bittle bar, bow by bunder bot boo bar!’



b-u-s

Oral blending

In our setting, we:

- play lots of oral blending games, for example, Can you touch your …?
- orally blend words throughout the day, for example, ‘Everyone put on your c-oa-t.’

At home, you can:

- try sound-talking different words, for example, ‘Can you brush your t-ee-th?’



Quick recap!

Phonological awareness

Listening games



Songs and rhymes



Hearing syllables



Phonemic awareness

Initial sounds

bus

Alliteration

big **b**us

Oral blending

b-u-s

Main takeaways

- Nursery is where we lay the **foundations** for learning to read.
- **Little Wandle Foundations for Phonics** focuses on the sounds of language to help children prepare for phonics in Reception.
- You can help at home by:
  - talking lots to your child
  - reading aloud to them every day
  - singing songs and rhymes
  - playing some of our **Tuning into sounds** and **Rhyme time** games.

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Early knowledge of nursery rhymes may play a considerable role in preparing the child for reading and spelling.

Bryant et al.