



# Baddow Hall Infant School

Reading and Maths parent meeting

18<sup>th</sup> September 2025



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Teach reading: change lives

Parent workshop: Phonics and early reading



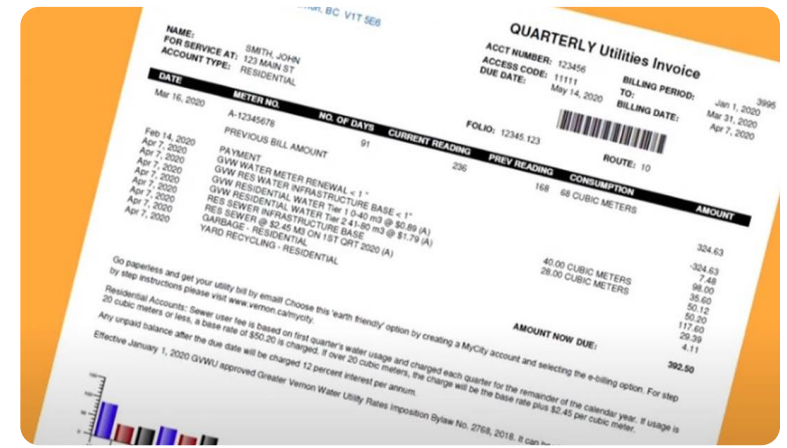


**A love of reading is the biggest indicator  
of future academic success.**

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



# How many times have you already read today?





# 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.



# Little Wandle



Phonics  
lessons in  
school

Reading  
sessions  
in school

Reading  
at home



# Phonics



## 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**

**Segment**

# Blending to read words



# Teaching order










## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.

## Phase 2 grapheme information sheet

## Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>jjj</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say <b>www</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs</b> ( <b>x x x</b> )	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 your mouth, say <b>y</b> without	Down and round the yo-yo, then follow the string round

# Gradually your child learns the entire alphabetic code:



## Little Wandle Letters and Sounds Revised 2021: Programme progression

### Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

#### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

#### Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

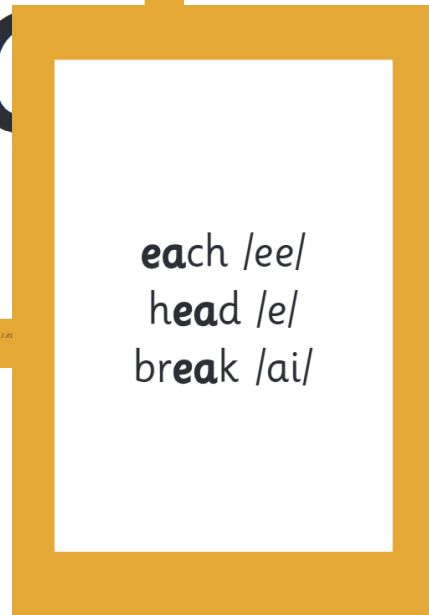
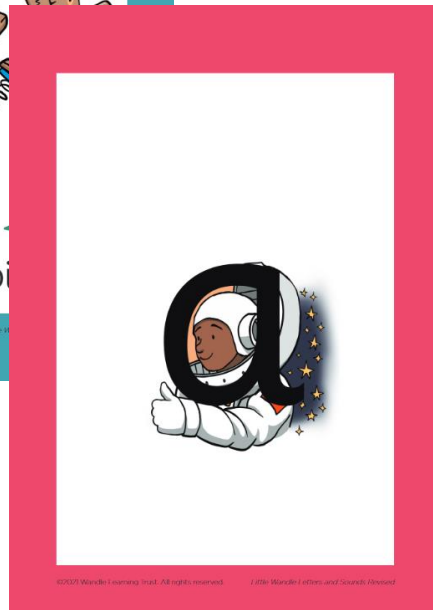
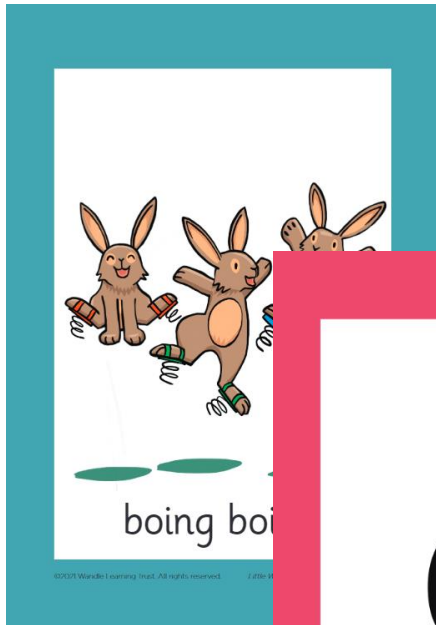
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

# How we make learning stick







# Reading and spelling

# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# Tricky words



# Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.





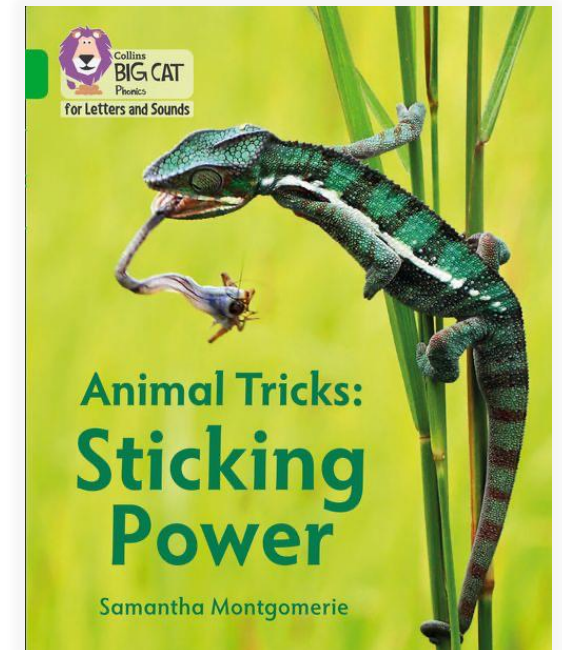
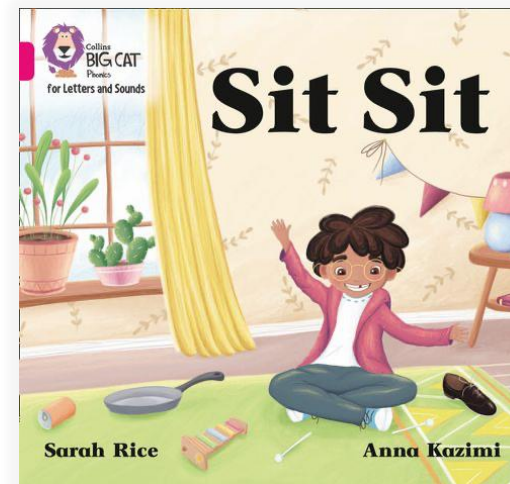


# Reading in school

# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher or teaching assistant
- taught in 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.





# Reading at home



# The most important thing you can do is read with your child



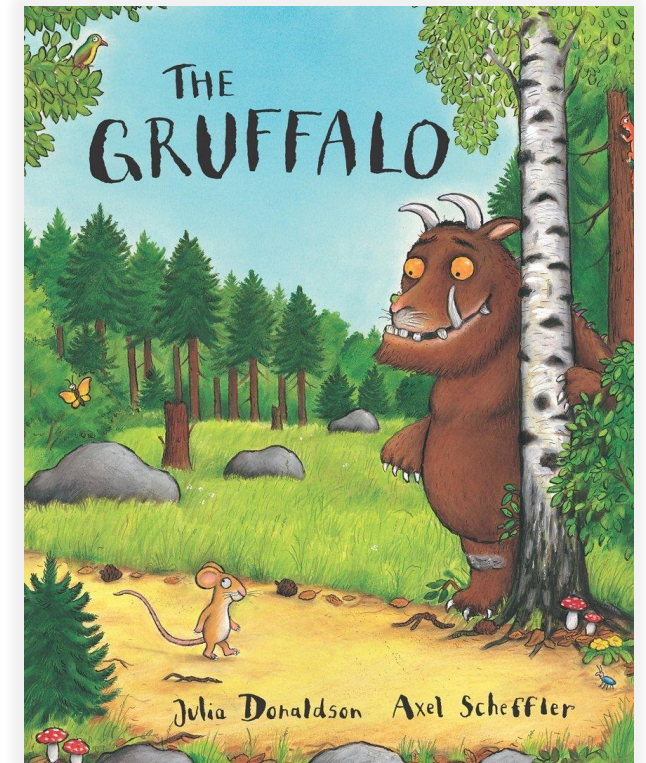
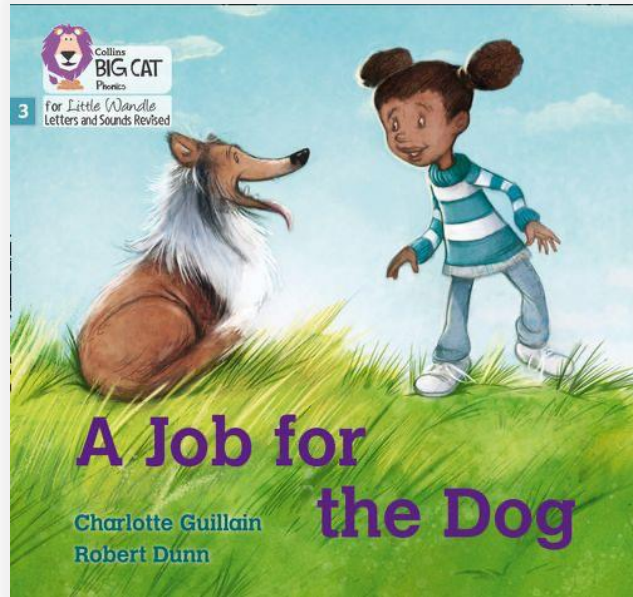
**Reading a book and chatting had a positive impact a year later on children's ability to...**

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

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



# Books going home



# Read to your child



## The sharing book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language
  - Encourage your child to use new vocabulary
  - Make up sentences together
  - Find different words to use
  - Describe things you see.

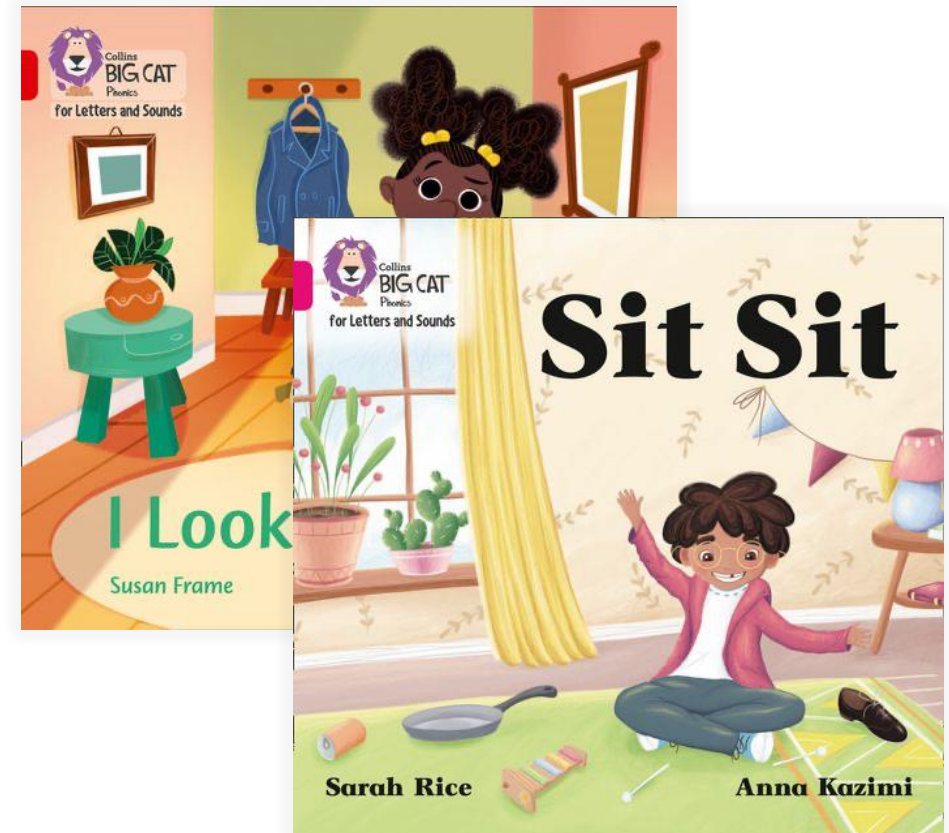




# Listening to your child read the phonics book



- Your child will bring home a reading book. This book will be a book they have already read and practiced in school.
- This book will provide the opportunity for your child to apply their phonics learning.
- If your child needs help with this book encourage them to segment and blend the word. They will need to look for individual sounds or digraphs to help them.





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

Carl Sagan





# Everybody read!

## Reading together with your child matters!

Sharing books makes a big difference to your child's education.

When you read to your child you are making a positive impact on your child's reading ability and their love of reading.

**Reading a book and chatting about it has a positive impact on your child's ability to:**

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

Reading books your child has chosen to read for pleasure is one of the best things you can do to help them succeed at school.

A love of reading is the biggest indicator of future academic success!

Parental involvement in the development of children's reading skills:  
A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



# Everybody read!

## Does it matter how I read with my child?

- Studies show that it's the enjoyment and chat that matters!
- The more you chat together about the book and things that interest your child the more impact it has.
- You don't even have to read the words on the page, talking about the pictures is just as important.



## Does it matter which language I use?

- Use your home language.
- It is better for your child to hear expert talk from you in your language.
- Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.
- This impact will translate to better language and comprehension for your child in English.



## Does the type of book matter?

- Let your child be the boss of the books they choose. Enjoyment really matters.
- Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.
- Catalogues are fun to share and talk about too.

## What if they always want to read the same book?

- Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.
- Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words of phrases.
- If you really want to mix it up offer another book alongside the much-loved favourite!







# Baddow Hall Infant School Website

From the homepage choose:

- \*Parents
- \*Curriculum support for parents
- \*Reading

[Reading | Baddow Hall Infant School](#)

# TEACHING FOR MASTERY

## Mastering Number – Maths in EYFS

# Why Do We Use Mastering Number?

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We aim for all children to leave KS1 with confidence and fluency in number and that starts here.

We build firm foundations in early maths.

We develop children's oracy skills by using stem sentences and talking to talk partners.

Mastering Number improves children's  with number.

All children learn together at the same pace.

# What Do We Teach in Maths?

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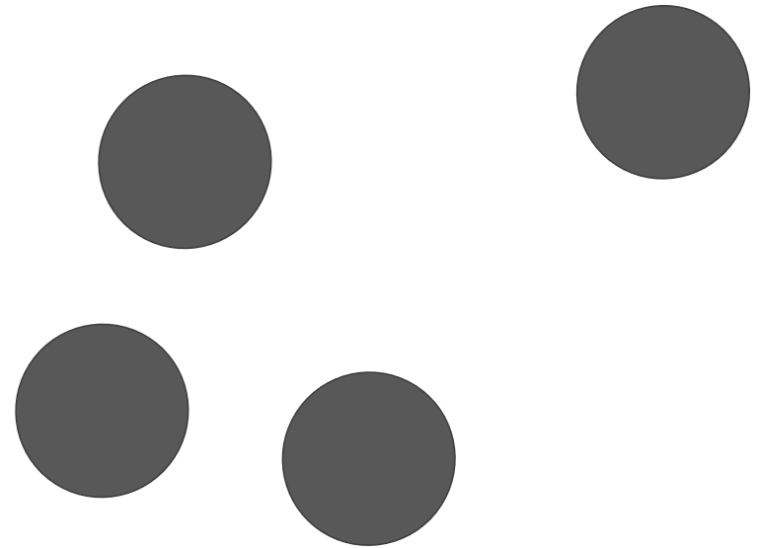
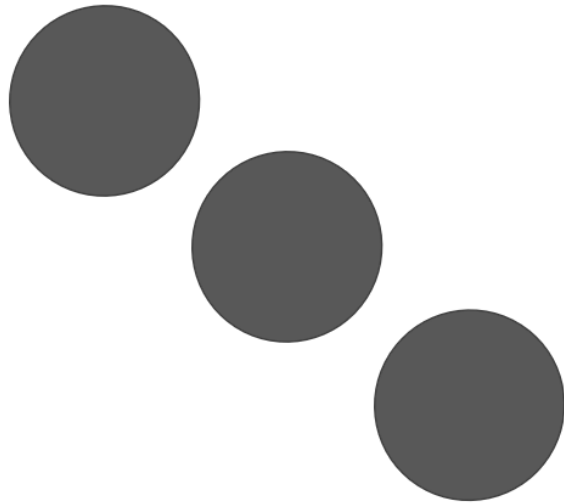
Elements:

- Subitising
- Counting, ordinality and cardinality
- Composition
- Comparison

# Subitising

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Subitising: recognising small quantities without needing to count them all (seeing and knowing).



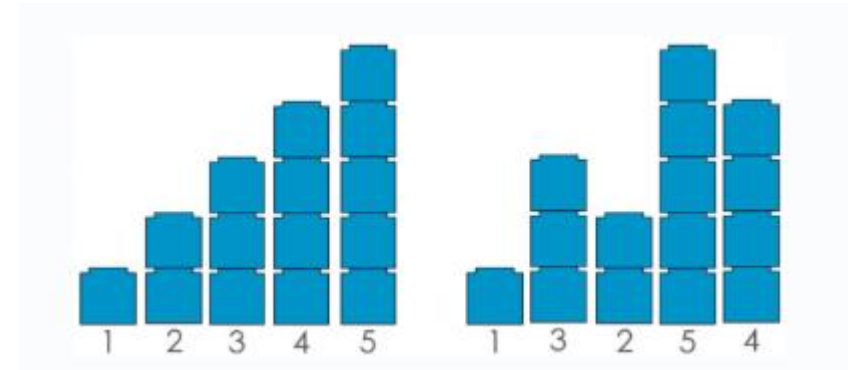
# Counting, Ordinality and Cardinality

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Counting: saying number words in sequence, tagging each object with one number word, knowing the last number counted gives the total so far.

Ordinality: where numbers come in the number system and their relationship to each other.

Cardinality: refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three.



Staircase Patterns are used to teach ordinality



# Composition

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Understanding that one number can be made up from (composed from) two or more smaller numbers.

Including:

- Part–whole: identifying smaller numbers within a number (the whole is 3, 2 is a part and 1 is a part)
- A number can be partitioned into different pairs of numbers
- A number can be partitioned into more than two numbers
- Number bonds: knowing which pairs make a given number (5 is made of 3 and 2, 3 and 2 make 5).

# Comparison

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Understanding that comparing numbers involves knowing which numbers are worth more or less than each other.

Including:

- More than/less than
- Identifying groups with the same number of things

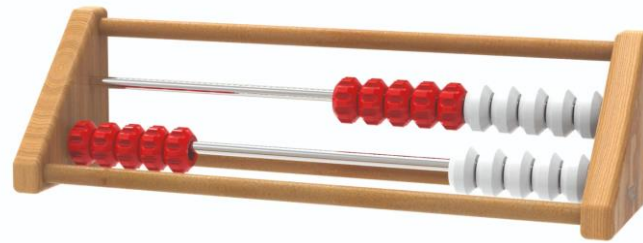
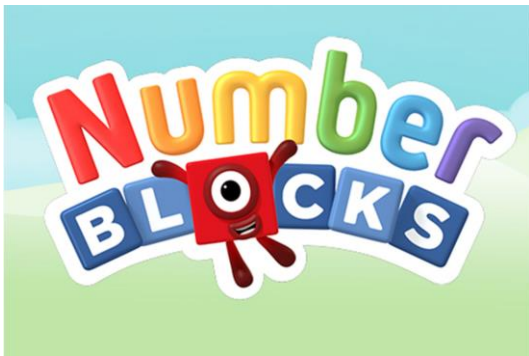
# How Do We Teach Maths?

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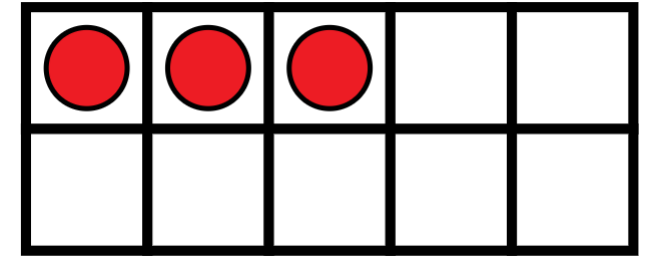
Using gesture to help to link children's learning.

Using stem sentences, for example: There are 5 fingers on my hand.

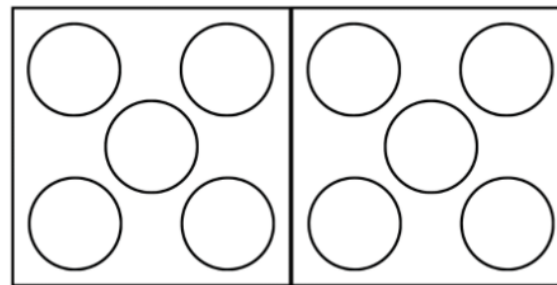
Using resources :



Rekenrek



Ten Frame



Hungarian Dice Frame

Any questions?

