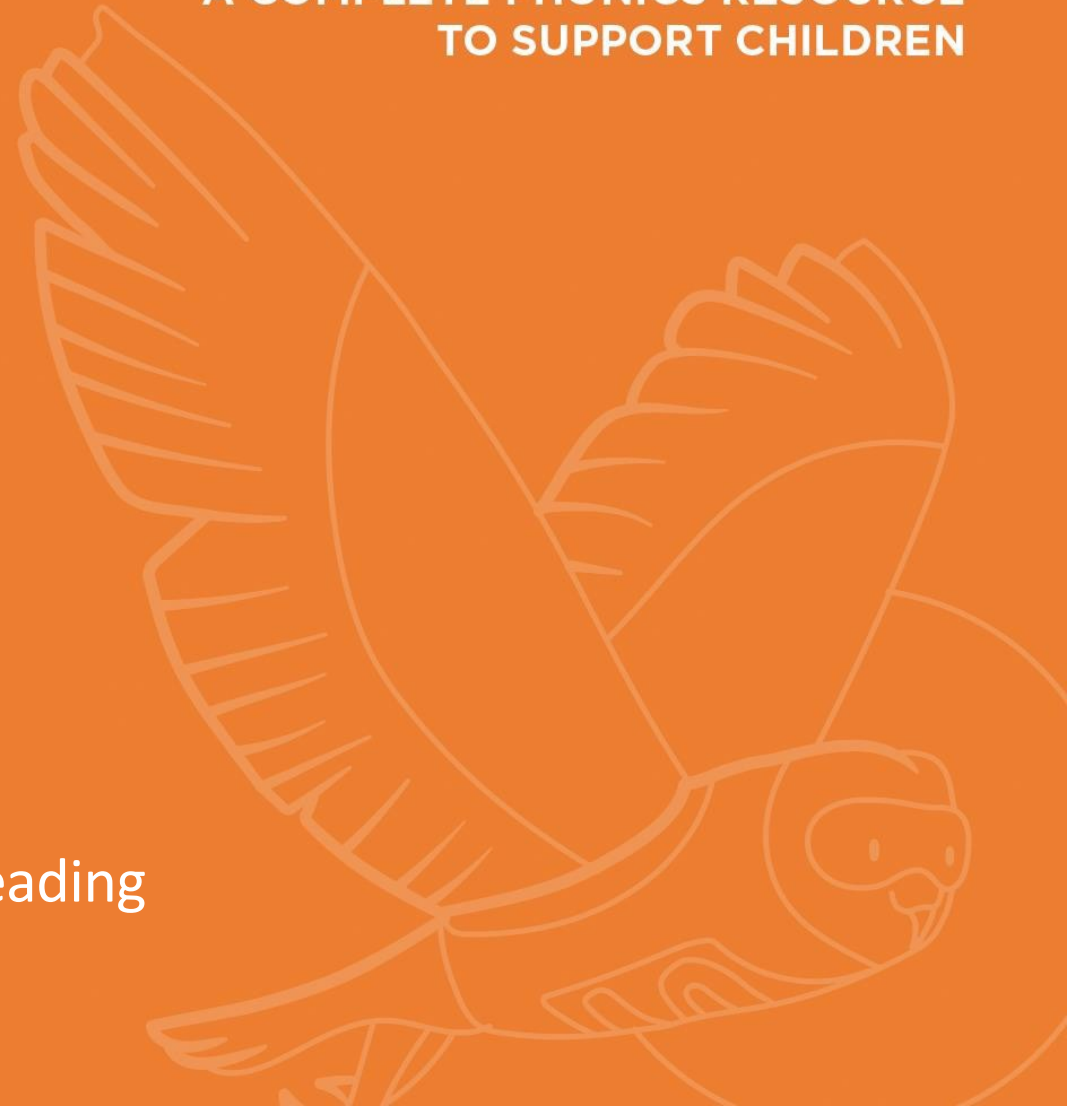




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

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)



New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



littlewandlelettersandsounds.org.uk

Why Little Wandle for our school?

- Very similar to all the aspects we love and know work (rhymes, structure etc)
- Engaging resources similar to but fresh and updated
- Excellent training for all staff to ensure consistency,
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach



So what are the changes for my child?

EYFS: –

- to them they may of noticed a slight difference in the lesson structure but probably not even that!
- The reading books and the way we communicate AFTER May half term

Year 1 –

- not starting anything until after the phonic screening.
- Some children may not learn the new rhymes as they may already know them
- Again reading books and the way we communicate AFTER the phonics screening

Year 2 -

- Reading books and the way we communicate

Year 3 & 4 –

- Phonics started
- Reading will start after May half term



Phonics



“

Phonics is:

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

”

Blending to read words



Terminology - nothing new



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend


Segment

Teaching order



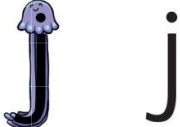







Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
		Open your lips a bit, put your	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
	 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.
	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
		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.

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

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /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

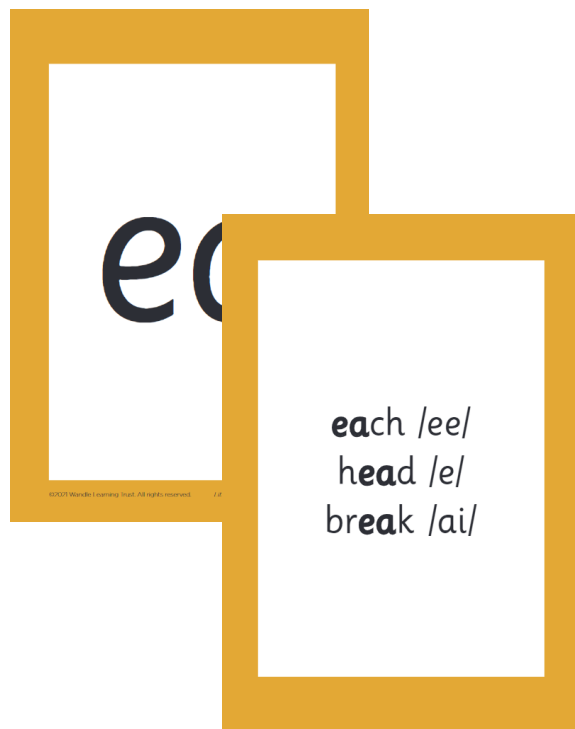
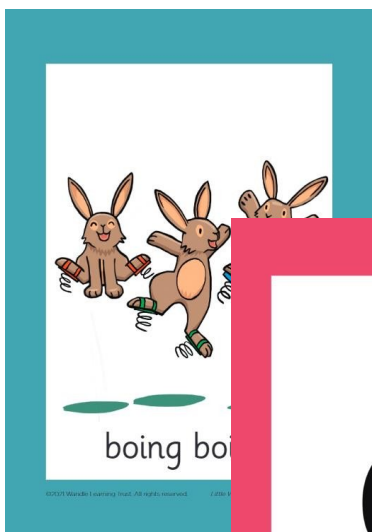
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ 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
/oa/ u funn	any many again

How we make learning stick





Reading and spelling

Reading and spelling



ea

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

Grow the code grapheme mat Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h
b bb	f ff ph	l ll le al	j jg dge ge	v vv ve	w wh	x	y	z zz s se ze	qu
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a	e ea	i y	o a	u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accents.

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



Spelling

This process is one we have always done, fred fingers – this will not be a change for our children.



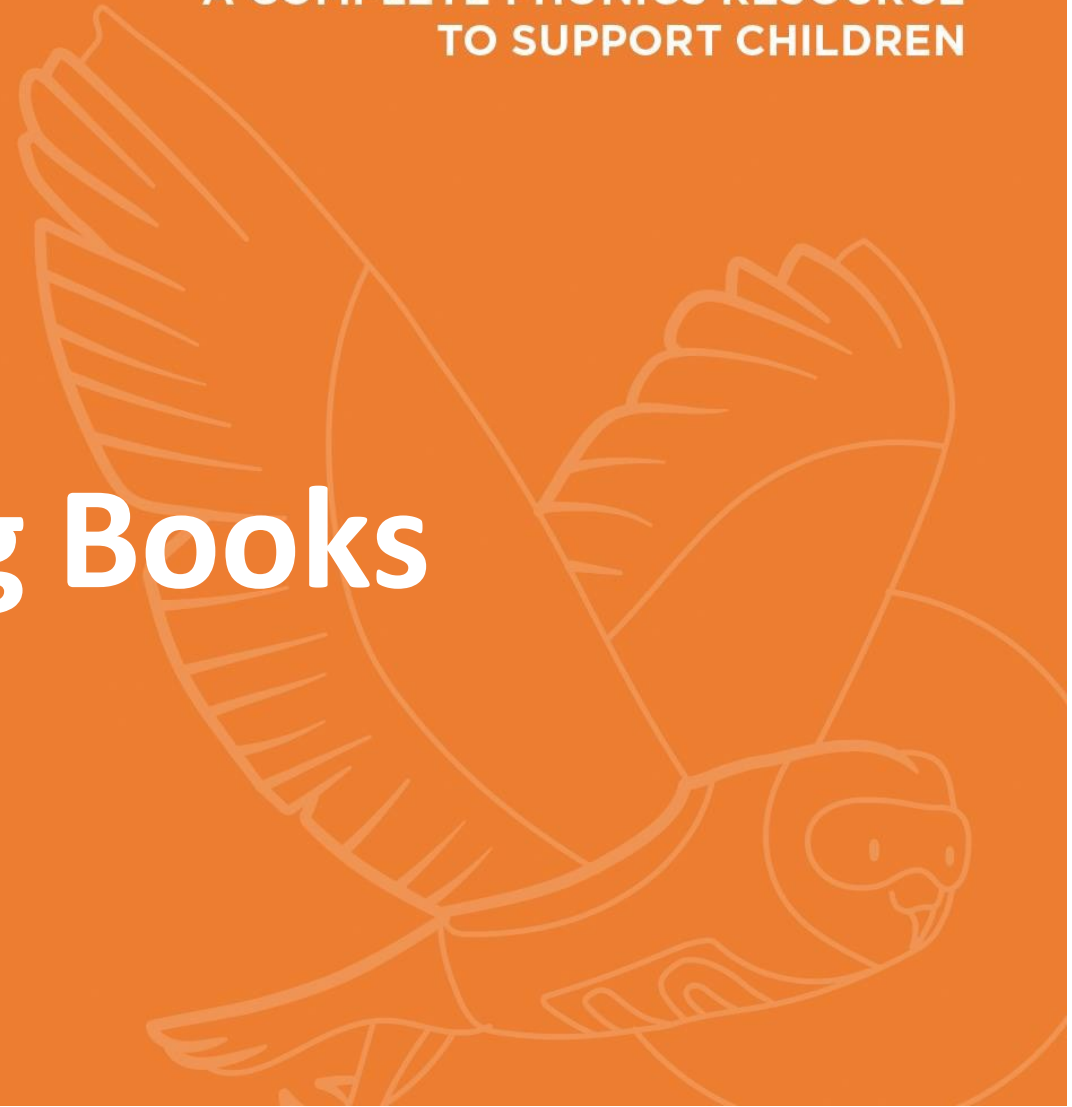
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.





A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Reading Books





Reading links with Little Wandle

The school have purchased a complete set of books that have been specific created to run in line with Little Wandle.

Children will read with these books during the week and then an Ebook link will be sent home for your child to read to you and show off!

They should be 90-95% fluent with the Ebook sent home to read.

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!



Reading a book at the right level



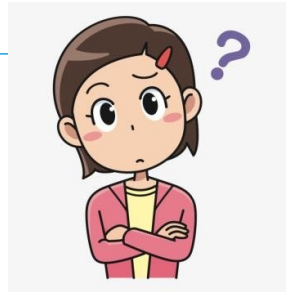
This means that your child should:

- 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.



What about my child?

**‘They are bright,
they need pushing’**



**‘They are struggling, how will
they keep up
with this program?’**

- They will be challenged to apply it into their spelling
- Teachers will target during phonics
- Books will be differentiated – we will use our teacher judgement as well as the LW assessment

- TA’s will have a new role – focus and note it
- *Keep up not catch up – daily additional mini repeat and pre teach*
- Any children significantly behind will receive catch up intervention 3x week

Importance of fluency...



<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/whole-school-cpd/reading-leaders-webinars/application-of-phonics-to-reading/>



36mins30

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

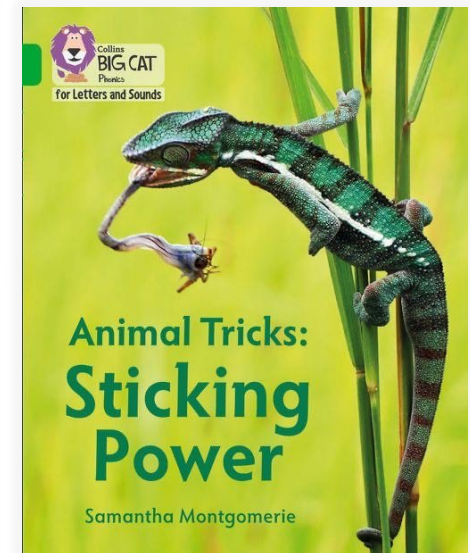
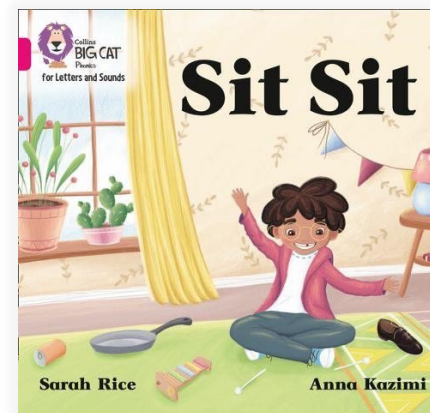


Every 6 weeks children will be assessed

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week—
decode, prosody & comprehension
- taught by a trained
teacher/teaching assistant
- taught in small groups (6)
- Individual reading (1-1) expectation
for children doing little wandle is
changing



So in a nutshell what is the core reading offer for my child?



- ✓ They will read 3 times a week in small groups of no more than 6
- ✓ The book they read will be sent home as an EBook to share and show off! This will be sent via EvidenceMe and will have a commentary of what they covered and learnt that week. *If you are not set up don't worry we are on it!*
- ✓ A decodable book of a similar level will be sent home (importance of practical handling of books)
- ✓ A school library book to share will go home
- ✓ These 2 books will be changed on a set day, once a week
- ✓ Every 6 weeks the teachers will review your child's progress

What happens when my child has completed Little Wandle, what will they receive?

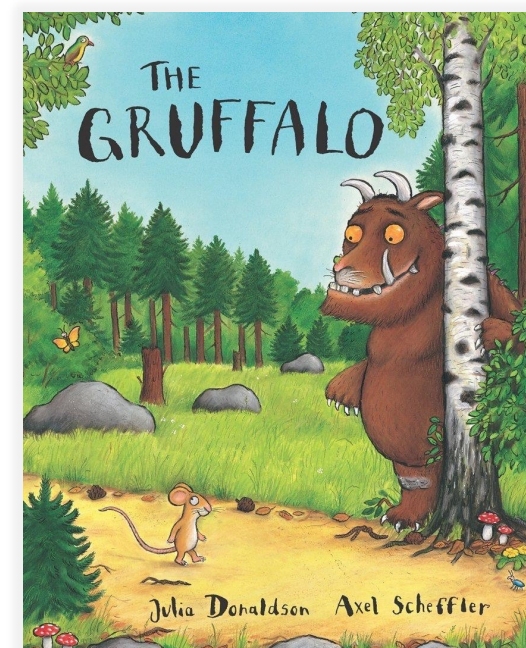
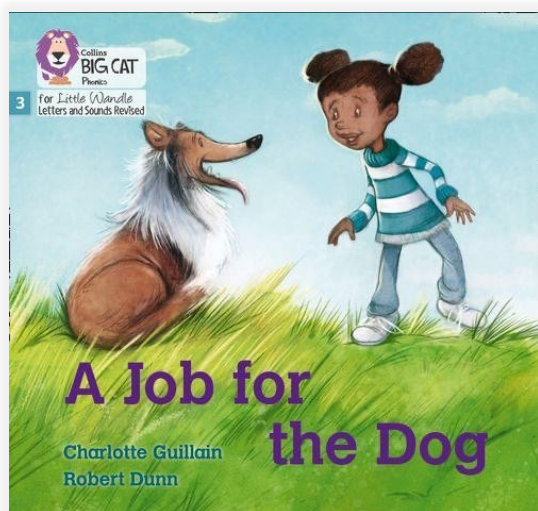


- Guided reading once every 2 weeks
- 1-1 reading once every 2 weeks
- School library books (changed as required by children encouraging reading for pleasure)
- Looking into e books online for KS2 and those chn in Y2 who have met the phonic standard.



Reading at home

Books going home



Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics



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



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



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

Read to your child



The shared 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.



For further question
Please do not
hesitate to come and
see us.

