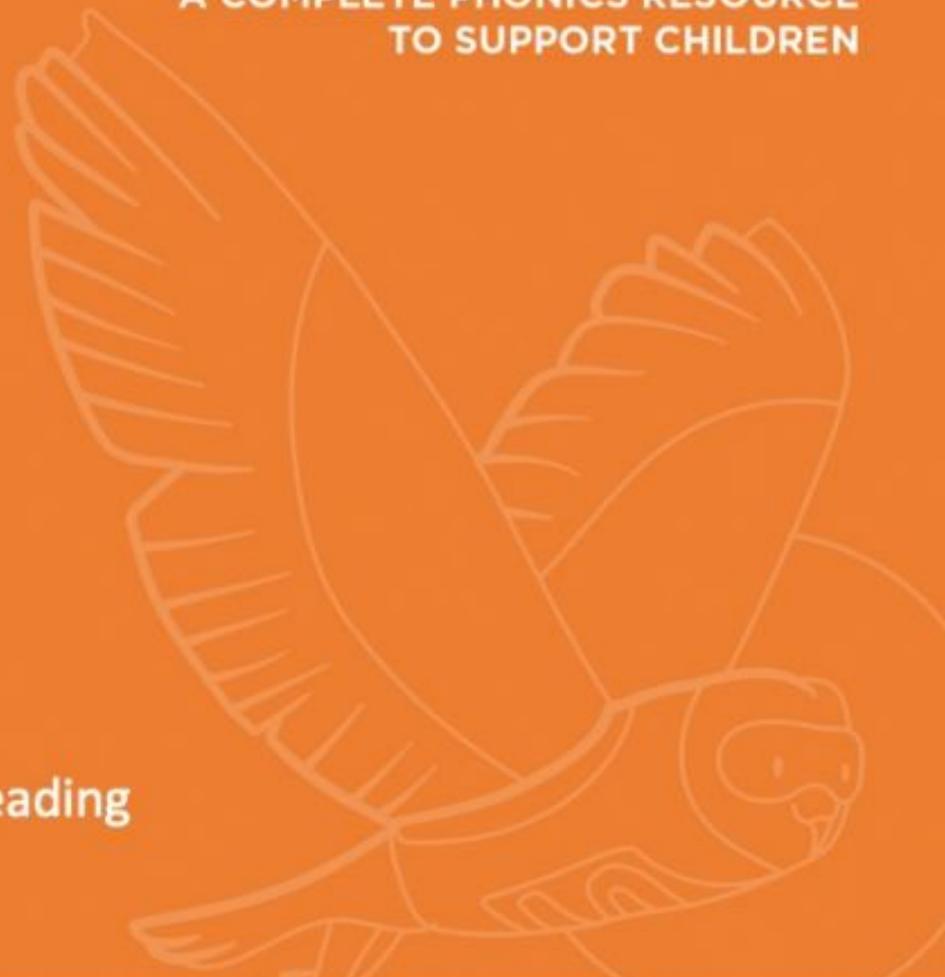




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

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?





Phonics

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



New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics

Why Little Wandle?

Excellent training for all staff to ensure consistency,
Every aspect of phonics and reading included in a detailed, thorough and systematic approach,
Engaging resources without distracting from the learning,
Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.



littlewandlelettersandsounds.org.uk

“

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



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

Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful!



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

How we teach phonics

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

Daily short sessions

Specific order of teaching



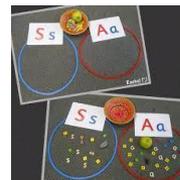
Synthetic phonics

must

Correct pronunciation is vital - Videos on LW

Repeated practice

Revisit previously taught sounds at start of each lesson



Practice makes permanent

Teaching order

Phase 2 grapheme information sheet			Autumn 1
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s 		Show your teeth and curl the s too and sssss sssss	Under the snake's chin, slide down and round its tail.
a a 		Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Along the ant's tail, and down its legs.
t t 		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.
p p 		Bring your lips together and push them apart and say ppp	Down the penguin's back, up and round its head.
i i 		Put 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 leg) at the top.
		Open your lips a bit for your ppp	Down the stick, up and over the ppp

Phase 2 grapheme information sheet			Autumn 2
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j 		Fucker your lips and show your teeth on your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
v v 		Put your teeth against your bottom lip and make a buzzing vvv vvvv	Down to the bottom of the volcano, and back up to the top.
w w 		Fucker 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.
x x 		Mouth open then push the stick round through as you close your mouth xxx or xx	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

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 j l	i l the

Autumn 2 Phase 2 graphemes	New tricky words
[f] [s] = w e y e at qu ck th ck ng ck • words with → /s/ added at the end (bats) • words ending → /t/ (hat) and with → /s/ added at the end (boats)	put* put* full* as and has his her go no into the push* he of we me be

*The tricky words 'put', 'full', 'all' 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 oo oo oo or ur oo ee ear or 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/ in the middle • words with → /t/ at the end • words with → /d/ and /t/ 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 /aw/ aw draw /ai/ ay toy /ea/ ea each	Phases 2-4: the put* put* full* push* to into I so 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', 'full', 'all' 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/ ur bird /igh/ igh you /aw/ /aw/ aw blue draw /ym/ ym ymcom /oi/ oi go /igh/ igh tiger /ai/ ai paper /ee/ ee he /ai/ ai shake /igh/ igh time /oo/ oo home /aw/ /aw/ aw made extra /ee/ ee these /aw/ /aw/ aw chew saw /ee/ ee shield /ur/ ur clear	their people oh your Mr Ms Mr ask* could would should our hour mouse water went

*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

We will work our way through the whole Little Wandle Programme until your child can read fluently.

How we make learning stick



Little Wandle at Home More Phonics Flashcards for Reception
by Wandle Learning Trust and Little Sutton Primary School | 12 Sept 2022

★★★★★ ~ 264

Cards

Ages: 4 - 6 years, from publishers

£6⁹⁹

Save 5% on any 4 qualifying items

✓prime FREE One-Day

Get it tomorrow, 7 Jan



Sponsored

Little Wandle at Home First Phonics Flashcards for Reception
by Wandle Learning Trust and Little Sutton Primary School | 12 Sept 2022

★★★★★ ~ 362

Cards

Ages: 3 - 5 years, from customers

£6⁹⁹

Save 5% on any 4 qualifying items

✓prime FREE One-Day

Get it tomorrow, 7 Jan



Little Wandle at Home Phonics Flashcards for Year 1: Phase 5 (Big Cat Phonics for Little Wandle Letters and Sounds Revised)

by Wandle Learning Trust and Little Sutton Primary School | 12 Sept 2022

★★★★★ ~ 211

Cards

Ages: 4 - 6 years, from customers

£6⁹⁹

Save 5% on any 4 qualifying items

✓prime FREE One-Day

Get it tomorrow, 7 Jan

There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.

s



t



n



d



qu

th

ss

ck



ng



ch



sh

ar

oi

or

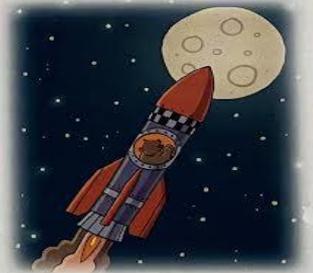
ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book



Reading and Spelling

Reading and spelling



This is an example of what the children learn in Year 1. Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

R Au1 extra

map

. . .

R Au1 extra

nip

. . .

R Au1 extra

sat

R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



R Au2

go

R Au1

the

R Au1

is

R Au2

to

Spelling

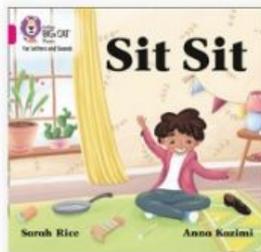
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



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



The children read the same book three times in a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice or our David Attenborough voice – and the third time we look at comprehension. We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out.

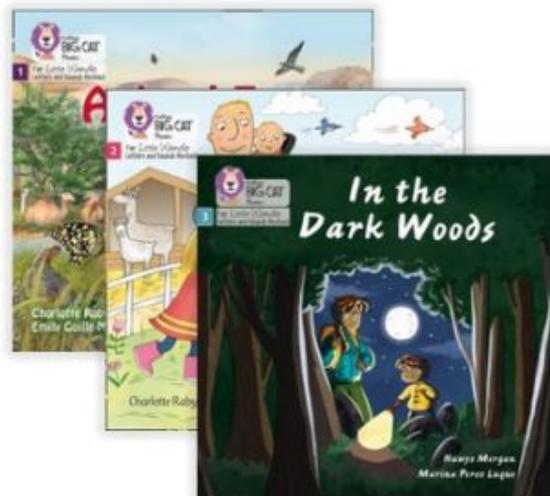
We use assessment to match your child the right level of book



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



We assess your child every six weeks to check progress. Any child who needs extra support has daily keep-up sessions planned for them.

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 one 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....

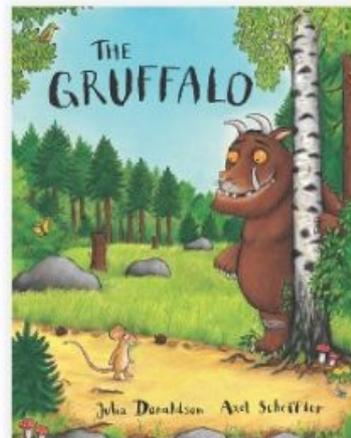
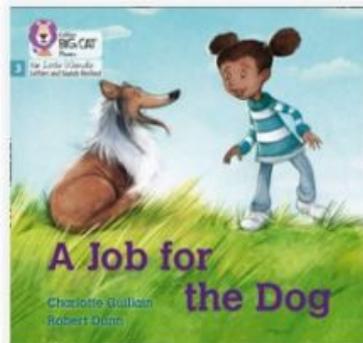
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



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

Celebrate child's success at school, make time for reading at home!

Books going home



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

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**

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

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

Read to your child

The shared book is for **YOU** to read:

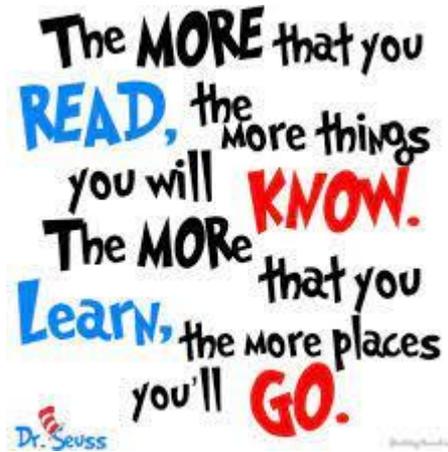
- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
- Introduce new and exciting language.
- Encourage your child to use new vocabulary.
- Make up sentences together.
- Find different words to use.
- Describe things you see.



Reading

We want children to love reading

Reading should be enjoyable



Learning to read should be a positive experience

We want children to read for pleasure

Reading underpins children's access to the curriculum and clearly impacts on their achievement



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

Carl Sagan



Any Questions?