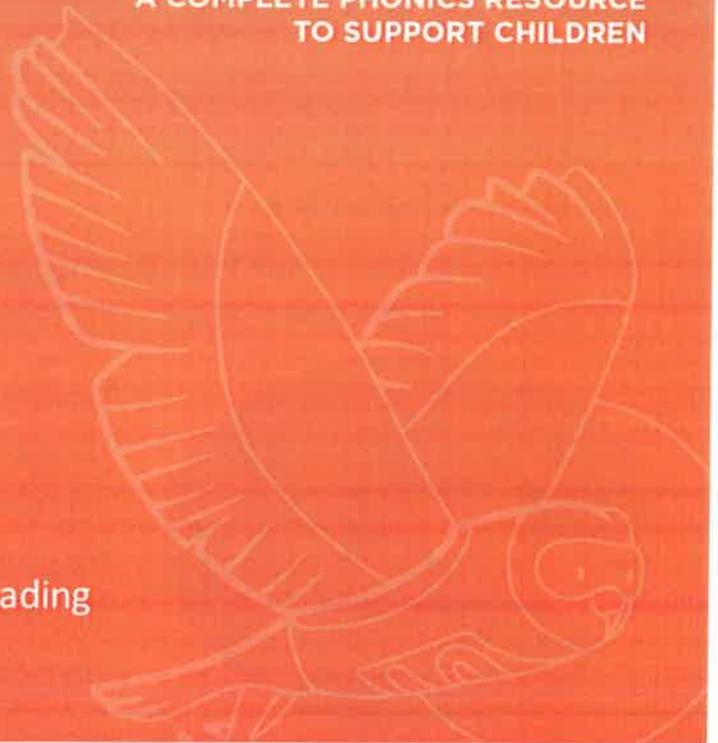




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN



Teach reading: change lives

Parent workshop: Phonics and early reading

Firstly, why are we changing?

- No statutory requirement for us to change or adopt one of the Government's validated phonics programmes
- Important that school have an approach that is rigorous, systematic, used with fidelity

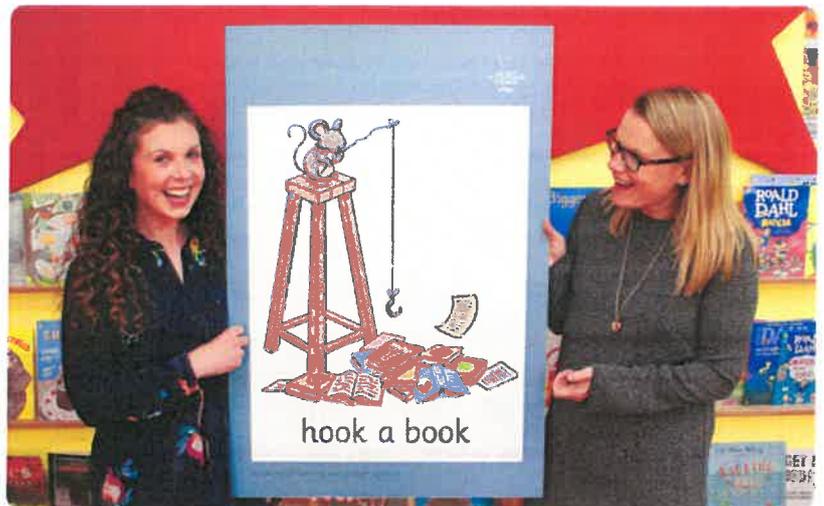


- Something that KS1 team have known could be improved upon
- Trialled several different schemes, with feedback from parents and children

Our aim is to have a consistent and well-structured approach to teaching phonics which encourages every child to develop confidence and a passion for reading.

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.



Teaching order

Phase 2 grapheme information sheet Autumn 1

Grapheme and its sounds	Picture card	Phonics and phonics	Phonics and phonics
s s	snake	Start your teeth and put for the s See and stretch snake	Stretch the snake's skin, then close and sound to get
a a	ant	Start your teeth and put for the a See and stretch ant	Stretch the ant's body, then close and sound to get
t t	tiger	Start your teeth and put for the t See and stretch tiger	Stretch the tiger's body to the top, then follow the tiger's sound to get
p p	pig	Start your teeth and put for the p See and stretch pig	Stretch the pig's body to the top, then follow the pig's sound to get
i i	iguana	Start your teeth and put for the i See and stretch iguana	Stretch the iguana's body, then close and sound to get
		Start your teeth and put for the e See and stretch e	Stretch the e's, up and sound to get

Phase 2 grapheme information sheet Autumn 2

Grapheme and its sounds	Picture card	Phonics and phonics	Phonics and phonics
j j	jellyfish	Start your teeth and put for the j See and stretch jellyfish	Stretch the jellyfish's body, then close and sound to get
v v	vulture	Start your teeth and put for the v See and stretch vulture	Stretch the vulture's body, then close and sound to get
w w	wave	Start your teeth and put for the w See and stretch wave	Stretch the wave's body, then close and sound to get
x x	x-ray	Start your teeth and put for the x See and stretch x-ray	Stretch the x-ray's body, then close and sound to get

With Little Wandle, there are some changes to the order of teaching sounds for example j, v, w, x etc are now part of Phase 2 rather than being the start of Phase 3. There are some changes and additions to tricky words as well for example the teaching of ure has been removed and instead words like sure and pure are now taught as Phase 3 tricky words.

Phase 5 focuses on alternative sounds and spellings and these have been moved forward in the teaching order to give children more time to consolidate and embed this learning.

It is also worth noting that unlike our previous system, children are not expected to read fake or alien words until the Summer term in Year 1 so they can be adequately prepared for the Year 1 Phonics Screening check.

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
a a p i m d g o c k c k e u r h b f i	u l the
Autumn 2 Phase 2 graphemes	New tricky words
ll ll ea j v a a y z z qu ck sh th ng nk words with -s /t/ added at the end (Dads hats) words ending in /z/ (bus) and with -s /t/ added at the end (bags)	put* pull* full* as and has he 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 ee oo oo ar or ur ow oi ear ear er words with double letters longer words	was you they my by all are rare pure
Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 longer words, including those with double letters words with -s /t/ in the middle words with -es /t/ at the end words with -s /t/ and /z/ at the end	Review all taught so far
Summer 1 Phase 4	New tricky words

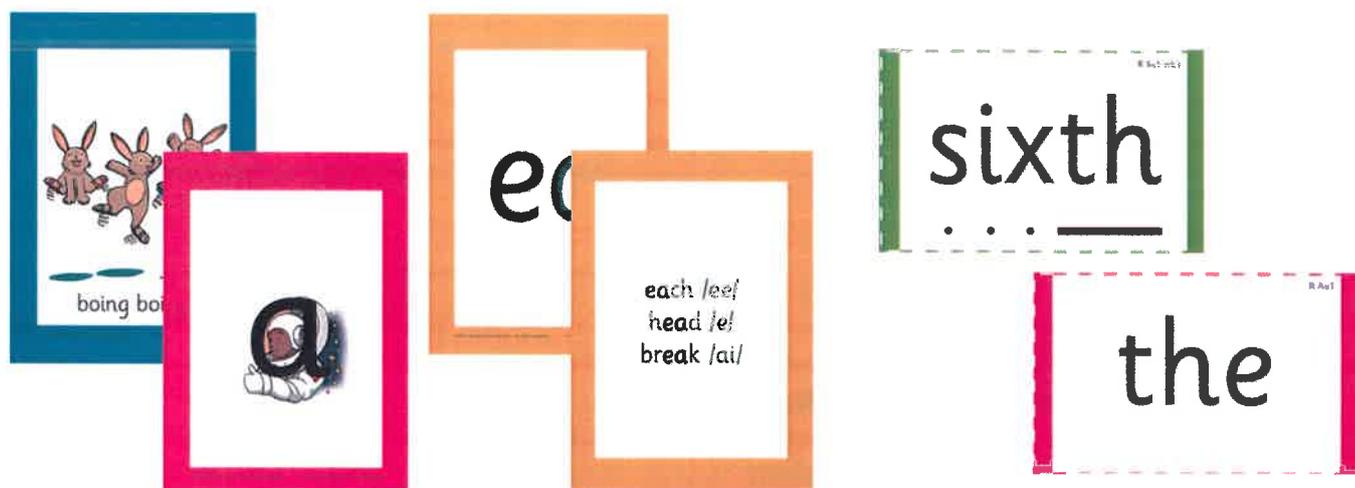
Year 1

Autumn 1	Review tricky words Phases 2 & 4
Review Phase 3 and 4 Phase 5 /ai/ ay play /oa/ oa cloud /oo/ oo toy /oa/ oa with	Phases 2-4: the put* pull* full* push* so into I so go of he she we me be was you they all one my by sure pure said have like so do some come have were there late 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
/aʊ/ aʊ bid /igh/ igh pie /oa/ /oo/ oa blue rescue /yoʊ/ u unicorn /aɪ/ a igh /aɪ/ i tiger /aɪ/ a paper /ee/ e he /aɪ/ a e shake /igh/ igh time /oa/ e e home /oa/ /oo/ ue ride cute /ee/ e e there /oa/ /oo/ ew chew new /oa/ so should /oa/ oo clear	their people oh your Mr Mrs Mr's out* could would should our because mouse water want
*The tricky word 'out' 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/ o o house	an e mouse should

We will work our way through the whole Little Wandle Programme until your child can read fluently including Year 2, which I will expand on later in the presentation.

This programme of progression is in your handout and details the sounds taught as well as tricky words.

How we make learning stick



There are specific resources for the Little Wandle Programme which the children will become very familiar with and these are consistent across EYFS and Year 1.

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. For EYFS pupils, we have already begun introducing them to the Phase 3 phrases and resources

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**

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.

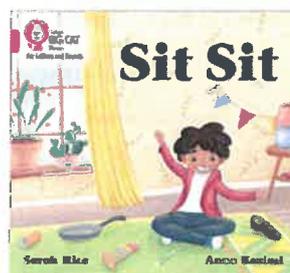
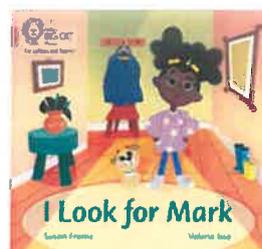
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Reading practice sessions

One of the biggest elements of change, rather than a single session of 1:1 reading per week, children will take part in reading practice sessions

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.
- Decoding/prosody/comprehension



Example session of how this looks for EYFS pupils – starts at 11 minutes

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/whole-school-cpd/training-modules/module-5/>

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 story-teller 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 they see words the more they begin to read them automatically without having to sound them out.

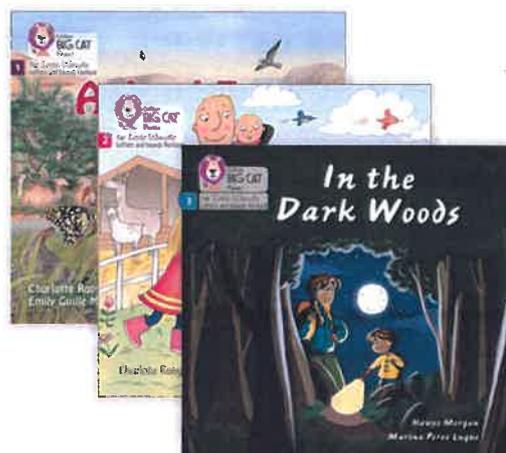


We use assessment to match your child the right level of book

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. More details to follow shortly. Reading practice groups are carefully planned and structured to ensure children are reading a book which they will be able to read with 90% fluency by session 3.

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.



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

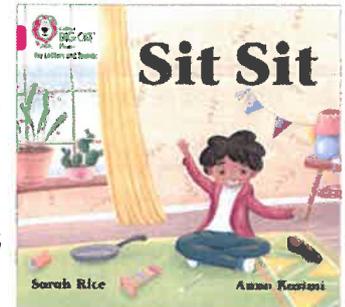
Celebrate child's success at school, make time for reading at home!

As we will be doing the majority of reading of phonics and decodable books.....this is where we need the support of our families.

Listening to your child read their phonics book

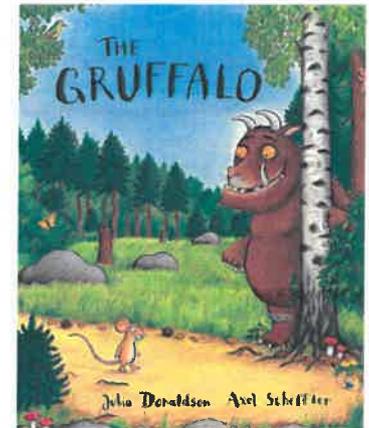
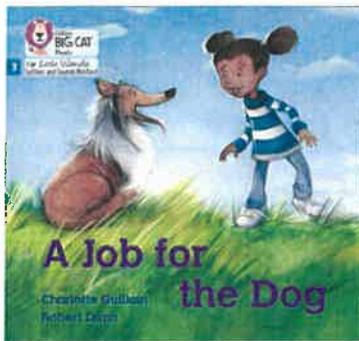


- Initially whilst we continue to build up resources, children will be sent an e-book copy of their phonics book, every child will have their own login and teachers will be able to 'assign' books. Once we have enough books in the system children will be sent home with a physical copy as well.
- For EYFS pupils and Year 1 pupils, this means there is only 1 phonics book per week.
- Your child should be able to read their book without your help. They will have already read it several times at school.
- If they can't read a word read it to them and note it in their reading record for the teacher. Recordings as previous are not needed.
- Talk about the book and celebrate their success.



This will be a PHASED change, to allow us all time to adjust and adapt to the new system. EYFS will be adopting this with immediate effect. For Year 1 this will begin after the Phonics Screening Check.

Books going home



Yes you heard us right, for EYFS pupils and Year 1 that is 1 phonics book per week and I knew some of you will be thinking 'thank god' and some may be experiencing a small level of panic, how are they meant to make progress and build up reading fluency with just 1 book per week.....

Part of the reason we chose Little Wandle was for the emphasis on reading for pleasure and developing a joy of reading and this...is where we need your help. As well as the 'learning to read' book that your child will bring home they will be encouraged also bring home a book for sharing with you. These 'sharing books' are SO important. This is how we are going to give them the WILL to read.

We have been working very hard on improving and expanding our infant library for this very reason. A small selection of these new library books are featured here and range from picture books, non-fiction, chapter books, poetry etc. We would also encourage parents to sign up to and use their local library as well. This is where children can really embrace their interests etc etc.

Sharing books

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.



Sharing books are exactly what they sound like, books to be shared together. Please read with your child as often as you can – at least once a day if possible.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

This is also where children who are highly capable readers can start to challenge themselves and become more independent readers.

If you are interested and able to support us as well continue to build the Infant Library, please have a look and consider purchasing and donating some books from the school's Amazon Wishlist

https://www.amazon.co.uk/hz/wishlist/ls/WZSU6HFJ8FGO?ref_=wl_share



Moving beyond Phonics and Year 2

As children move through Year 1 and into Year 2 some will no longer need to rely on those early phonics skills to read.

- Those who reach this point will move onto spelling rules and will follow the banded progression of books, as displayed, whilst also still being encouraged to read books of their own interest. This is where the increase in reading books being sent home will happen to continue to develop their fluency and stamina when reading.
- For children who have not reached the end of the programme and are not reading fluently, they will continue to follow the Little Wandle scheme and attend reading practice sessions.



Those needing extra support...

Sometimes children may be identified as needing additional support, this may be with blending, segmenting or with remembering certain sounds and/or spellings. In these cases, Little Wandle helps us identify exactly what level of support is needed and in which areas.

- Group keep-up sessions or Individual sessions – short 5 minute daily sessions
- If your child, is identified as needing some extra support, you will be notified or asked to meet with their teacher as soon as possible. Children will be re-assessed regularly through summative (informal) assessments and will continue as long as needed.



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

Carl Sagan



As a team we are looking forward to implementing everything that Little Wandle has to offer, however if you do have any question please do not hesitate to contact Miss Wheeler at eyfs@st-nicholas.wokingham.sch.uk

