



**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



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 mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	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 a a a	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 t t t	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 p p p	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 i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

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 j j j	All the way down the jellyfish. Dot on its head.
 v	 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.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
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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

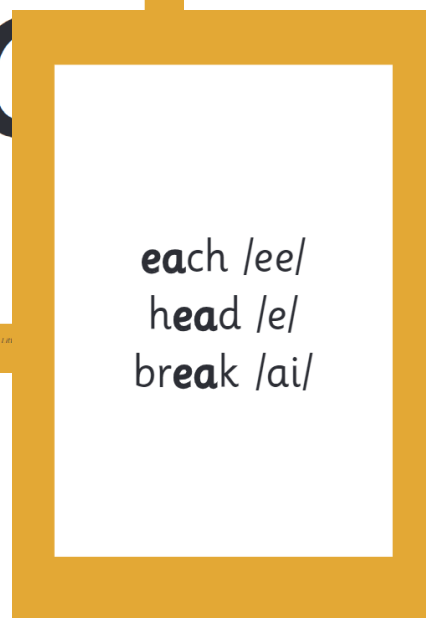
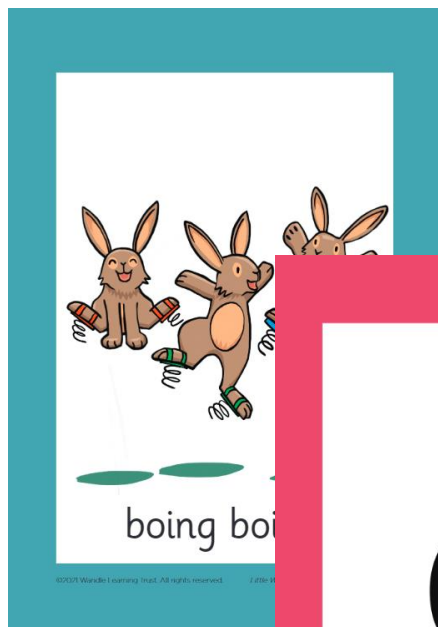
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /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
/ool/ u funny	any many again

How we make learning stick



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**

So how will phonics be taught?

Whole class phonics lessons daily which follow routine:

- Revisit and review
- Teach and practice
- Practice and apply
- Daily writing
- Friday – always a review day.
- Same format in Year 1

Weekly grid Reception phase 3 Spring 1 week 1									
Lesson focus	Revisit and review			Teach and practise			Practise and apply		
	GPCs	Words	Tricky words	New GPC and catchphrase	Oral blending	New words	Example definitions and sentences	Read the sentence	Spelling
ai tail	qu ch sh th ng nk	bang fish quick chat	is as the I	 ai tail in the rain	r-ai-n f-ai-l t-ai-l	rain wait tail sail fail main	tail Some animals – like horses, dogs and cats – have tails. sail To travel on water in a boat. Also, the piece of cloth on a boat which catches the wind. main The most important or biggest — I like to have my main meal at lunchtime.	His fish has a quick tail.	rain wait + the
ee sheep	ai qu ch sh th ng nk w	with pink wait rain	is as the I put*	 ee sheep in a jeep	s-ee f-ee-t sh-ee-p	see feet meet sheep deep feel	sheep An animal that eats grass and has a white, fluffy coat. Sheep give us wool to make scarves and gloves. deep Going a long way down — The water in the ocean is very, very deep! feel I feel very happy today as you're all doing such a great job.	A pink sheep with feet.	see feet + put
igh light	ai ee qu ch sh th ng nk	that web see feel	is as the I put* pull*	 igh a light in the night	l-igh-t h-igh-t t-igh-t	high light night right tight fight	right I like to get the answer right. Also, to move in a way that's the opposite of left. tight My trousers always feel tight after a big Sunday lunch! fight You must not fight over who uses the new bike first.	I can see the web is up high.	night right + pull
oa goat	ai ee igh th ff ll ng ch sh	this sail tight night	is as the I put* pull* full*	 oa soap that goat	c-oa-t t-oa-d r-oa-d	coat soap goat toad road boat	toad A type of frog with dry, lumpy skin. goat An animal with horns and a beard. boat Something which travels across water – He loved playing with his toy boat in the bath.	Get into the boat and sail off.	coat boat + full
Review	ai ee igh oa ng sh ch th	Play Change it: light fight feet feel fail sail sigh sight light (use cards, not words)	is as the I put* pull* full*			Match the words to the pictures: boat sheep feet rain light toad	Quick review: bang fish wait web pink tight feel deep right this that	This pink coat is tight.	sheep road

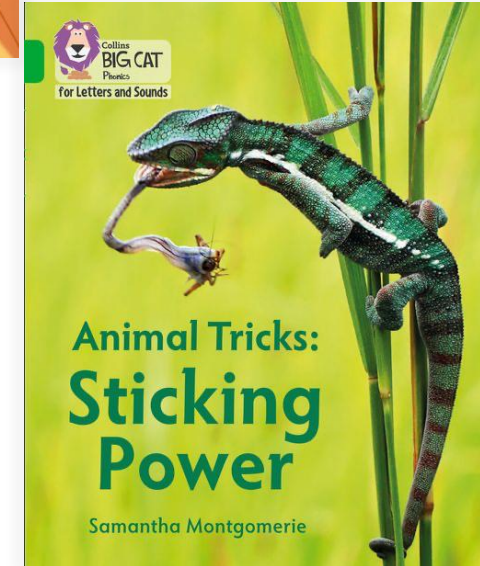
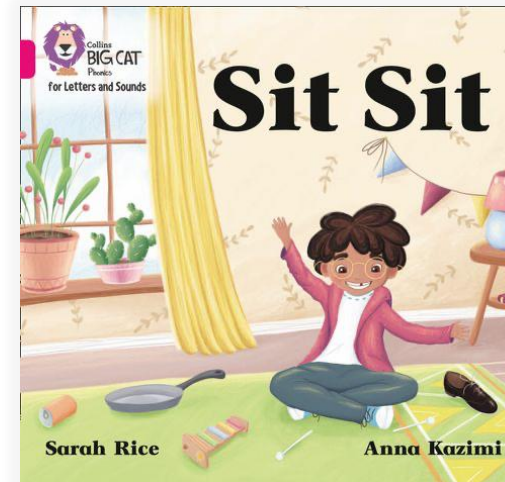
Reading practice sessions with decodable reading books three times a week

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/>

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.

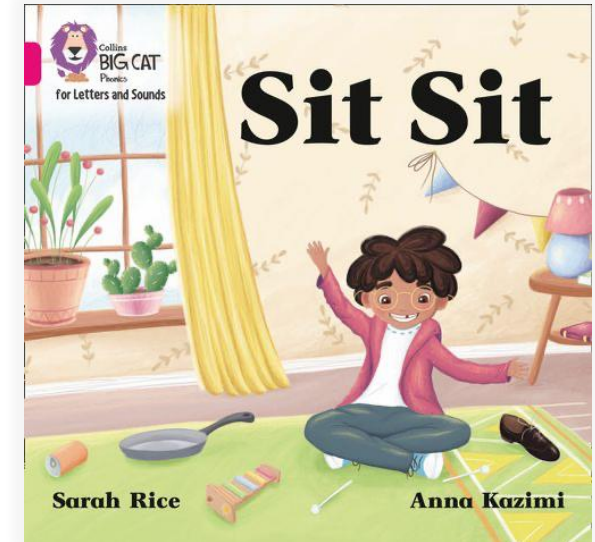
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



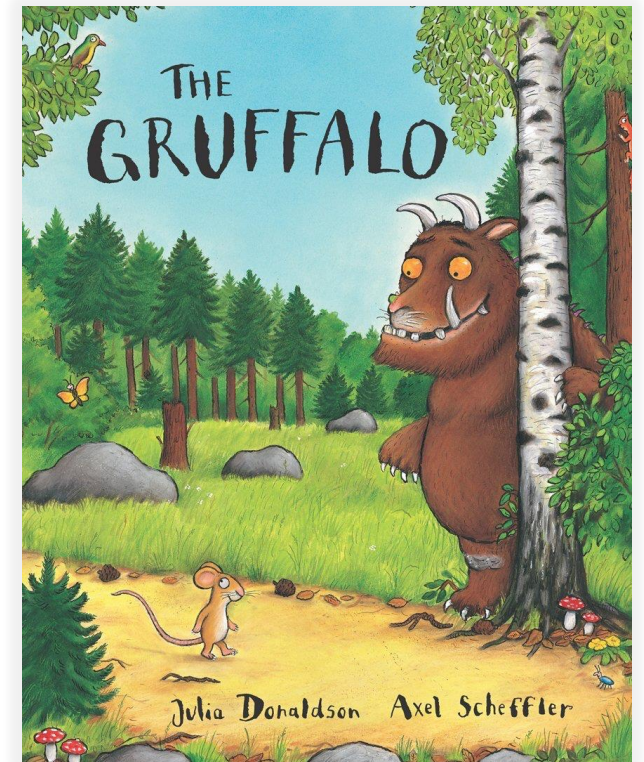
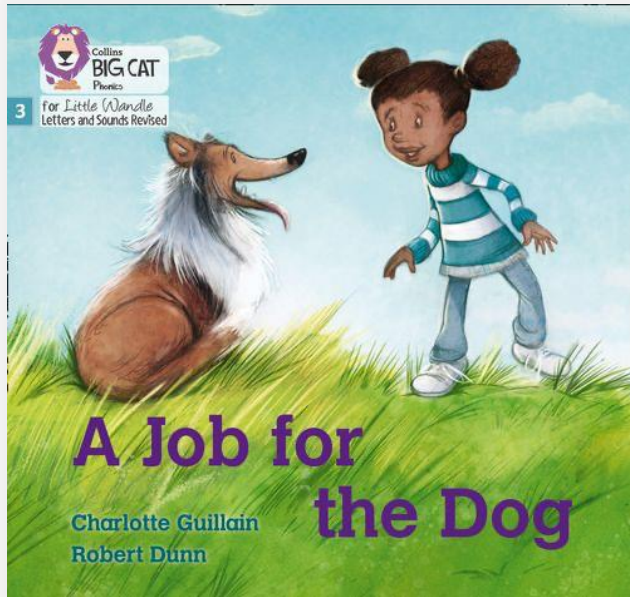
Listening to your child read their phonics book



- 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.



Books going home



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.



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.

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

Carl Sagan

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