A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND SOUNDS
REVISED
TM



Teach reading: change lives

Parent workshop: Phonics and early reading

How did you learn to read?





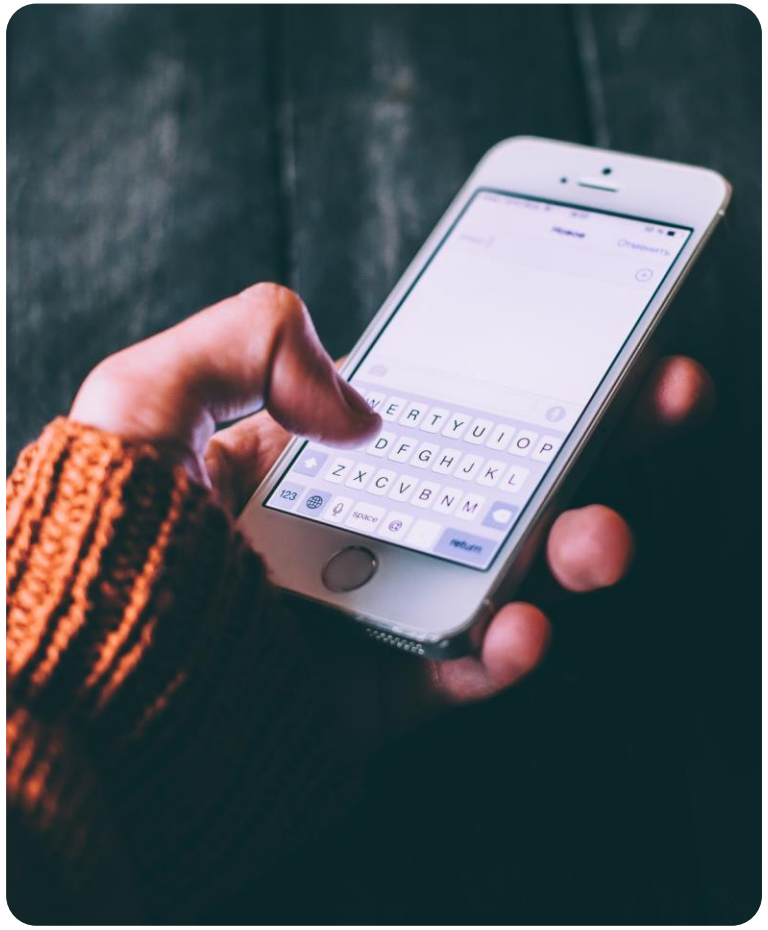
Roger Red-hat
had a red ball.
A little white dog went by.

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

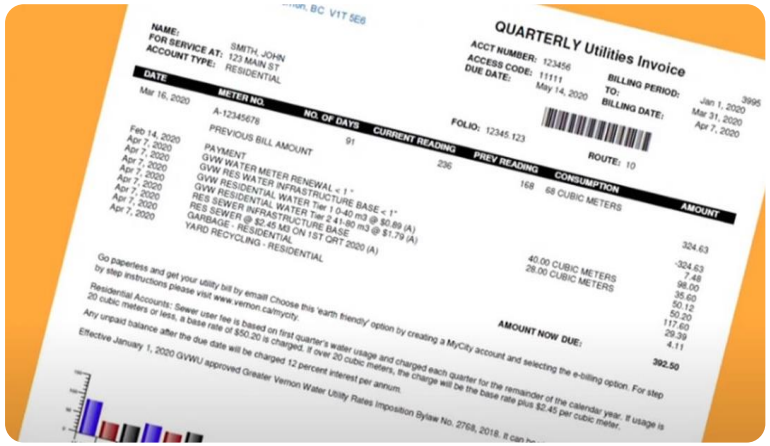
OECD (The Organisation for Economic Co-operation and Development)

How many times have you already read today?





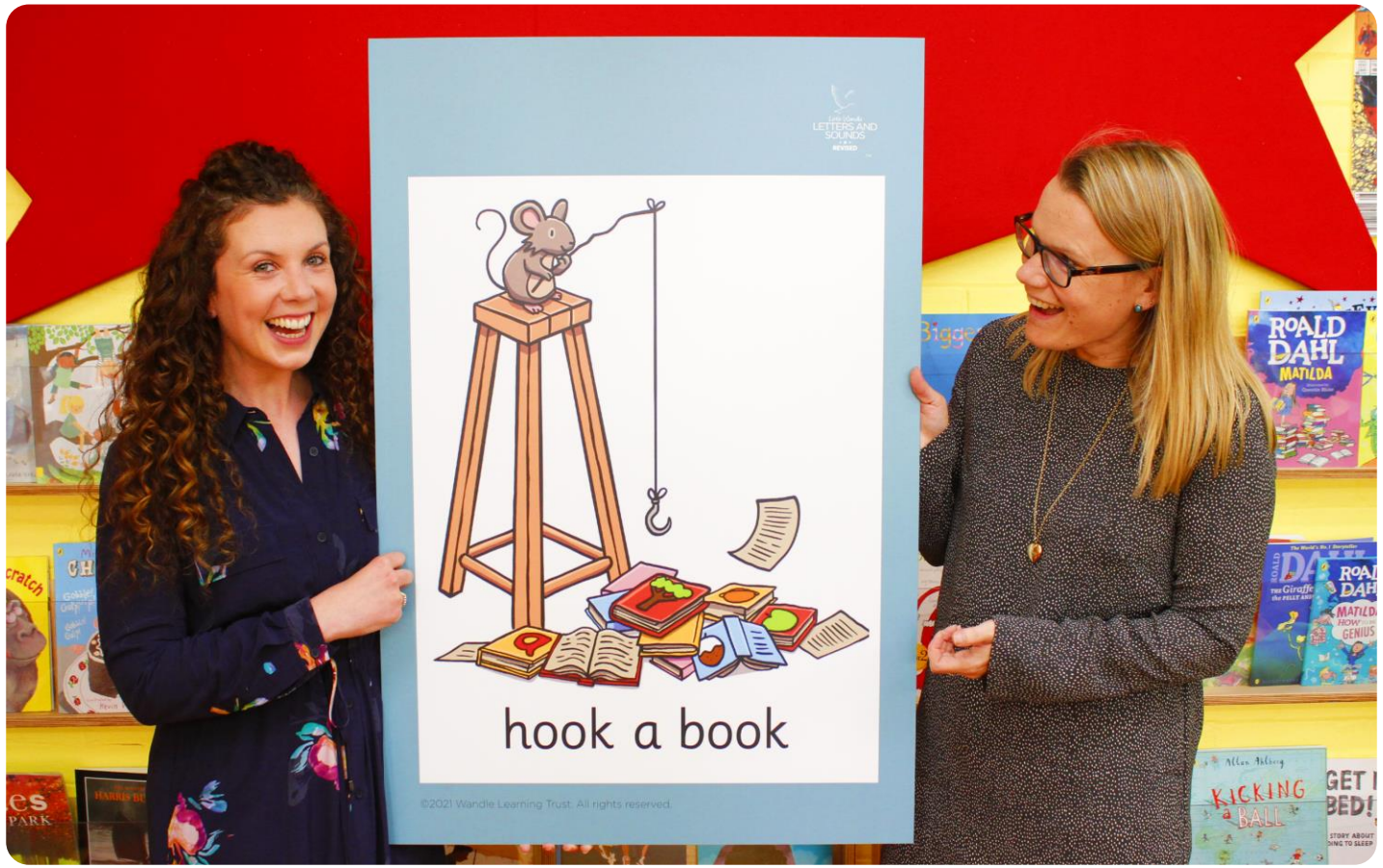




Phonics

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.



Phonics is:

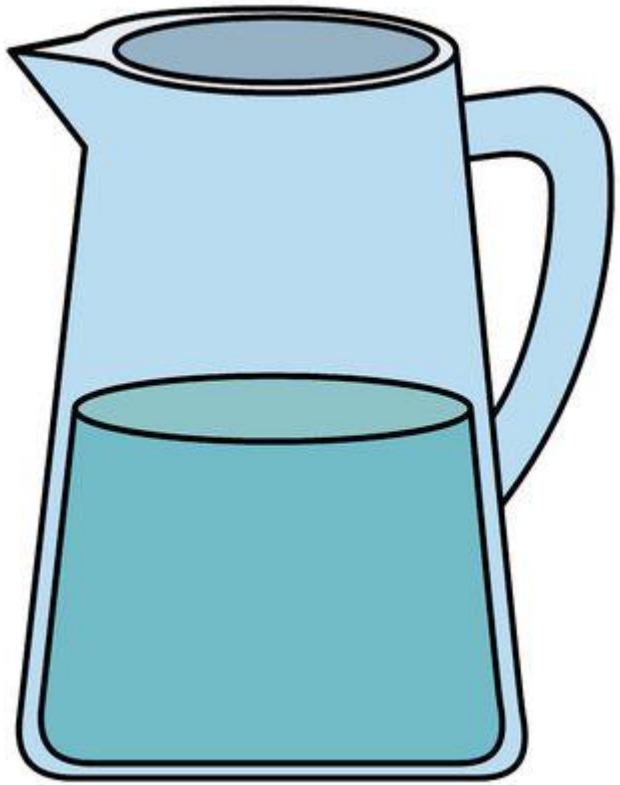
making connections between the sounds of our spoken words and the letters that are used to write them down.

Blending and Segmenting

Blending is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word ‘cup’.

Segmenting is identifying the individual sounds in a spoken word (e.g. ‘him’ = h – i – m) and writing down letters for each sound to form the word.

Orally Segmenting Words







Blending to read words



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

1. Blend

2. Phoneme

3. Grapheme

4. Digraph

5. Trigraph

6. Segment

7. Split vowel digraph

A. Three letters that make one sound

B. Two letters that make one sound

C. A vowel sound that has two vowels split by a consonant and together they make a sound

D. To combine individual phonemes together into a whole word

E. The smallest unit of sound that can be identified in a word

F. Identifying each individual phoneme in a word, working from left to right

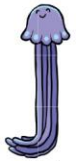
G. A letter or group of letters that represent a phoneme when writing

Teaching order

Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a 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 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 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 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.
n n		Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	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 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 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 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 x	 box	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 ck 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

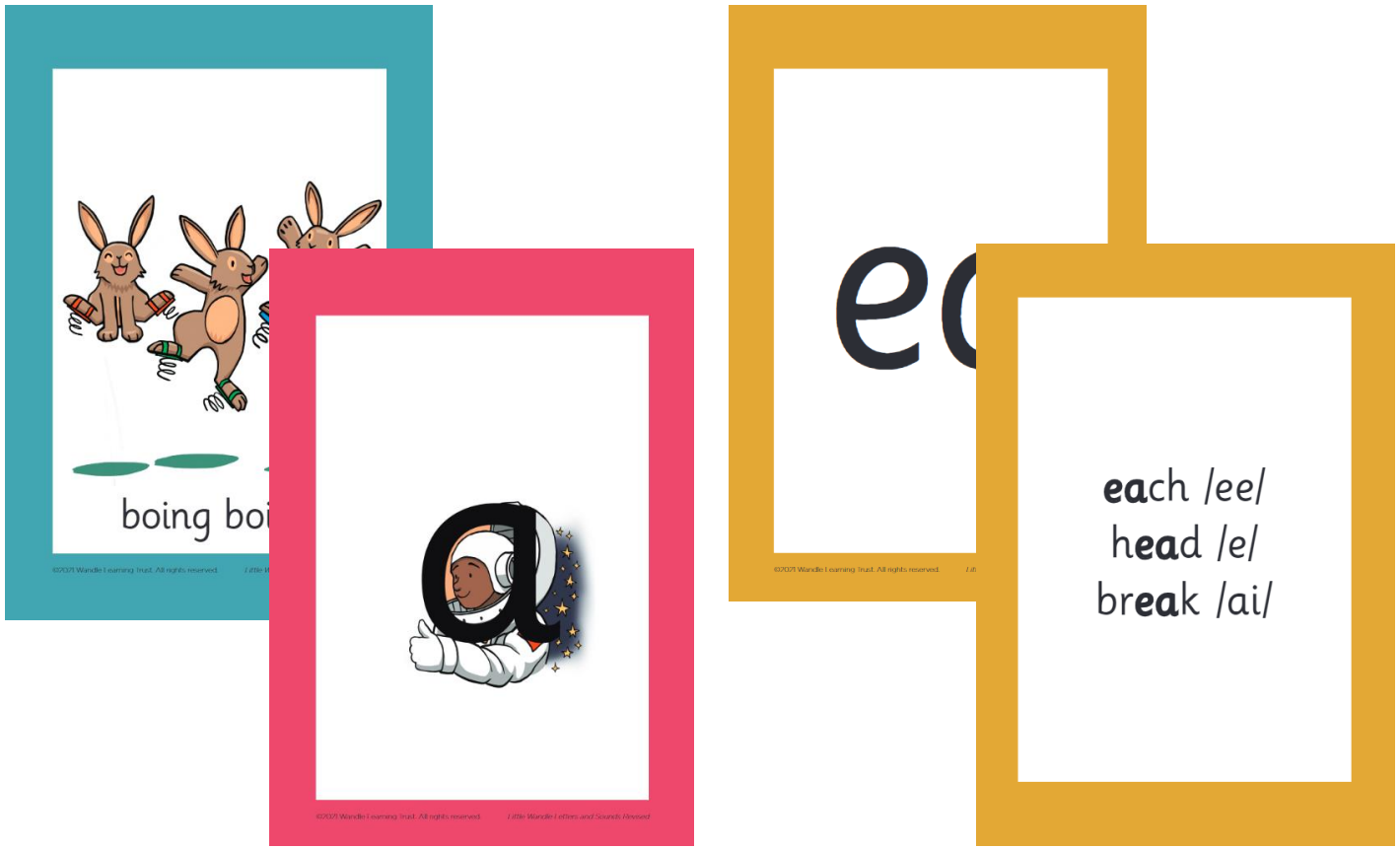
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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
/ee/ y funny	any many again

How we make learning stick



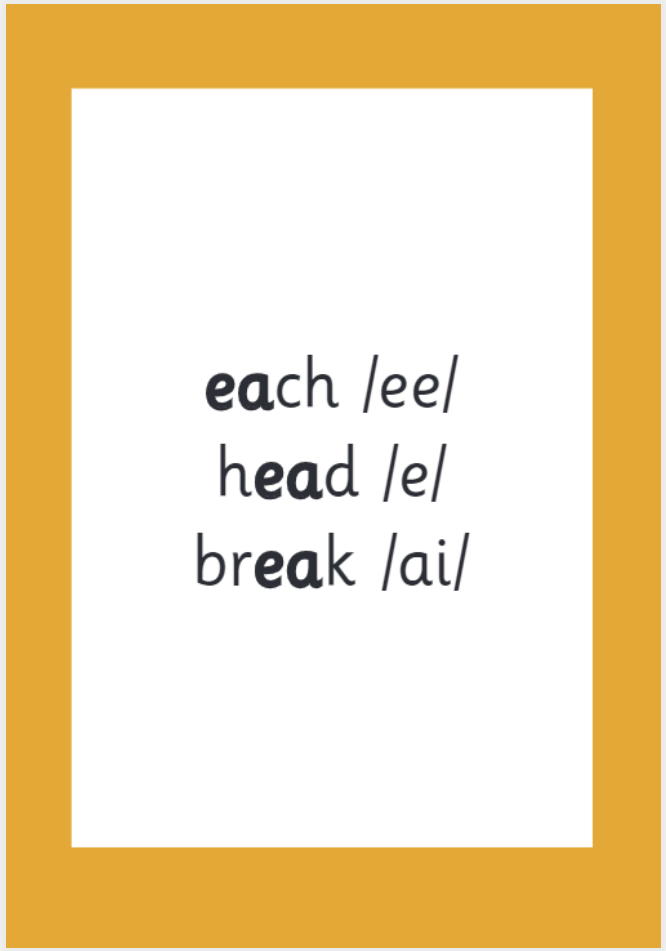




Reading and spelling

Reading and spelling





And all the different ways to write the phoneme sh:

shell

chef

special

caption

mansion

passion

Tricky words



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

Spelling

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

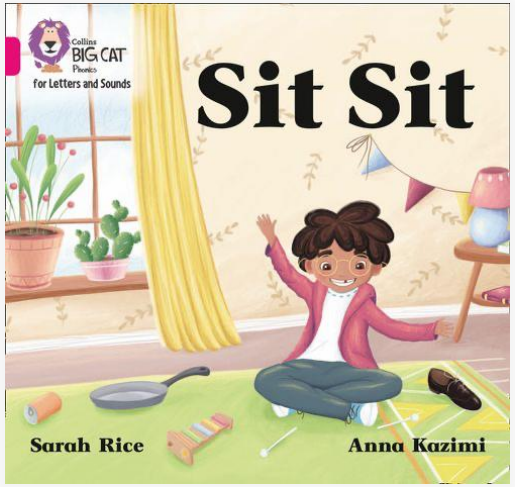


How do we teach reading in books?

Reading practice sessions are:

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







How do we teach reading in books?

Reading practice sessions consist of:

- Decoding session
- Prosody session
- Comprehension session
- We read for 1 hour a week with your child on the same text in Reading Practice sessions

After the first half term 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…

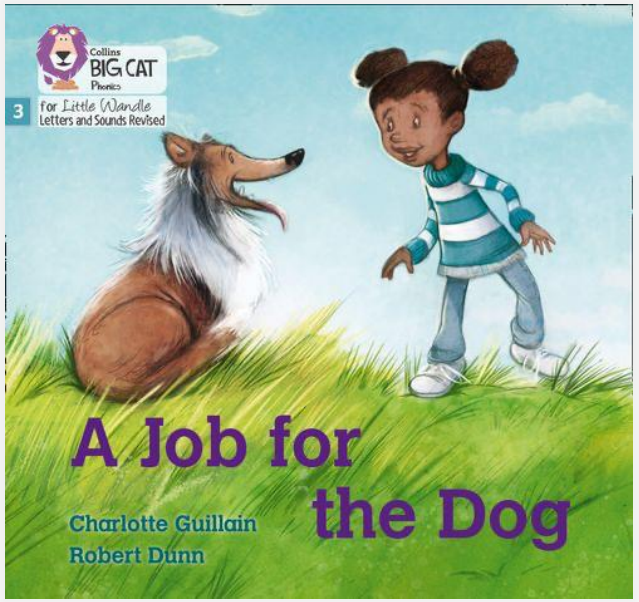
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

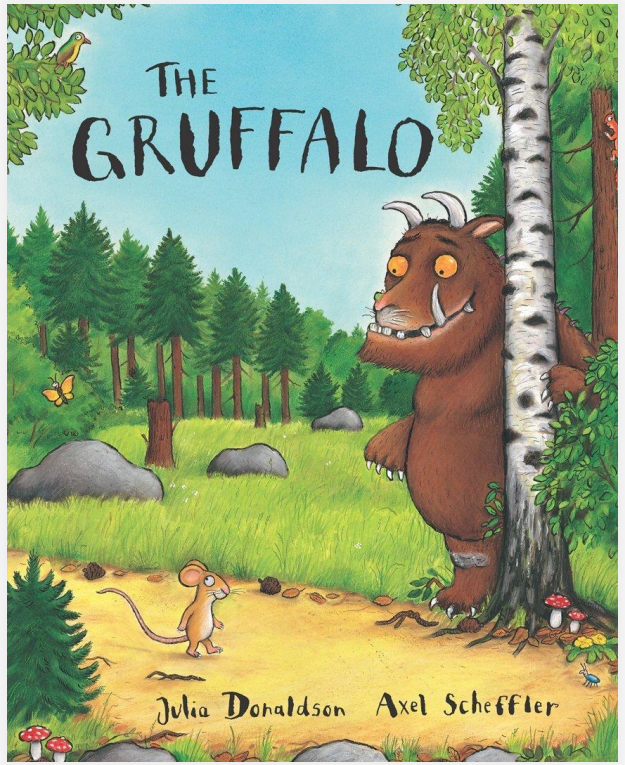


Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home







Learning to read E-Book

Book to share at home

Why E-Books?

- Books were not being sent back to school
- We want the children to get the books they need on a weekly basis
- To purchase our new books for Reception and Year one it has cost £10,000
- Children have had access to the ‘real’ book 3 times over the week leading up to Friday
- Children still have a book to share weekly

Collins ebooks

Log In Register

Email Address or Username

ukcannon

Password

••••

Log In

Trouble logging in?

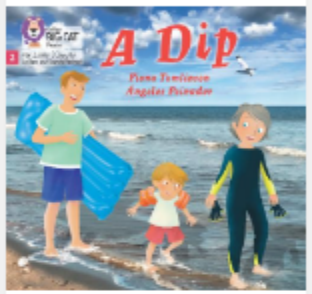
Collins ebooks

Get the app:

Library

3 book(s) are available

Series: All Band/Phase:



Read



Read



Read

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Before reading

Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

s t p n m
d a i

Read the words

Tim pats Nan

Vocabulary

Ask the children to read these words.
Check understanding.

dips pads

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

A Dip



Written by Fiona Tomlinson
Illustrated by Ángeles Peinador

Collins

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Dad pats it.

Dad dips in.

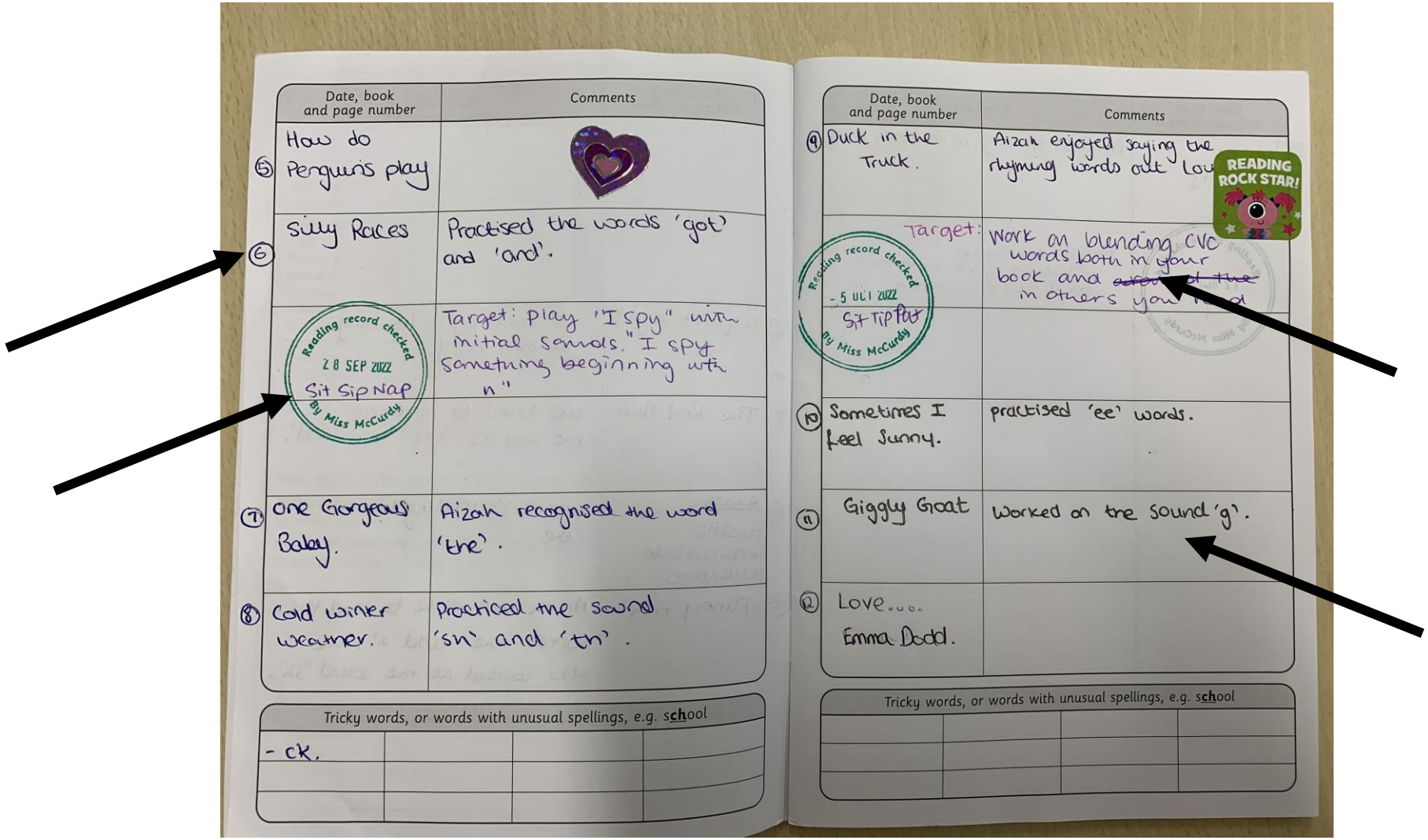


Listening to your child read their phonics book

- 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.



How to fill out the Reading Record



The correct articulation of the Letter Sounds

nnn 

nuh 

The correct articulation of the Letter Sounds

fff 

fuh 

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/

Read to your child

The ‘book to share’ is for YOU to read:

- Make the story sound as exciting as you can by changing your voice. (Prosody)
- 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.



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

Carl Sagan

Quiz!

How many times a week do the children read at school?

Quiz!

Where can you access your child's reading book?

Quiz!

Is the book that your child takes home from the library decodable using phonics?

Quiz!

What is a digraph?

Quiz!

What are the three skills that we teach during reading at school?

Quiz!

What level of fluency should your child be reading their book by the time it comes home?

Quiz!

What percentage of the curriculum is reading-based?

Quiz!

How many books will your child bring home each week?

Thank you so much for coming.
Enjoy Reading together!