

Phonics and Early Reading

Information for Parents
27.9.22

We're teaching every child to read with
Little Wandle Letters
and Sounds Revised

A complete SSP validated by
the Department for Education



Please note that this session will be recorded for future use. By remaining on this call, you are agreeing to being on a recorded session.

Aims of today's session

- Provide an overview of our Phonics and Early Reading programme - 'Little Wandle Letters and Sounds Revised'.
- Share useful websites and resources - so that you can support your child at home
- Questions and Answers

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

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



Little Wandle - a Systematic, Synthetic Phonics Programme

- What is a systematic, synthetic phonics programme?

How much time does your child spend on Phonics?

- YR, Y1 and Y2 - 20 mins per day
- 30 mins reading x 3/week
- In every subject when reading and writing!



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

bake
)

theme
)

time
)

bone
)

rule
)



Blending to read words



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 d g o c k e e u r h b f l	a l the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x z z qu ch sh th ng nk + words with -s /z/ added at the end (bats 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 the 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 oo oo oo or 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 /z/ 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 /aʊ/ ou cloud /ai/ ay toy /eə/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me he was you they all are my by sure pure said have like to 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
/ʊr/ ir bird /tʃi/ ch pig /ʊl/ /ʊol/ ue blue rescue /ʊol/ u unicorn /oʊ/ o go /tʃi/ i tiger /i/ i paper /eə/ e he /aɪ/ a-e shake /tʃi/ i-e time /oʊ/ o-e home /ʊl/ /ʊol/ u-e rude cute /eə/ e-e these /ʊl/ /ʊol/ ew chew new /eə/ e-e shield /ɔ:/ ow slow	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.

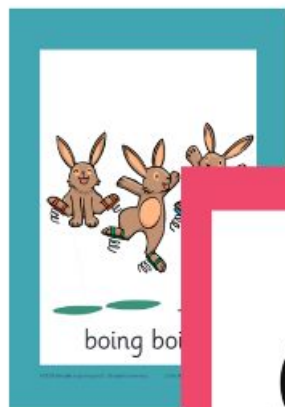
Spring 1 Phase 5 graphemes	New tricky words
/aɪ/ ai finish	was were were



Tricky Words!



How we make learning stick



Reading and Spelling

Reading and spelling



ea

each /ee/
hea**d** /e/
brea**k** /ai/

And all the different ways to write
the phoneme sh:



shell

capshion

chef

manshion

specshial

passshion

Spelling



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

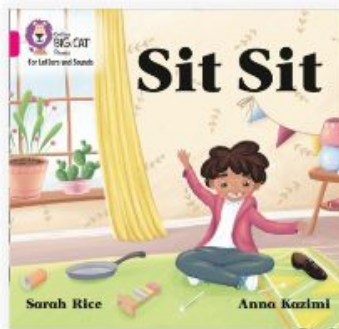
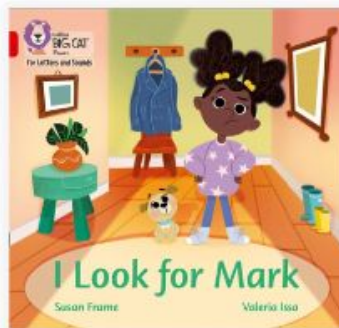


How do we teach reading in books?



Reading practice sessions are:

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



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

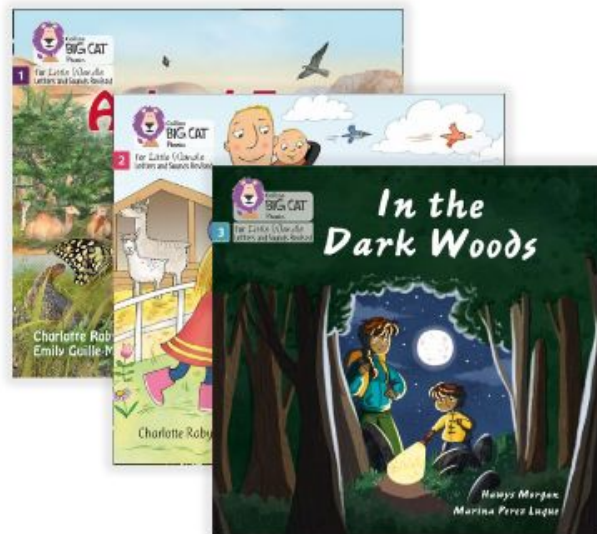


Little Wandle Letters and Sounds Revised Reception Child assessment

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.



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...

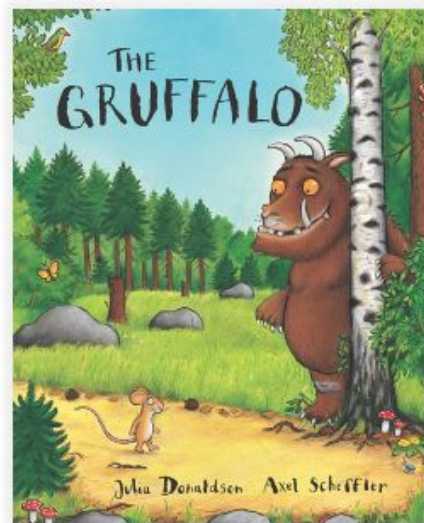
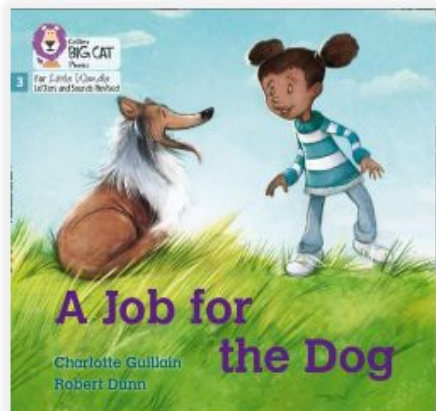
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



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.





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

Carl Sagan



Any Questions?