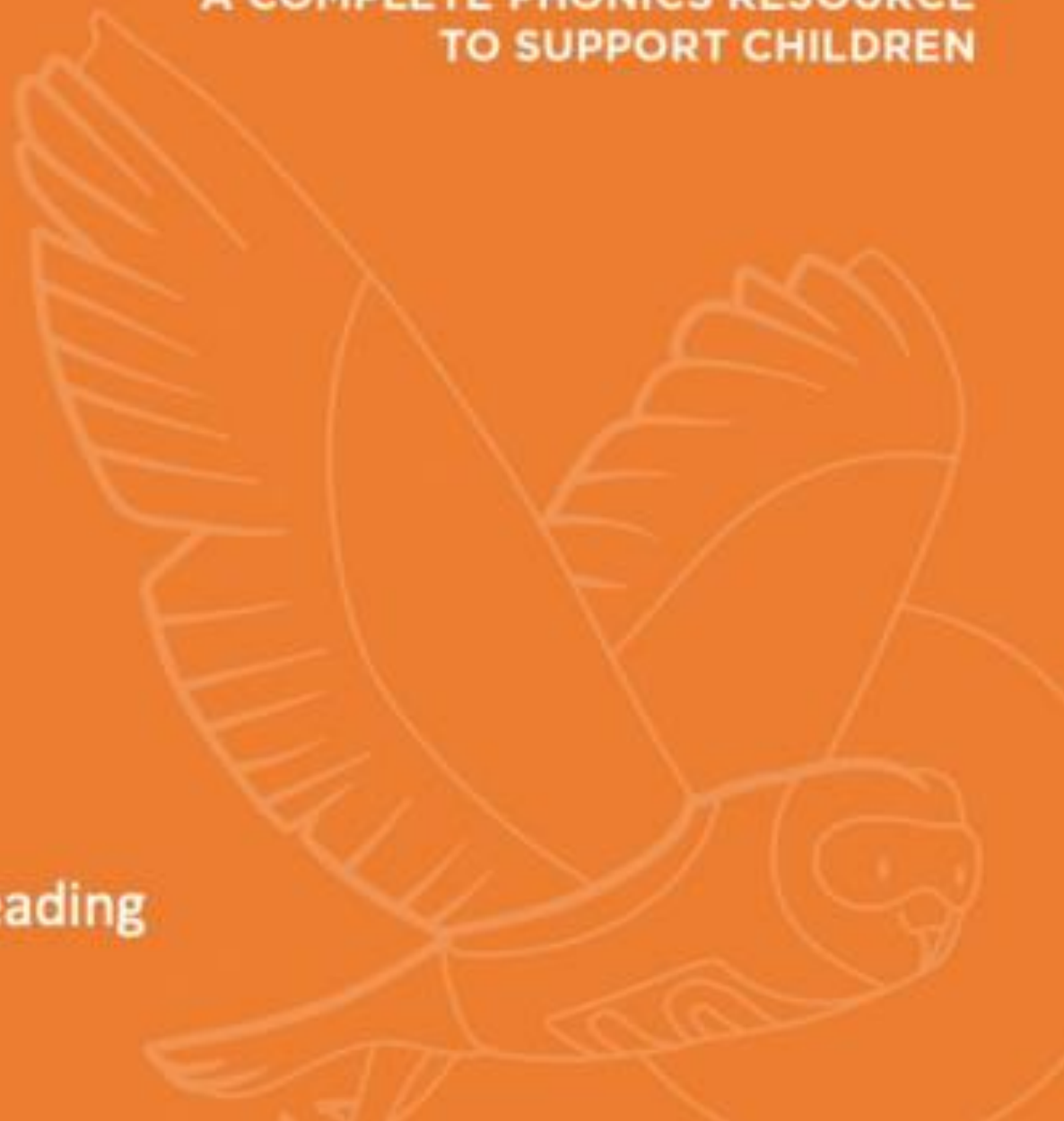


A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN



**Teach reading:
change lives**

Parent workshop: Phonics and early reading





Introducing Little Wandle Letters and Sounds Revised

This year we have introduced a new phonics and early reading programme called Little Wandle Letters and Sounds Revised.

It is a government recommended phonics programme, which aims to ensure all children can fluently decode and read texts using phonics by the end of Year 1.

It is a complete synthetic phonics programme with a consistent approach that uses daily phonics teaching sessions, group reads along with catch-up interventions and half-termly assessments.

It is vital that you as parents/carers understand and support the school through this process as you play such a significant role in helping your child learn to read and develop a love of reading.



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

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



- Research has shown that being able to read fluently by the age of 6 has a strong correlation with future academic success.
- If children can read fluently, they are better able to access all areas of the curriculum.

‘If we learn to read, we can read to learn.’

- Decoding using phonics is the most reliable method to work out unknown words which is why automatic decoding is the ultimate aim of the programme.



Phonics is:

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





Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Phoneme

- The smallest unit of sound that can be identified in words.

Grapheme

- A letter or group of letters used to represent a particular phoneme when writing.

Digraph

- Two letters that make one sound (phoneme) e.g. sh shop

Trigraph

- Three letters that make one sound (phoneme) e.g. igh light

Split vowel digraph

- A vowel sound where its two letters are split by a consonant e.g. a_e make

Blending



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Blending


- Some children learn to blend really quickly, and others take a little longer.
- Information video link:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Tricky words

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point.

Examples: the go we of

Programme progression



On the school website

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

Daily phonics sessions

- **Revisit and review:** The children will revise previous learning by recapping known phonemes, words and tricky words.
- **Teach and practise:** New phonemes, words and tricky words will be taught. The children will practise the new learning by blending to read words.

Four new phonemes a week with a review on Fridays.

- **Practise and apply:** The children will apply their new learning by reading and/or writing words and sentences.

Assess and review every 6 weeks

What has changed?

- Children will be expected to use phonics only to work out unknown words and must not be encouraged to guess or work out the word using other cues such as pictures.
- In school, children will only be expected to read independently books that they can read at 90% fluency, this means that they only have to decode 1 word out of every 10.
- At home, children will only be expected to read books that they can read with 90-95% fluency. These books will only contain graphemes and tricky words that they have already been taught.

Reading Practice Sessions

- Children will take part in three Reading Practice Sessions per week during which they will practise decoding, prosody and comprehension skills with a teacher or TA in a small group.
- ✓ 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.
- ✓ 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.

Supporting your child's reading at home

- Practice reading book: ebook

The book that they have been reading in these sessions will be sent home as an ebook on a Friday to read throughout the week at home.

- Practice reading book

Children will also be given another fully decodable book matched to their secure phonic knowledge each week.

- Library book – reading for pleasure

Children will also have a weekly library book for you to share and read to them.



Book bands?

Supporting your child's reading at home

It may seem that the book your child has been given is too easy but the whole point is for them to develop their fluency and confidence using the graphemes and tricky words that they have been taught.

Your child should be able to read the practice book with developing confidence and fluency without any significant help. The front page helps you to know which phonemes and words are within the book.

Your role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small).

After the child has read the book, it may be helpful to talk about the book (using the back page as a prompt), but only so far as the child is interested. It is vital that you keep the reading experience positive and avoid turning it into a test.

Book bands: we will no longer use these to assign books. The books that children take home will be matched to their secure phonic knowledge.

Reading Logs

Please continue to comment and/or sign in your child's Reading Log. This can be any book your child has enjoyed reading or listening to. We will continue our 5 Star Reader system.

Teachers and Teaching Assistants trained in the programme will listen to children read three times a week and write in their Reading Log once a week.

In summary...

There are two types of reading book that your child may bring home:

1) Reading Practice Book (ebook and book): This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

2) Sharing Book: Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

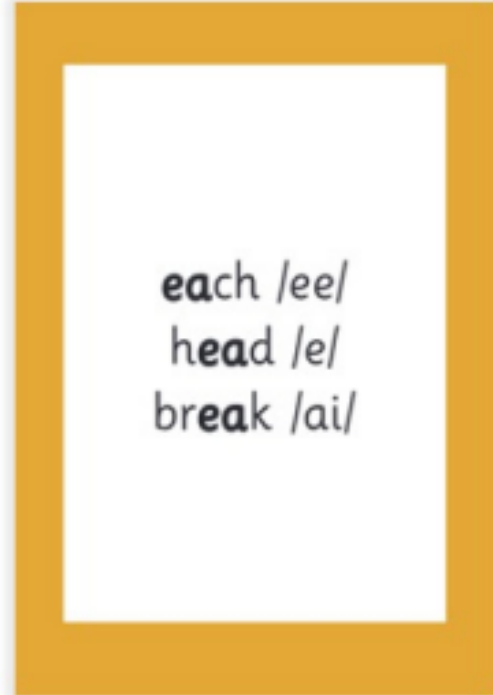
Reading Practice Book

- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Sharing Book

- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- 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!

Spelling



shell

chef

special

caption

mansion

passion



Spelling















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



Further support

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.
 n	 net	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.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

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

The school website has the Little Wandle link, further information and resource sheets.



THE MORE THAT YOU

READ

THE MORE THINGS YOU WILL

KNOW

THE MORE THAT YOU

LEARN

THE MORE PLACES YOU'LL GO

DR. SEUSS