



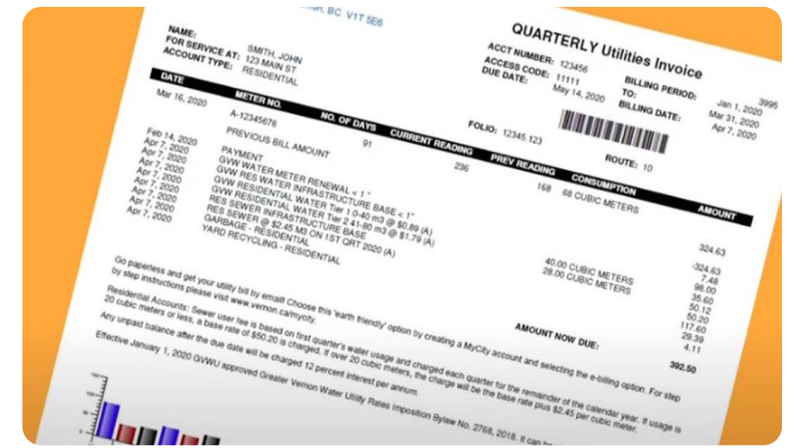
**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

**First children learn to read...  
Then they read to learn!**

**Welcome to Little Wandle (Phonics & Early Reading)**

Wednesday 27<sup>th</sup> September 2023

# How many times have you already read today?



# Phonics

“

**Phonics is:**

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

”



# 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.



# Foundations for Phonics (Phase 1)

(More detailed information provided at the Parent/Carer Workshop: Wednesday 11<sup>th</sup> October)



One of the most important aspects of Foundations for phonics is **developing an awareness of sound**, through activities that develop **focused listening and attention**, including **oral blending**.

## Activities that develop focused listening and attention...

### Oral blending

Oral segmenting is the process of breaking down words into phonemes (the smallest units of sound). Oral blending is the process of saying these sounds then blending them together into a word. It helps children identify and hear phonemes in words and blend them together to read a word. It is important that children have plenty of experience of listening to adults modelling oral blending and joining in with oral blending activities before they are introduced to grapheme–phoneme correspondence.

### Tuning into sounds

To enable children to begin to distinguish the initial sound in words, they need exposure to a range of games that develop this. These opportunities should be short games that are age appropriate to ensure children are engaged in them. Games that involve children's names or animals, or are part of an alliterative story or poem, are good ways to develop this skill e.g. What's in the box?



# Blending to read words

- Orally blending (Phase 1)
- Sound talking and blending (Phase 2 onwards using GPCs)

(More detailed information provided at the Parent/Carer Workshop: Tuesday 7<sup>th</sup> November)



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

# Terminology



## Phoneme

The smallest unit of sound that can be identified in words

## Grapheme

A letter or group of letters used to represent a phoneme

## Digraph

Two letters making one sound

## Trigraph

Three letters making one sound

## Split vowel digraph

A digraph representing a vowel sound where its two letters are split by an intervening consonant

## Blend

To combine individual phonemes into a whole word, working from left to right

## Segment

To identify each of the individual phonemes in a word, working from left to right



# Teaching order - Progression











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 		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 	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 	box	Mouth open then push the cs/x sound through as you close your mouth 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.
		Smile, tongue to the top of your mouth, say a without	Down and round the yo-yo, then follow the string around

## Reception

- Recap Foundations for Phonics
- Teach Phase 2
- Teach Phase 3
- Teach Phase 4

## Year 1

- Recap Phase 3&4
- Teach Phase 5

## Year 2

- Phase 5 Review
- Spelling programme
- Rapid Catch-Up programme for anyone needing to recap Phases 2-5

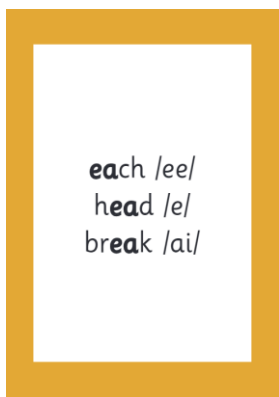
## Year 3 – 6

- Rapid Catch-Up programme for anyone below correct reading age

# How we make learning stick...

You can find lots of useful resources on the parent section of the website:

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



Grow the code grapheme mat Phase 2, 3 and 5

s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
se			kn	mb			ck	wr	
ce			gn				cc		
st							ch		
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	gg	vv	wh			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch					ea	y	a	o-e
ture	ssi								ou
	ci								

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u	a
a	e	i	o-e	u-e	u	oul	al
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

\*Depending on regional accent

Phase 2

Phase 3

Phase 4

Phase 5

# Reading 'tricky' words



The 'tricky part' is taught e.g. the 'e' in the  makes an 'uh' sound.



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

# Spelling – Reception and Year 1

This is part of the daily Phonics session (at the end)...

- Say the word
- Segment the sounds – ‘segmenting fingers’
- Count the sounds
- ‘Chunking’ method for longer words e.g. pop/corn or vel/vet
- Write them down
- Use a grapheme mat or Grow the Code to recall the graphemes needed







# Reading

In Reception and Year 1 we use LW assessments to match each child to the right book level



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



From Years 2 - 6 we use Accelerated Reader assessments to match each child to the right book level



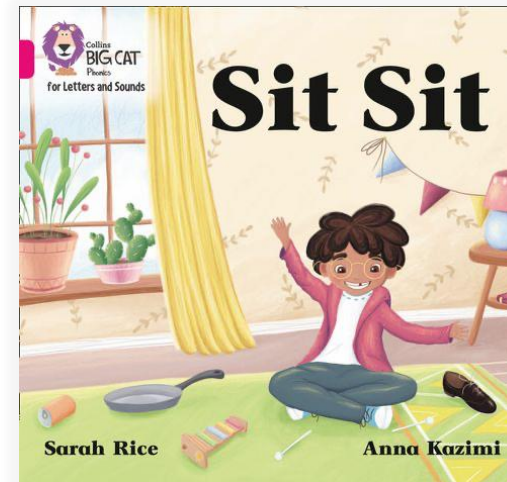
# How do we teach Reading? (Reception & Year 1)

(More detailed information provided at the Parent/Carer Workshop: Wednesday 13<sup>th</sup> December)



## Reading practice sessions are:

- timetabled three times a week
- 1<sup>st</sup> session – decoding
- 2<sup>nd</sup> session – prosody
- 3<sup>rd</sup> session - comprehension
- taught by a trained teacher/teaching assistant
- taught in small groups.





# Promoting a love of reading!



# Reading with children...



**'Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.'**

**'Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:**

**'Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words. The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school.'**

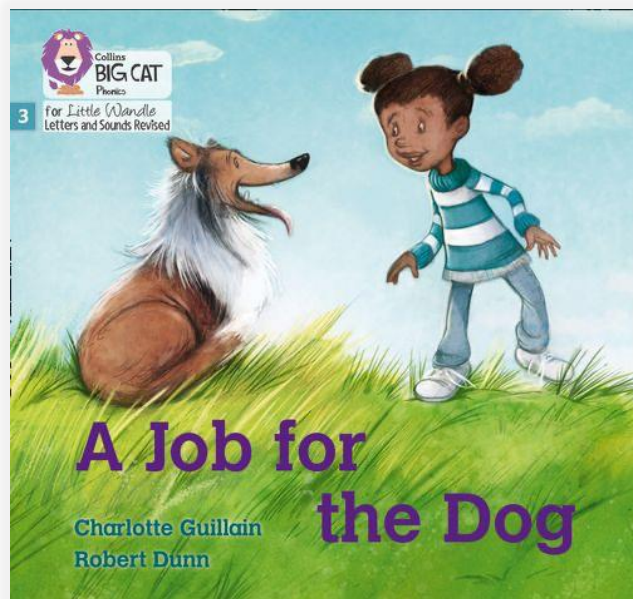
*The Reading Framework (July 2023)*



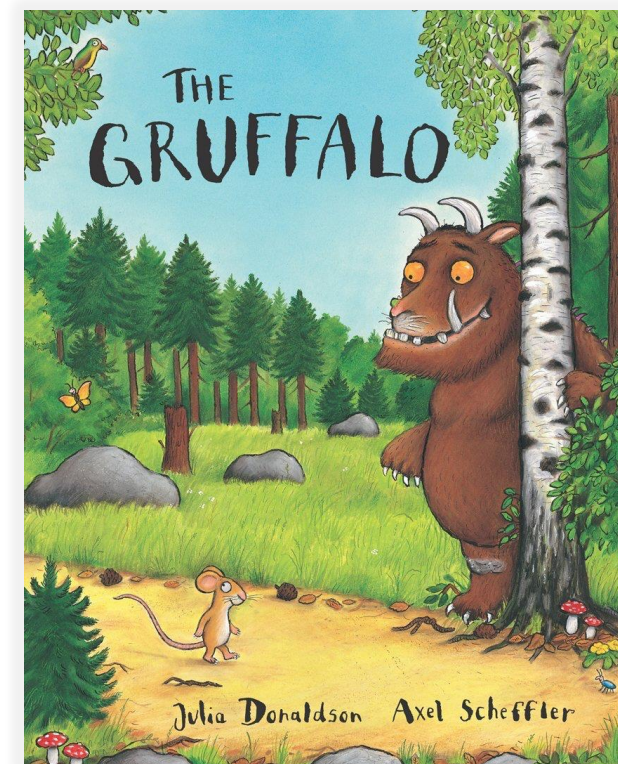
# Books going home in Reception & Year 1



LW decodable book



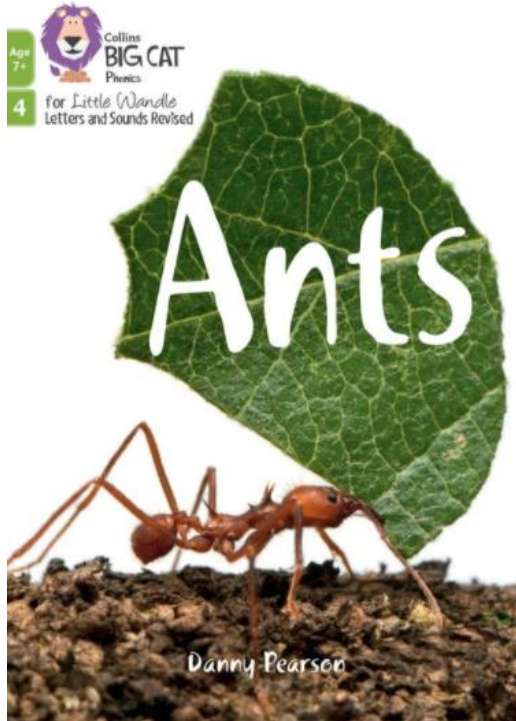
Shared Reading book



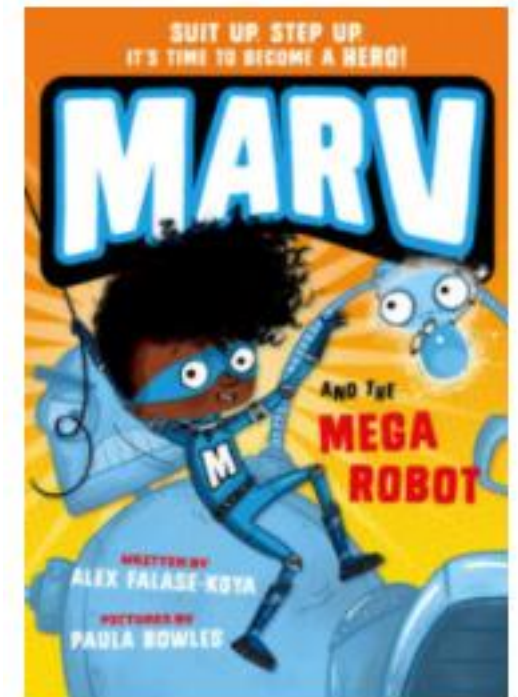
# Rapid Catch-Up (intervention groups in Years 2 – 6)



LW Rapid Catch-Up  
decodable book



Shared Reading book



“

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

Carl Sagan

”



# Upcoming Workshops...



Foundations for Phonics  
(YR & Y1)

Wednesday 11<sup>th</sup> October

Keep-Up Interventions  
(YR, Y1 & Y2)

Wednesday 10<sup>th</sup> January

Blending  
(YR & Y1)

Tuesday 7<sup>th</sup> November

Reading for Pleasure  
(YR, Y1 & Y2)

Wednesday 7<sup>th</sup> February

Reading Practice  
(YR, Y1 & Y2)

Wednesday 13<sup>th</sup> December

**These will be at 9am in the school hall. Please enter via the atrium doors.**