



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Teach reading: change lives

Parent workshop: Phonics and early reading





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 to read words



t

i

p

Teaching order



- 4 sounds a week
- Review lesson on Friday
- Each week we will post our phonics lessons for the upcoming week in our Reception newsletter
- Everyone learns the same sound at the same time

Keep Up



- Children are assessed every half term
- If any gaps appear then children will attend daily keep up sessions to close any gaps from these assessments
- This will be 1:1 or in a small group

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

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 /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ 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
/oal/ u funny	any many again



Reading and spelling

Tricky words



are

Spelling

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

cat

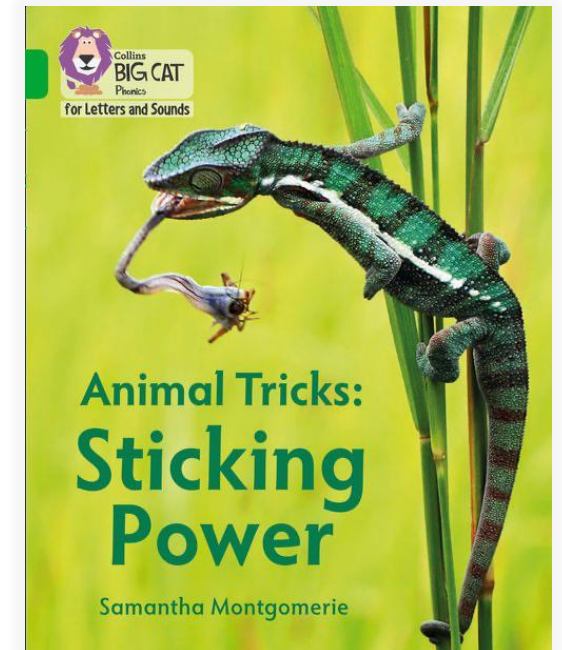
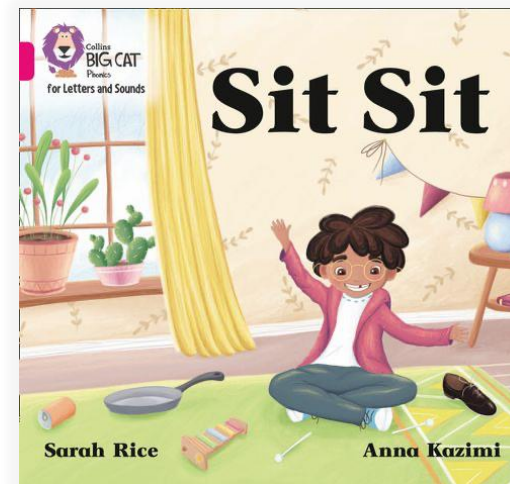
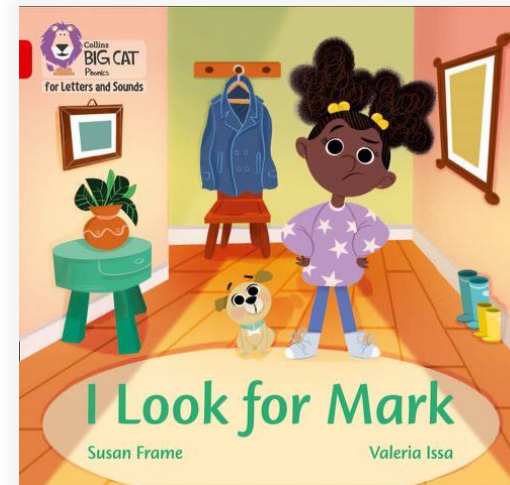
c-a-t



How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week-
Reading Squads
- 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.



How we teach reading in school...



Reading Squads

- **Children in Reception take part in Reading Squads 3 times a week.**
- **This is a guided session with an adult in a small group**
- **We focus on decoding, building fluency and comprehension**
- **They will take home their Reading Squad book to read at home for the following week each Friday**
- **Books are only changed on a Friday**

Questions to use at home

Questions for Enjoyment



- Did you choose this book? Why?
- What did you like about the text? Why?
- What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
 - What will you read next?
 - What books do you like to read?
- Do you have a favourite book that you like to read?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

<p>Before reading the book:</p> <p>Encourage the child to handle the book and hold it the correct way around.</p> <p>Can you find the front cover?</p> <p>What can you see on the front cover?</p> <p>What might this book be about?</p> <p>Can you find/point to the title?</p> <p>What might happen in the story?</p>	<p>During the reading of the book:</p> <p>Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.</p> <p>What is happening on this page?</p> <p>What might happen next?</p> <p>What does this word mean?</p> <p>Do you like ...?</p> <p>What might happen at the end of the story?</p> <p>Can you turn to the next page?</p>	<p>After reading the book:</p> <p>Encourage the child to talk about what happened in the book.</p> <p>What happened in the story?</p> <p>What happened to this character?</p> <p>What did you find out?</p> <p>Did you like this book? Why?</p> <p>What was your favourite part?</p> <p>Who was your favourite character?</p>
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Help your child with reading

I spy

...play I spy games. Can you find words beginning with...? Can you find a picture of a...? How many ... can you see?

Ask questions

...ask questions about the story as you read it i.e. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

...enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be seen

...make sure you are seen reading. Keep books and magazines at easy reach.

Get out

...go to your public library regularly. Find the books you loved as a kid to read together.

Create

...use reading to inspire drawings or new stories.

Go online

...look online & in app stores for appropriate word & spelling games.

Make space

...have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!



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.





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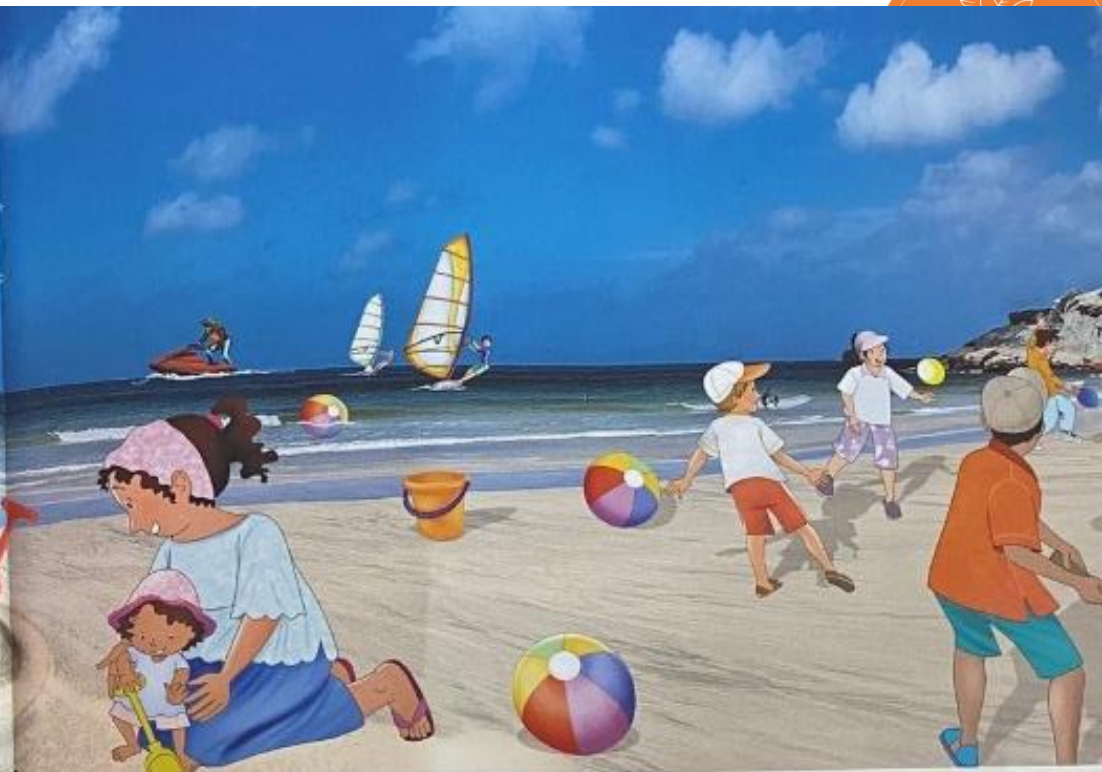
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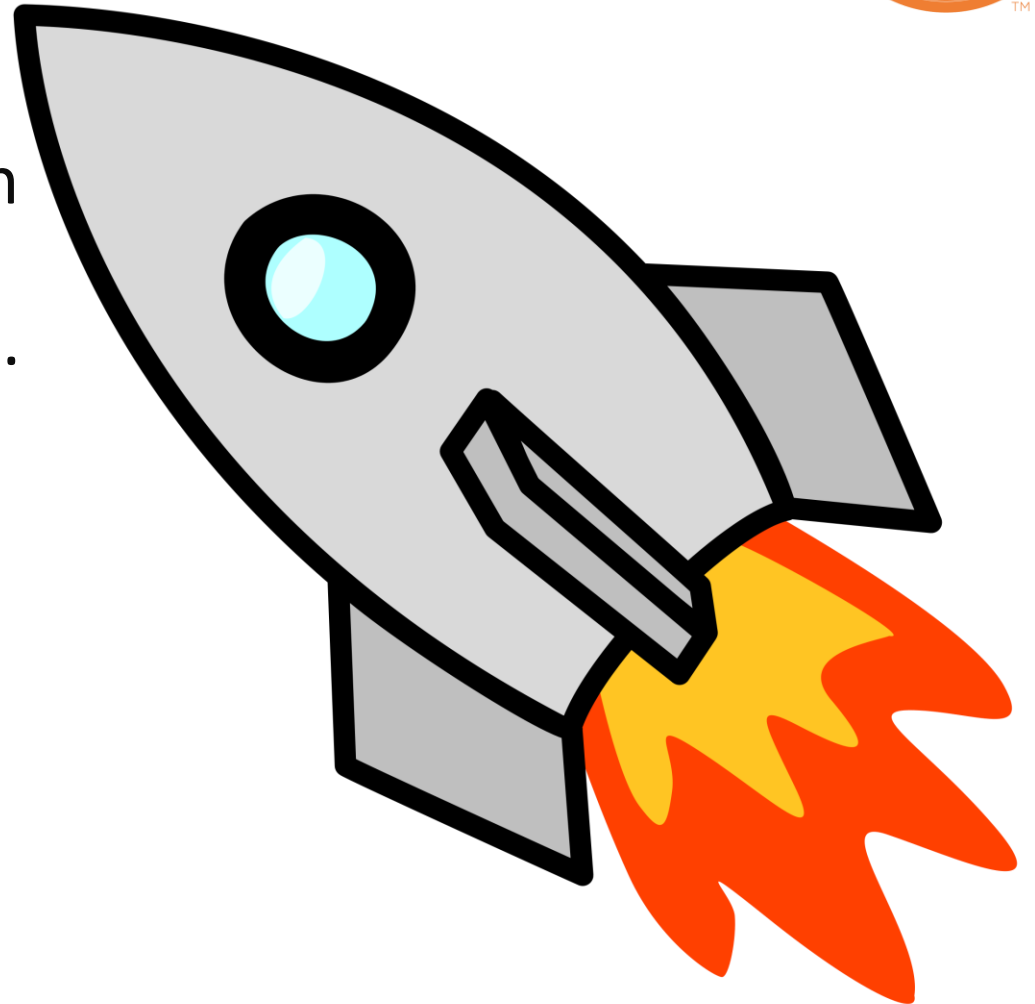
Rewards for Reading

Reading Rocket

Each morning children will be provided with an opportunity to move up a place on our rocket for reading at home the night before.

At the end of each week if your child is at the top of the reading rocket they will receive a dojo point and certificate.

Please make sure you have signed your child's reading diary so that we know your child has read.

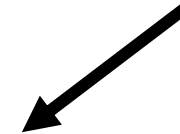


Title of book
and pages
read

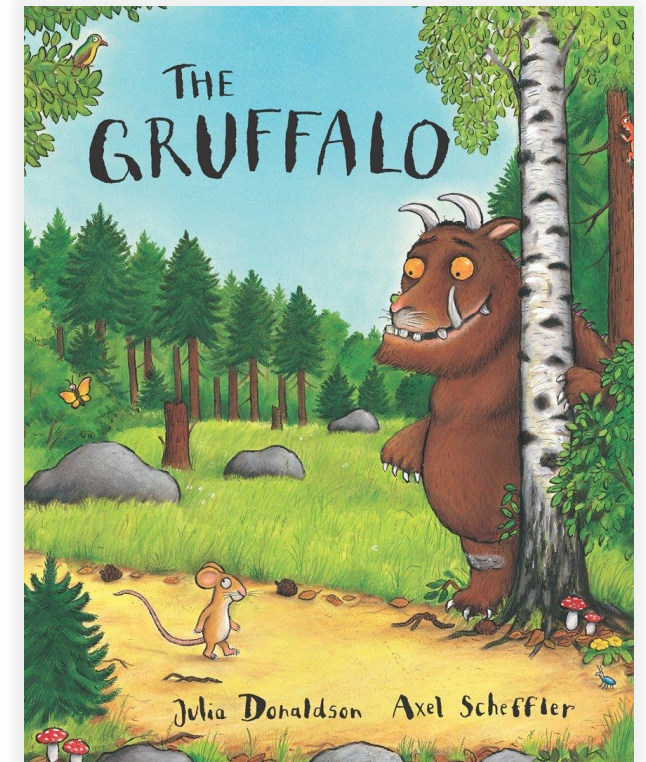
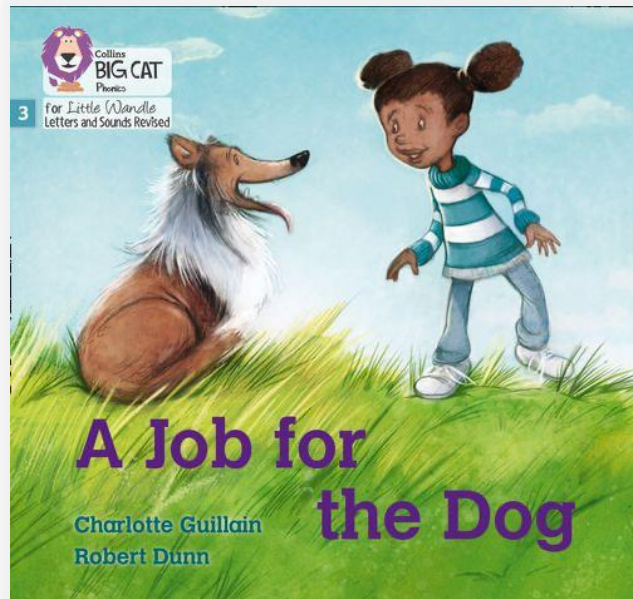


Date, book and page number	Comments

Write a simple
comment here it
can even be
'good reading,
well done Bob'

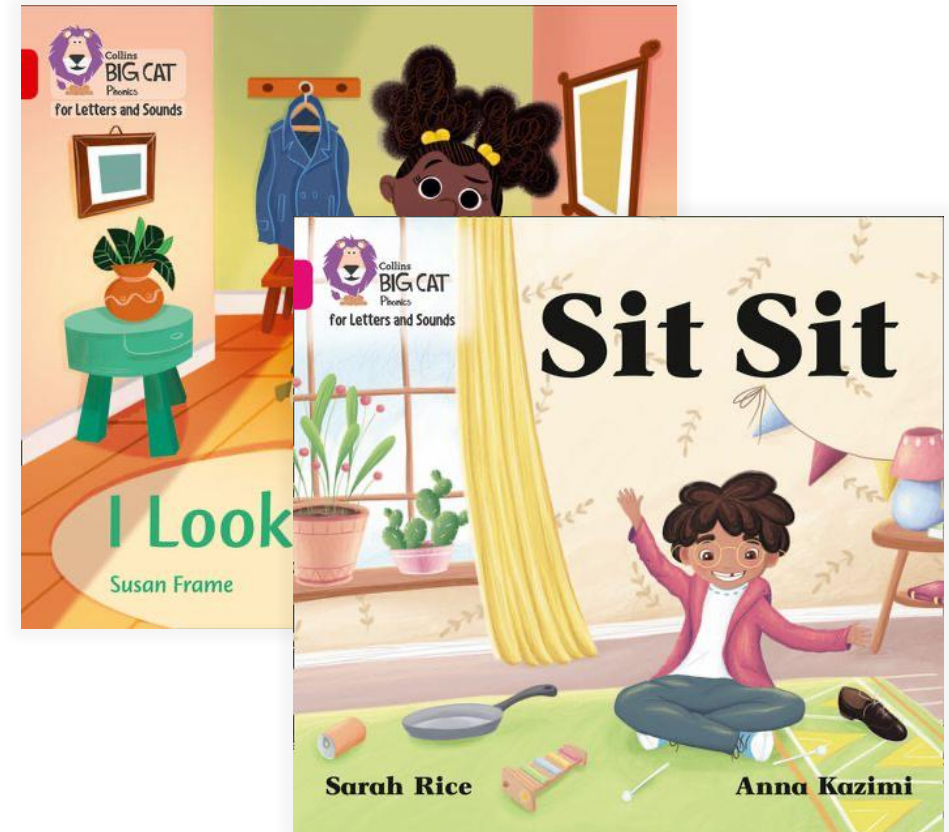


Books going home



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

