



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 half term we will post on Class Dojo what we are learning in class
- 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

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

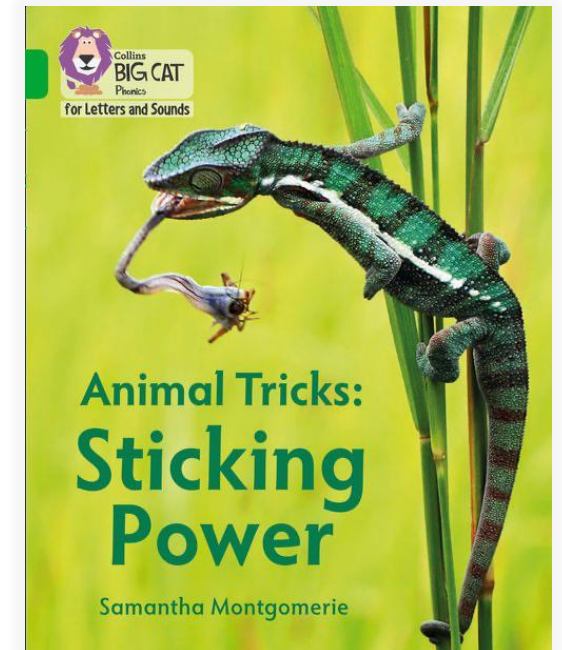
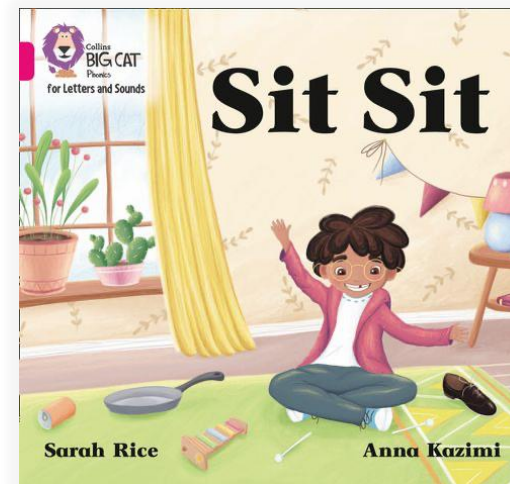
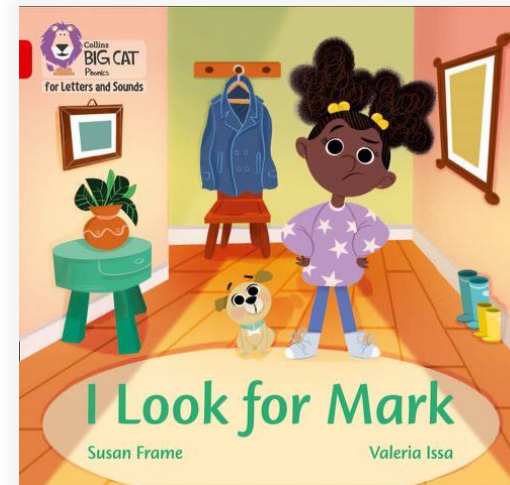
c-a-t



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:

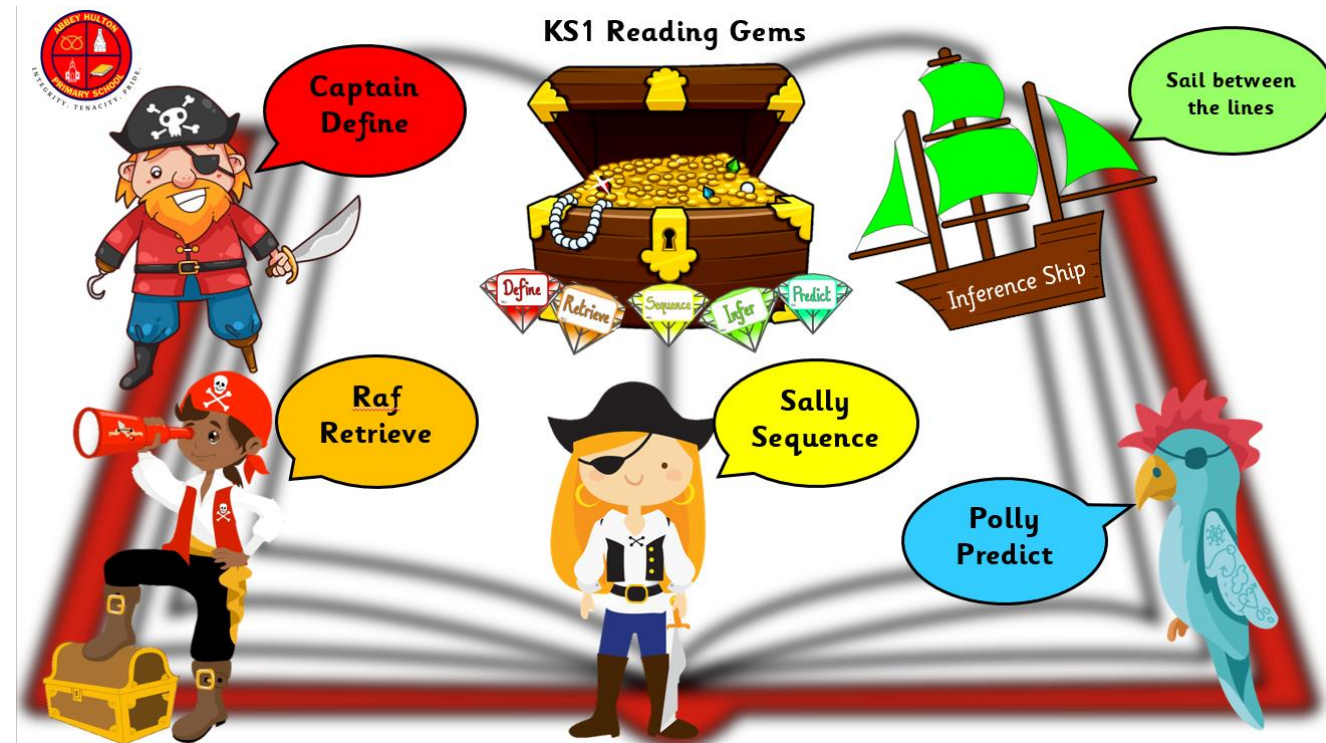
- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



How we teach reading in school...

Reading Squads

- Children in Year 1 and 2 take part in Reading Squads every day
- Reading Squads is a 30 minute guided reading session
- Every group has an adult working with them for 30 minutes
- We focus on different areas each day e.g. book talk, fluency and comprehension
- We also teach a new reading skill each week

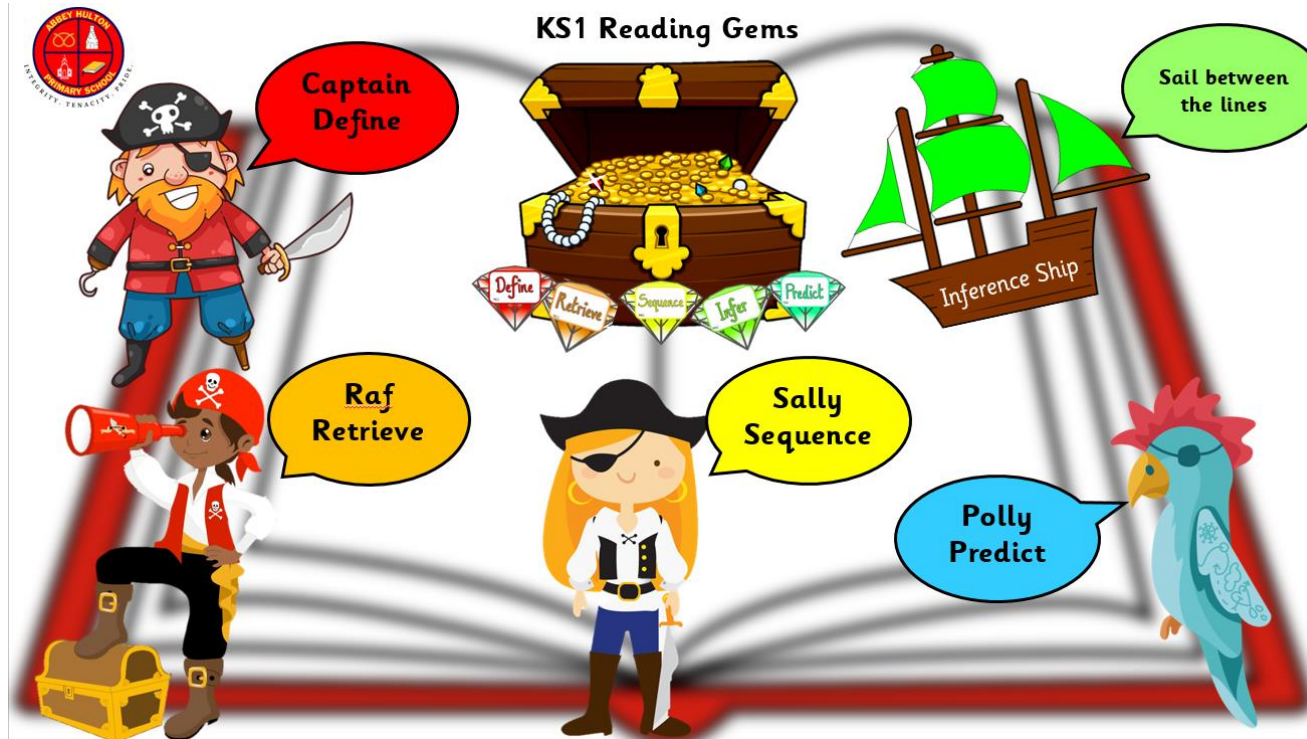


Our Reading Skills



Captain Define

We focus on understanding vocabulary and being able to use new words correctly.



Inference Ship

Inference is a tricky skill which we spend lots of time on. This is all about children's understanding of what they have read and how they can use their own ideas and opinions to answer the question. E.g. why do you think the character felt that way?

Raf Retrieve

This is all about teaching children to retrieve information from the text.

Sally Sequence

A huge focus in Y1 reading is being able to order events from a story or text correctly. We focus on this using our character Sally Sequence

Polly Predict

Children are taught how to predict something from the text this could be what they think the story will be about or what they think will happen next.

Reading Skill Questions



Define Questions

- What word in the text tells you...?
 - Find and copy (one word/phrase/sentence) that tells you...
 - The author uses this word _____ What does it mean?
- Find and copy a word that describes how...
- Find and copy a word that means the same as...

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?

Retrieve Questions

Which...? What...? How...?
Where...? When...? Why...?
Who...?

- Who are the characters in the book?
 - Who is the narrator?
- Where in the book would you find _____?
- What happened in the story?

Sequence Questions

- Which of these events happened first?
- What happened after _____?
- What happened before _____?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text?

Inference Questions

- Why do you think _____?
- How do you know that _____?
- When do you think _____?
- How can you tell that _____?
 - True or False
 - Why did _____?
- How do you feel about _____?

Predict Questions

- What do you think will happen next?
- What do you think would happen if _____?
- What do you think will happen to _____?
- Why do you think this?
- Where do you think _____?
- Can you think of another story, which has a similar theme, e.g. good vs evil?
- Do you think this story will end the same way?
- How is _____ like someone you know?
- Do you think they will act in the same way?



Reading at home

The most important thing you can do is read with your child



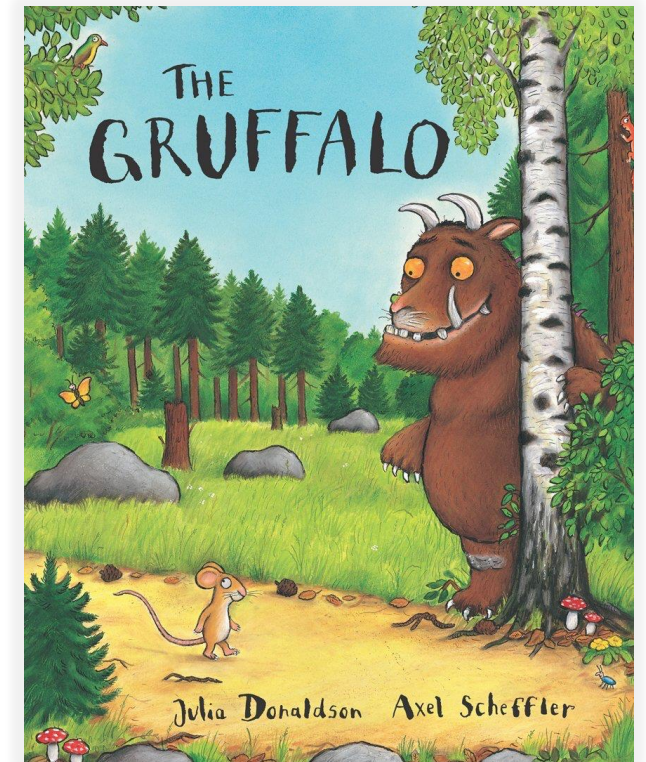
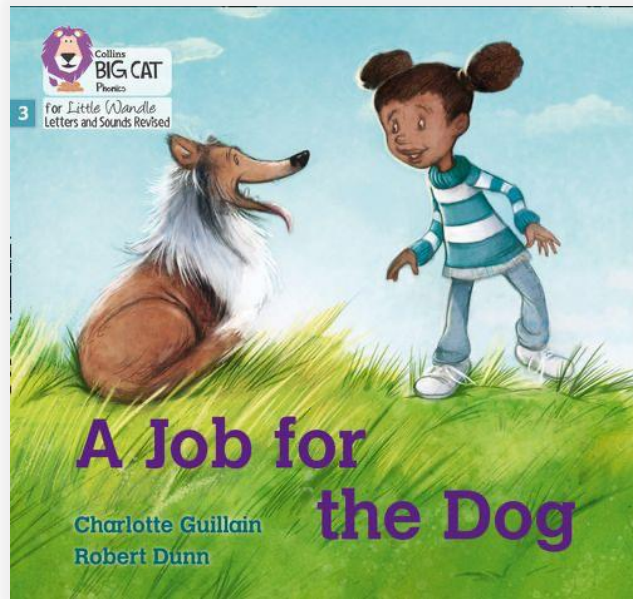
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.

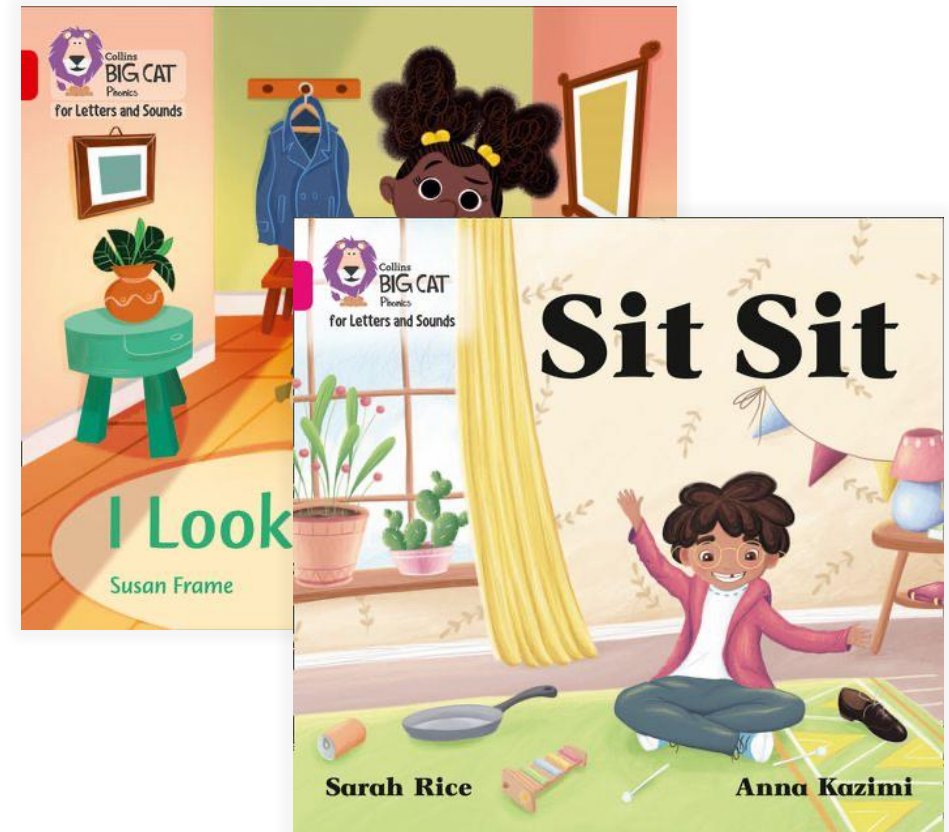


Books going home



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.



Year 1 Phonic Screen

National Assessment administered across the country in June

- 40 words, mix of real and fake
- Assessment of children's reading and applying their phonics knowledge
- Pass mark this year was 32 /40
- We will screen them every half term to let you know how they are doing
- Workshops for ways to help at home throughout the year.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 



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

Carl Sagan

