A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

# Teach reading: change lives

**Parent workshop:** Phonics and early reading



Research has shown that reading is essential for all subject areas and improves life chances.

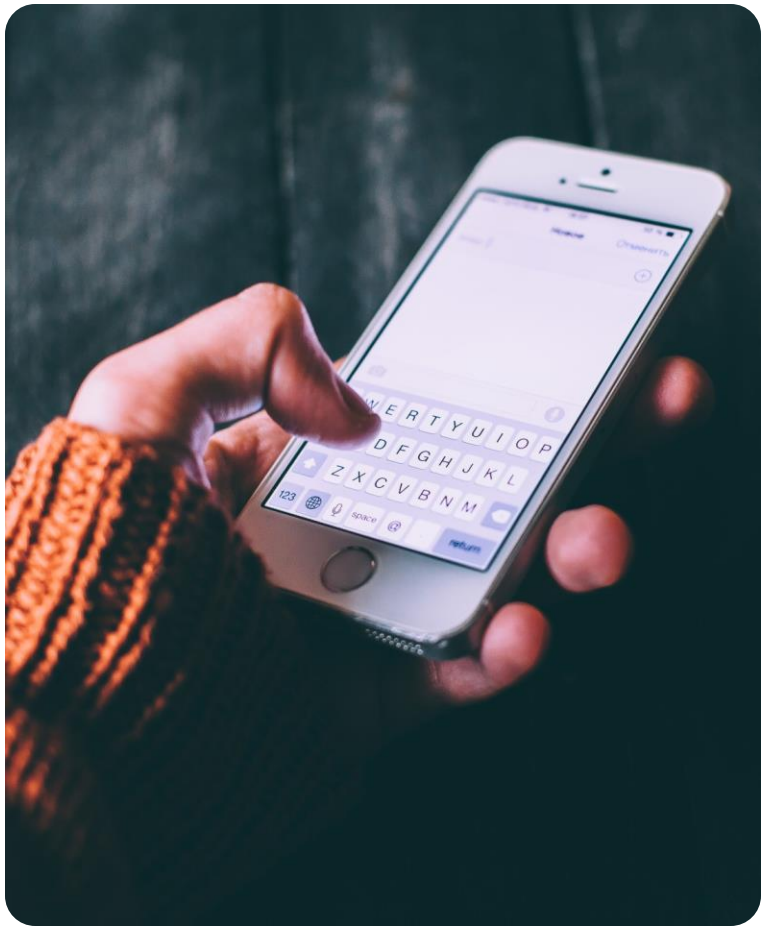
Positive attitudes to reading and choosing to reading have academic, social and emotional benefits for children.

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

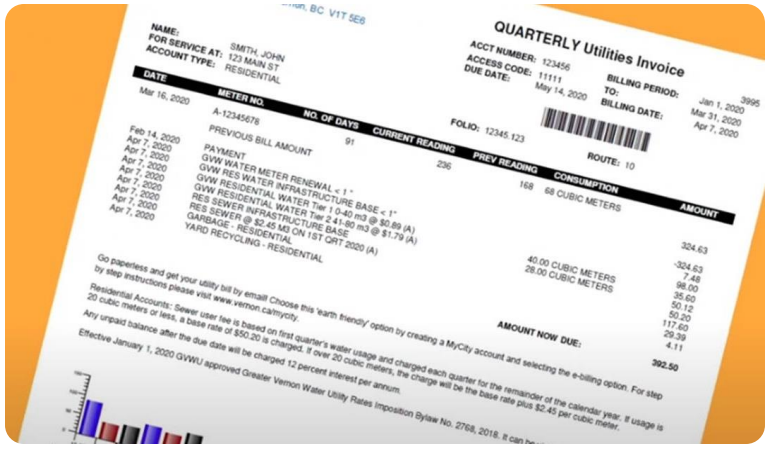
**OECD** (The Organisation for Economic Co-operation and Development)

# How many times have you already read today?





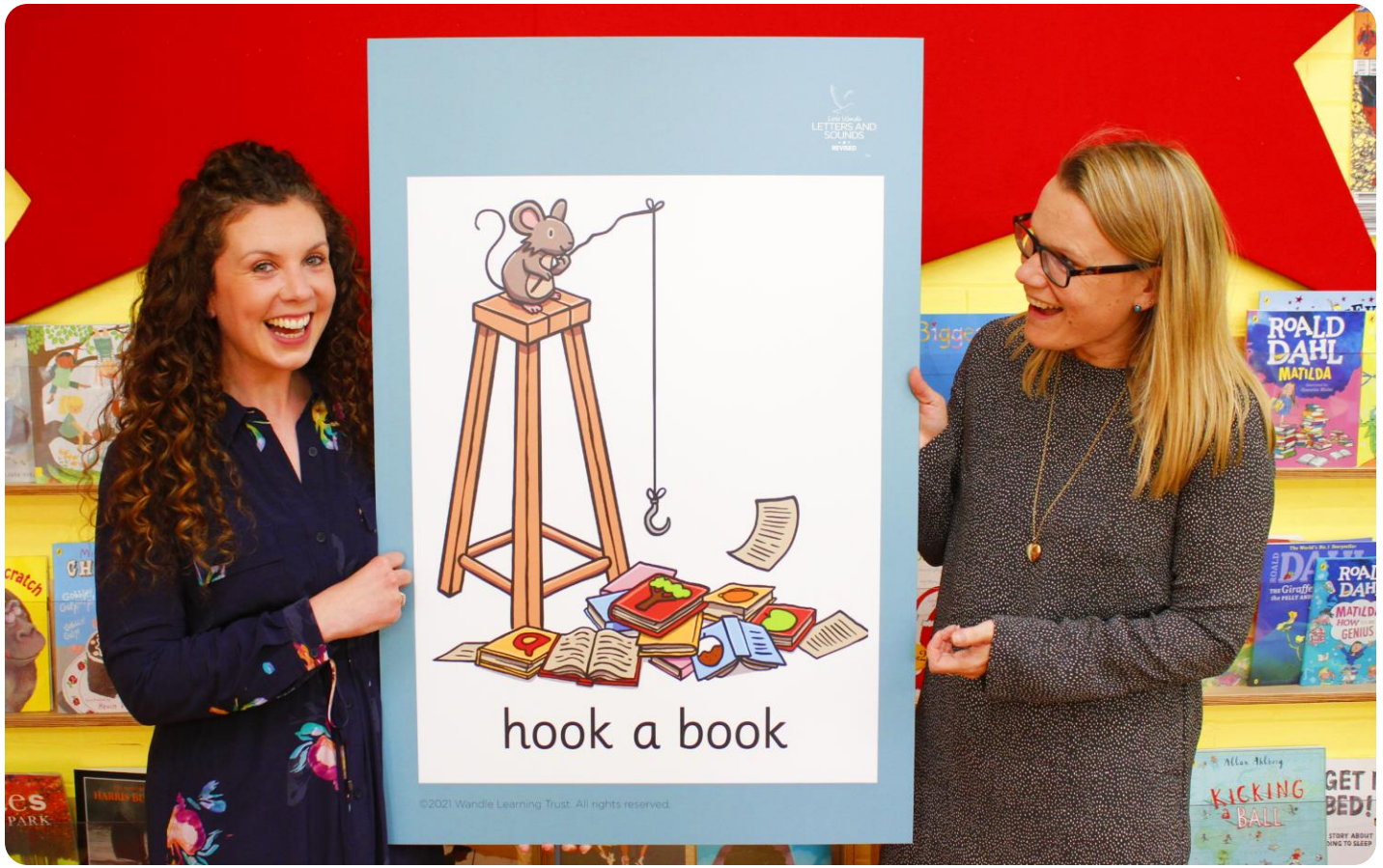


# Phonics

# 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.



# What is phonics?

## 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

Blend

Segment

# Terminology

**Phoneme**
**The smallest unit of sound**

**Grapheme**
**A letter or group of letters to represent a phoneme.**

**Digraph**
**Two letters which make one sound. e.g sh**

**Trigraph**
**Three letters which make one sound e.g. igh**

**Split vowel digraph**
A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, ‘a_e’ in ‘take’)

**Segment**
To identify each of the individual phonemes in a word, working all the way through from left to right.

**Blend**
To combine individual phonemes into a whole word, working all the way through from left to right.

# How do children learn to read?

- Daily phonics
- Regular exposure to taught sounds
- Phonics as a route to decoding
- Learnt in ‘phases’ usually as a whole class
- 4 new sounds per week and a review lesson
- 3 reading practice sessions with a decodable book

- The scheme is split into phases:
  - Foundation for Phonics – Pre-school
  - Phases 2, 3 and 4 – Reception
  - Phase 5 – Year 1

# Phonics lesson structure

| | |
|---|---|
|  | Revisit and review |
|  | Teach and practise |
|  | Practise and apply |
| | Grow the code |
|  | Reading practice session three times a week |

## Elements of the phonics lesson:

We begin with our 'speedy sounds'.
This is a recap of the sounds that we have already learnt.
We focus on the pronunciation of the pure sounds.
We then apply some of these sounds to word reading – segmenting and blending.

Recognition of alternative pronunciation of sounds e.g. th

In Phase 5, there are many different pronunciations that we practise in this section of the lesson.

We then introduce the new sound.
We hear the sound and repeat.
We look at the grapheme.
We learn the mnemonic.

We then apply the grapheme to word reading.

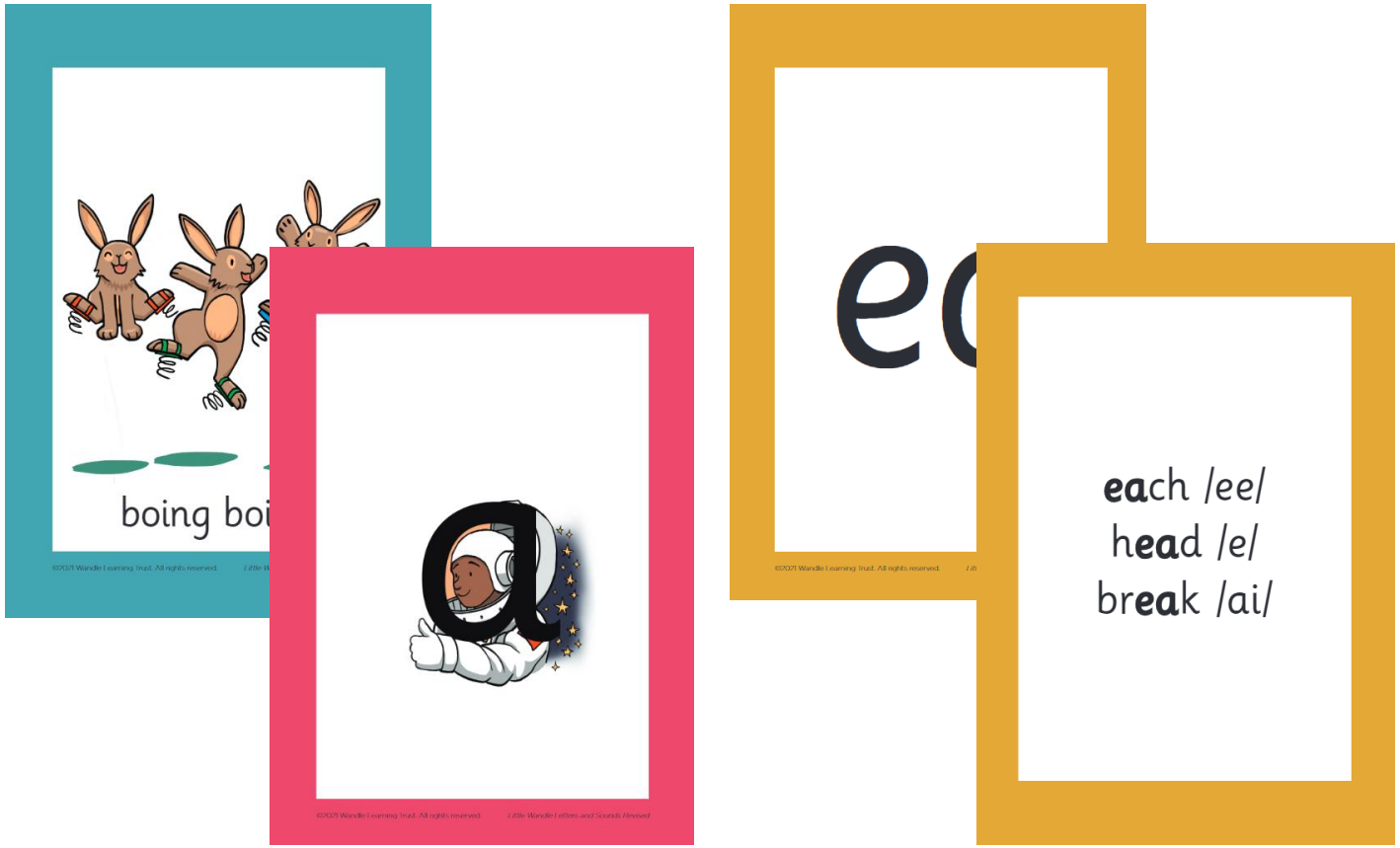
<u>Spelling and writing</u>
First, we segment the words and identify the sounds that we are writing.
I model the word
The children have a go and check against what I have written.

# Blending to read words




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

# How we make learning stick





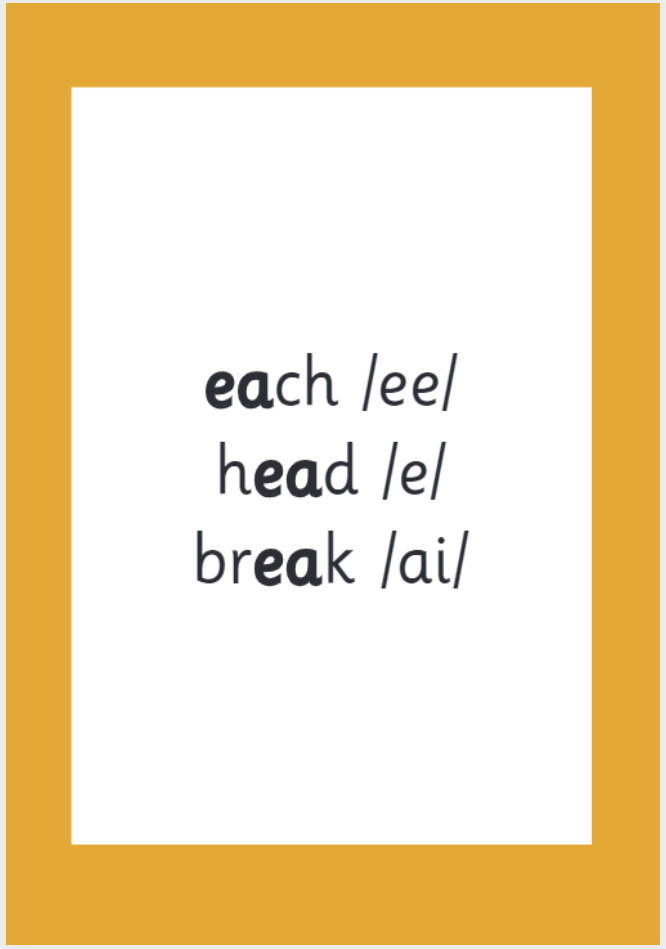




# Reading and spelling

# Reading and spelling



# And all the different ways to write the phoneme sh:

shell

chef

special

caption

mansion

passion

# Tricky words

Alongside learning the new sounds the children will learn tricky words. These are words that are not decodable at that point on their phonics journey. In some cases as the children learn the graphemes or alternatively pronunciation these words become decodable therefore not tricky.

During the teaching and practise section of the lesson the children are taught why the word is tricky and are given the opportunity to write and spell the words.

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

# How do we teach reading in books?

**Reading practice sessions are:**

- timetabled three times a week

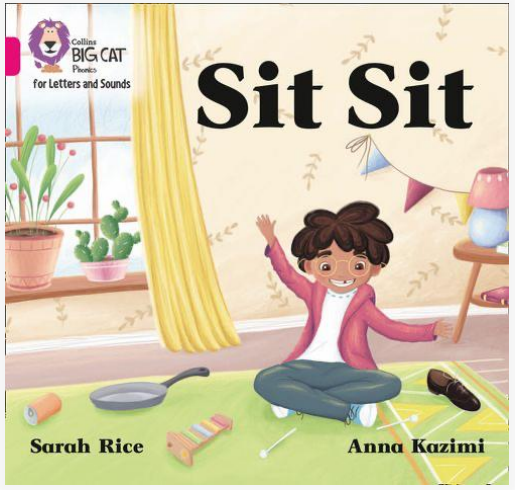
- Decoding

- Prosody (expression)

- Comprehension

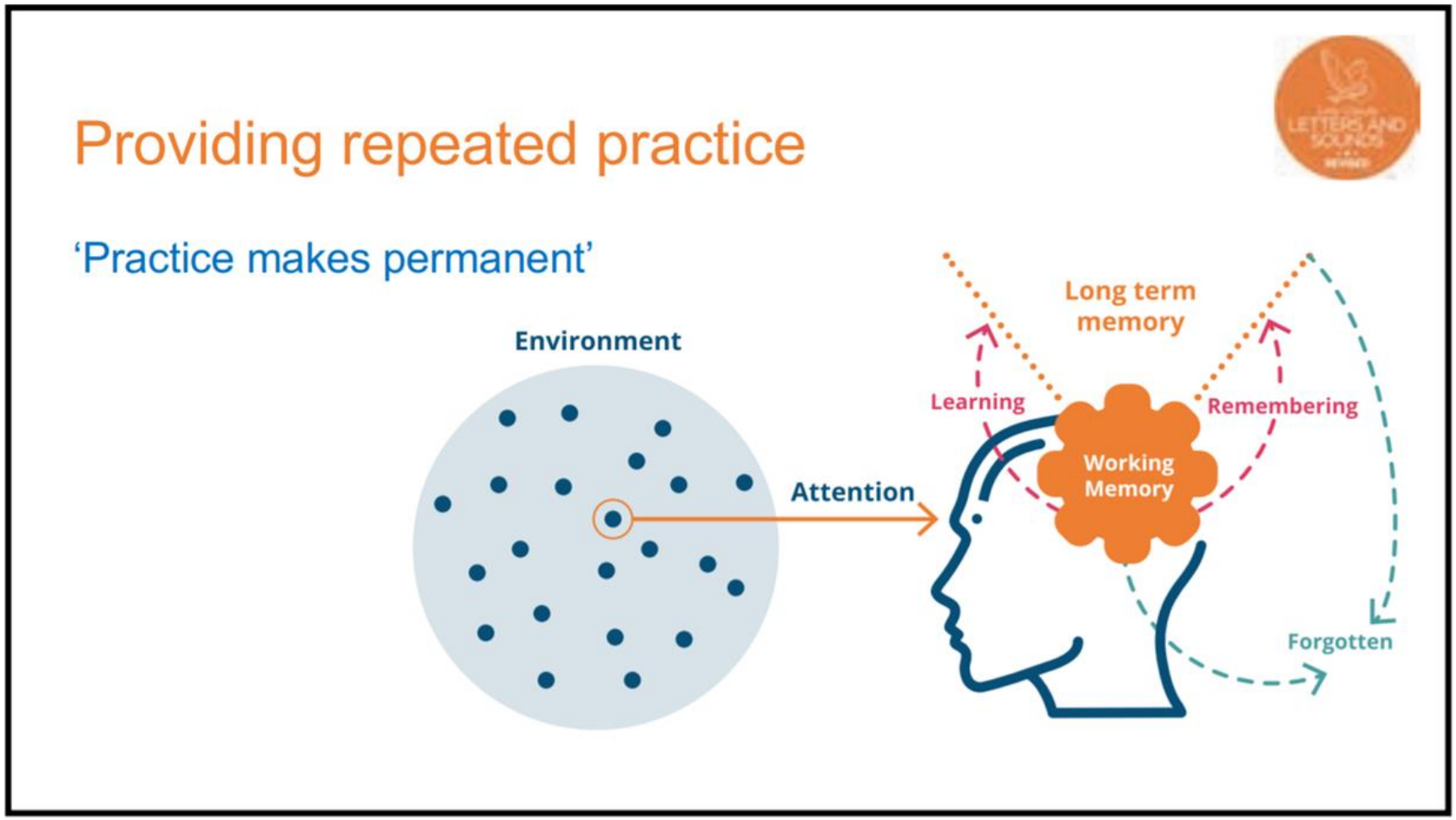
- taught by a trained teacher/teaching assistant
- taught in small groups.
- Children are assessed every half term and their books are matched to their assessment outcomes






# Why is repetition important?



# 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

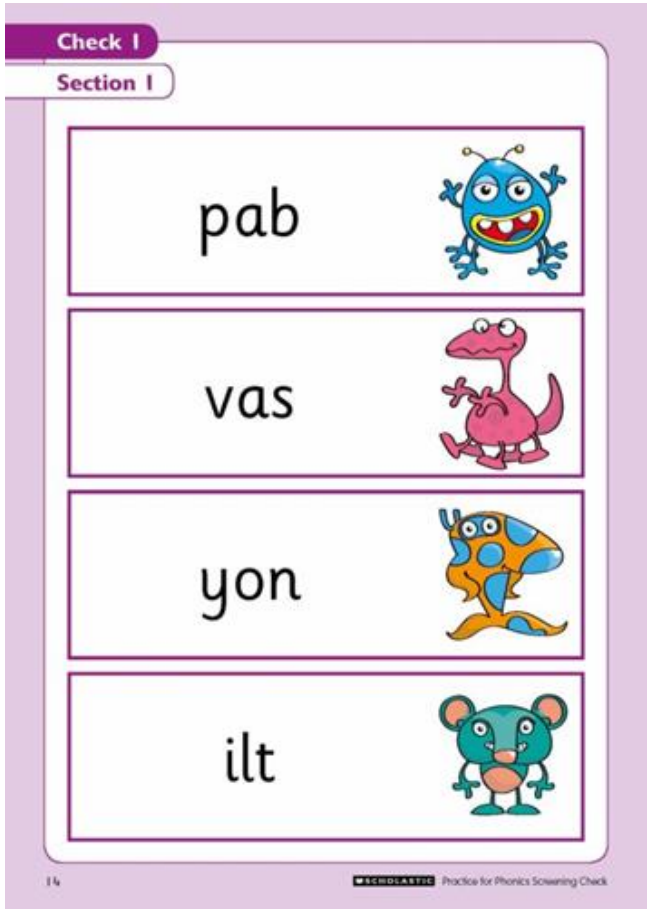
**This means that your child should:**

- 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.



# Phonics Screening Check

- In June of Year 1, children will undertake a statutory assessment called the Phonics Screening Check.
- This consists of 40 words (20 real and 20 nonsense).
- For the past few years, the pass mark has been 32 out of 40.
- If they do not pass, they will retake this at the end of year 2.



# Phonics/reading in Year 2

- The aim for the scheme is to finish Phase 5 by the end of Year 1.
- However, this is a big ask and we expect to spend time in Year 2 revisiting and consolidating their learning.
- Reading practise groups continue in Year 2 and Little Wandle books will continue to be sent home on a weekly basis.
- We then assess using the 'fluency assessments'. If children are able to read 60-70+ words per minute, they are ready to come off the scheme and read using Accelerated Reader

# Spelling in Year 2

- In Year 2, the children have completed the phonics teaching element of Little Wandle.
- Term 1 – Phase 5 recap.
- Term 2 - 'Bridge to Spelling' unit
- Term 3 onwards – begin Little Wandle spelling.

- This focuses on the spelling rules.
  - Suffixes e.g. adding ed, ing, er

# Keep-up and Catch-up Groups

- The phonics lessons each day are completed by the whole class. This gives the exposure to all the sounds at the same time.
- We are constantly assessing during these lessons.
- Any children who we feel haven't quite understood, will be given an extra 'keep up' session later in the day.
- This will take only 5-10 minutes and will allow the children to practise and consolidate so they can move on with the rest of the class. These might be on an individual basis or in a small group.
- If we find that children need more intensive support in order to progress, then we follow the 'Catch-up' planning. Again this takes place outside the main phonics lesson so they will continue to work alongside the class.

# 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.

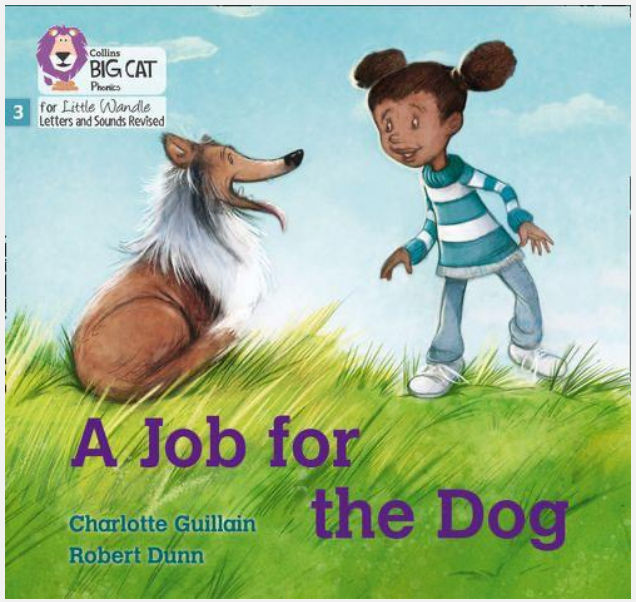


# The importance of reading

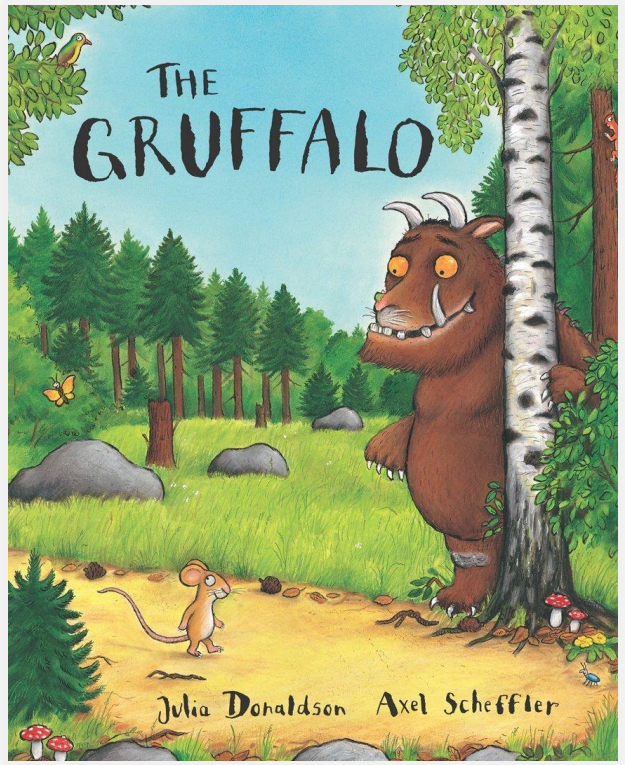
Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time. This is partly driven by the quality of their parents' talk with them that expands their vocabulary.

| | | |
|---|---|---|
| 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 |
| | five books a day | 1,483,300 words |

# Books going home





# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- Have a look at the sounds and the vocabulary at the beginning of the book.
- If they cannot read a word, encourage them to segment and blend the word before reading it to them.
- Talk about the book and celebrate their success. There are questions at the end of the book that can help support this.



# 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 sharing book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice and expression.
- The children can change their sharing books on a Thursday. However, if they are enjoying the book and wish to keep it longer that is fine.
- 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