



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

# **Teach reading: change lives**

**Parent workshop: Phonics and early reading**





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

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



# New DFE Guidance for Early Reading and Phonics

## The journey to independent reading and writing begins with Phonics



[littlewandlelettersandsounds.org.uk](http://littlewandlelettersandsounds.org.uk)

### **Why Little Wandle for Kingsfield?**

- Very similar to all the aspects we love and know work of RWI (rhymes, structure etc)
- Engaging resources similar to RWI but fresh and updated
- Excellent training for all staff to ensure consistency,
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach



# So what are the changes for my child?

## EYFS: –

- to them they may of noticed a slight difference in the lesson structure but probably not even that!
- The reading books and the way we communicate AFTER May half term

## Year 1 –

- not starting anything until after the phonic screening.
- Some children may not learn the new rhymes as they may already know them
- Again reading books and the way we communicate AFTER the phonics screening

## Year 2 -

- not starting anything until after SATS
- Reading books and the way we communicate (the 2<sup>nd</sup> week AFTER the May half term)

## Year 3 & 4 –

- Phonics started
- Reading will start after May half term



# Phonics



## 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





# Terminology - nothing new

**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**

**Blend**

**Segment**

# Teaching order

## Phase 2 grapheme information sheet

### Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

## Phase 2 grapheme information sheet

### Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

# 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"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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"> <li>words with double letters</li> <li>longer words</li> </ul>	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"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	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 <b>Phase 5</b> /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

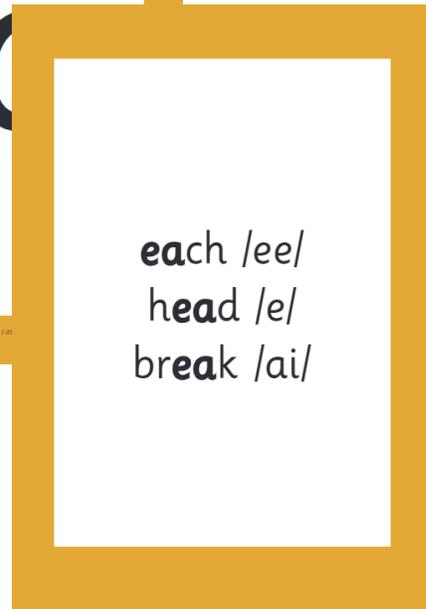
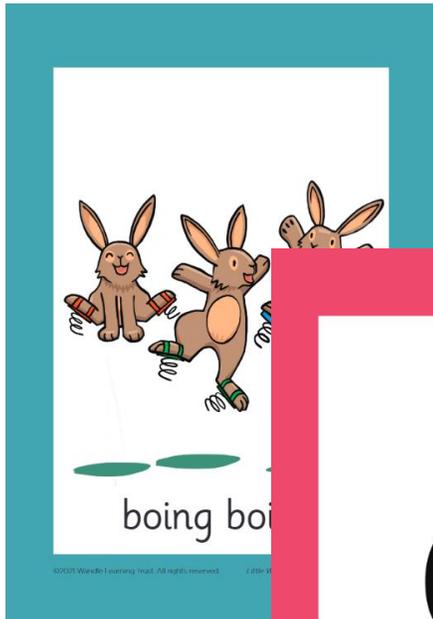
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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

# How we make learning stick





# Reading and spelling



And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion

# Tricky words



# Spelling

This process is one we have always done, Fred fingers – this will not be a change for our children.



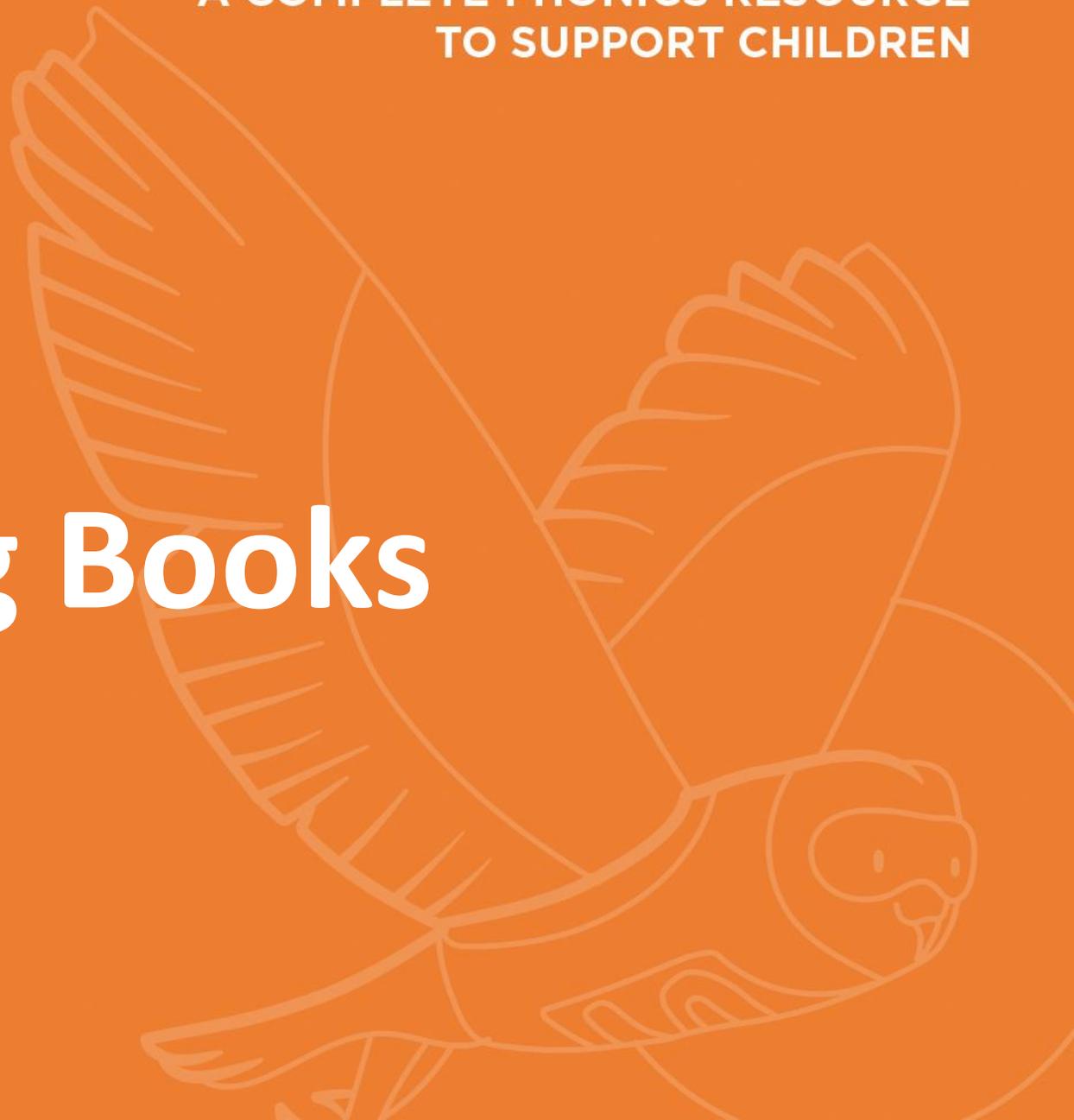
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.





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# Reading Books



# Reading links with Little Wandle

The school have purchased a complete set of books that have been specific created to run in line with Little Wandle.

Children will read with these books during the week and then an Ebook link will be sent home for your child to read to you and show off!

They should be 90-95% fluent with the Ebook sent home to read.

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!



# Reading a book at the right level

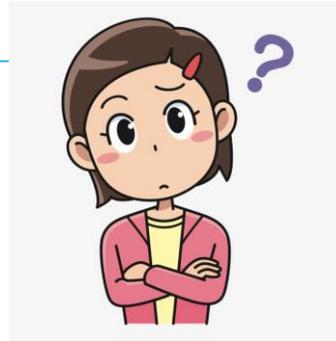
## This means that your child should:

- 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.



# What about my child?

**‘They are bright,  
they need pushing’**



- They will be challenged to apply it into their spelling
- Teachers will target during phonics
- Books will be differentiated – we will use our teacher judgement as well as the LW assessment

**‘They are struggling, how will  
they keep up  
with this program?’**

- TA’s will have a new role – focus and note it
- *Keep up not catch up – daily additional mini repeat and pre teach*
- Any children significantly behind will receive catch up intervention 3x week

# Importance of fluency...



<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/whole-school-cpd/reading-leaders-webinars/application-of-phonics-to-reading/>



# 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

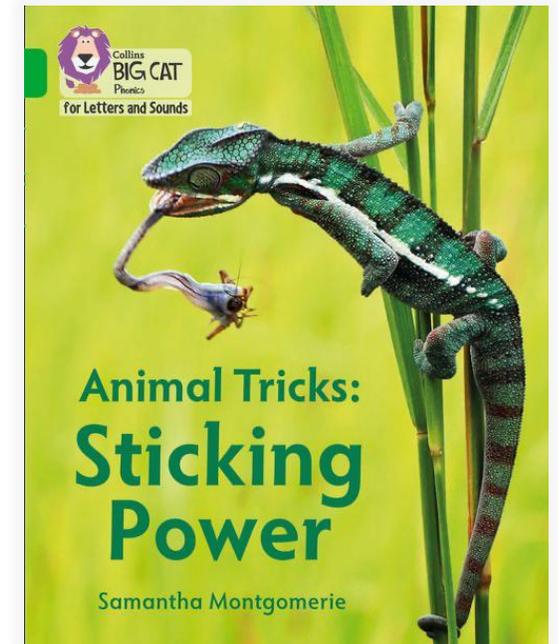
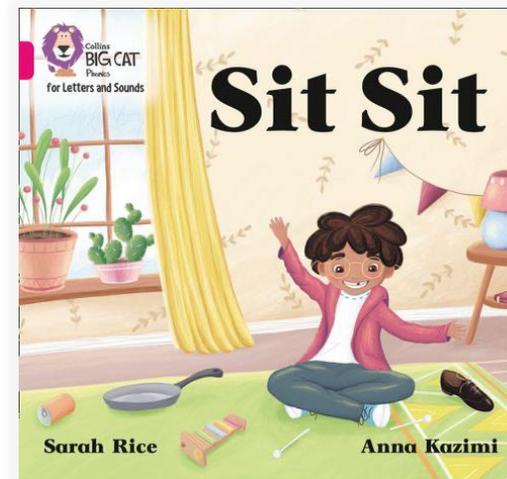
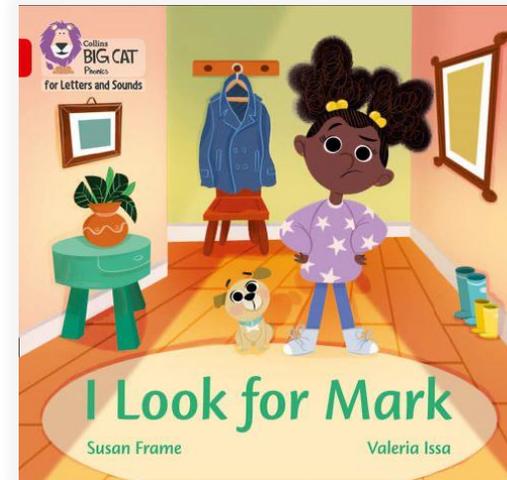


*Every 6 weeks children will be assessed*

# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week—  
decode, prosody & comprehension
- taught by a trained  
teacher/teaching assistant
- taught in small groups (6)
- **Individual reading (1-1) expectation  
for children doing little wandle is  
changing**



# So in a nutshell what is the core reading offer for my child?



- ✓ They will read 3 times a week in small groups of no more than 6
- ✓ The book they read will be sent home as an EBook to share and show off! This will be sent via EvidenceMe and will have a commentary of what they covered and learnt that week. *If you are not set up don't worry we are on it!*
- ✓ A decodable book of a similar level will be sent home (importance of practical handling of books)
- ✓ A library book to share will go home
- ✓ These 2 books will be changed on a set day, once a week
- ✓ Every 6 weeks, the end of each half term – class teachers will check in with the physical book band going home and change if necessary. They will also respond to the home reading that has taken place. **X 1-1 reading and teacher comments will not be as frequent, they will be every 6 weeks.**



# Next year's home school links book

## Half Termly Teacher Reviews

At the end of each half term the class teacher will review and respond to the home reading that has been done! Reading at home is an invaluable practise to your child and really will secure and embed the learning taking place at school.

Children will receive incentives to read at home and will be rewarded for the following:

Reading an average 3 times a week - go on BRONZE!

Reading an average 5 times a week - go on SILVER!

Superb all round effort in school and at home - go on GOLD!

*If for some reason you have questions regarding your child's reading, progress or book then please speak to the class teacher directly.*

### Autumn 1

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### Autumn 2

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# What happens when my child has completed Little Wandle, what will they receive?

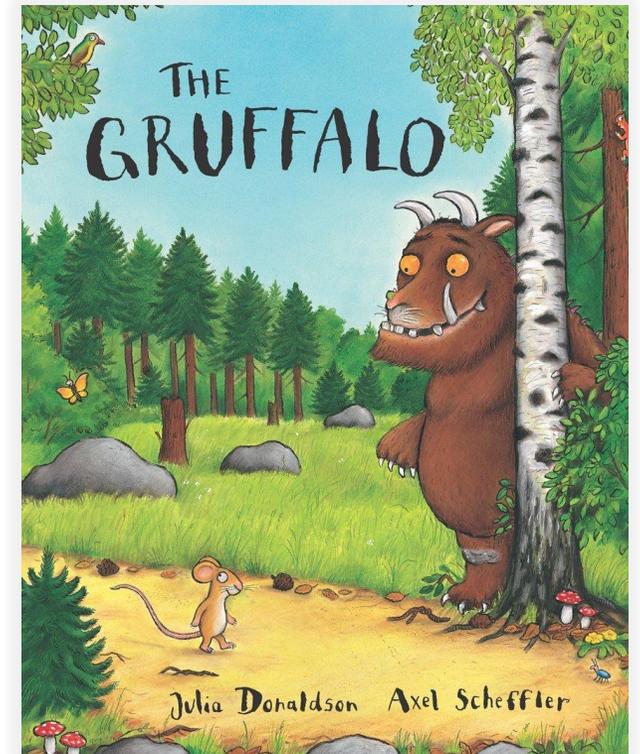
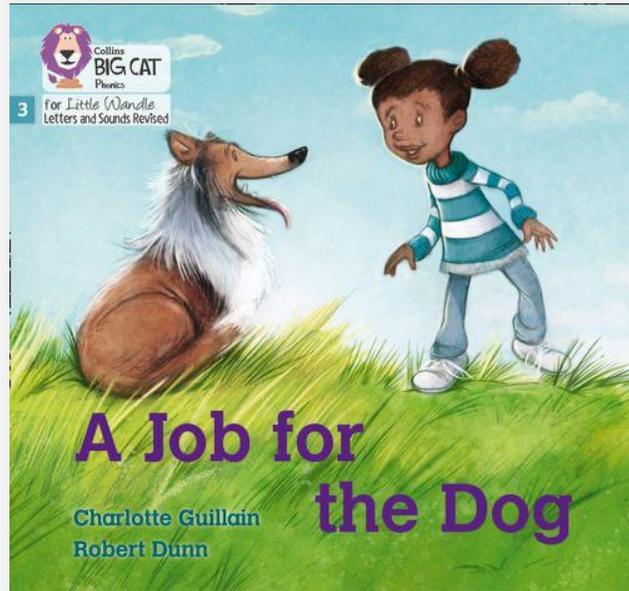


- Guided reading once every 2 weeks (recorded on Evidence Me and parent shared)
- 1-1 reading once every 2 weeks (recorded in home school links book)
- ERICA
- Library book weekly
- School book band book (changed as required by children)
- Looking into Rising Stars online for KS2 and those chn in Y2 who have met the phonic standard.



# Reading at home

# 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.



THANK YOU for coming!  
Any questions?

