A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND
SOUNDS
REVISED
TM

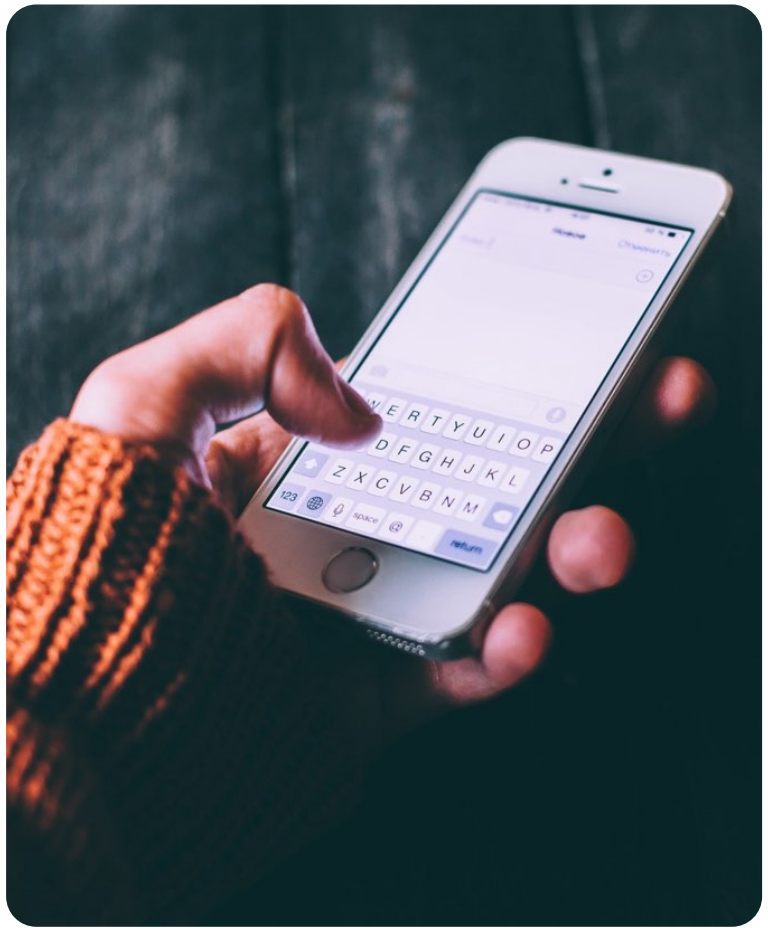
# Teach reading: change lives

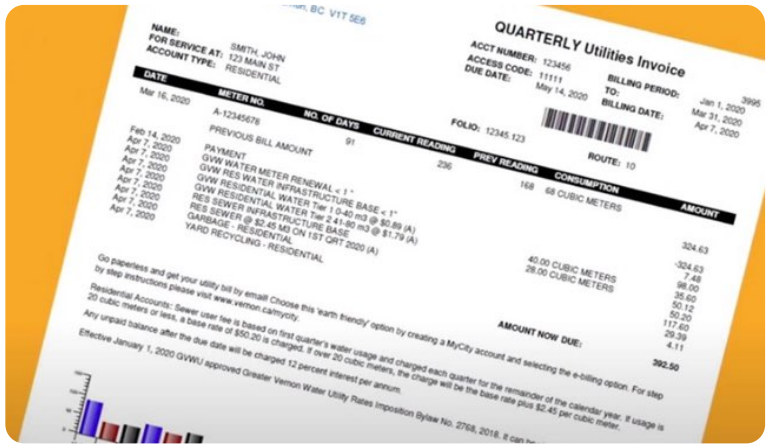
**Parent workshop:** Phonics and early reading

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

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

# How many times have you already read today?

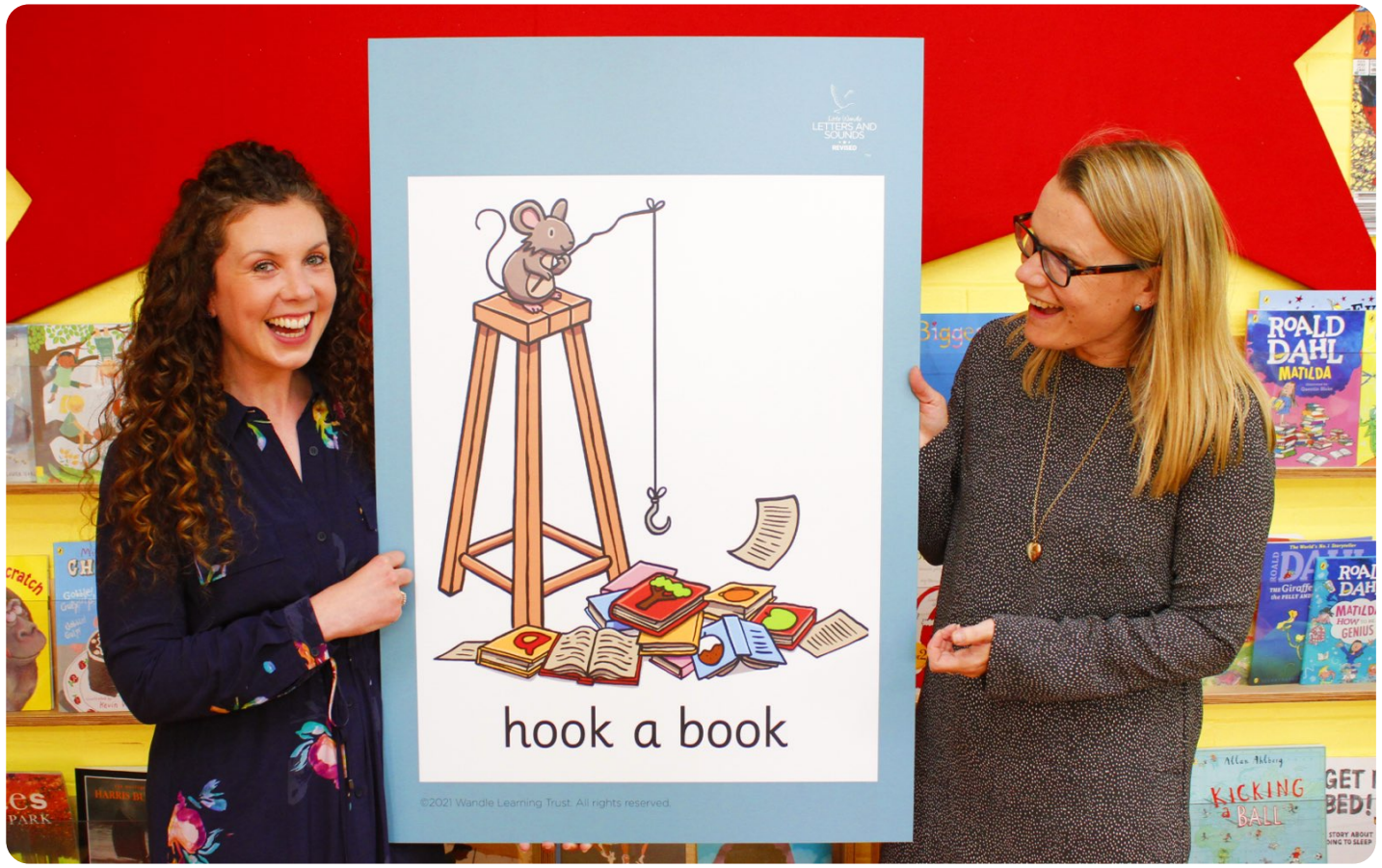




# Phonics

# 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.



## 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

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 |
|---|---|---|---|
| s s | snake | Show your teeth and and let the **s** hiss out **ssssss ssssss** | Under the snake's chin, slide down and round its tail. |
| a 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 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 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 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. |
| | | Open your lips a bit,put your | Down the stick, up and over the |

## Phase 2 grapheme information sheet — Autumn 2

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|---|---|---|
| j 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 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 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 x | | Mouth open then push the **cs**/**x** sound through as you close your mouth **cs 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. |

# 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 ck 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<br>• words with –s /s/ added at the end (hats sits)<br>• 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<br>• words with double letters<br>• longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes | No new tricky words |
|---|---|
| Review Phase 3<br>• longer words, including those with double letters<br>• words with –s /z/ in the middle<br>• words with –es /z/ at the end<br>• 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<br>**Phase 5**<br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/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<br>/igh/ ie pie<br>/oo/ /yoo/ ue blue rescue<br>/yoo/ u unicorn<br>/oa/ o go<br>/igh/ i tiger<br>/ai/ a paper<br>/ee/ e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oa/ o-e home<br>/oo/ /yoo/ u-e rude cute<br>/ee/ e-e these<br>/oo/ /yoo/ ew chew new<br>/ee/ ie shield<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>house mouse water want |

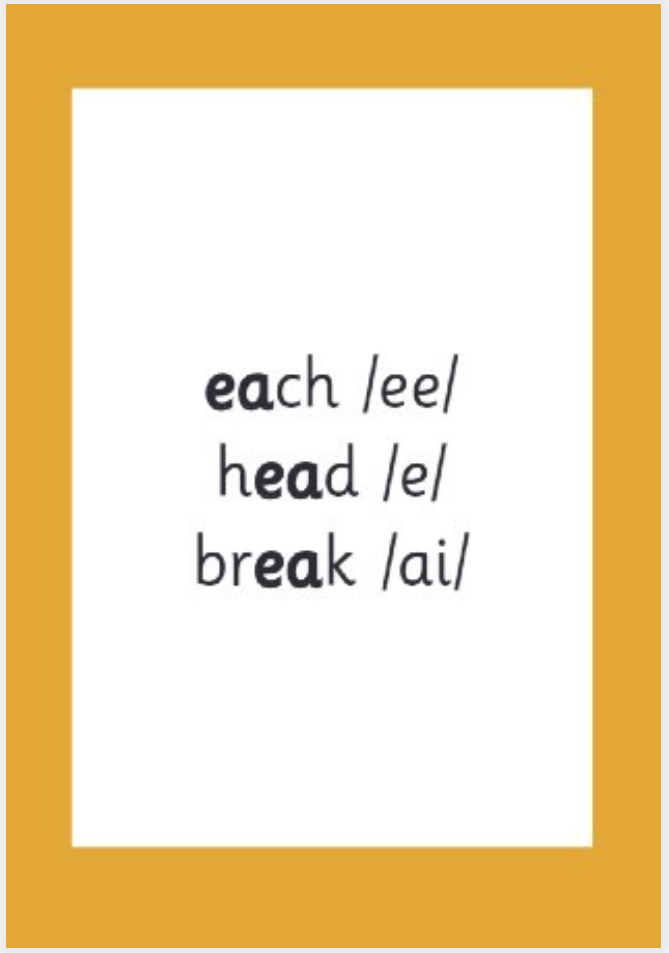
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

| Spring 1 Phase 5 graphemes | New tricky words |
|---|---|
| /ee/ y funny | any many again |

# 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

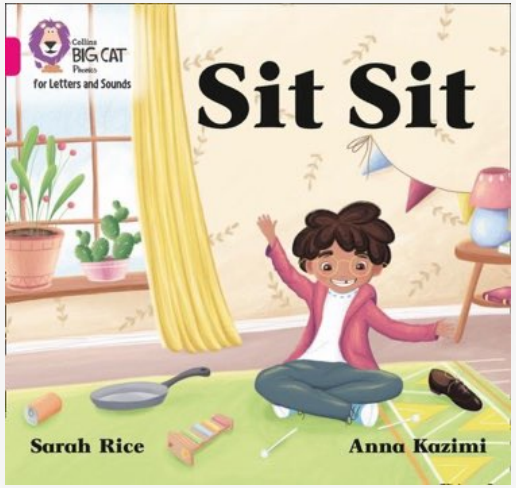
# Spelling

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

# How do we teach reading in books?

**Reading practice sessions are:**

- timetabled three times a week
- 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.

# Reading at home

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

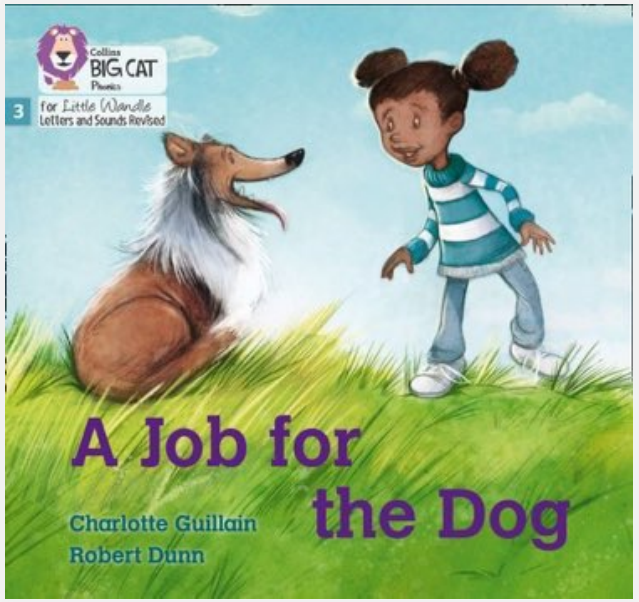
**Reading a book and chatting had a positive impact a year later on children's ability to…**

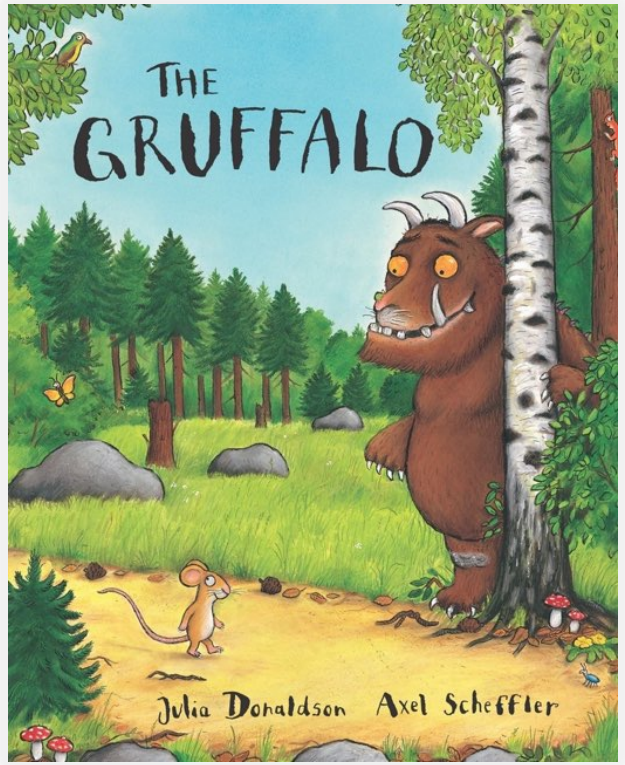
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

*Parental involvement in the development of children's reading skills: A five-year longitudinal study* (2002) Senechal, M. and Lefvre, J

# 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