

“

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

Carl Sagan

”

Little Wandle Letters and Sounds Revised



Our school uses *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.

”

Terminology



Phoneme – the smallest unit of sound in a word, e.g. cat has three phonemes: /c/ /a/ /t/.

Grapheme – a letter or group of letters that represents a sound (phoneme)- written form

Digraph – two letters representing one sound, e.g. sh, ch, ee, ai.

Trigraph – three letters representing one sound, e.g. igh, ear, air

Blend – hearing sounds and putting them together to make a word, e.g. c-a-t → cat

Segment – breaking a word into its individual sounds, e.g. ship → sh-i-p.

Adjacent consonant – two or more consonants next to each other where each sound can still be heard, e.g. st in stop

Split digraph – two letters representing one sound with another letter between them, e.g. a_e in cake (*Year 1*)

The progression- Early years, Year 1 and Year 2



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 - 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 ar or ur ow oi ear air er - 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 - 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
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

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 /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

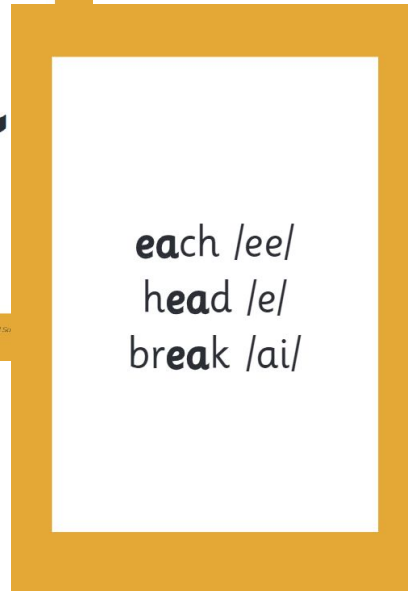
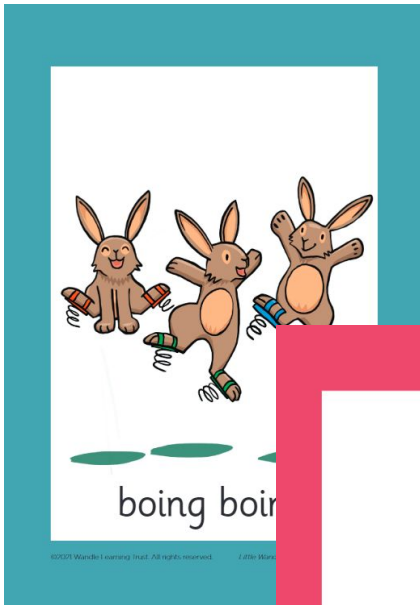
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

How do we make learning stick?

All classes and year groups use the exact same resources!

- Grapheme cards
- Word cards
- Sound buttons
- Magnetic letters
- Phonics mats
- Whiteboards
- Mini word-building activities



Lesson structure

Monday- Thursday: New sound each day

Friday- Review of all new sounds from the week



1. Review

- Revisit previously taught sounds and graphemes.
- Practise reading words children already know.

2. Teach

- Introduce a new phoneme and grapheme.
- Children hear the sound, say it and learn the corresponding spelling.

3. Practise

- Read words containing the new sound.
- Blend sounds together to read words.
- Segment words into sounds for spelling.

4. Apply

- Read sentences containing the sounds and words they have learned.
- Talk about the meaning of what they have read.

5. Review

- Revisit the new learning and check children's understanding.

Key messages:

- Phonics is taught systematically and explicitly.
- Children are taught the sounds first, then the graphemes that represent them.
- We give children lots of opportunities to blend for reading and segment for spelling.
- Children revisit previously taught sounds regularly.
- We continually check understanding and provide additional practice where needed.
- Reading and writing are taught alongside each other.

How do we teach blending?





Reading and spelling

Spelling

In Early years and Year 1 children are taught to:

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



Spelling



In year one, your child will be taught how to spell words every day using the graphemes they have been taught so far. They will have spellings sent home each week that contain the sounds taught in school that week.

They will practise writing a dictated sentence within their phonics lesson.

Handwriting is referred to but is taught at other times of the day. Children will use 'Letter Join' 3 times a week to practice handwriting.

Graphemes

ee	oo	or	ow
igh	ar	oo	ear

Spellings

feel	food	sort	down
right	hard	took	hear

Tricky words

go	my	into	out
----	----	------	-----

Spelling

In year two, children who are secure with phase 5 sounds will begin 'bridge to spelling'.



Hear the word → Say the word
→ Segment the word →
Identify the phonemes → Choose
the graphemes → Write the
word

They will be assessed regularly and when ready, will move onto Little Wandle spelling units, that teach spelling patterns and rules.

Weekly grid Year 2 Spelling Unit 1

This icon **1** indicates which whiteboard screen to display

Unit focus: Why do some words have the spellings **kn** and **gn** for **/n/**, and **wr** for **/r/**?

Lesson	Quick review	Teach and practise	Practise and apply	Review		
	GPCs and words	Code focus	Word focus	Common misspellings		
1	1 Display the title screen. Say: In this unit, we will learn why some words have the spellings kn and gn for /n/, and wr for /r/. Revisit prior knowledge: Identify the GPCs on the 'Complete the code' chart: /n/ kn gn /r/ wr	/n/ kn knock - Identify the focus GPC on the 'Complete the code' chart. 2 Read the example word: knock Say: This is the most common spelling for /n/. [Point to n on the 'Complete the code' chart.]	Add sound buttons Say: Add sound buttons to the words on the handout. 3 Display the words with sound buttons. - Check and correct. Say: Circle the focus grapheme. 4 Display the words with the circled grapheme.	5 Say: 'Knee' is often spelled incorrectly, without the k – 'nee'. To remember how to spell it, say it as it is spelled! Say 'k-nee' instead of 'nee'.	Practise and apply Activities 6 Say: Get ready to spell! Say: These pictures match words you have been learning this week. 7 Display the image. Say: Write the word. 8 Display the answer.	Review Say: - Tell your partner how people used to pronounce words that started with kn. - Tell your partner how you would 'say it as it is spelled' for the word 'knock'.

Spring 1 weeks 1 and 2

Identify the lesson focus on the 'Complete the code' chart (In some units the code focus is not needed)

Quickly review prior knowledge

The children add sound buttons

Recap the spelling pattern or rule

Spot the pattern in the spelling words

Dictated sentences consolidate the learning from across the unit

Explore rule breakers

Review learning through fun activities

How do we teach tricky words?



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	pe <u>ck</u>
-----	-----	-----	-----	--------------



Assessed
every 6
weeks



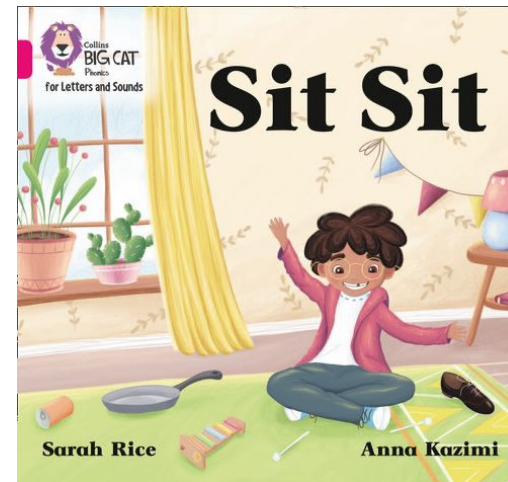
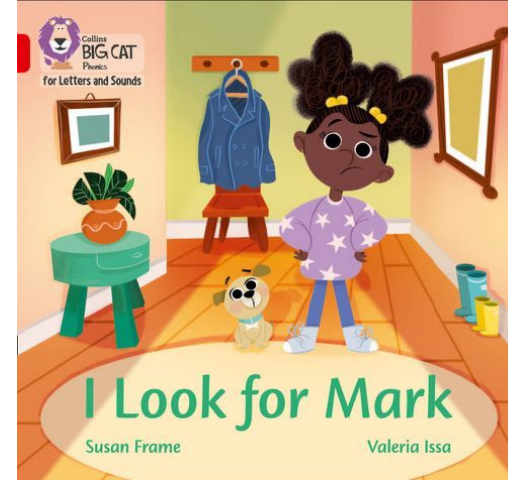
How do we teach reading in books?



Reading practice sessions are:

- timetabled two/three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.
- those who an extra boost need it will read daily in school.

This is the same for Early Years, Year 1 and Year 2. Year 2 children will move onto fluency books when they start the Little Wandle Spelling programme.



Reading a book at the right level

This means that your child should:

- Know 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



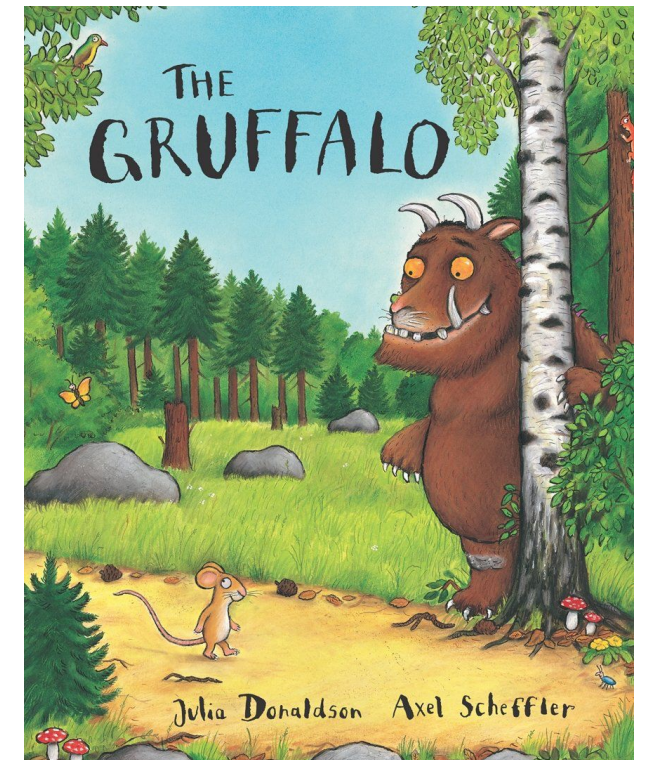
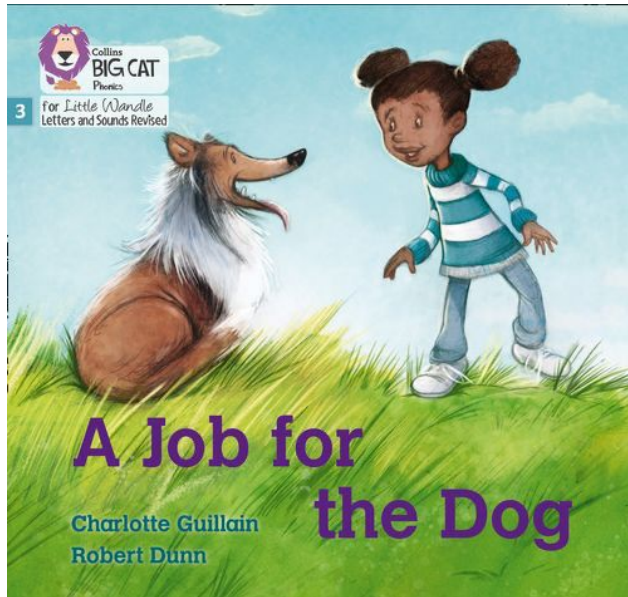
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.



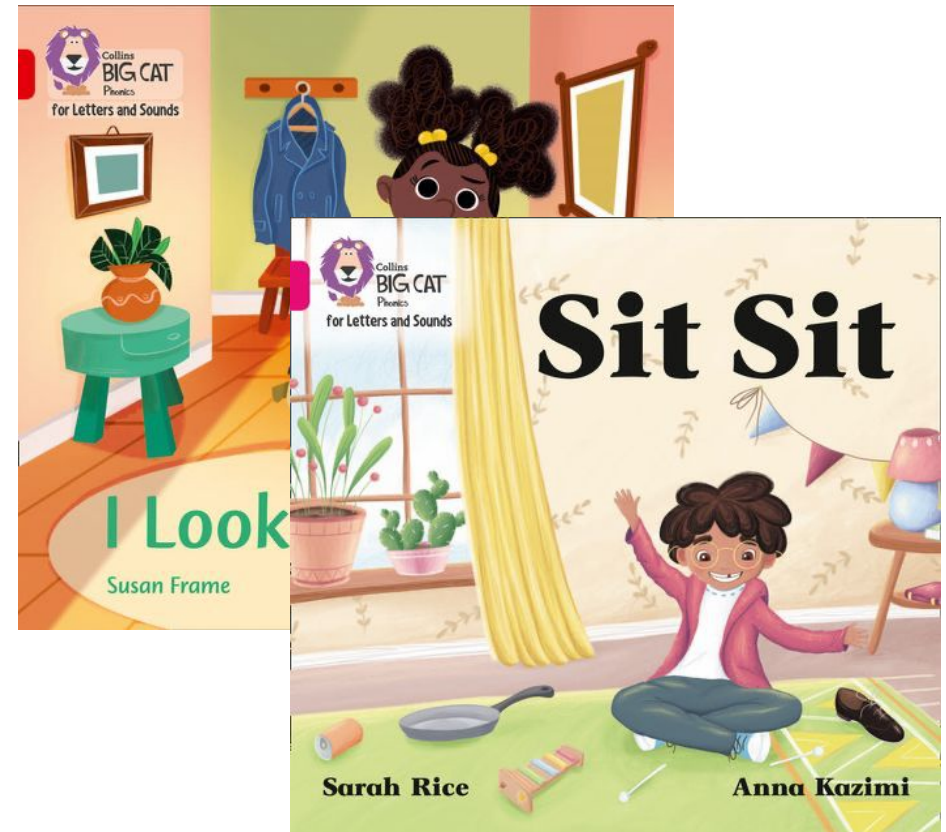
Books going home



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.



Read to your child

The shared book is for **YOU** to read:

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

You shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next and use different voices for the characters. The main thing is that you have fun!

Talk with your child as much as you can:

- o Introduce new and exciting language
- o Encourage your child to use new vocabulary
- o Make up sentences together
- o Find different words to use
- o Describe things you see.



Supporting your child with phonics



How to say Phase 5 sounds



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Reading Shed



How it works:

- . The shed is **every Friday** (weather-permitting) after school.
- . Children are welcome to take a book from the shed to enjoy at home.
- . There is no time limit on how long you can keep the book -if you really like it, you can keep it forever!

We are always grateful for donations of preloved children's books. Please leave donations at the school office.

Additional Information

- Our school website is continuously updated with new information on how you can support your child at home.

<https://www.southfarnborough-inf.hants.sch.uk/phonics-early-reading/>

Please ensure all Phonics books are returned to school every Monday so they can be passed onto the next class.

