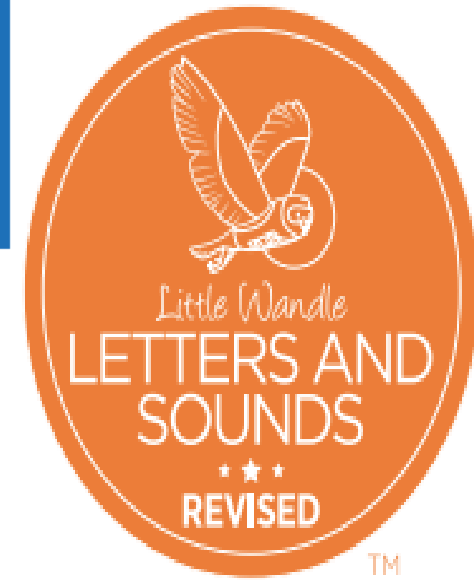


Phonics and Early Reading



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New validation process

By ensuring high-quality phonics teaching the government wants to improve literacy levels to:

- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

Why Little Wandle?

Training for all staff to ensure consistency

Every aspect of phonics and reading is planned using a detailed and systematic approach - focus on avoiding cognitativ

Engaging resources for children





Repetition for practise

Comprehensive system for identifying and supporting children who require additional help

Free support and resources for parents

Weekly grid Reception phase 2

Autumn 1 week 5

Lesson focus	🧠 Revisit and review	🗣️ Teach and practise							🧠 Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Spelling	Oral blending game
h helicopter	s t p d g o c k c k u e r	Open your mouth and breathe out sharply h h h	hat hammer house helicopter	h helicopter 	Down, up and over the helicopter.	Review: r-a-n d-u-ck t-e-n New: h-a-t h-u-g h-o-t	ran duck ten red hat Independent: dog cup	New: the* Review: I is	dog	Can you touch your ... ? l-e-g ar-m h-ea-d ch-i-n f-oo-t
b bear	s t p d g o c k c k u e r h	Put your lips together and say b as you open them b b b b	ball bus bird bear	b bear 	Down bear's back, up and round his big tummy.	Review: h-i-t s-a-d g-o-t New: b-i-g b-e-d r-u-b	hit sad got hug big Independent: ten pet	New: the* Review: I is	ten	Blend from the box l-o-ck n-e-ck g-l-ue e-gg
f flamingo	g o c k c k u e r h b	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffffff	fish frog flower flamingo	f flamingo 	Down the flamingo's neck, all the way to its foot, then across its wings.	Review: b-i-g m-u-ck c-a-p New: f-a-t f-i-t f-i-n	big muck cap bat fit Independent: red get	New: the* Review: I is	red	Can you do the actions? r-ea-ch up high stand on one l-e-g m-ar-ch like the Grand Old Duke of York h-o-p
l lollipop	g o c k c k u e r h b f	Open your mouth a little; put your tongue up to the top of your mouth behind your teeth and press llll llll llll	leaf lips lemon lollipop	l lollipop 	All the way down the lollipop.	Review: f-a-t r-u-b h-o-t New: l-o-g l-u-ck l-i-p	fat rub hot pick log Independent: mum nod	New: the* Review: I is	mum	What's that noise? What sound does: a s-n-ai-k (snake) make? a f-r-o-g make? a d-u-ck make? a c-a-t make?
Review	g o c k c k u r h b f l	Graphemes to display: h b f l		Match initial sound of object to grapheme: hammer house ball bear frog flamingo lollipop lemon		Review: h-u-g b-i-g f-a-t l-u-ck	hug big fat luck bed Independent: duck kid Play Change it: cat can man map mop hop hot hat cat	Review: the* I is	kid	Blend from the box h-a-t b-u-s f-i-sh l-ea-f

Reading practice sessions with decodable reading books three times a week

How do we teach phonics with Little Wandle Letters and Sounds?

Daily sessions

Whole class learning

Specific order of teaching that is repeated daily to manage cognitive load

Using specific vocabulary
Grapheme - letter shape
Phoneme - Sound of the grapheme

Segmenting and blending practise

Regular keep up sessions for children who need additional support

Use the recommended resources throughout the day

Avoiding schwaring



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



Practice makes permanent



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soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

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R Au1 extra

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R Au1 extra

sat

R Sp1 wk1

meet

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R Au2

go

R Au1

the

R Au1

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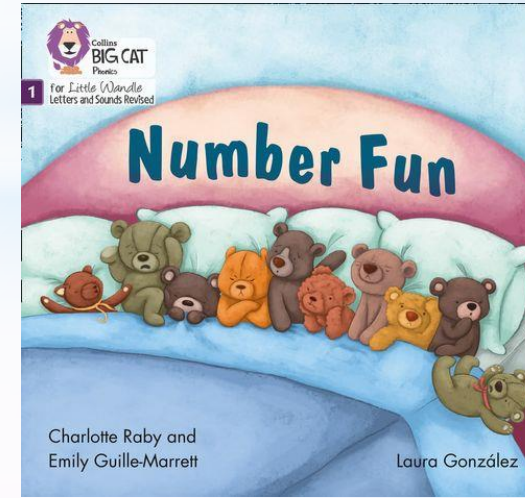
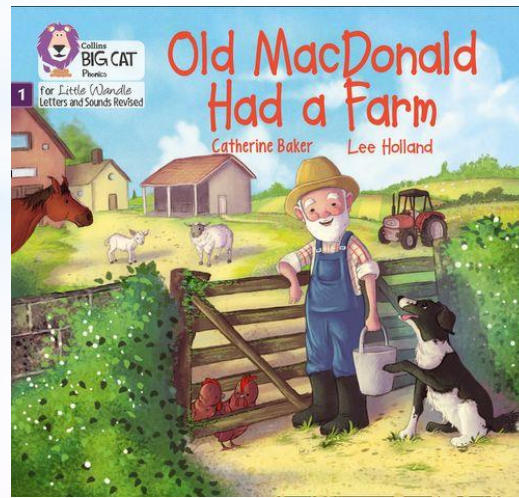
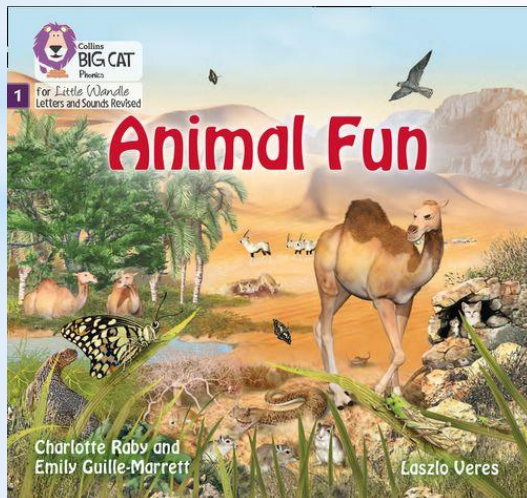
R Au2

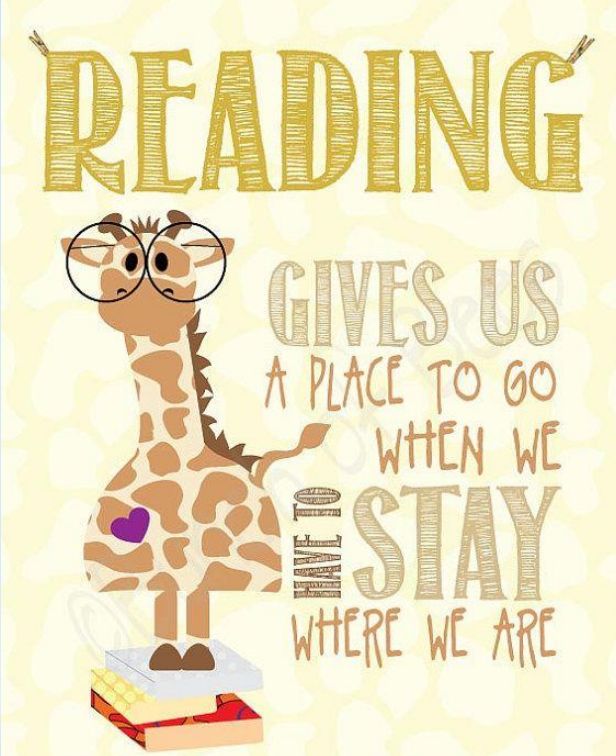
to

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

The aim is for children to be blending my Christmas.

Prior to this they will have been using wordless books which develop great language skills and teach children the layout of books and how to handle books





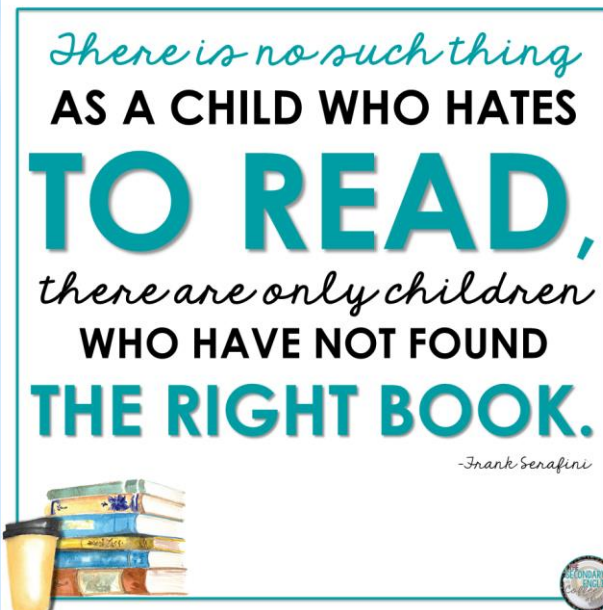
Reading

Reading should be enjoyable

Learning to read should be a positive experience

We want children to love reading and be confident readers

We want children to read for pleasure



Reading underpins children's access to the curriculum and can impact on their achievement



How we teach reading

The biggest change...

Reading is...	Books are...
Timetabled as small group reads two times a week	Matched to children's secure phonic knowledge and word reading
Taught by a teacher and/or teaching assistant	Read two times a week in school with physical books
Focussed on 3 skills -Decoding -Prosody & Comprehension	Available as e-books for parents to read weekly Children should feel really confident with the book by the time it is released for home.
'Decodable' books and texts Experienced readers can decode the specialist words in a book about advanced physics, even if they cannot understand them. However, most texts are not decodable for children who are beginning to learn to read. The national curriculum says that pupils should be taught to: ... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. ⁶⁵ This is why schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books.	Read with at least 90% accuracy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf

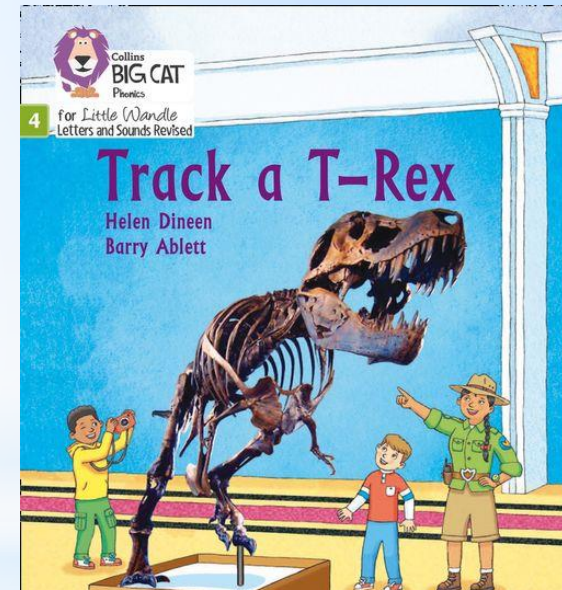
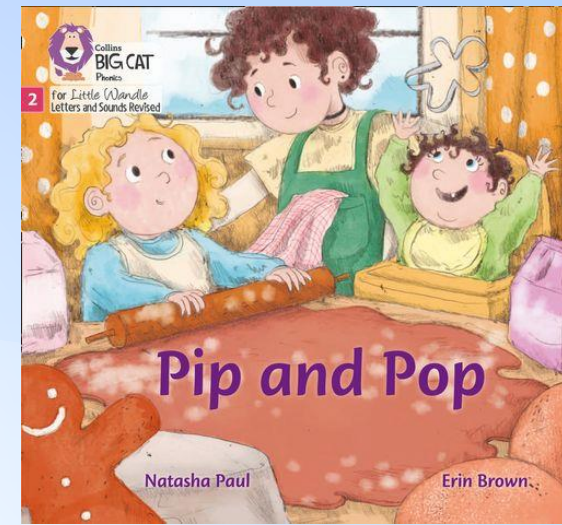
How will this work?

Children are assessed daily during teaching to identify gaps and formally every 6 weeks. The LW assessment tool then matches which books should be allocated for their child's secure phonic knowledge

Children will read their book 2 times in school and then will have access to the eBook to read at home
You can then share and discuss the books using the helpful prompts at the front and back and celebrate your child's successes

Teachers will make a star and next step comment and would love to know how you got on with the third read at home

A 'book to share' will be sent home weekly for your child to enjoy to develop their reading for pleasure.
Children will not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.



	Our timetable for reading (in Reception)			
	Monday	Wednesday	Friday	The Weekend
School	-All children will read and focus on the first skill: Decoding	All children will read and focus on the second and third skill: Prosody & Comprehension	All children will Feedback in the yellow diary will be given as... -One star comment -One next step	The eBook that the children have read during the week will be released to read at home for a third time.
Parents/Home	Book to share box outside Rabbits to choose Access to eBooks released to date	Please make sure yellow diaries are handed in with the home learning. Access to eBooks released to date		Read the book released with your child between Friday and Wednesday am -Let us know how your child got on in the yellow diary.

What can parents do to help at home?

Read the ebooks and celebrate your child's successes

Share books for pleasure, visit the library or a book shop

Watch the videos and supporting resources on the Little Wandle website

Familiarise yourself with the pronunciation of sounds

Check the weekly homework and sheets for information linking to the sounds taught that week



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For parents



The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Questions?

Questions?