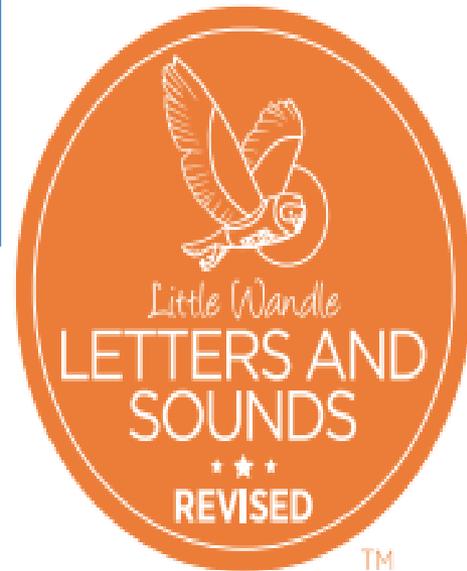


Phonics and Early Reading Meeting



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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 (INSET Oct 1st)

Every aspect of phonics and reading is planned using a detailed and systematic approach

Engaging resources for children

Repetition for practise

Comprehensive system for identifying and supporting children who require additional help

Free support and resources for parents

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

Daily short 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

Daily Keep up sessions for children who need additional support

Use the recommended resources

Avoiding schwaring



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



Practice makes permanent



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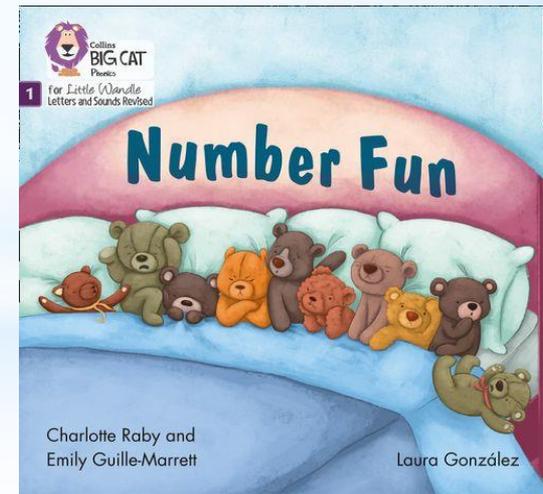
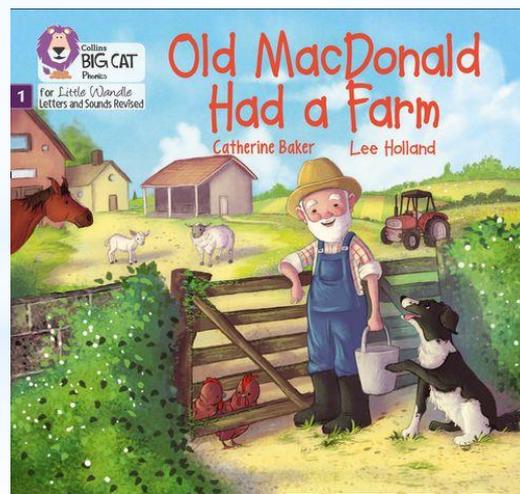
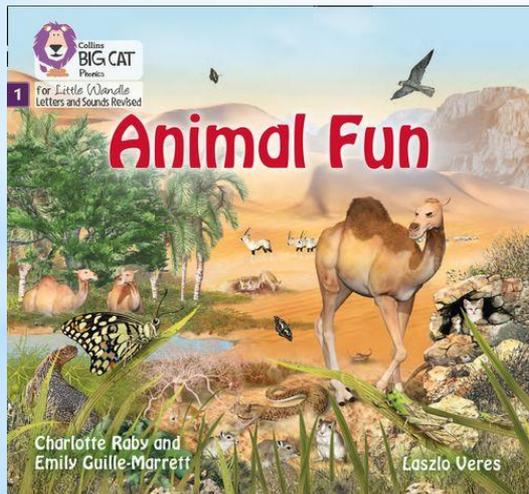
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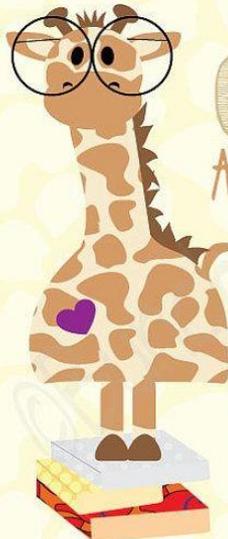
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Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books

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



GIVES US
A PLACE TO GO
WHEN WE
STAY
WHERE WE ARE

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

There is no such thing
AS A CHILD WHO HATES

TO READ,
there are only children
WHO HAVE NOT FOUND
THE RIGHT BOOK.

-Frank Serafini





How we teach reading

The biggest change...

Reading is...	Books are...
Timetabled as small group reads 3 times a week	Matched to children's secure phonic knowledge and word reading
Taught by a teacher and/or teaching assistant	Read three times in school
Focussed on 3 skills (1 per session) -Decoding -Prosody -Comprehension	Available as e-books for parents to read weekly
No longer 1:1 reading sessions	Read with at least 90% accuracy

'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.

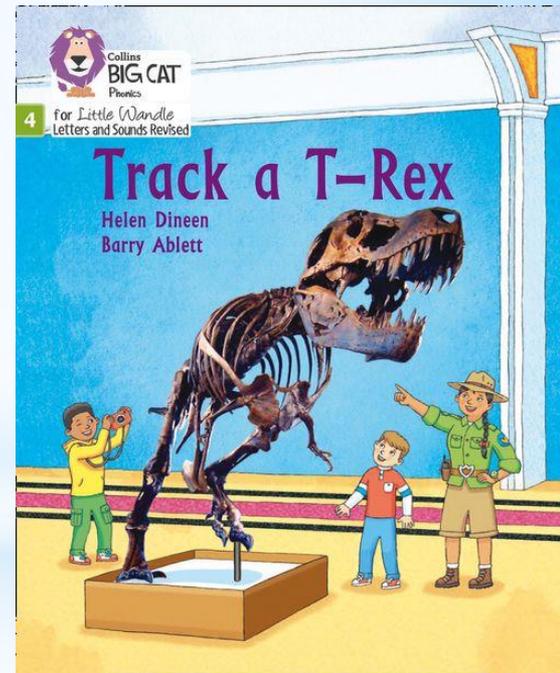
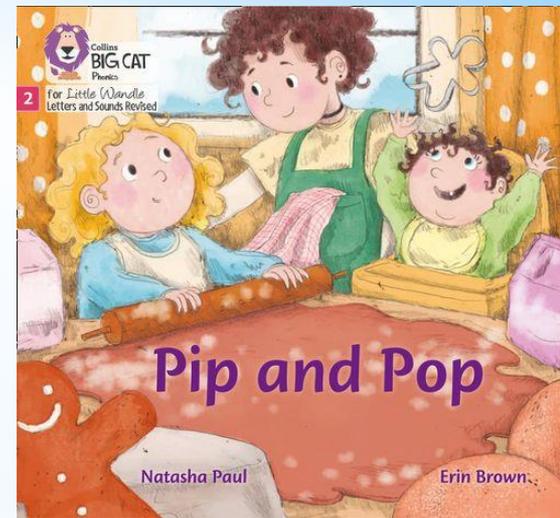
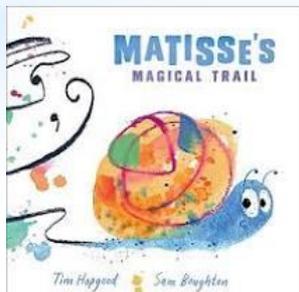
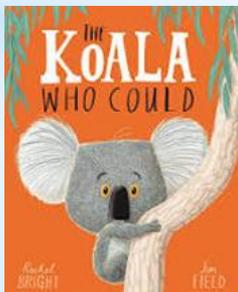
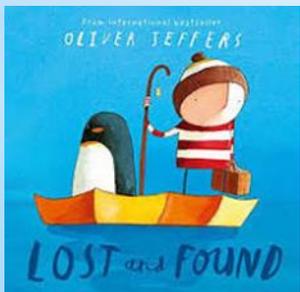
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf

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 3 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

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	
	Monday to Friday Reading diaries in school on Monday and sent back on Friday	The Weekend Yellow diary at home to record first read
School	All children will be read with 3 times Read 1: decoding Read 2: prosody Read 3: Comprehension Feedback given as one star and a next step. Mrs Cox will let you know the days of the week the book to share will be sent home/collected in	The ebook that the children have read all week will be released to read at home.
Parents/Home	-Yellow diary must be in school for the week. -Access to previous weeks' EBook & Book to share	-Pre-read, look at the first and last pages to get the most from your read. -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?