A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Teach reading: change lives

Parent and carer event: Phonics and early reading

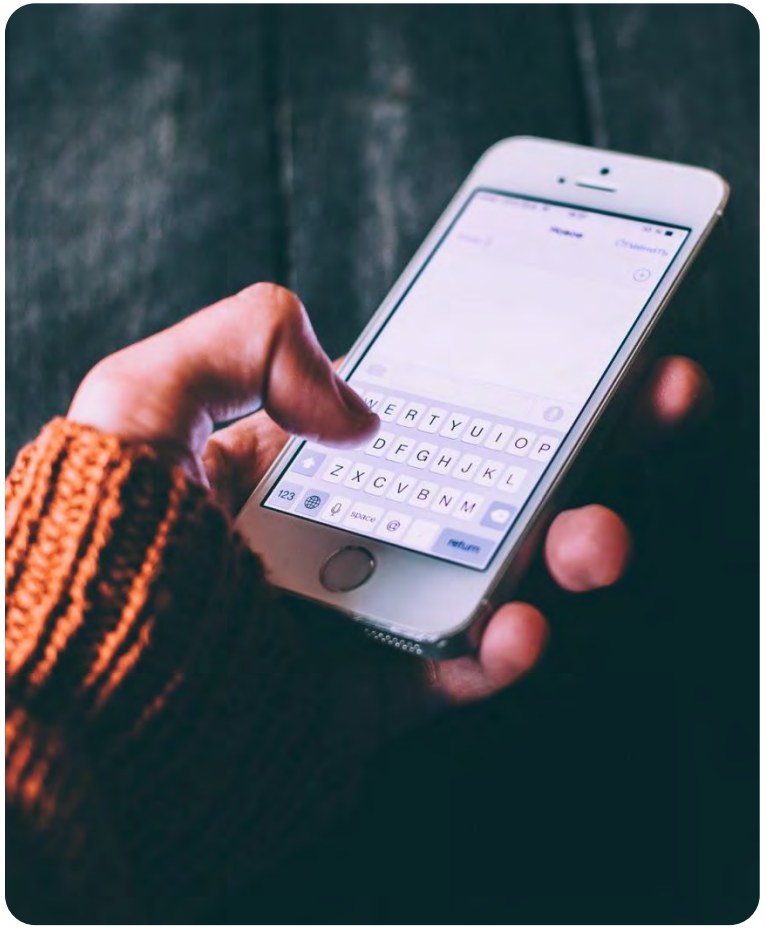


A love of reading is the biggest indicator of future academic success.

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

Reading | Writing | Phonics



Phonemes are the smallest unit of speech-sounds which make up a word. For example: sit - s/i/t chop - ch/o/p

Graphemes are the written representation of sounds. A grapheme may be one letter (f), two letters (ir), three letters (igh) or four letters in length (ough).

Digraphs are graphemes made up of 2 letters that makes one sound (sh in shop). Trigraphs are 3 letters (igh in night).

Segmenting involves breaking up a word that you hear into its sounds. For example, the word jam is segmented into the sounds j-a-m.

A Split digraph is a grapheme that is split between a consonant (a-e in make). A split digraph usually changes the sound of the first vowel.

Blending involves merging the sounds in a word together in order to pronounce it. For example, j-a-m blended together reads the word jam.

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.
n n		Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down the stick, up and over the net.

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	 box	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.
		Smile, tongue to the top of	Down and round the yo-yo,

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 • 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 **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 we make learning stick











Reading and spelling

Reading and spelling

This is an example of what the children learn in Year 1.





And all the different ways to write the phoneme sh:

shell

chef

special

caption

mansion

passion

Tricky words



Spelling

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



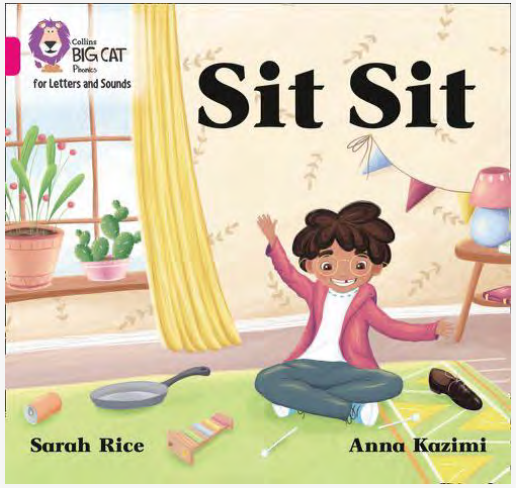
How do we teach reading?

Reading practice sessions are:

- Timetabled twice a week with a trained Teacher/Teaching Assistant.
- Your child will read their LW book every day at school as well accessing additional reading for pleasure.
- Taught in small groups – however your child is heard individually by ‘tapping in.’
- We record next steps and support your children with these.



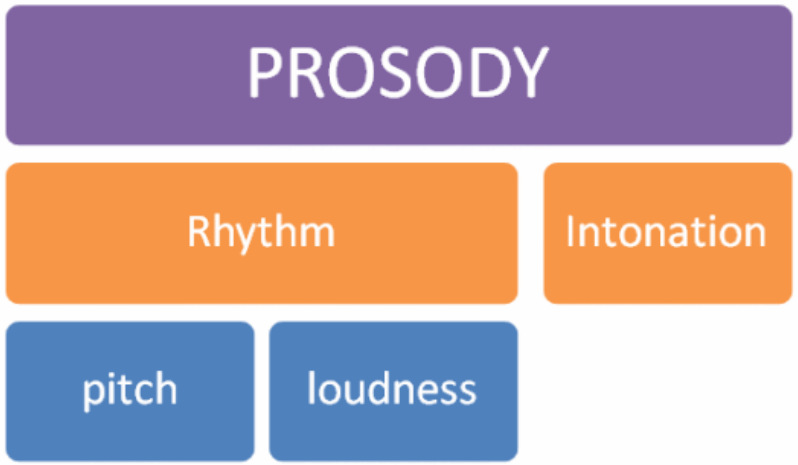




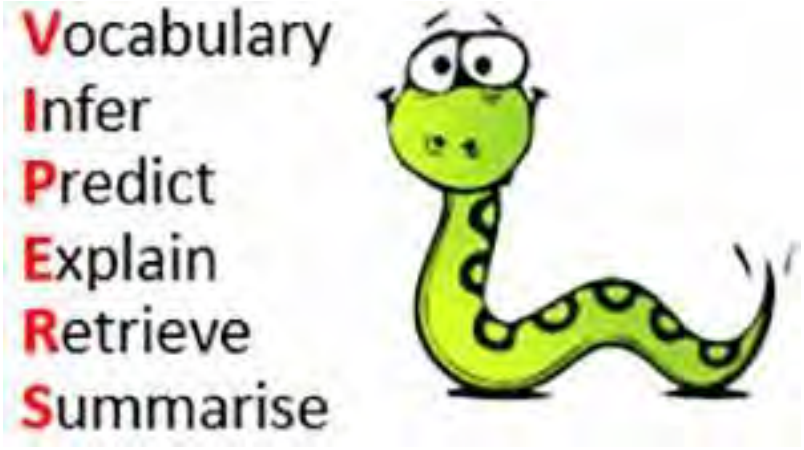
Decoding



Prosody



Comprehension



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 has a positive impact to a children's ability to…

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

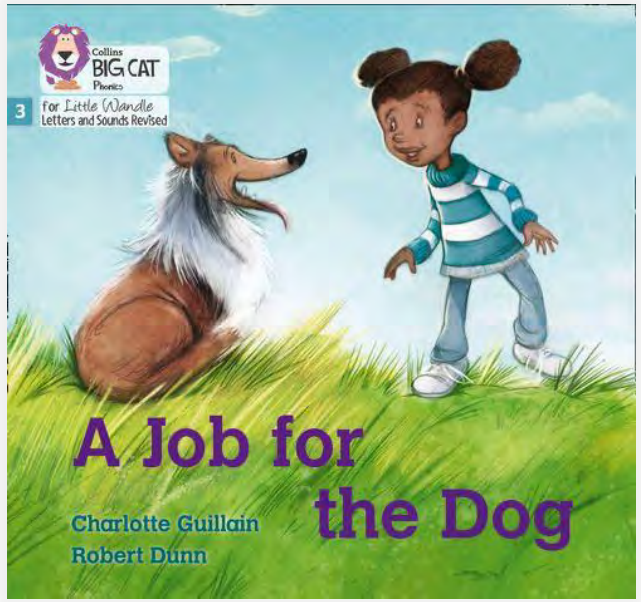
The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



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

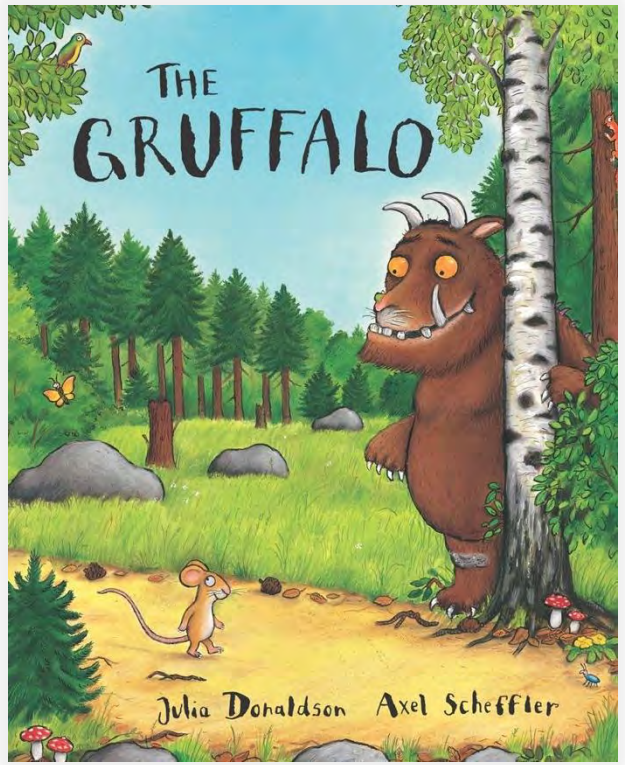
Books going home

Little Wandle



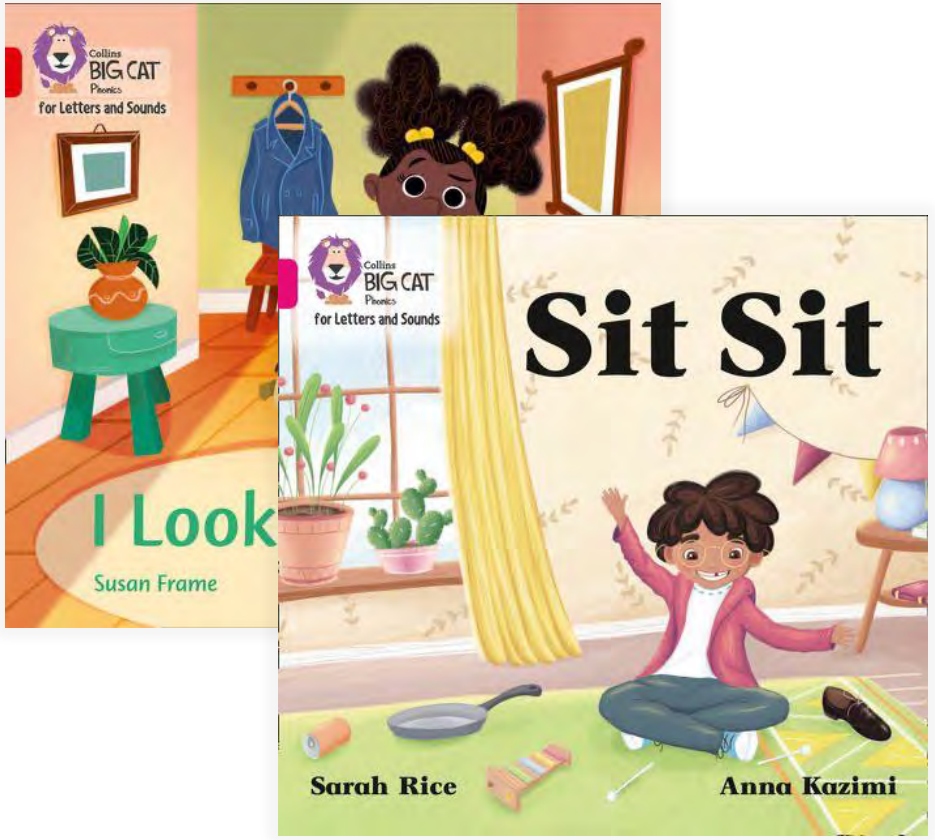


Library



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.
- Support them to hear the blend when decoding the phonemes.
- Talk about the book and celebrate their success.



Supporting your child with phonics

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



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 library book is for YOU to read to your child:

- 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