

# Little Wandle Parent Workshop

28.09.22

Thank you for joining us.  
Please help yourself to the handout.



# Phonics and Early Reading

Part 1 – Information about how we teach phonics.

Part 2 – Information about how we teach reading.

Part 3 – Supporting at home.



# Part 1: Phonics

Phonics is a way of teaching children how to read and write.

It helps children hear, identify and use different sounds that distinguish one word from another in the English language.



# Did you know...?

The English language has:  
26 letters

44 sounds



Grow the code grapheme mat Phase 2, 3 and 5

s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
se			kn	mb			cc	wr	
ce			gn				ch		
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	ww			zz	
	ph	le	dge	ve				se	
		al	ge					ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea		y	a	o-e
ture	ti								ou
	ssi								
	sl								
	ci								

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Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u'	a'
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	ow	ui	ew		
algh	ey						
ey	ea						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
oar							
ore							

\*depending on regional accent

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Over 100 different ways to spell those sounds



# Why Little Wandle?

- There has been new DFE Guidance for Early Reading and Phonics.
- The journey to independent reading and writing begins with Phonics.
- It is essential children learn to read. They then read to learn and unlock the curriculum.



# Why have we chosen Little Wandle?

- Excellent training for all staff to ensure consistency. Every member of staff has completed training.
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach.
- Engaging resources with reduced cognitive overload to prevent distracting from learning.
- Comprehensive system for identifying and supporting children requiring extra help.

Useful support for parents.



# How do we teach Phonics using Little Wandle?

Daily sessions







Specific order  
of teaching

Synthetic phonics

Repeated practice

Revisit previously taught  
sounds at start of each  
lesson

Practice  
makes  
permanent

Phase 2 grapheme information sheet		Autumn 2	
Grapheme and movement	Picture card	Pronunciation phase	Reinforcement phase
j j		Join your lips and tongue your words all your tongue jiggle jiggle	Join the top of the letter jiggle. Sit on to back.
v v		Put your teeth against your hands lip and make a buzzing noise vvvv	Down to the bottom of the letter, and back up to the top.
w w		Push your lips and tongue down and up as you say w w	Down the top of the wave to the bottom, to the top again. Over and over.
x x		Stretch open then push the two hands through as you make your mouth as if it is a scissor	Down at the top, then across to the bottom, to the top again. Over and over.
y y		Sticks, tongue to the top of your mouth, say y without closing your mouth	Down and round the grapheme then follow the string made
z z		Show me your teeth and buzz like a round zzzzzzz	Zip across, zig down and across the letter.

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Correct pronunciation is vital - Videos on LW to support

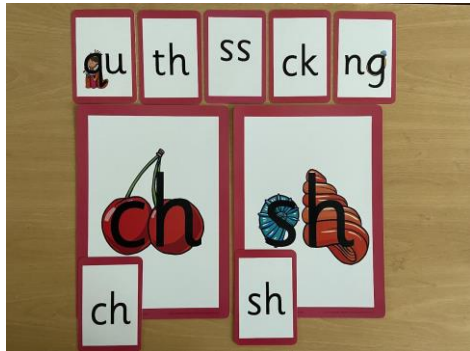
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



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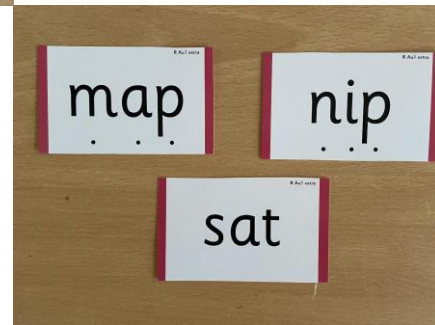
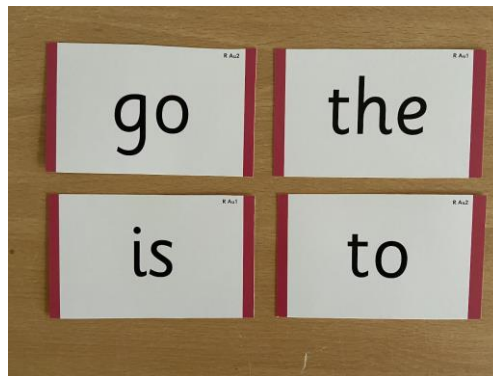
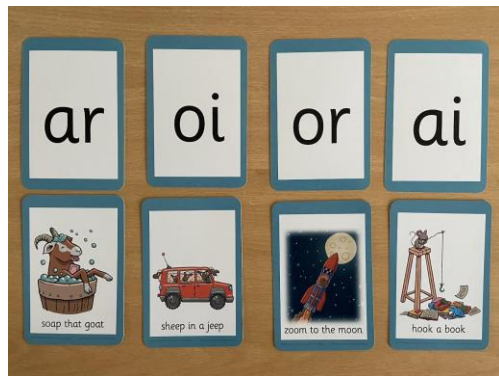


# How do we teach Phonics using Little Wandle?



word cards

GPCs



tricky  
words

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# What does a Phonics lesson look like?

## Lesson Structure:

- Revisit and review
- Teach and practise
- Practise and apply

Grow the code

- Reading practice session three times a week

Videos available on Little Wandle.





# What does a Phonics lesson look like?

Children will learn the sounds using the pictures to prompt them.

Each grapheme has a pronunciation phrase (e.g. show your teeth and let the hiss out ssss ssss) and a formation phrase (e.g. under the snake's chin, down its back to its tail).

In Reception we learn to say the sound (phoneme) and write the grapheme. We then use them straight away in words by oral blending and reading by teacher-led blending.

There are lots of games to play too.

s snake 	Under the snake's chin, slide down and round its tail.
a astronaut 	Around the astronaut's helmet and down into space.



# Terminology

**-phonics** (also known as 'synthetic phonics') – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

**-phoneme** - Any one of the 44 sounds which make up words in the English language.

**-grapheme** – How a phoneme is written down. There can be more than one way to spell a phoneme.

E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

**-blending** – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'

**-segmenting** – Breaking a word into sounds in order to spell them. e.g. 'frog. f – r – o – g'

**-digraph**- 2 letters making one sound

**-trigraph**- 3 letters making one sound



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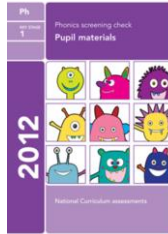


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# Y1 Phonics Screening Check

- In June, the phonics screening check will be taken individually by all children in Year 1 and any Year 2 pupils who did not meet the expected score in Year 1.
- The aim is to give you information on how your child is progressing in phonics.
- It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.
- The check is held in a relaxed environment and children will have already practised past phonics screenings without knowing it!



# Y1 Phonics Screening Check

- There will be two sections in this 40-word check and it will assess their phonics skills and knowledge
- Your child will read up to four words per page to their teacher. There will be 20 real words and 20 'alien words'
- We will make it as low-key as possible – the children will not be informed it's a "test" – it only takes 10 minutes.

Practice sheet: Real words

in

at

beg



fub

sum



frop



shimp



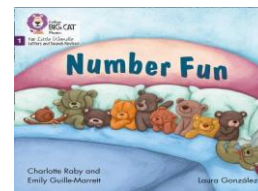
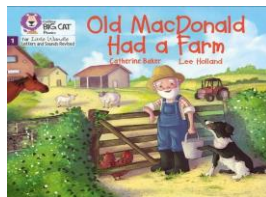
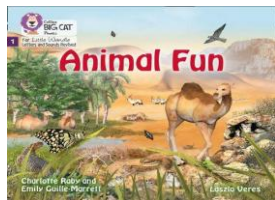
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## Part 2: Reading

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

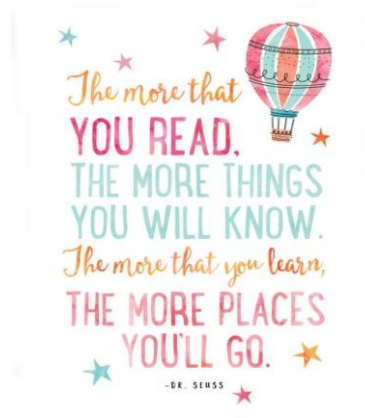
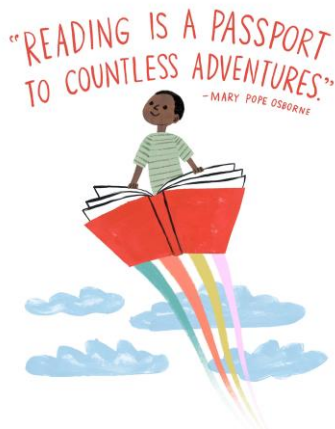
Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books



# Why is reading important?

We want children to love reading

Reading should be enjoyable



Learning to read should be a positive experience

We want children to read for pleasure

Reading underpins all children's access to the curriculum and clearly impacts on their achievement.



# How do we teach reading?

## Reading practice sessions:

Timetabled 3 times a week

Taught by trained teacher  
or teaching assistant



Taught in small groups



## Reading books:

Matched to children's  
secure phonic knowledge  
and word reading

Read three times in  
school

Sent home each week

95% fluency

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# How do we teach reading?

Reading Practice Books carefully matched so children can read fluently and independently. There are 3 reads – each one begins with some quick sounds and words practice.

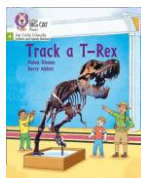
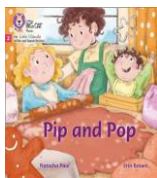
## 1. Decoding

When children take their book home to read they should be **95% fluent**.

## 1. Prosody (intonation, expression)

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal. Celebrate their success!

## 3. Comprehension

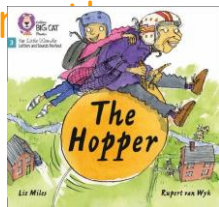


# How do we teach reading?

Children are assessed, then LW matches which books will be allocated for their secure phonic knowledge. Reading is more than just fluency.

Children will access their reading book at home after reading it 3 times in school.

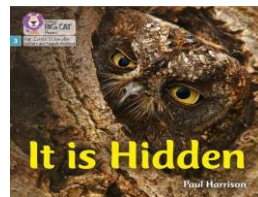
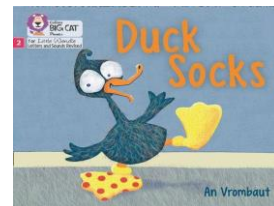
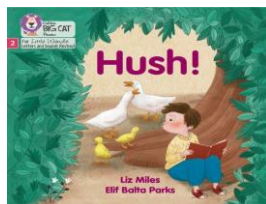
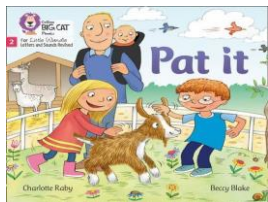
Celebrate, praise, talk about the book with your child. Please make sure books are in your child's reading folder in their book bags each day. These need to be returned on Thursday as they will be needed for other groups.



# What books will my child bring home?

Big Cat Collins Reading books are carefully matched to children's secure phonic knowledge

The books are banded in to groups, working in a similar format to previous guided reading books we have used.



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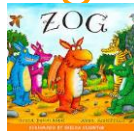
# What books will my child bring home?

Children will also bring home a 'sharing book' from our class library each week. This is a reading for pleasure book.

To become lifelong readers, it is essential that they read for pleasure.

Children may 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.

Enjoy the book together and foster a love of reading!



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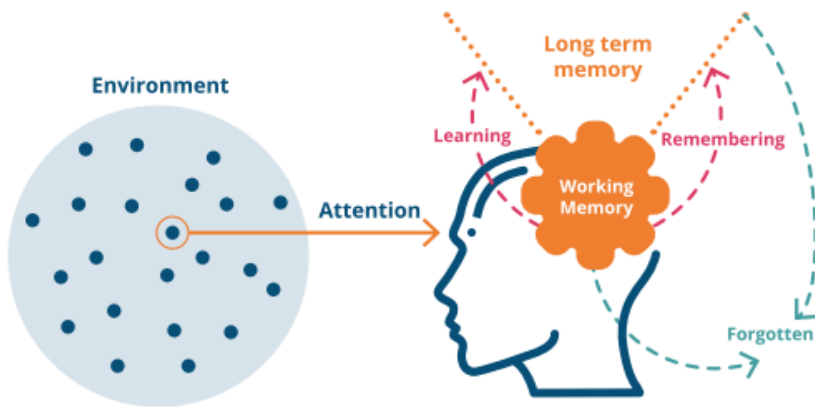


# What happens in Year 2?

Children in Year 2, depending on phonic ability, will either continue learning phonics or move on to learning spelling rules and grammar.

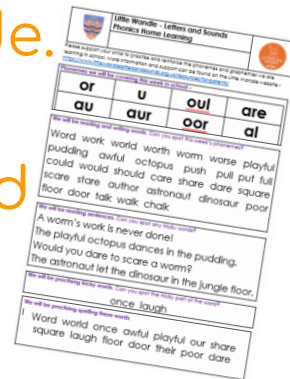
They will continue to learn to read with fluency and expression as well as developing their comprehension through group reading sessions.

***'Practice makes permanent'*** Sir Bobby Robson, England Football Manager



## Part 3: What can parents do to support?

- Please look at the Little Wandle videos and guidance for parents.
- Support children in learning the alphabetic code.
- Let your child “show off” their reading to you and celebrate and praise all the way!
- Share books with your children for pleasure.



Thank you! We appreciate all of your support. Please free to look at any resources and ask our staff any questions you may have.

We have a large collection of books which are free to take home. These are not phonically decodable but can be used as a sharing book.

Please help yourselves!

