

Little Wandle Letters and Sounds Parent Information



Presentation Aims

- Provide a greater understanding of phonics and early reading
- Share insight into the changes of our phonics scheme
- How your child will read at school
- How to help at home

What is Little Wandle Letters and Sounds?

- An exciting, new DfE commissioned phonics scheme that puts emphasis on ensuring every child can read by the time they leave Year 1.
- New resources, decodable reading books, letter formation phrases, mnemonics
- Partnership with Harper Collins



Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check.

Pronunciation of phonemes

- This video shows you how to pronounce the phonemes. Notice how the children don't add an 'uh' sound at the end, for example they say 't' instead of 'tuh'

<https://www.youtube.com/embed/shlSQrleibs?rel=0>



How do children learn to read?

- Daily phonics taught in EYFS and KS1
- Regular exposure to taught sounds
- Phonics as a route to decoding
- Learnt in 'phases' as a whole class
- 4 new sounds per week and a review lesson
- 3 reading practice sessions with a decodable book





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 <ul style="list-style-type: none">• 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





Phonics lessons

- Lesson structure:

	Revisit and review
	Teach and practise
	Practise and apply
	Grow the code
	Reading practice session three times a week







Phonics lessons

- Children will learn the sounds using these pictures to prompt them (this can be found on the Little Wandle website)
- Every letter has a name.
- Every letter has a phoneme (a sound).
- Every letter has a mnemonic (a picture and caption).
- Every letter has a formation phrase to help with the correct writing.

Grapheme and mnemonic	Picture card
 S	 snake
 a	 astronaut

Phonics lessons

- They will read and write words and sentences with the new sound in. To apply their knowledge, they will read books including their recently taught sounds.

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo

Termly Assessments

- All children assessed 1:1
- Assessment of phonemes we have been learning, decodable words containing known phonemes, and tricky words.
- Keep up sessions are provided to fill in the gaps
- An example of the phase 2 Autumn 1 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>

Phonics Screening Check

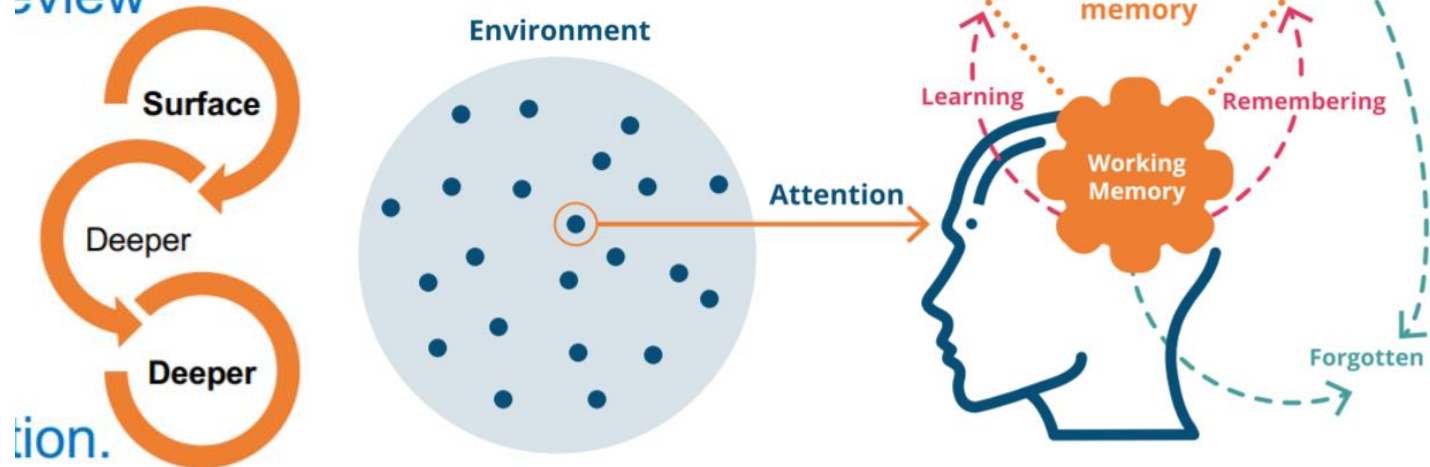
- In June of Year 1, children will undertake a statutory assessment called the phonics screening check.
- This consists of 40 words (20 real and 20 nonsense).
- For the past few years, the pass mark has been 32 out of 40.
- All children in Year 2 will complete this in the Autumn term, as a result of cancellation due to COVID-19..
- If they don't pass, they retake the check in the Summer term.





Providing repeated practice

'Practice makes permanent'
review'



- Children require 95% word understanding in order to have meaningful, comfortable comprehension
- Children who read for 20 extra mins per day acquire 2 million more words per year = more fluency in daily reading

Reading practice sessions

- Children will bring home a decodable book and this will be changed once they have read it three times.
- They will use the same book in class focusing on different skills:
 - Decoding
 - Prosody (expression)
 - Comprehension
- This book will be taken home daily in between these sessions to embed the learning and must come back to school every day.
- This book is matched to your child's phonic ability and should be fluent and automatic. The aim is that the children read at a 95% fluency. This means that the children should need little to no support reading the words.

Helping your child at home

- You might find your child comes home with a sticky label on their jumper with a sound – ask them to read it until it is embedded!
- Read as often as possible – research shows that children who read for 20 minutes extra per day acquire 2 million more words per year = more fluency in daily reading
- Promote a love of reading both with the decodable book and the sharing (library) book. Read to your child, ask questions, clarify the meaning of words, role play characters, discuss the pictures, predict what might happen next. Make reading a fun experience!
- Celebrate their success and achievements with reading.
- We have access to: <https://collins.co.uk/pages/collins-big-cat-ebook-library>