



Welcome to Little Wandle!

So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.

William James

Jan 13-10:58

How many times have you already read today?



Just think about how many times you have already read things today. It really is a vital skill.

Jan 13-11:01



“

Phonics is:

making connections between the sounds
of our spoken words and the letters that
are used to write them down.

”

Jan 13-11:01

ghoti

as in enoug**h**as in w**o**menas in stat**i**on

fish

Sep 14-14:33

Little Wandle

Why change?

New government guidance on Systematic Synthetic Phonics

- ▶ One scheme approach
- ▶ Schemes need to be validated
- ▶ Schemes must provide resources with fully decodable books

Why Little Wandle?

Research and evidence based

Clear progression and spiral so you review and revisit regularly

Keep up guidance and plans (more time due to changes in reading)

Not teaching to the test

Jan 13-10:59

Year 1 Phonics Screening Check

- Two sections in this 40-word check (20 real and 20 alien words) and it will assess phonics skills and knowledge learned through Reception and Year 1. Takes 5-10 minutes per child
- It is a school-based check to make sure that the child receives any additional support promptly- practice time is given, not stressful for children
- Week commencing Monday 12th June 2023
- Results will be stated in your child's school report.

in	ot 
at	vap 
beg	osk 
sum	ect 

Sep 14-15:23

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



schwa

Support for phonics

How we teach

Support for reading

These three videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1

Jan 13-11:01

Support for phonics

How we teach

Support for reading

The videos on this page show parents how we teach your child specific aspects of phonics in class.

Useful videos



A quick guide to alien words



How we teach tricky words













How we teach blending

Jan 13-11:01

Little Wandle

How does it work?

Grow the code

									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	g	vv	wh			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	

- At the end of Reception, your child should:
 - know most of the sounds (phonemes) by one spelling (grapheme)
 - including some 2 to 3 letter sounds (e.g. *ai*, *ee*, *igh*, *oa*)
 - know the 26 letters of the alphabet – name and sound
 - blend 3-4 sounds to read words, including consonants (e.g. *br*, *cr*, *rt*)
 - recognise over 30 tricky words (e.g. *the*, *said*, *no*)

Jan 13-11:31

A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN



Glossary of Little Wandle Letters
and Sounds Revised terminology

Oral Blending - A technique for the early practice of blending

Phoneme - The smallest unit of sound in a word

Grapheme - The way a sound is written on the page (a phoneme can have many graphemes e.g. /ai/ ay / a_e / ey / a / ei)


Digraph - A grapheme using two letters to represent one phoneme (two letters, one sound e.g. sh / th / ng)

Trigraph - A grapheme using three letters to represent one phoneme (three letters, one sound e.g. igh / ear / air)


Split vowel digraph - A digraph representing a vowel sound where its two letters are split by an intervening consonant (e.g. a_e in take)

Jan 13-11:01

What does a lesson look like?



Lesson focus	 Revisit and review		
	GPCs	Words	Tricky words
Phase 5 /ai/ ay play	ai ear air er oo oo ee igh	chain waiter chil/dren spark scoop crowds	said says

Jan 13-11:01

 Teach and practise			
New GPC	Oral blending	New words	Example definitions and sentences
/ai/ ay	d-ay p-l-ay s-p-r-ay	day say play spray may cray/on	spray Drops of water that fly through the air – Mum used a cleaning spray in the bathroom. may A word used to ask permission – May I go to the toilet? Or to show possibility – We may be late for school. May is also one of the months of the year. crayon A stick of wax that you can use for drawing – I'll use crayons to draw a rainbow.

 Practise and apply		
Read/write the sentence	Spelling	 Reading practice
May I play with the crayon?	day play + said	

Sep 14-15:22

	Little Wandle - Letters and Sounds Year 1 Phonics Home Learning Phase 3 – Autumn 1 Week 1	
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Please support your child to practice and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources-for-parents/>

Phonemes we will be revising this week in school –

ai	ee	igh	oa	oo	ar
or	ur	oo	ow	oi	ear

We will be reading and writing words. Can you spot this week's phonemes?

tail main feel deep right fight road
 soap food boot hard bar born sort surf
 curl foot took down town join coil
 hear near

We will be reading sentences. Can you spot any tricky words?

The toads feel so cool.
 The boot on my right foot is too hard.
 I can see foxes in the car lights.
 We can go down to the town on the bus.


We will be practising tricky words. Can you spot the tricky part of the word?

no go so my by to into out the

We will be practising spelling these words.

feel right go food hard my sort took into down hear out

s a t p i n



Sep 14-14:25

Reading practice

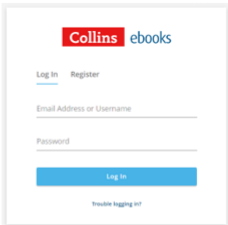
- ▶ 3 session with the same book!
- ▶ Day 1 – Decoding
 - ▶ All read the same time
 - ▶ Repeated readings and teacher moves round
- ▶ Day 2 – Prosody
 - ▶ Reading with meaning, stress and intonation
 - ▶ Choose page to focus on. Repeat after me. Why do we stress certain words? 'It was a BIG mess'
- ▶ Day 3 – Comprehension
 - ▶ 'I know the answer because ...'
 - ▶ Prove it. Explain it.

This book then goes home for you to celebrate their success!

These will go out on a Wednesday and be expected to be back in school on Monday. The children have access to e books too.



Jan 13-11:12

Collins Big Cat eBook libraries
Parent Guide
Logging in
To access your child's Big Cat eBooks, go to:
<https://ebooks.collinsopenpage.com/> (see right).
Enter the username and password



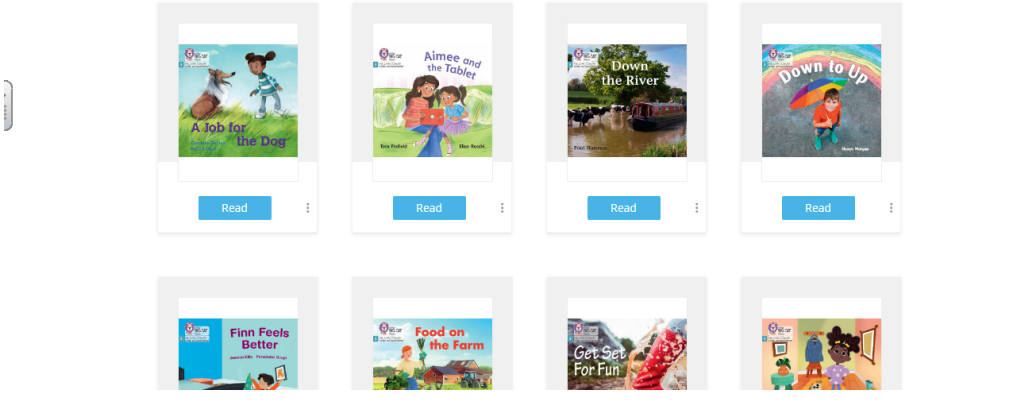
Username – ukgon<insert First name and last name with a capital letter at the beginning of each>
for example John Smith would be: ukgonJohnSmith
Password - Reading1
If you have any difficulties logging in, please contact your child's class teacher.

Collins eBooks

Get the app:  



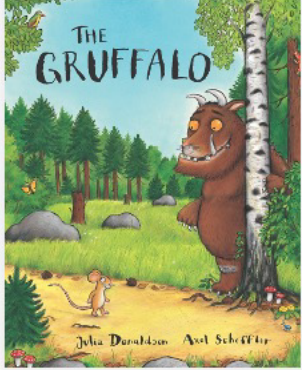
Library
20 book(s) are available

Series: All Band/Phase: All Set: All Sort By: Last Read Search books



Sep 14-14:47

Books going home

As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

Jan 13-11:12

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.
- Talk about the book and celebrate their success.



Jan 13-11:12

Read to your child



The shared book is for **YOU** to read:

- 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.



Jan 13-12:12

The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to....

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Jan 13-11:12

What if they always want to read the same book?



Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words of phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!



Sep 14-14:22

Does the type of book matter?



Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



Sep 14-14:22

Does it matter which language we use?



Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Sep 14-14:23

6 Top Tips



1. Make the time - Just 10-20 minutes a day
2. Read different types of books
3. Take turns to read
4. Talk about the book - opinions/ predictions
5. Explain/discuss the meaning of new words
6. Enjoy reading!



Sep 14-14:41

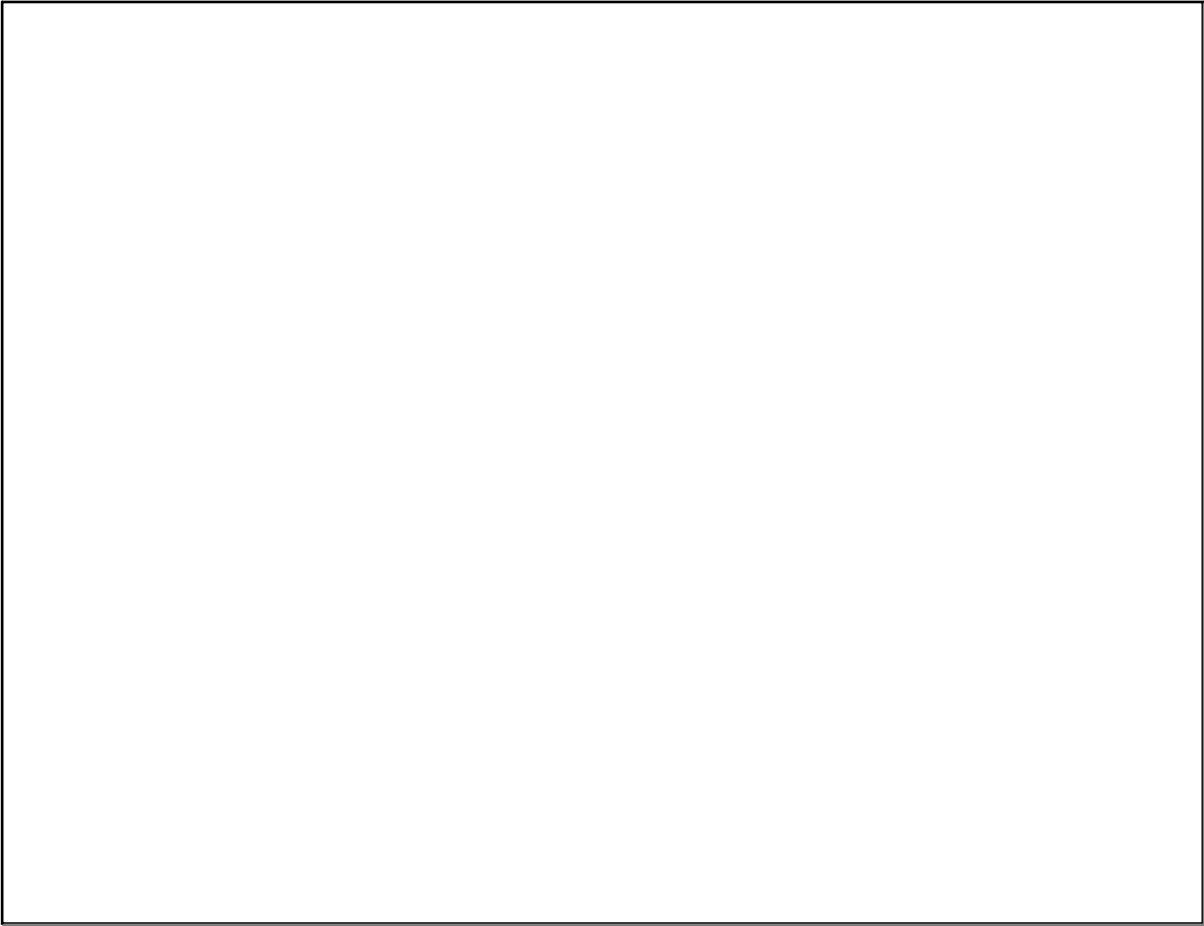


**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



Jan 13-12:13



Jan 13-12:17