

Little Wandle

PARENT SESSIONS



Learn to read, read to learn

- ▶ Reading is the key to unlocking every child's full potential and opens up a world of possibilities. A good education is of course about much more than just reading. But being able to read well is the foundation on which so much else depends: children first 'learn to read' and then they 'read to learn'.

Reading and vocabulary

- ▶ Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

Why Little Wandle?

- ▶ To teach a full programme with a consistent approach which includes phonics, reading books and classroom resources.
- ▶ To use a programme that had integrated research about the science of learning.
- ▶ To build on what we have already know about teaching early reading at Deanery.
- ▶ To use child friendly, challenging and interesting books.
- ▶ To support Teachers with training, lesson templates, sequences and assessments including a keep up programme.

What does Little Wandle look like at Deanery?

- ▶ Direct daily phonics teaching from Nursery to Year 2
- ▶ Consistency of approach
- ▶ Secure systematic progression in phonics learning
- ▶ Maintaining the pace of learning
- ▶ Providing repeated practice
- ▶ Application of phonics using matched decodable books
- ▶ Early identification of children at risk of falling behind, linked to the provision of effective keep up support

Terminology

- ▶ Alternative pronunciation
- ▶ Blend
- ▶ Digraph
- ▶ Formation phrase
- ▶ GPC
- ▶ Grapheme
- ▶ Oral blending
- ▶ Phoneme

Segment
Sound buttons
Split vowel digraph
Trigraph
Whisper blending



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 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 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 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

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCCVC CCV CCVCC * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est * longer words and compound words	Review all taught so far

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,

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 /j/ g giant /ff/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many ag who whole w school call di thought throi

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations, in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /il/ y crystal /lj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



How we teach phonics

- ▶ Daily – 30 mins per session
- ▶ Monday – Thursday – four days of new learning
- ▶ Friday Review and revise lesson
- ▶ GPC cards , friezes and grapheme charts
- ▶ Repeated consistent language and mantras
- ▶ Keep up programme

Parents page – Little Wandle

► <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



How we teach blending



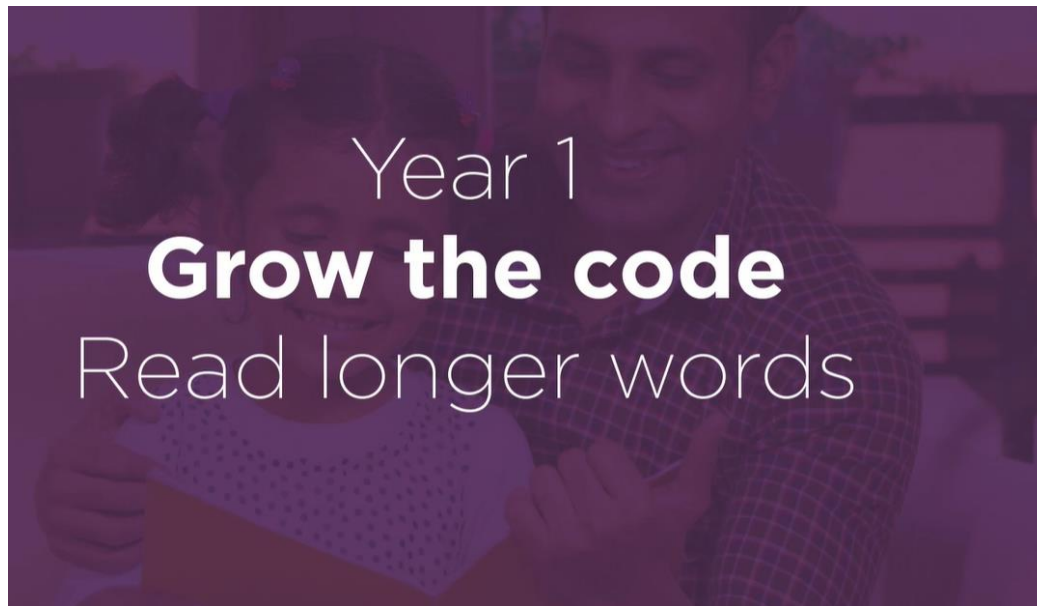
Alien words



Tricky words



Year 1 Grow the code



Grow the code grapheme chart

Phase 2, 3 and 5

s s ss c se ce st sc	t tt	p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c k ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi si ci	th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

Year 1 and Year 2

Year 1

Teach and practise

Phase 5: new GPC
and oral blending

How we teach reading



How we teach reading



Reading practice sessions are:



timetabled at least three times a week

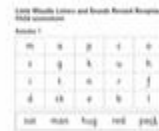


taught by a trained teacher / teaching assistant



taught in small groups

Books are:



matched to children's **secure** phonic knowledge at word reading



used three times



sent home (can be Ebooks)

Reading practice book

- ▶ This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- ▶ Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together

What does it feel like to be presented with a book with sounds I don't know?

A book with GPCs the child does not know



I can read: s a t p i n m d g o c k c k e u r h b f l l ff and ss

Sinbad ٣٤١٠ a ٤١٠١٦٩ from Bagdad. Ha had ١٤١٥٤ t sell, ١٠k٤ ٦٠١, ٤٤٩ and ٤٩pets.

Sinbad ٤١٠led t distant land t sell hi ١٠ g٦٦d. Ha set up a ١٠٤op



Sinbad was a sailor from Bagdad. He had things to sell, like oil, jars and carpets.

Sinbad sailed to distant lands to sell his goods. He set up a shop.

Reading

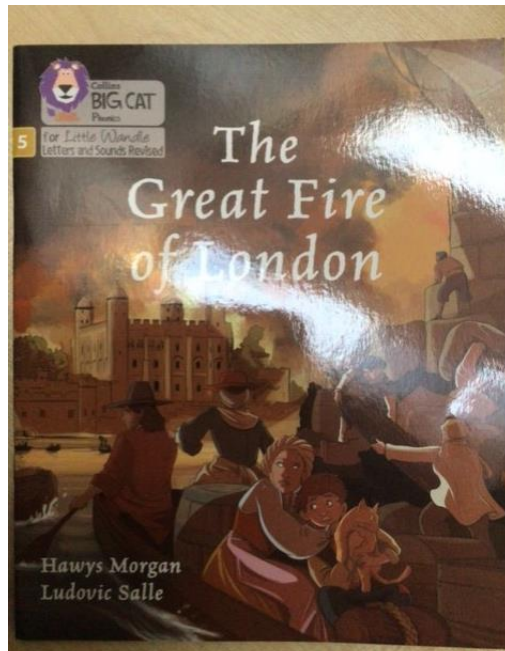
- ▶ Three read model plus a celebration read
- ▶ Five adults assigned to a class for three times a week to read for 30 minutes per class
- ▶ 1. Decode
- ▶ 2. Prosody
- ▶ 3. Comprehension
- ▶ Children are assessed according to their phonic ability – books are matched at 90% accuracy.

All reading sessions

- ▶ Clear content and structure
- ▶ Revise the graphemes
- ▶ Practise fluently reading three or four words from the book, applying their phonic knowledge
- ▶ Revise the tricky words that appear in the book
- ▶ Teach the meaning of unfamiliar vocabulary

Decode

- ▶ When the focus for the reading practice session is decoding, each child reads the book independently, applying their phonic skills.
- ▶ The Teacher taps into the reading and records in reading diaries.

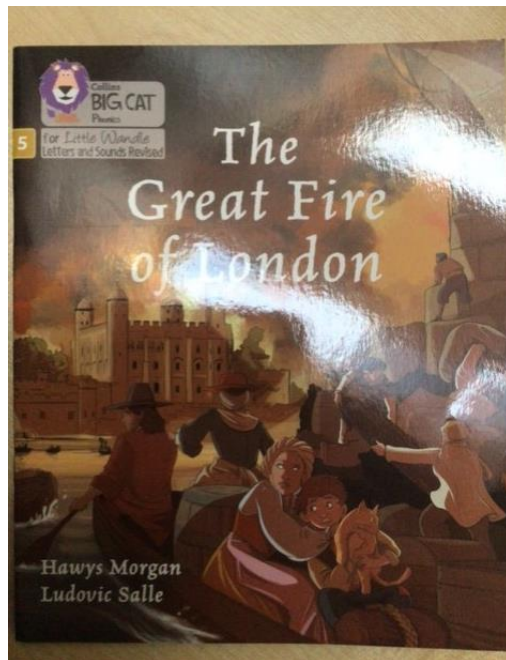


Read 1: Decoding

- Ask the children:
 - Look through the book. What words can you find with the /sh/ sound? (e.g. *action, conversation, combination, instructions, destruction*)

Prosody

- ▶ Children read the book independently to practise their fluency, followed with the skills needed for prosody.

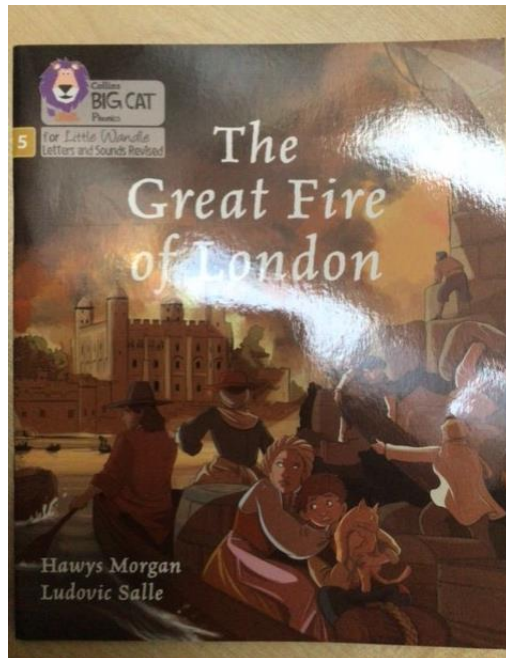


Read 2: Prosody

- Choose two double page spreads and model reading with expression to the children.
- Ask the children to have a go at reading the same pages with expression.
- Reading exclamation marks. Tell the children that exclamation marks show that a sentence is written with a specific feeling in mind. It could be excitement, worry, joy or another feeling.
- Model reading pages 3 and 4 to the children. When you read the sentences ending with exclamation marks use expression to make the feeling of danger and sadness clear.
- Ask the children to read these sentences showing the feeling behind the exclamation mark.

Comprehension

- ▶ Reading comprehension is the ability to read a text and understand its meaning.



Read 3: Comprehension

- Turn to pages 22 and 23. Discuss what happened on each day.
- For every question ask the children how they know the answer. Ask:
 - Where did the Great Fire of London start? (*a bakery in Pudding Lane*)
 - How did people escape? (*climbing over rooftops and in boats across the river*)
 - What was the king concerned about? (*the homeless people and the price of bread*)
 - Why do you think people buried their treasure in their windows? (*to keep it safe*)

What does 90% look like?

Reading with 90% accuracy



The being finished and fixed his looks upon me in the of a reply. But I was bewildered, perplexed, and unable to arrange my ideas to understand the full extent of his . He continued,

“You must a female for me with whom I can live in the of those sympathies for my being. This you alone can do, and I it of you as a right which you must not to concede.”

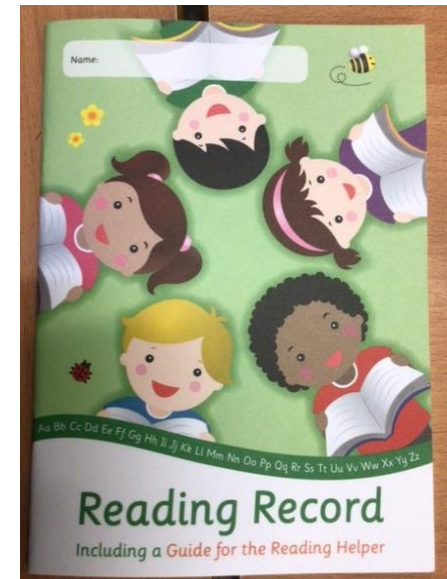
Reading with 100% accuracy

The being finished speaking and fixed his looks upon me in the expectation of a reply. But I was bewildered, perplexed, and unable to arrange my ideas sufficiently to understand the full extent of his proposition. He continued,

“You must create a female for me with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do, and I demand it of you as a right which you must not refuse to concede.”

Reading diaries

- ▶ Staff will write a comment in the diary each time they read, this will be at least 3 times a week. Monday, Tuesday and Thursday.
- ▶ On Thursday the Ebook is assigned, please read this as their celebration read and write a comment in their diaries. The book they read should be at least 95% accuracy, please contribute to the diary with positive comments about their reading success.
- ▶ Bring the diary everyday

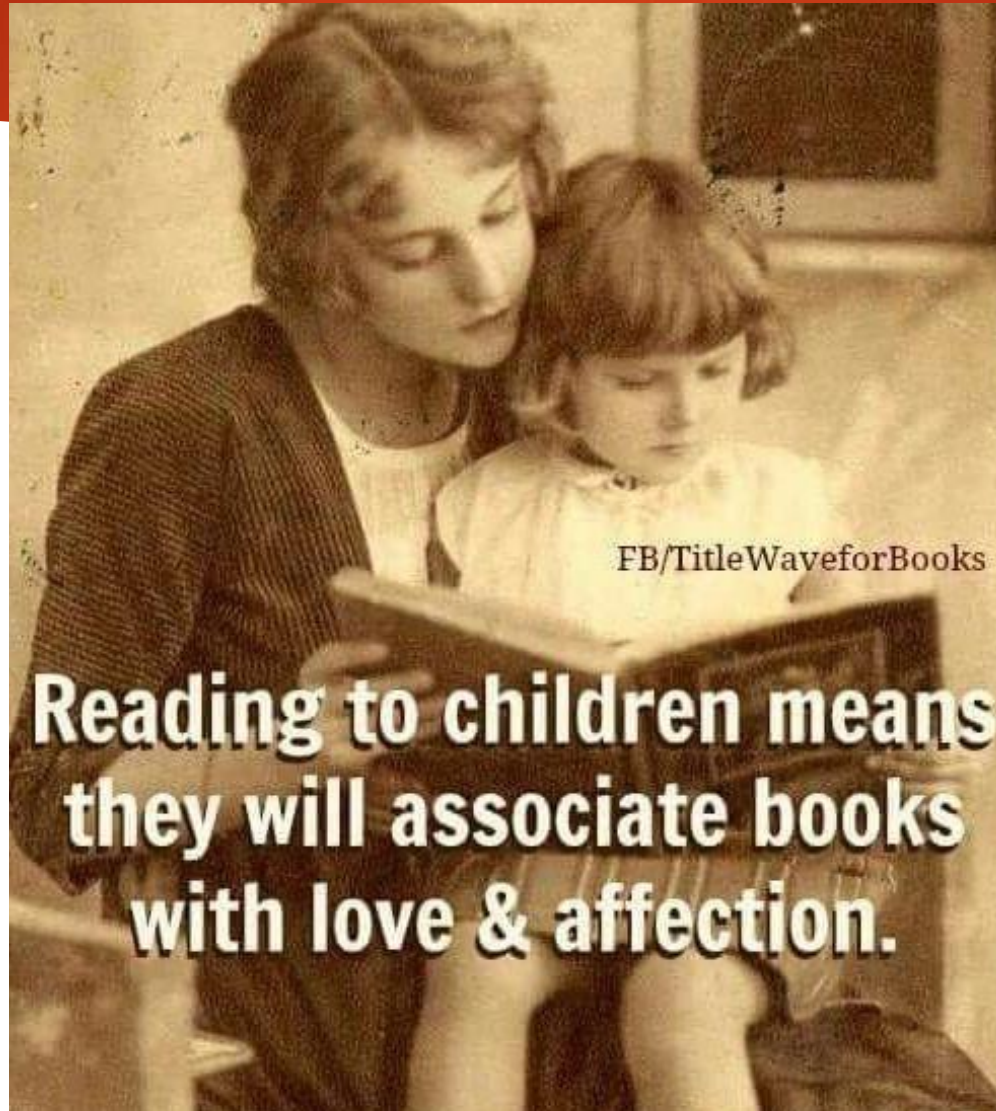


Sharing book



- ▶ In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- ▶ Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Sharing book



FB/TitleWaveforBooks

**Reading to children means
they will associate books
with love & affection.**

How to support at home



Deanery C. E. Primary School
ACADEMY STATUS

Colour scheme: [a](#) [a](#) [a](#)

Home

Welcome

PTFA

Parents' Info

COVID-19
information for
parents

Jolly Jungle

Little Wandle -
Reception Y1 & Y2

Admission
Arrangements

Little Hollies
Nursery

School Prospectus

Little Hollies
Nursery Open
Sessions 2021

Little Wandle - Reception Y1 & Y2

Introduction Letter

Letter for Parents

Information for parents to access reading books:

[Access this Link](#)

Little Wandle letters and sounds resources for parents:

[Access this link](#)

School Staff

Governors

Our Pupils

Deanery Blog

Links

Extended
School Care

Inclusion

Contact Us

<https://www.deanery.bham.sch.uk/files/files/Little%20Wandle%20comes%20to%20Deanery.pdf>

<https://ops.collinsopenpage.com/sso/login?service=https%3A//ebooks.collinsopenpage.com/wr/index.html&eulogin=true>

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