



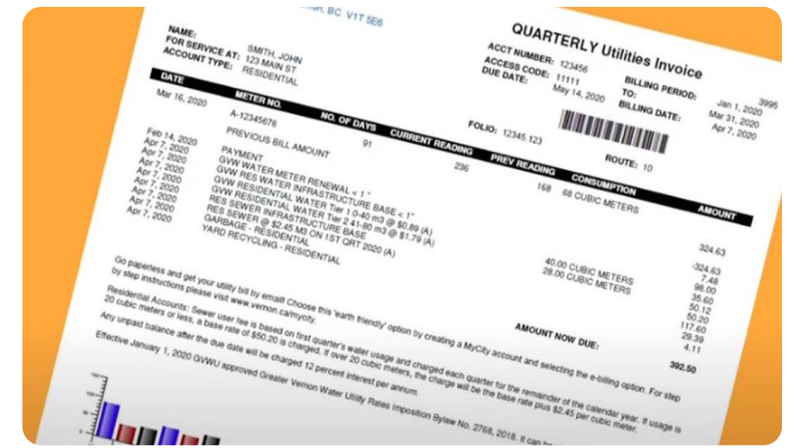
**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

**First children learn to read...  
Then they read to learn!**

**Welcome to Little Wandle (Phonics & Early Reading)**

Wednesday 25<sup>th</sup> September 2024

# How many times have you already read today?





# 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

# Reading

Decodable books  
(to teach reading)

Shared reading  
books (to promote a  
love of reading)

# Phonics



“

**Phonics is:**

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

”

# Terminology



## Phoneme

The smallest unit of sound that can be identified in words

## Grapheme

A letter or group of letters used to represent a phoneme

## Digraph

Two letters making one sound

## Trigraph

Three letters making one sound

## Split vowel digraph

A digraph representing a vowel sound where its two letters are split by an intervening consonant

## Blend

To combine individual phonemes into a whole word, working from left to right

## Segment

To identify each of the individual phonemes in a word, working from left to right

# Teaching order - Progression








Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a a		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		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		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		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		Pucker your lips and show your teeth as you tongue as you say j j j	All the way down the jellyfish. Dot on its head.
v v		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		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		Mouth open then push the ex/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 your mouth, say go-go-go	Down and round the go-go, then follow the string round.

## Reception

- Recap Foundations for Phonics
- Teach Phase 2 (single letter phonemes and consonant digraphs)
- Teach Phase 3 (vowel digraphs and trigraphs)
- Teach Phase 4 (consonant blends)

## Year 1

- Recap Phase 3&4
- Teach Phase 5 (alternative graphemes/phonemes)

## Year 2

- Phase 5 Review
- Spelling programme
- Rapid Catch-Up programme for anyone needing to recap Phases 2-5

## Year 3 – 6

- Rapid Catch-Up programme for anyone below correct reading age

# Foundations for Phonics (Phase 1)



One of the most important aspects of Foundations for phonics is **developing an awareness of sound**, through activities that develop **focused listening and attention**, including **oral blending**.

## Activities that develop focused listening and attention...

### Tuning into sounds

To enable children to begin to distinguish the initial sound in words, they need exposure to a range of games that develop this. These opportunities should be short games that are age appropriate to ensure children are engaged in them. Games that involve children's names or animals, or are part of an alliterative story or poem, are good ways to develop this skill e.g. What's in the box?



### Oral blending

Oral segmenting is the process of breaking down words into phonemes (the smallest units of sound). Oral blending is the process of saying these sounds then blending them together into a word. It helps children identify and hear phonemes in words and blend them together to read a word. It is important that children have plenty of experience of listening to adults modelling oral blending and joining in with oral blending activities before they are introduced to grapheme–phoneme correspondence.



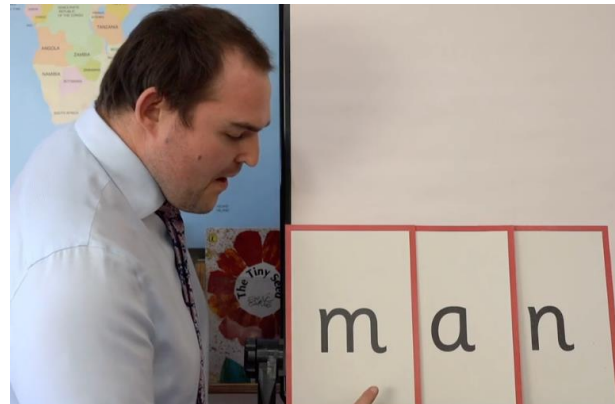
# Progression...



**Oral  
Blending**



**Teacher-Led  
Blending**



**Independent  
Reading**



# Tuning into Sounds



To enable children to begin to distinguish the initial sound in words, they need exposure to a range of games that develop this.

A video was shown during the live workshop but we have recorded our own **video** for this which will be on the website separately.

# Oral Blending



Oral blending is the process of saying these sounds then blending them together into a word.

A video was shown during the live workshop but we have recorded our own **video** for this which will be on the website separately.

# Oral Blending Games



Other games we may play at school to support with oral blending:



**Can you do the actions?**

Can you t-a-p your head?  
Can you c-l-a-p your hands?  
Can you n-o-d your head?



**Can you touch your?**

Can you touch your h-e-a-d?  
Can you touch your n-o-se?  
Can you touch your l-e-g?



**What's that noise?**

What sound does a f-r-o-g make?  
What sound does a d-u-ck make?  
What sound does a p-i-g make?



# Blending to read words

(Teacher-Led Blending)



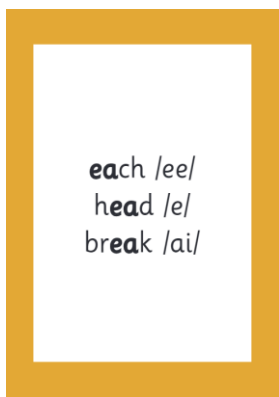
This **video** is available on the  
parent section of the Little  
Wandle website

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

# How we make learning stick...

You can find lots of useful resources on the parent section of the website:

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



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	
c			kn	mb			ck	wr	
ce			gn				cc		
st							ch		
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	gg	vv	wh			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch					ea	y	a	o-e
ture	ssi								ou
	ci								

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	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
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							
a							
oar							
ore							

\*Depending on regional accent

Phase 2

Phase 3

Phase 4

Phase 5

# Reading 'tricky' words



The 'tricky part' is taught e.g. the 'e' in **the** makes an 'uh' sound.

This **video** is available  
on the parent section of  
the Little Wandle  
website

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

# Spelling – Reception and Year 1

This is part of the daily Phonics session (at the end)...

- Say the word
- Segment it into its individual phonemes—  
'segmenting fingers'
- Count the phonemes
- 'Chunking' method for longer words e.g.  
pop/corn or vel/vet
- Write them down
- Use a grapheme mat or Grow the Code  
to recall the graphemes needed





# Reading

**Decodable books  
(to teach reading)**

**Shared reading  
books (to promote a  
love of reading)**

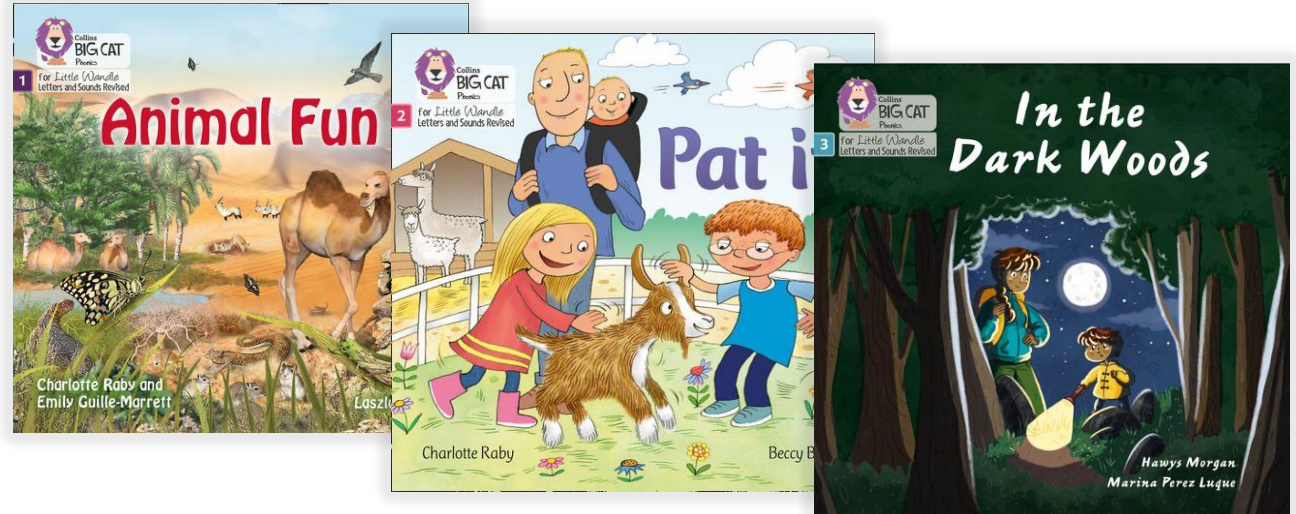
# In Reception and Year 1 we use assessments to match each child to the right book level



## Little Wandle Letters and Sounds Revised Reception Child 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	peck



# From Years 2 - 6 we use Accelerated Reader assessments to match each child to the right book level

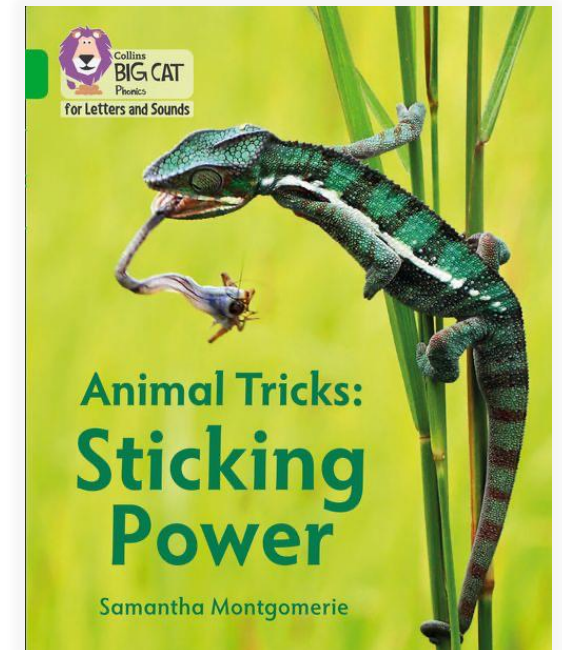
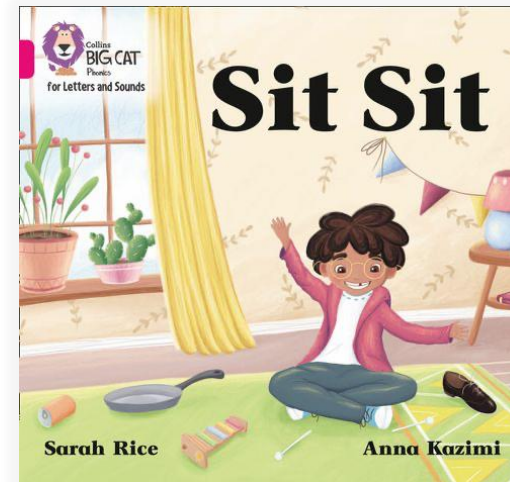
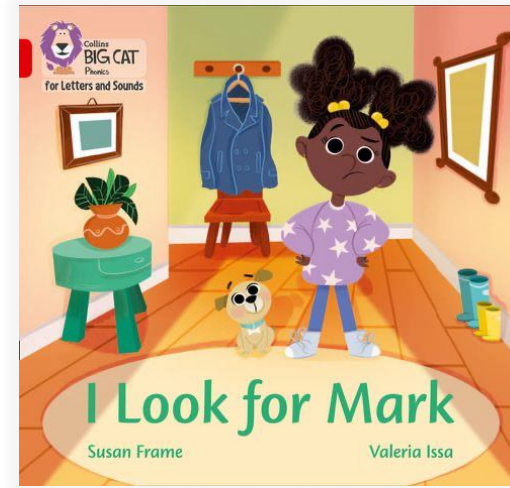


# How do we teach Reading? (Reception & Year 1)



## Reading practice sessions are:

- Timetabled three times a week
- 1<sup>st</sup> session - Decoding
- 2<sup>nd</sup> session - Prosody
- 3<sup>rd</sup> session - Comprehension
- Taught by a trained teacher/teaching assistant
- Taught in small groups.



# In Reception we start with 'Wordless books'



Find something beginning with...



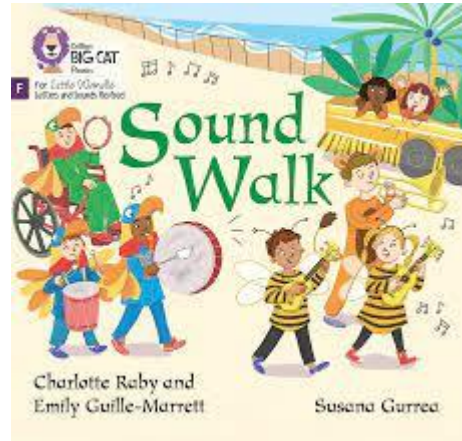
*(hold up 'm' grapheme as you say the phoneme)*

Can you spot the...

d-o-g

b-u-s

m-a-n



*Children sound talk and blend back to you.*

"m-a-n, man"

- Looking at front cover – reading title together and discussing what it will be about
- Discussing pictures inside – What can you see? What is happening?
- Teaching reading behaviours: Turning to a particular page e.g. 'turn to page 7'
- Sharing relevant experiences e.g. 'My pet dog barks very loudly.'



# Reading Practice



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hand in decodable books  Return and take home new Shared Reading book	Reading Practice: Decoding session	Reading Practice: Prosody session	Reading Practice: Comprehension session  Send home decodable books			

This allows you to read your Shared Reading book across the week Monday - Sunday and your Decodable book Thursday - Sunday.



# Promoting a love of reading!

# Research



**'Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.'**

**'Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:**

**'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. The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school.'**

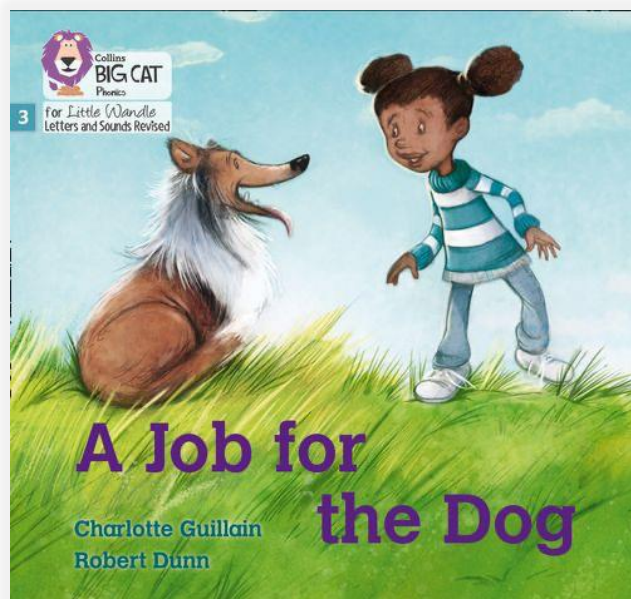
*The Reading Framework (July 2023)*



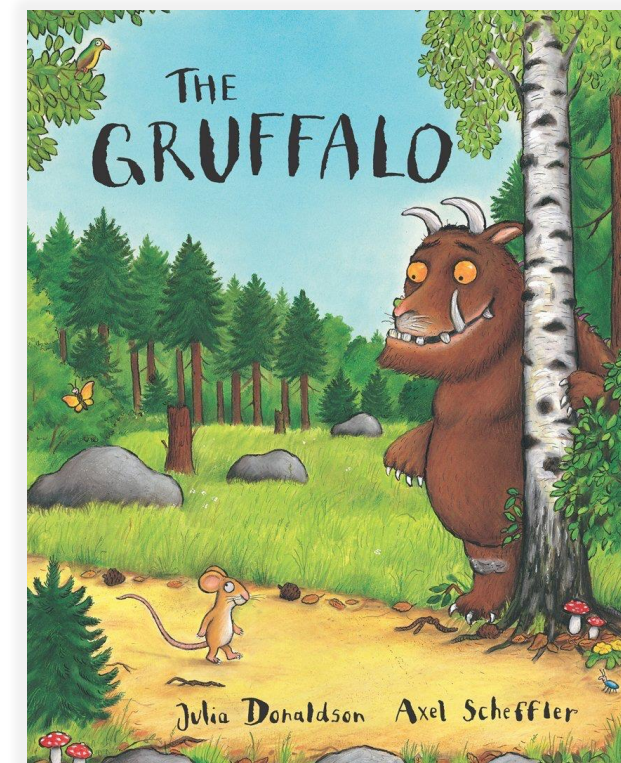
# Books going home in Reception & Year 1



LW decodable book



Shared Reading book





# Supporting at home



Oral blending games

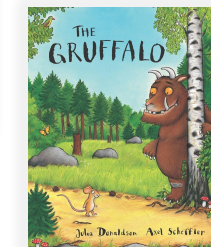
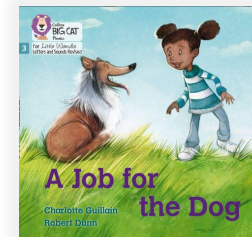
Tuning into sounds

Flashcard practice

Decodable book – recording in Reading Record

Shared reading book – recording in Reading Record

Phonics Home Learning sheet



## Reception Phonics Home Learning

### Autumn 1 Week 1

Visit the Little Wandle website to hear correct pronunciations:  
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

This week we have learned the following graphemes/phonemes...

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s s		Show your teeth and curl for the s like an <b>snake</b> .	Down the snake from head to tail.
a a a		Open your mouth wide and make the sound at the back of your mouth: <b>a a a</b> .	Around the ant's head and down into space.
t t t		Open your lips, put the tip of your tongue behind your teeth and press: <b>t t t</b> .	Down the tiger and across its neck.
p p p		Bring your lips together, push them open and tap: <b>p p p</b> .	Down the penguin's back, up and around its head.

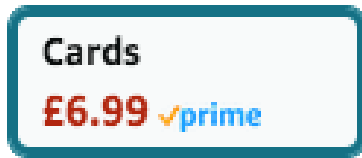
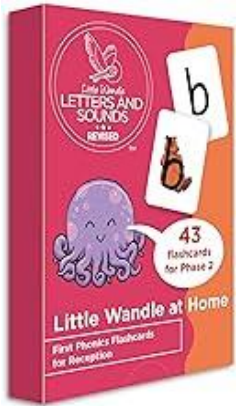
Have a go at reading these words:

sat	pat	tap
-----	-----	-----



# Supporting at home

## Resources:



[Click here for videos on how to use these](#)



Practical games with everyday objects e.g.



Online games:  
Phonics Play



BBC Teach – Listening Skills

School Radio



EYFS. Listening skills



# Nursery Rhymes

Click on the ['For Parents'](#) section of the Little Wandle website and head to: **Nursery rhymes - videos**    **Nursery rhymes - downloads**



**1, 2, 3, 4, 5, Once I Caught a Fish Alive**



**A Sailor Went to Sea**



**Hey, Diddle, Diddle**



**Hickory, Dickory, Dock**

Little  
Wandle  
Foundations



## **1, 2, 3, 4, 5, Once I Caught a Fish Alive**

One, two, three, four, five,  
Once I caught a fish alive.  
Six, seven, eight, nine, ten,  
Then I let it go again.

Why did you let it go?  
Because it bit my finger so.  
Which finger did it bite?  
This little finger on the right.



Little  
Wandle  
Foundations



## **A Sailor Went to Sea**

A sailor went to sea, sea, sea,  
To see what he could see, see, see.  
But all that he could see, see, see,  
Was the bottom of the deep blue sea, sea, sea.



“

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

Carl Sagan

”