

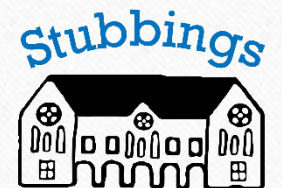


Little Wandle Letters and Sounds Parent Information



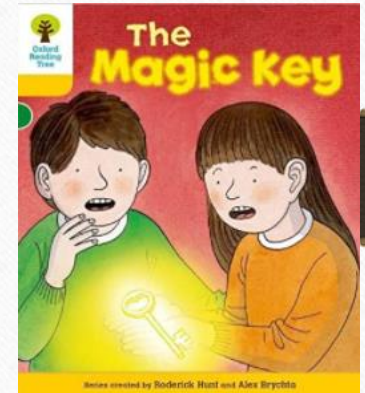
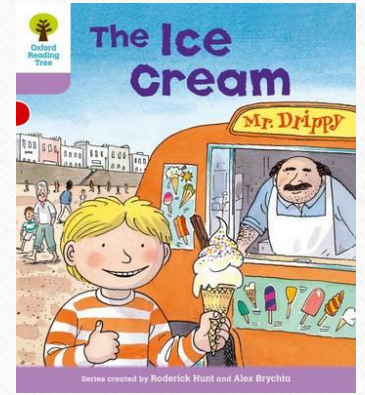
We aim to...

- Provide a greater understanding of phonics and early reading
- Share insight into the changes of our phonics scheme and a chance to look at some of the resources
- Explain how your child will read at school
- Share ideas about how you can help at home



Previous approach to teaching phonics

- Previously, we taught using the DfE Letters and Sounds document (2007) whilst supplementing the teaching with Jolly Phonics actions and Ruth Miskin Ditties.
- Children would take home a colour banded or levelled reading book and change it as often as they like.
- Very few of these books were phonetically decodable.

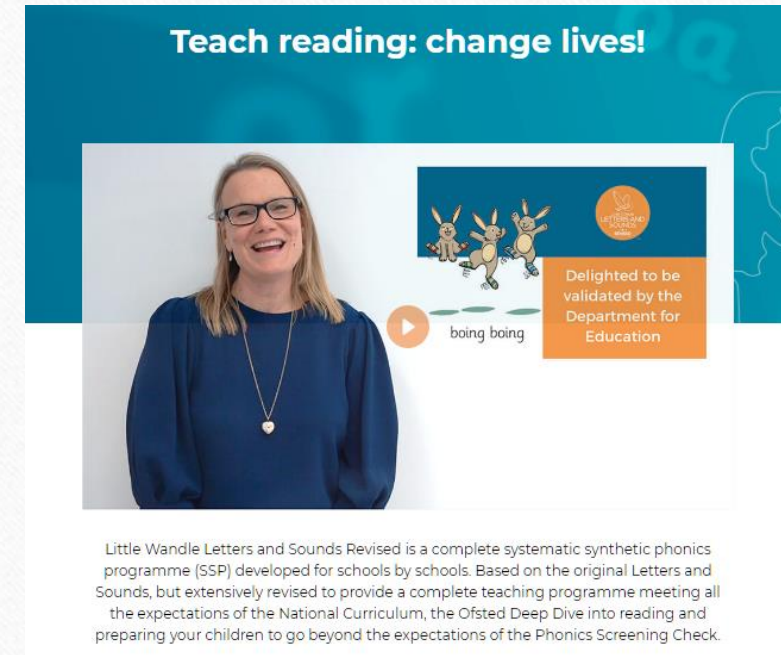


Why have we changed our phonics scheme?

- We are passionate about research and improving practice to enable children to be successful learners. We worked with the English Hub to audit our teaching of phonics and the resources we used.
- A completely consistent approach to planning, resources and delivery. This reduces the cognitive load of our learners, helping them to learn phonics quickly.
- New decodable books for phonics phases 2 – 5, meaning early readers feel success very quickly.
- Government guidance about validated phonics schemes, updates to the Ofsted framework and research (EEF)

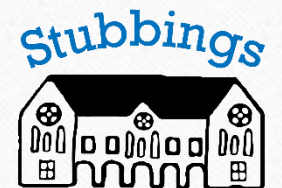
What is Little Wandle Letters and Sounds?

- 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.
- Built in 'Keep Up' sessions to ensure all children are supported.



The screenshot shows a video player with a teal header that reads "Teach reading: change lives!". On the left, a woman with glasses and a blue top is smiling. To her right is a video player interface with a play button and the text "boing boing". Further right is a graphic with three rabbits and the text "Delighted to be validated by the Department for Education". Below the video player, there is a block of text:

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.







How do we teach children to read?

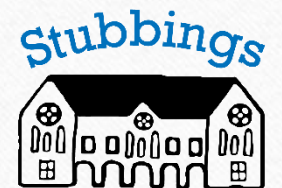
- Daily phonics, in Year 1 additional phonics are taught as part of our catch up plan. This will happen until the class are once again 'on track'
- Regular exposure to taught sounds
- Phonics as a route to decoding; to be able to blend to read and segment to spell.
- Learnt in 'phases' as a whole class
- 4 new sounds per week and a review lesson
- Keep up sessions that may be 1:1 or group as needed
- After 5 weeks of teaching the children are assessed on the sounds they have been learning, their blending skills, reading of words with key sounds and tricky words that have been introduced.
- 3 reading practice sessions with a decodable book



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)

Each grapheme has a pronunciation phrase (e.g. Show your teeth and let the s hiss out ssssss ssssss) and a formation phrase (e.g. under the snake's chin, slide down and round its tail)

Grapheme and mnemonic	Picture card
 	 snake
 	 astronaut





ea

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1000 Words: letters and sounds version

each /ee/
head /e/
break /ai/

And all the different ways to write
the phoneme sh:

shell

chef

special

caption

mansion







passion

Phonics lessons

They will read and write words and sentences with the new sound in, using segmenting to spell.

They will also be taught to read 'tricky words'.

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



Vocabulary

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



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 before Christmas. It was cancelled when they were in Year 1 due to the disruption caused by the pandemic.

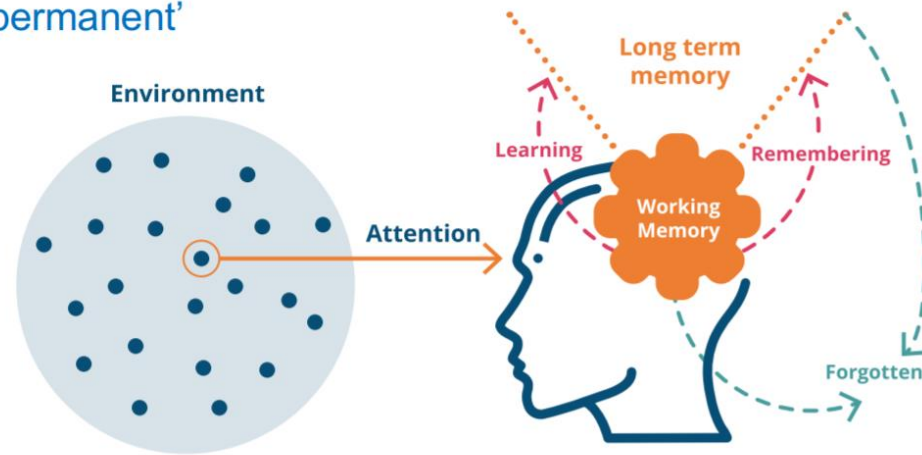
If they don't pass, they retake the check later in the year. They are currently work on the Little Wandle lessons that will support them to complete this assessment.



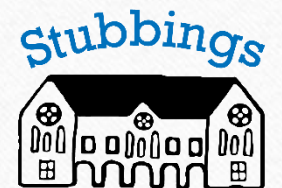
Reading

Providing repeated practice

'Practice makes permanent'



Children require 95% word understanding in order to have meaningful, comfortable comprehension.



Reading practice sessions

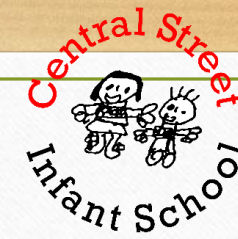
Previously, children would take home a colour banded or levelled book and pick any book from that band.

This has been replaced by decodable books linked to phonics phases.

The children will only read books with sounds they have previously learnt to enable fluency.

Once they have 'graduated phonics' they will take home books as before.





Reading practice sessions

Children will read 3 times per week on the same book focusing on different skills:

- Decoding
- Prosody (expression)
- Comprehension

They will bring home a decodable book that contains words with the same focus sounds as the book they have been reading in school. They will keep this book for a week. You can use the prompts inside the front and back cover to support your child as they read. We ask that the book comes 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. We assess them every 6 weeks to match their reading ability to the right book.

They will also visit the school library once a week to choose a book that they can bring home and share.

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.



Helping your child at home

You might find your child comes home with sounds they can practise, this may be on cards or a keyring – ask them to read the sounds until it is embedded, don't forget to shuffle them!

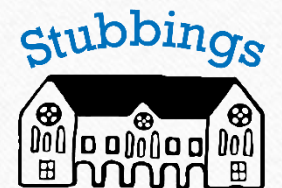
Some children learn to blend really quickly, and others take a little longer. If your child is finding it difficult, ask your child's teacher for ways to help at home – playing blending games at home is so helpful! Please make sure you know how to pronounce the sounds!

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. It would be great if the children were heard three times a week at school and another three times at home. Please ensure they have their reading book with them everyday.

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!

Practise the spellings that they bring home.

Celebrate their success and achievements with reading.



Parent information on website

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



Thank you so much for listening.

**If you have any questions, please
email the school office or speak
to your child's class teacher.**

