



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Stanbridge Lower School

Parent Information Session for Reception: Phonics and Early Reading

Tuesday 19th September 2023





What is Little Wandle Letters & Sounds?

- A phonics resource to help children learn to read
- Approved by the Department for Education

How many times have you already read today?



“

"Reading is important. If you know how to read, then the whole world opens up to you."

– Barack Obama

”



What is Phonics?

“

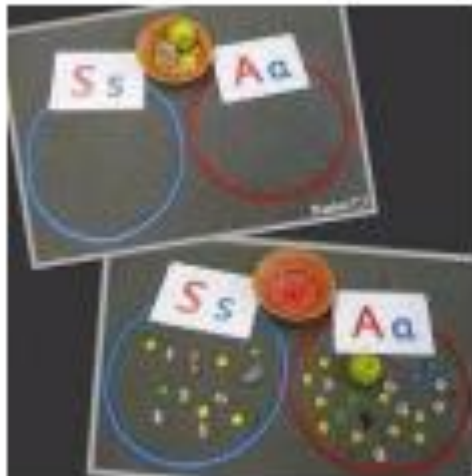
Phonics is:

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

”

Important features of our Phonics teaching

- Frequent short bursts – at least twice daily
- Specific order of teaching – NOT alphabetical
- Synthetic Phonics – correct pronunciation is vital
- Practice makes permanent



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 and 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 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 |

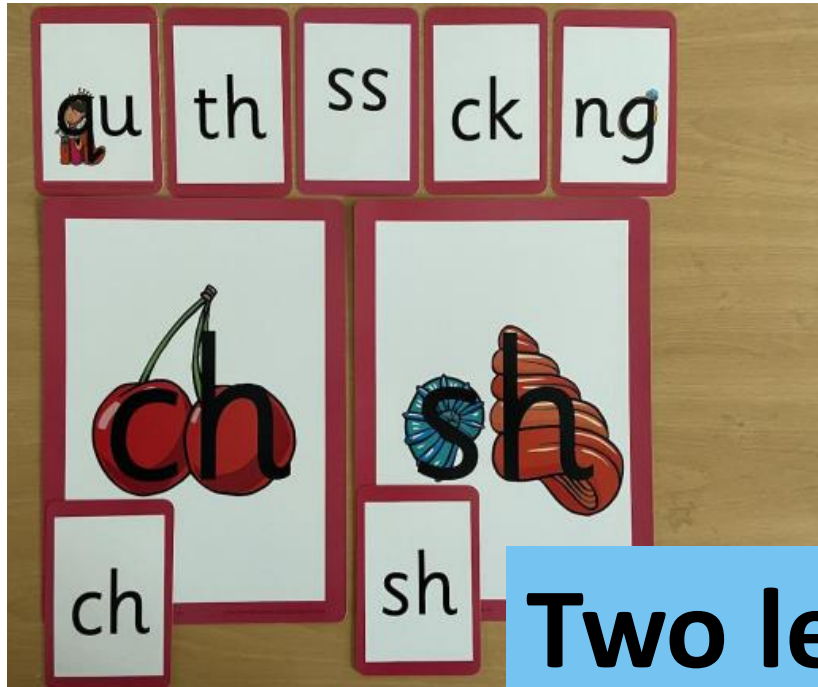
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Spring 1 Phase 3 graphemes | New tricky words |
|---|--------------------------------------|
| ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words | was you they my by all are sure pure |

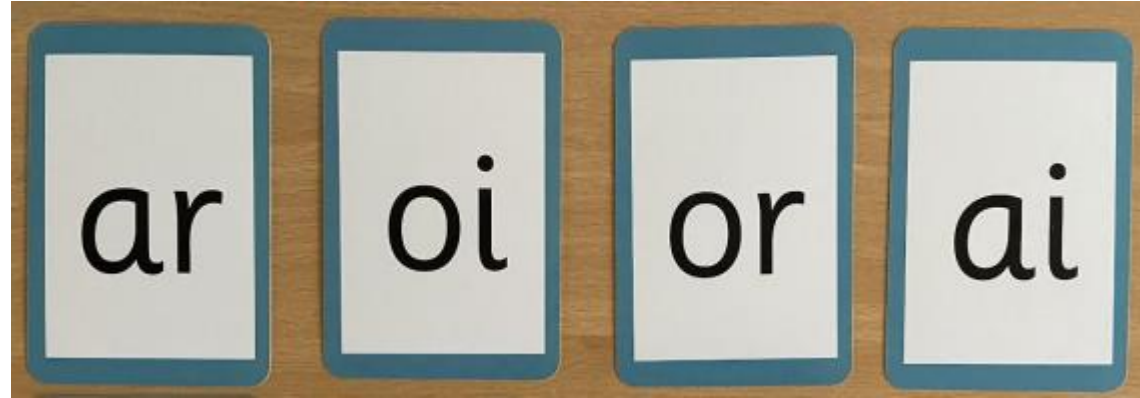
| Spring 2 Phase 3 graphemes | No new tricky words |
|---|--------------------------|
| Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end | Review all taught so far |

| Summer 1 Phase 4 | New tricky words |
|--|--|
| Short vowels with adjacent consonants <ul style="list-style-type: none"> 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 |

Consonant Digraphs



Vowel Digraphs



Two letters, one sound

Trigraph - three letters, one sound

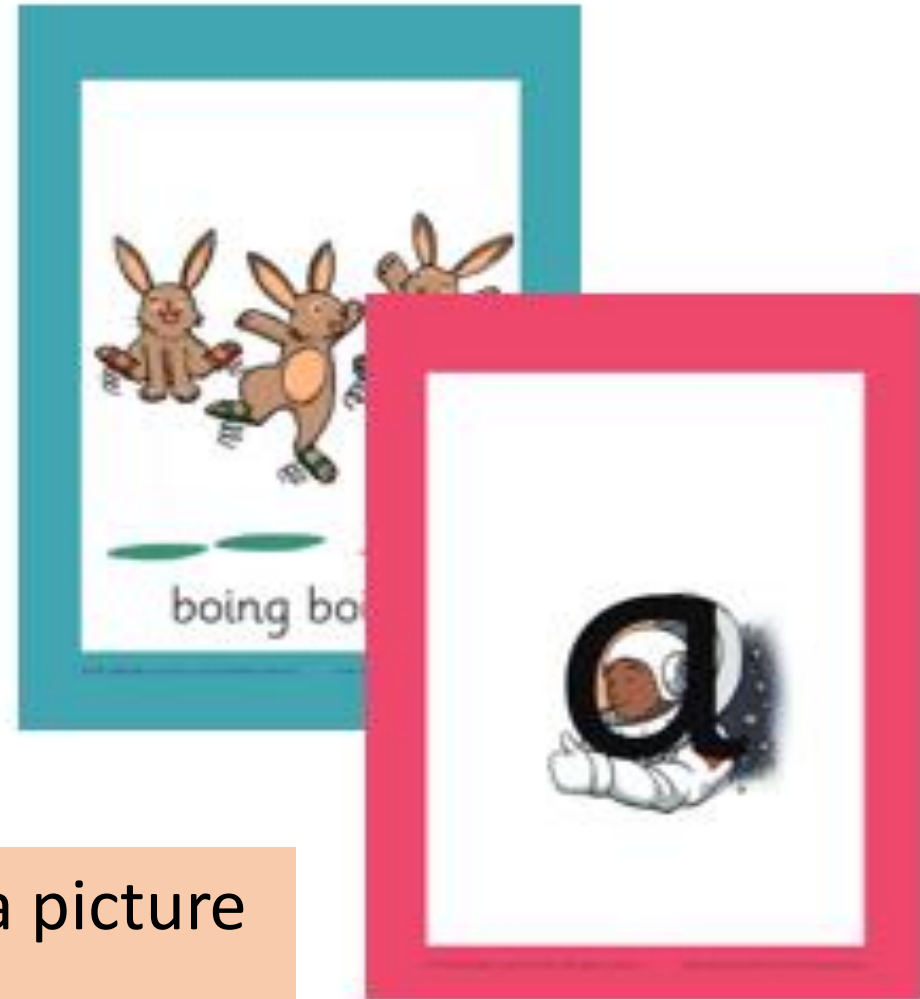


Blending to read words



www.littlewandlelettersandsounds.org.uk/resources/for-parents/

How do we make learning stick?



Each sound that we teach either has a picture or phrase to help children remember

Common Exception Words (tricky words)



www.littlewandlelettersandsounds.org.uk/resources/for-parents/

“If you are going to get anywhere in life you have to read a lot of books.”

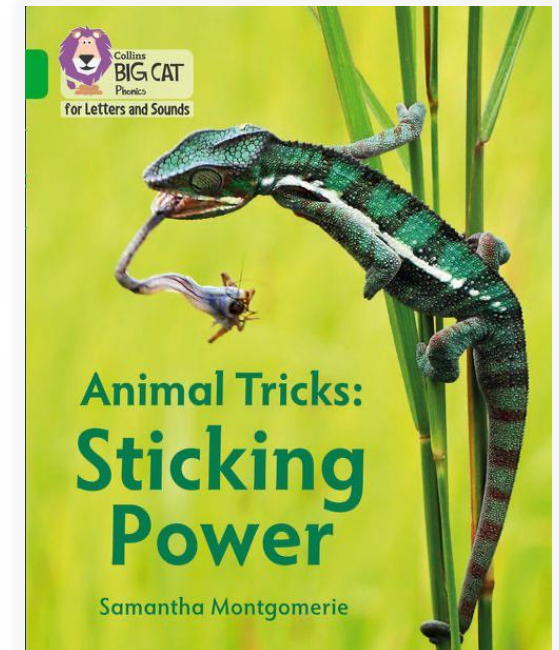
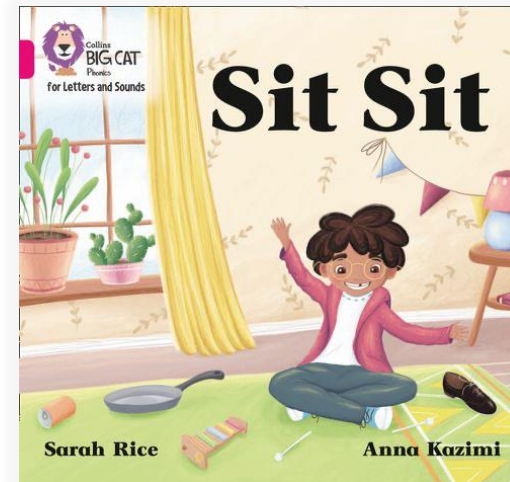
– Roald Dahl



How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child the right level of book



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 |

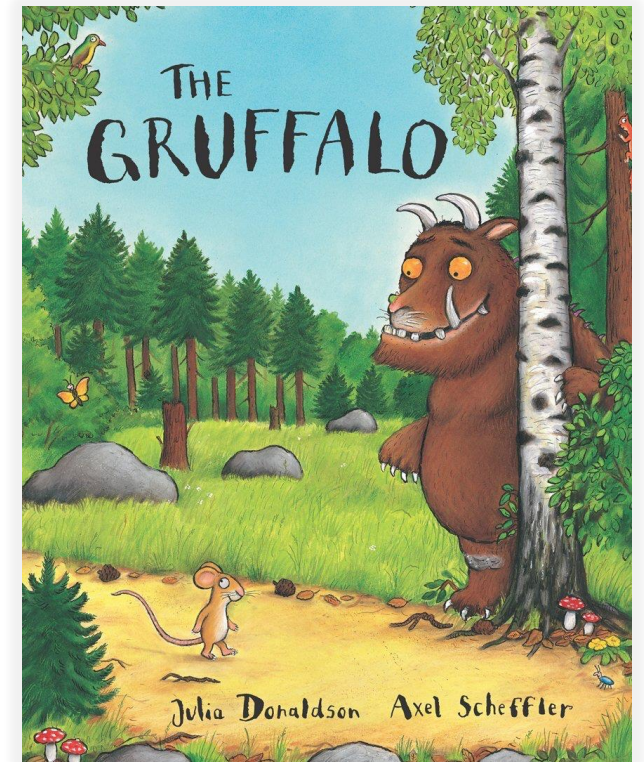
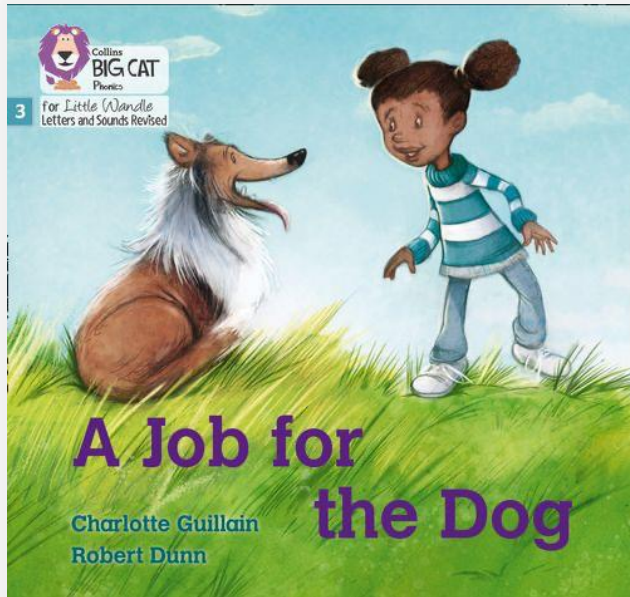
sat man hug red peck





Reading at home

Books going home



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



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.



How else can I support my child?

Please look at the Little Wandle videos and guidance for parents: www.littlewandlelettersandsounds.org.uk



**Phase 2 sounds taught in
Reception Autumn 2**

Support children in learning the alphabetic code; practise the Little Wandle phonics sheet and green writing book.

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure. Support children when completing phonics homework.



I will defend the importance of
bedtime stories to my last gasp.

— *J. K. Rowling* —

Thankyou for coming.

**If you have any questions, please feel free to come and speak with
Miss Gooding or Mrs Golby after the session.**