A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Teach reading: change lives

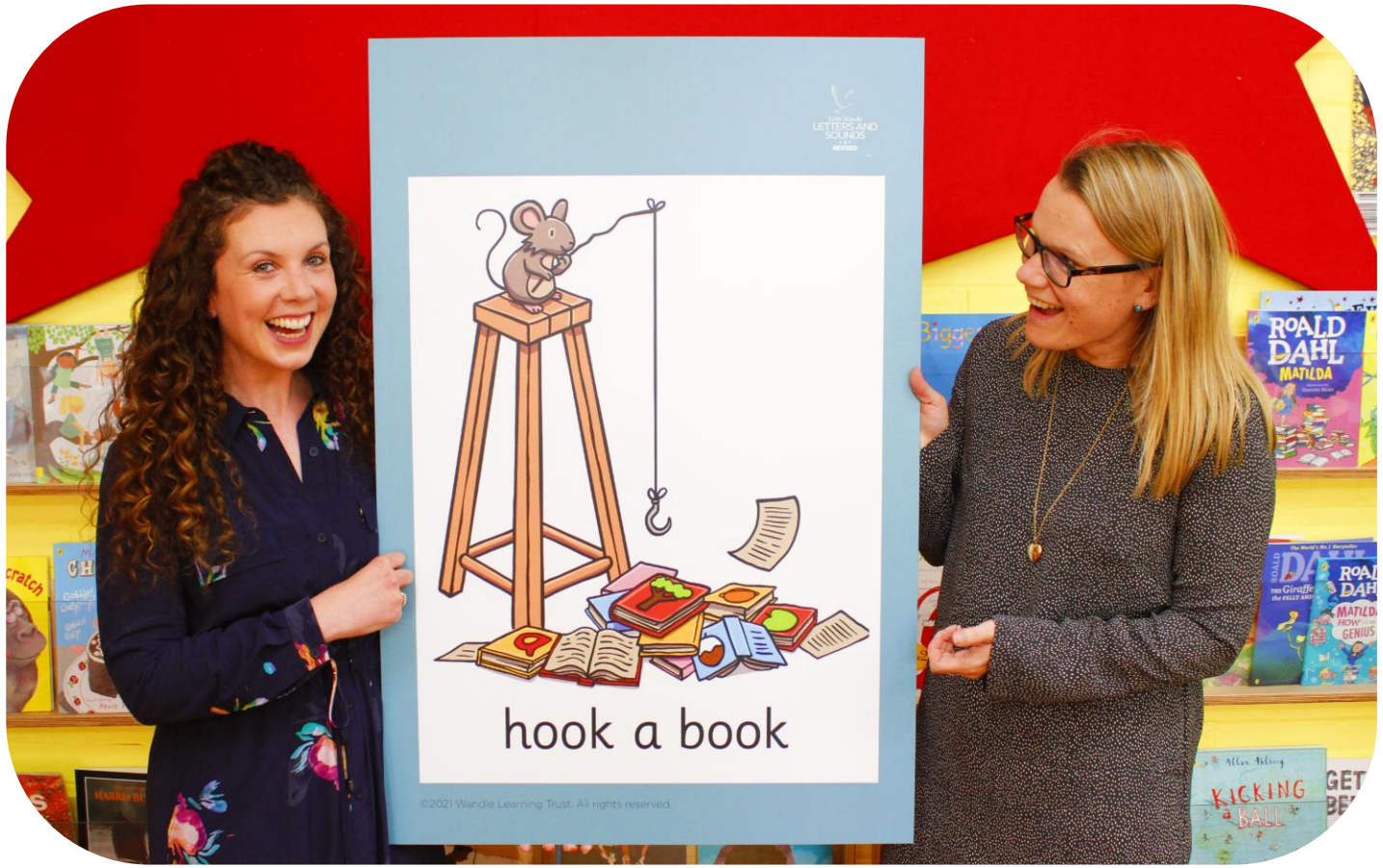
Parent workshop: Phonics and reading in Year 1 and 2 - Phase 5 and beyond

A love of reading is the biggest indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)

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.



The progression

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 it should not be treated as such.

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 /f/ 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 again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /**oo**/ u oul 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.

The progression

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 /i/ y crystal /j/ 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

Grow the code grapheme mat Phase 2, 3 and 5

									
s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c k ck cc ch	r rr wr	h
									
b bb	f ff ph	l ll le al	j g dge ge	v vv ve	w wh	x	y	z zz s se ze	qu
									
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a	e ea	i y	o a	u o-e ou

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Grow the code grapheme mat Phase 2, 3 and 5

					yoo		
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	ue u u-e ew	oo u* oul	ar a* al*
						zh su si	
or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear		

*depending on regional accent

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This term we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The ‘Grow the code’ lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

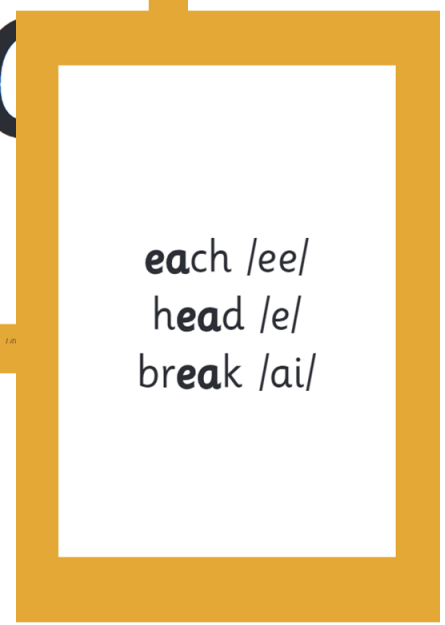
Children are now learning to read Phase 5 tricky words.



How we make learning stick









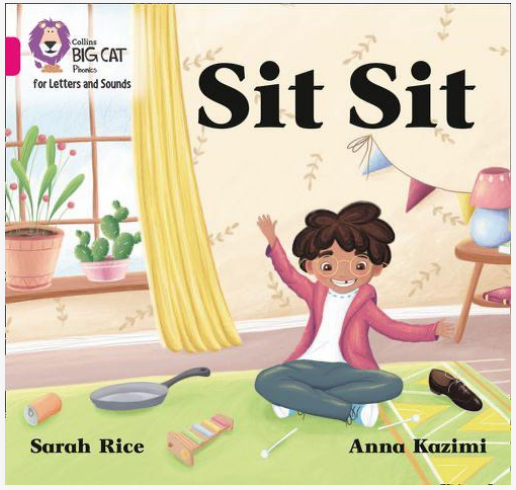


How do we teach reading in books?

Reading practice sessions are:

- timetabled two 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



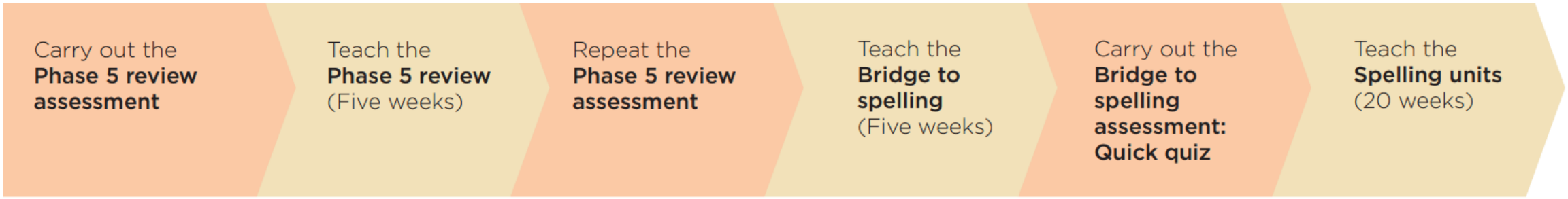
Reading a book at the right level

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.



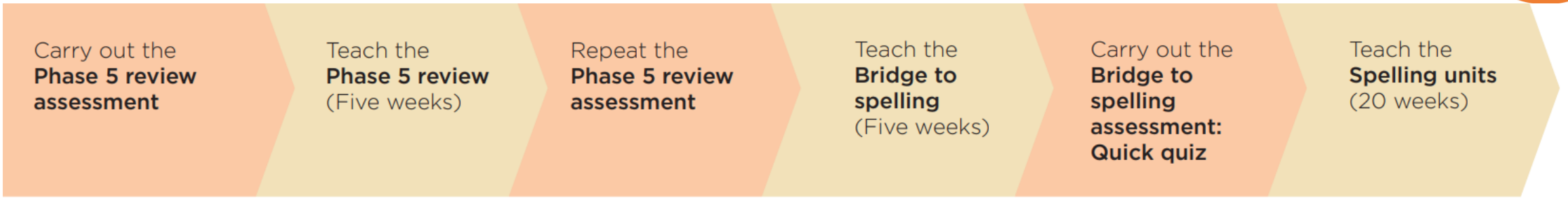
Phonics in Year 2



- The Phase 5 review:

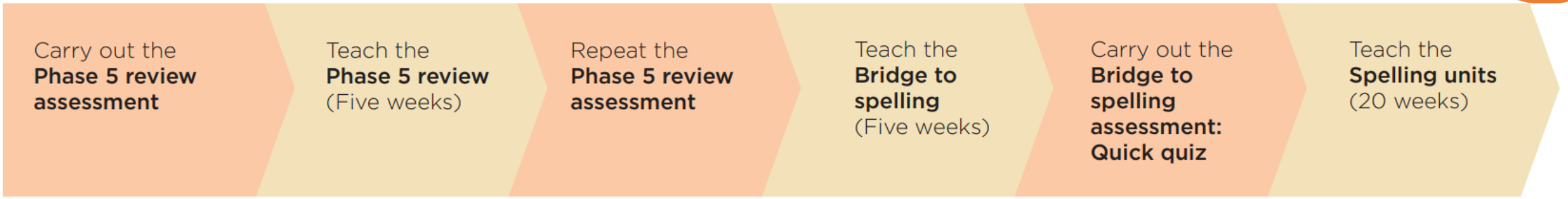
- revisits common graphemes, and unusual graphemes found in useful words
- teaches the children to investigate 'where in the word' a sound appears
- recaps Phase 5 tricky words
- provides opportunities to practise and apply learning by spelling carefully selected words

Phonics in Year 2



- The Bridge to spelling teaches the children how to 'think about spelling'.
- The Bridge to spelling:
  - introduces key spelling terminology
  - teaches the children to add sound buttons, which provides a clearer focus on segmenting so that the children are using phonics as their main strategy for spelling
  - includes activities that will feature throughout the programme, ensuring the children become familiar with teaching and learning routines
  - explains basic conventions for suffixes and spellings
  - The Bridge to spelling reflects key concepts from the National Curriculum for Year 2

Phonics in Year 2



- Once the learning covered in the Bridge to spelling is secure, the children are ready to move on to the Year 2 Spelling units.
- The Spelling units (Spring and Summer) are designed to be taught in 15-minute lessons, four times a week. They provide full coverage of National Curriculum spelling requirements at Year 2.

Rapid catch up intervention

For children who are currently not reading at age-related expectations

A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Rapid Catch-up progression and overview

Programme progression

The aim of the Rapid Catch-up programme is to rapidly teach children to read. Below is an overview of the GPCs and tricky words covered in each phase of the programme.

Phase 2

Length of teaching: four weeks		
New GPCs covered	Week 1	s a t p i n m d
	Week 2	g o c k ck e u r h
	Week 3	b l ll f ff ss j v w y x z zz
	Week 4	qu ch sh th ng nk
Tricky words taught		and is I the as put* pull* full* her his has no go to into we me be he of she push* *depending on accent

Phase 3

Length of teaching: four weeks		
New GPCs covered	Week 1	ai ee igh oa oo ar
	Week 2	**oo** or ur ow oi ear
	Week 3	air er double letters
	Week 4	longer words and suffixes –ing and –es
Tricky words taught		was you they my by all are pure sure

Phase 4

Length of teaching: four weeks		
Word types covered	Week 1	Adjacent consonants with short vowels
	Week 2	Adjacent consonants with long vowels
	Week 3	Suffixes: –ed /t/ –ed /id/ –ed /d/ –ing –er –est

Phase 5

Length of teaching: 14 weeks			
New GPCs covered	Week 1	/ai/ ay play /ow/ ou cloud /oi/ oy toy	/ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue
	Week 2	/yoo/ u unicorn /igh/ ie pie /igh/ i tiger	/oa/ o go /ai/ a paper /ee/ e he
	Week 3	/oa/ o–e home /ai/ a–e shake /ee/ e–e these	/igh/i–e time /oo/ /yoo/ u–e rude cute /oo/ /yoo/ ew chew new
	Week 4	/or/ aw claw /ee/ ie shield /ee/ y funny	/e/ ea head /w/ wh wheel /igh/ y fly
	Week 5	/oa/ oe toe /oa/ ou shoulder /oa/ ow snow	/j/ g giant /f/ ph phone /s/ c ice
	Week 6	/l/ le apple /l/ al metal /v/ ve give	/u/ o–e some /u/ o mother /u/ ou young
	Week 7	/z/ se cheese /s/ se mouse /s/ ce fence	/ee/ ey donkey /oo/ ui fruit /oo/ ou soup
	Week 8	/ur/ or word /oo/ u awful /oo/ oul could	/air/ are share /air/ ear bear /air/ ere there
	Week 9	/or/ au author /or/ aur dinosaur /or/ oor floor	/or/ al walk /or/ a water /ch/ tch match /ch/ ture adventure
	Week 10	/ar/ al half /ar/ a father* /o/ a want	/ur/ ear learn /r/ wr wrist /z/ ze freeze
	Week 11	/s/ st whistle /s/ sc science /c/ ch school /sh/ ch chef	schwa in longer words schwa at the end of words (–or, –our, –re, –a)

Carry out the **Rapid Catch-up assessment** to identify gaps and where to start teaching

Teach and complete **Rapid Catch-up Phase 4** (Four weeks)

Reassess using the **Rapid Catch-up assessments**

Pupils to join whole class for **Phase 5 review, Bridge to spelling** but not **Spelling units**

Teach and complete **Rapid Catch-up Phase 5** (14 weeks)

Reassess every four weeks using the **Rapid Catch-up assessments**

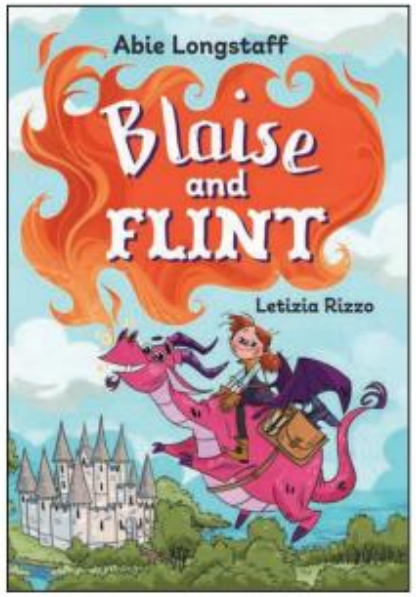
Pupils to join whole class for **Spelling units** once Phase 4 is secure

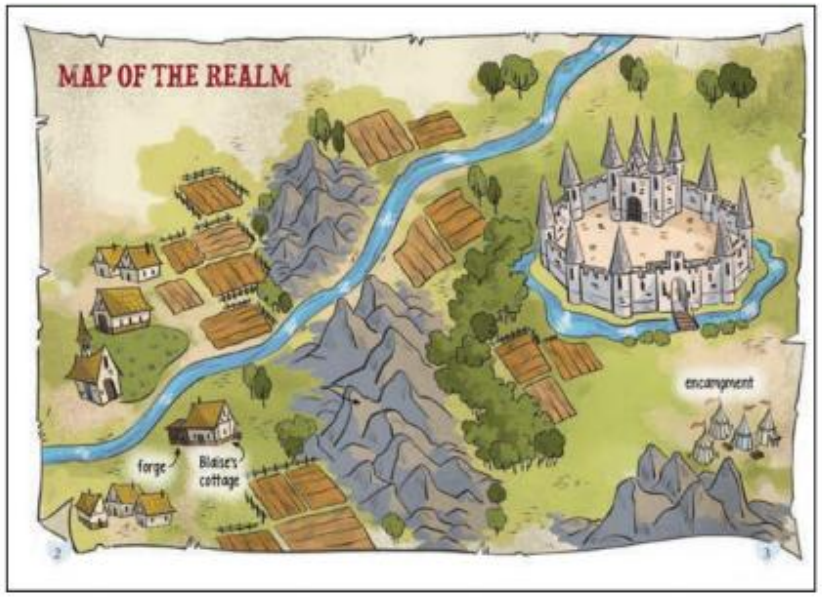
Rapid Catch up – **What this looks like**

- 2 x 20 minute sessions a week
- Practice reading sessions regularly
- Regular assessments to ensure gaps are being filled quickly.

Reading in Year 2 – Aiming for Fluency!

- Autumn 1: children have been continuing reading the Little Wandle books from the main programme.
- Autumn 2 and beyond - children will begin to move across to the Little Wandle fluency programme.







Reading in Year 2 – Autumn 2
Fluency Reading

- Year 2 pupils should not start the Fluency programme until they have been reading the Phase 5 Set 5 books for several weeks.
- They will complete the Phase 5 Set 5 fluency assessment and need to achieve a reading speed of at least 60wpm and accuracy of at least 90%.
- They will then start Little Wandle Fluency 1.
- They will be assessed every 12 weeks with teacher judgement in between.

Reading in Year 2 – Autumn 2
Fluency Reading

Little Wandle Fluency teaches all aspects of reading using chapter books. Each book has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond; making sure every child can become a confident, fluent and motivated reader.

Reading in Year 2 – Autumn 2
Fluency Reading

- The Little Wandle Fluency programme focuses on fluency and comprehension
- Fluency – The sessions will focus on automaticity, expression and accuracy through activities such as echo reading.
- Comprehension – Little Wandle promotes comprehension through;
  - the pre-read activities which support vocabulary
  - the bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
  - clarifying any misconceptions.

Fluency Reading Assessment

- There are four books at each Fluency level. Children will generally read at least three books at each level.
- Children will keep a fluency book for several weeks. They will also bring home a 'book of choice' from the school library which they will change regularly.
- Teacher judgement will be used to decide if children should move to the next level after reading three books.
- More confident readers may progress more swiftly through the Fluency levels. Equally, some children will benefit from being given all the books to read.
- Children will be assessed every 12 weeks.
- Children will progress 2 or 3 levels between each assessment.

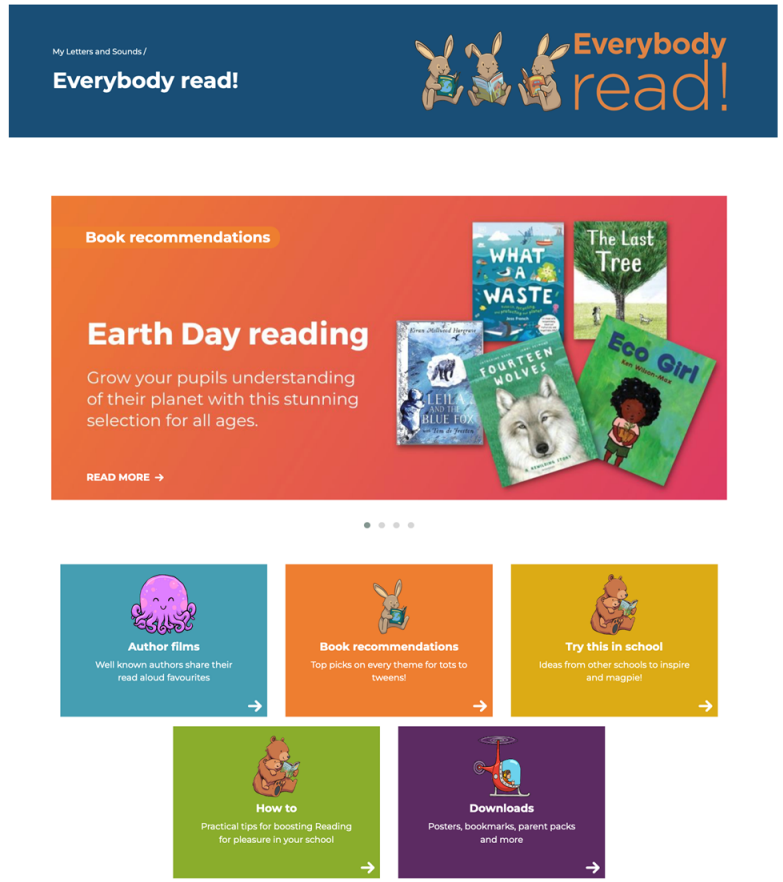
Reading at home

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…

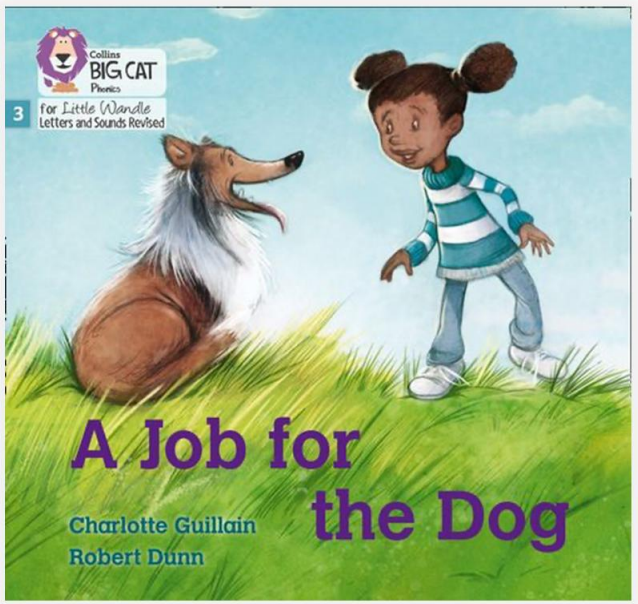
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

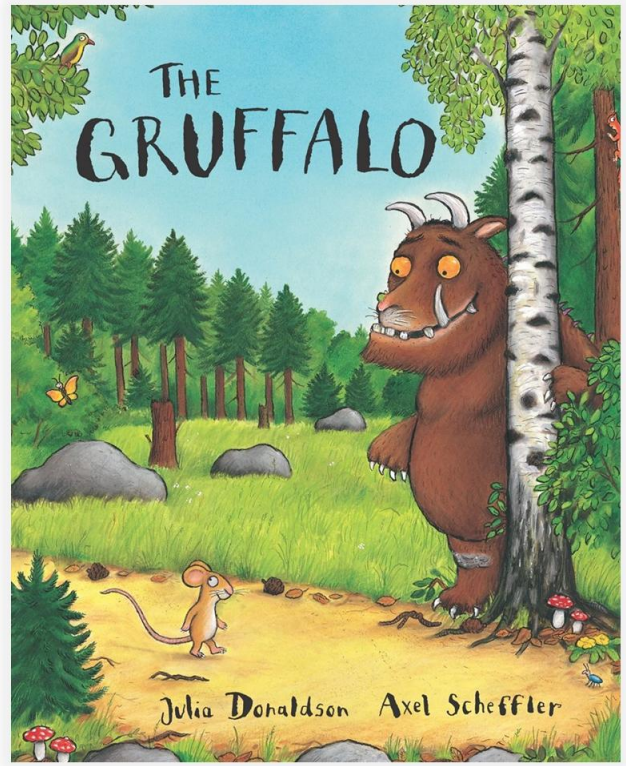


Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home







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.



Supporting your child with phonics

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



How to say Phase 5 sounds