



# Welcome to Little Wandle!

So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.

William James

# Phonics and Early Reading

Welcome to our meeting

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading

# New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



[littlewandlelettersandsounds.org.uk](http://littlewandlelettersandsounds.org.uk)

Why Little Wandle?

Excellent training for all staff to ensure consistency,

Every aspect of phonics and reading included in a detailed, thorough and systematic approach,

Engaging resources without distracting from the learning,

Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.

# Little Wandle

## Why change?

New government guidance on Systematic Synthetic Phonics

- One scheme approach
- Schemes need to be validated
- Schemes much provide resources with fully decodable books

## Why Little Wandle?

Closest to our current programmes

Research and evidence based

Clear progression and spiral so you review and revisit regularly

Keep up guidance and plans (more time due to changes in reading)

Not teaching to the test

# How we teach phonics

Daily short sessions

Specific order of teaching



Synthetic phonics

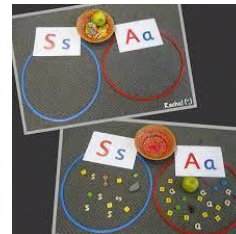
# must

Correct pronunciation is vital - Videos on LW

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

Repeated practice





Revisit previously taught sounds at start of each lesson



Practice makes permanent







# Little Wandle

## How does it work?

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
		Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
		Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.

# Little Wandle

## How does it work?

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

# Little Wandle

How does it work?

Tricky words

**the**

**is**

**when**



# Little Wandle

## How does it work?

Keep up

- short sharp sessions
- same day, same week, after review lesson on Friday

Stickers!

I have put lists of words on the class page on the website.

How?

More TA time due to changes with reading

# Reading practise

- 3 session with the same book!
- Day 1 – Decoding
  - All read the same time
  - Repeated readings and teacher moves round
- Day 2 – Prosody
  - Reading with meaning, stress and intonation
  - Choose page to focus on. Repeat after me. Why do we stress certain words? 'It was a BIG mess'
- Day 3 – Comprehension
  - 'I know the answer because ...'
  - Prove it. Explain it.

**This book then goes home for you to celebrate their success!**

s



t



n



d



th

ss

ck

ng



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .

R Au2

go

R Au1

the

R Au1

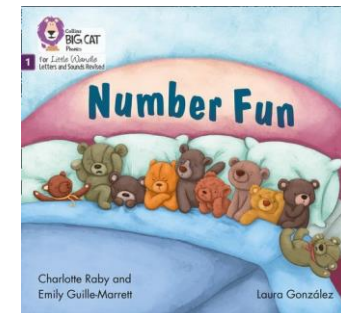
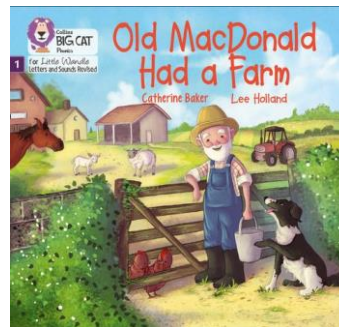
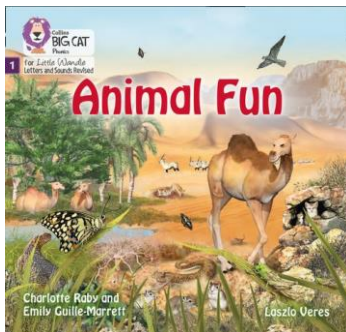
is

R Au2

to

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books



# Reading

We want children to love reading

Reading should be enjoyable

Learning to read should be a positive experience

We want children to read for pleasure



Reading underpins children's access to the curriculum and clearly impacts on their achievement



# How we teach reading

Reading practice sessions are :

Timetabled 3 times a week

Taught by trained teacher or  
teaching assistant

Taught in small groups

Books are :

matched to children's  
secure phonic knowledge  
and word reading

read three times

sent home

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody  
(intonation, expression)

3. Comprehension



When children take their book home to read they should be 95% fluent  
Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

# How will this work?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge

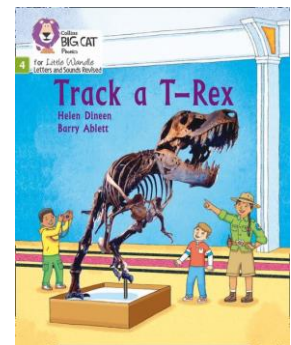
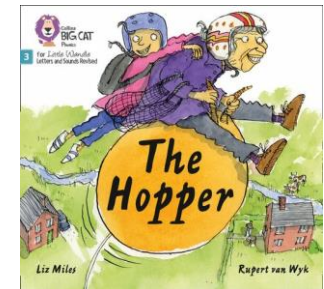
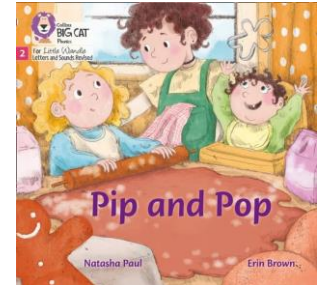
Children will take their Reading Practice Book home (after reading it 3 times in school)

Teachers will let you know the days books go home and when they need to be in school to be changed.

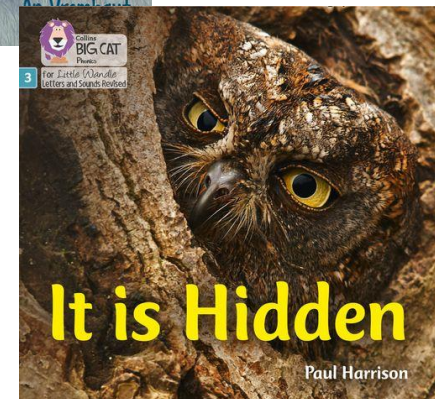
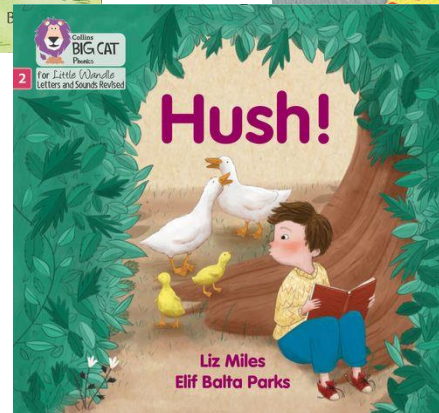
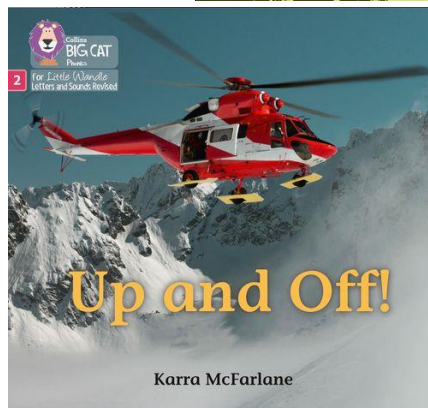
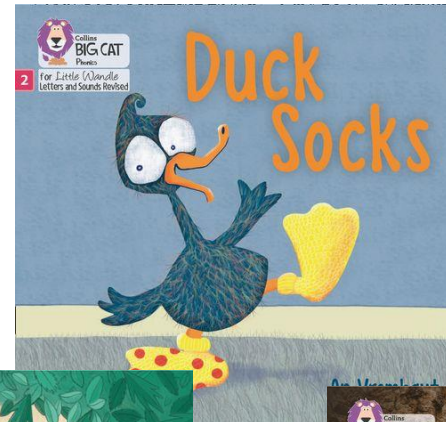
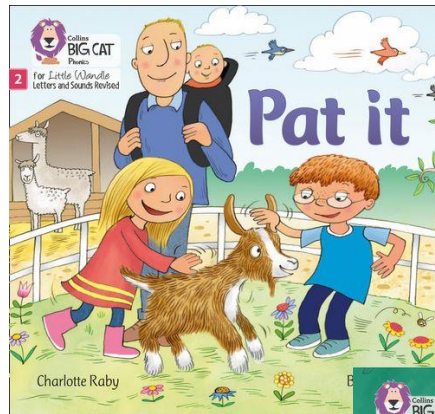
Celebrate, praise, talk about the book with you child.

Please make sure books are in book bags so that we can reallocate books as required

Please look after our books



Big Cat Collins Reading books are carefully matched to children's secure phonic knowledge



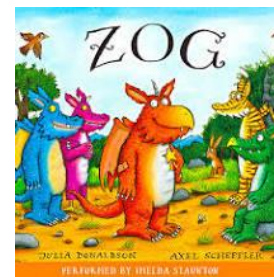
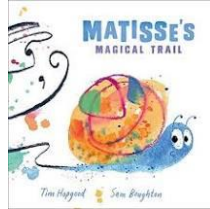
# Sharing Book

Children will also bring home a 'sharing book' from our class library each week

To become lifelong readers, it is essential that they read for pleasure

Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together  
foster a love of reading  
"pair and share"



# Little Wandle

## Recap

- Phonics and English sessions continue as usual.
- Regular keep up to support children that found a lesson tricky – look out for stickers on their arm! Ask them what it is and practise that at home.
- Interventions for children that are slightly further behind.
- Group reading sessions 3 times a week – no more individual readers.
- When books come home they have been well practised and you can celebrate their success! Practise leads to fluency!
- Website [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk) – for parents

# What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code

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

Share books with your children for pleasure

Check on your class page for documents to support reading and phonics

Thank you for joining us

Questions ???