A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

www.littlewandlelettersandsounds.org.uk

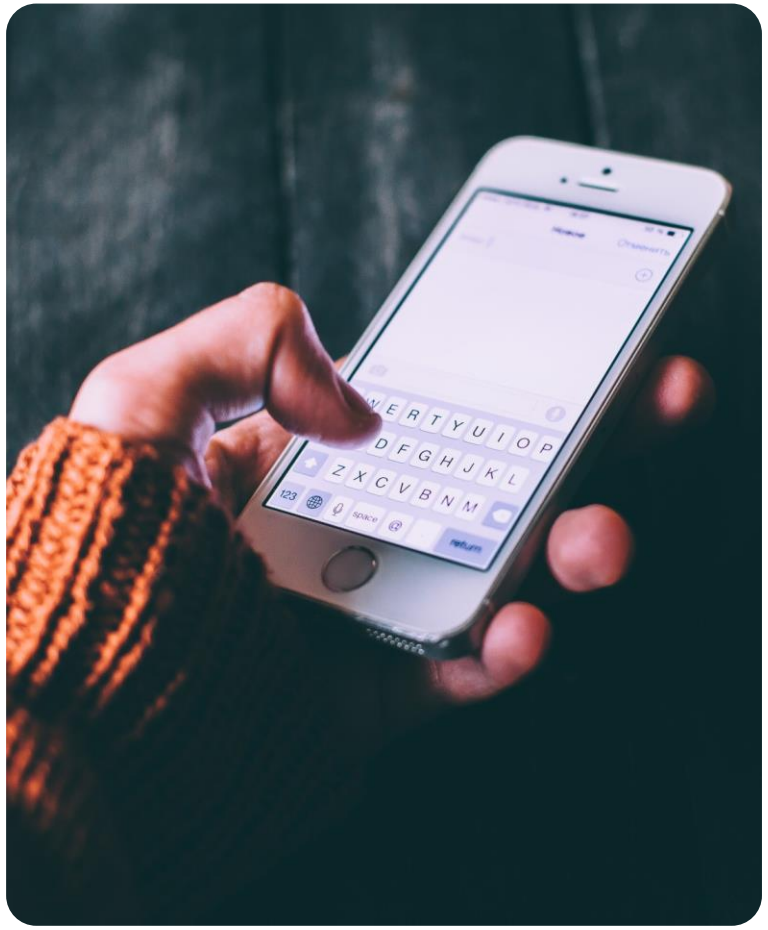
Teach reading: change lives

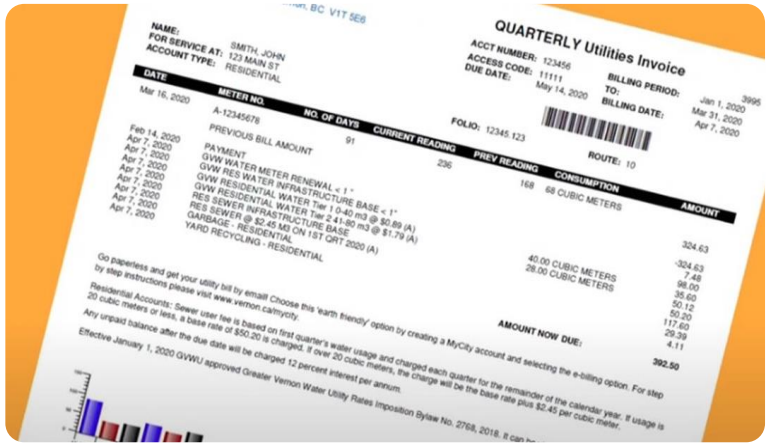
Parent workshop: Phonics and early reading

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

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

How many times have you already read today?

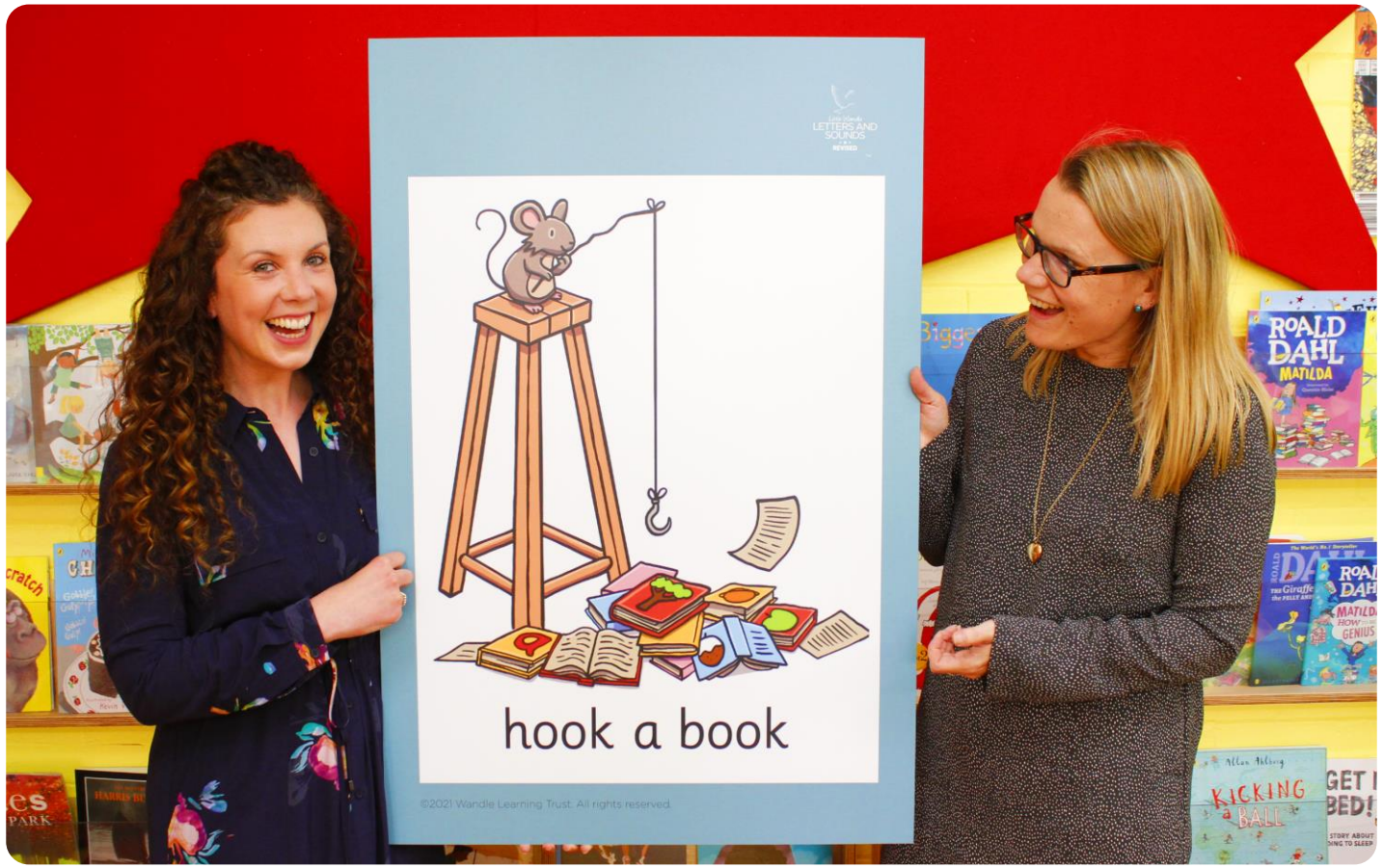




Phonics

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 is:

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

Blending to read words

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

Terminology

- Phoneme
- Grapheme
- Digraph
- Trigraph
- Split vowel digraph
- Blend
- Segment

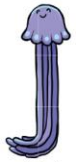
Teaching order

From Page 103 of your child's reading diary in F2

Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a a	astronaut	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	tiger	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	penguin	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	iguana	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.
		Open your lips a bit,put your	Down the stick, up and over the

Phase 2 grapheme information sheet — Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
v v	volcano	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	wave	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 **cs**/**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.

Gradually your child learns the entire alphabetic code:

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

Grow the code grapheme mat **Phase 2, 3 and 5**

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	yoo ue u u-e ew	**oo** u* oul	ar a* al*
or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si	

*depending on regional accent

Page 104 and 105 of your child's reading diary in Y1&Y2

How we make learning stick

Listening to your child read their phonics book

- Your child should be able to read their book without your help
- If they can't read a word read it to them
- Talk about the book and celebrate their success.

Supporting your child with phonics

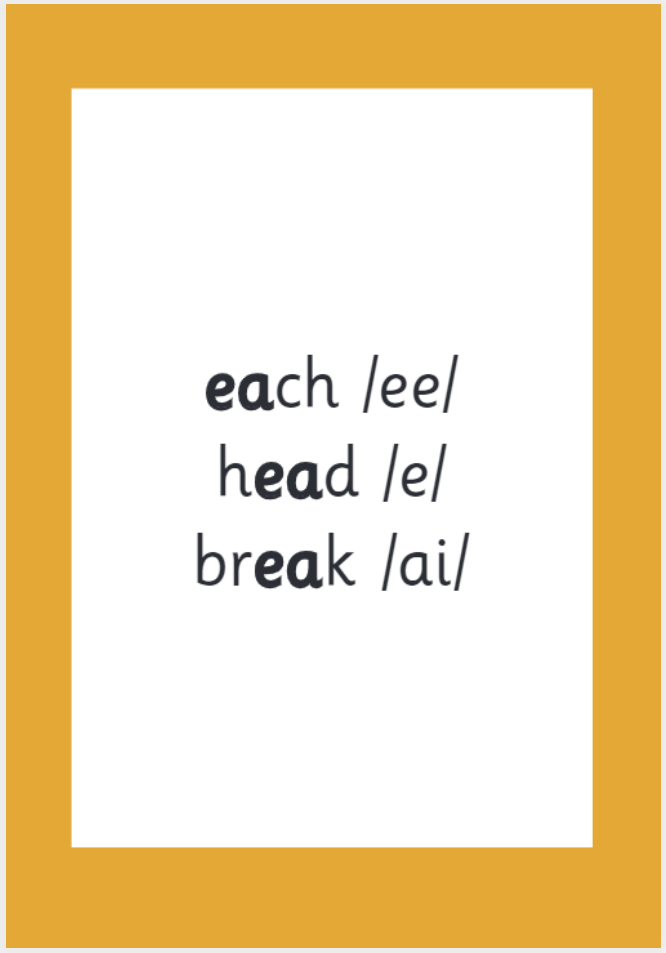
Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2

Phase 3 sounds taught in Reception Spring 1

Reading and spelling

Reading and spelling



And all the different ways to write the phoneme sh:

shell

chef

special

caption

mansion

passion

Tricky words

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

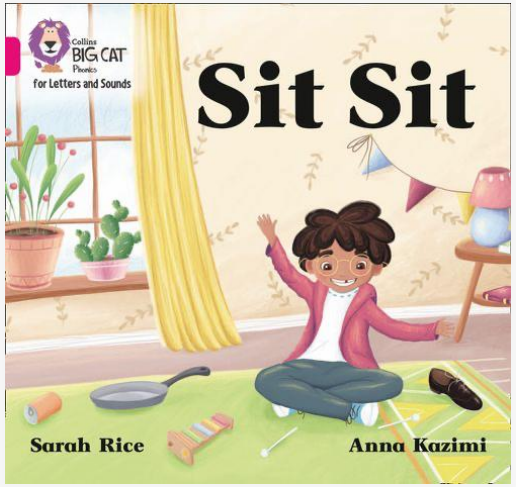
Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

How do we teach reading in books?

Reading practice sessions are:

- timetabled twice 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.

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…

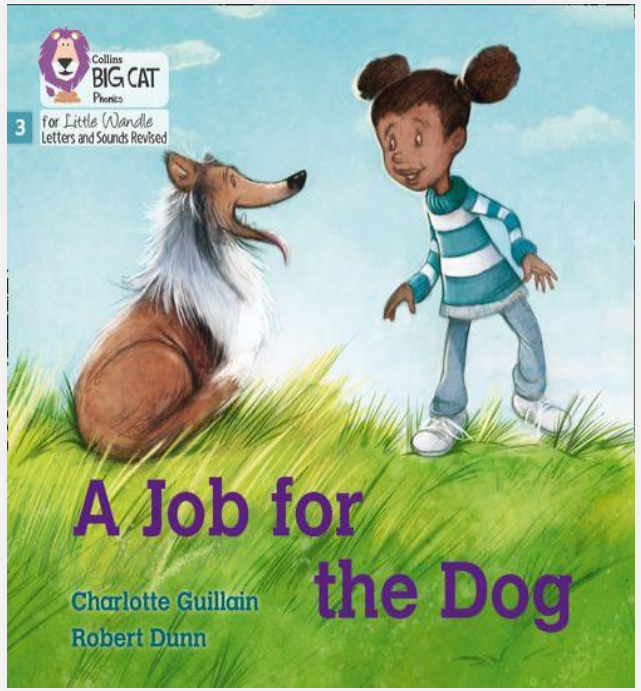
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

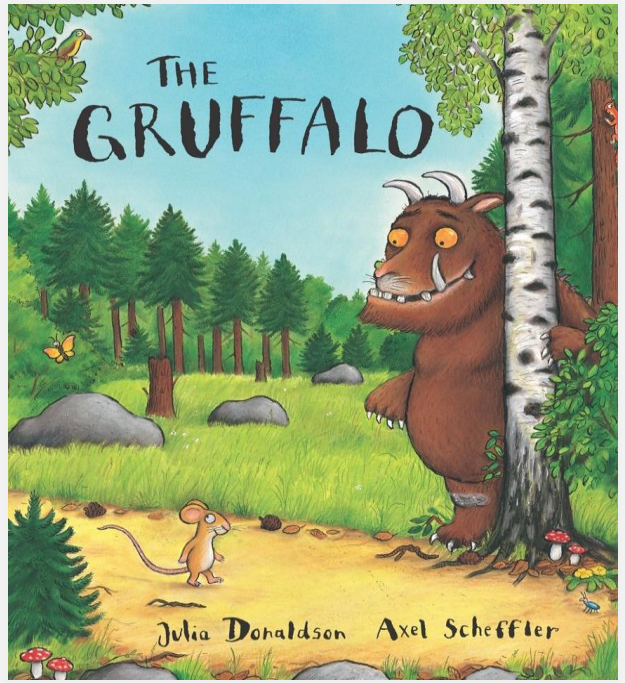
Books going home

Reading Practise Book



YOUR CHILD READS TO YOU

Reading Sharing Book



YOU READ TO YOUR CHILD

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.

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

Carl Sagan