



Welc

Little

Wandle!

The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Little Wandle

Why change?

New government guidance on Systematic Synthetic Phonics

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

Why Little Wandle?

Closest to our current programmes

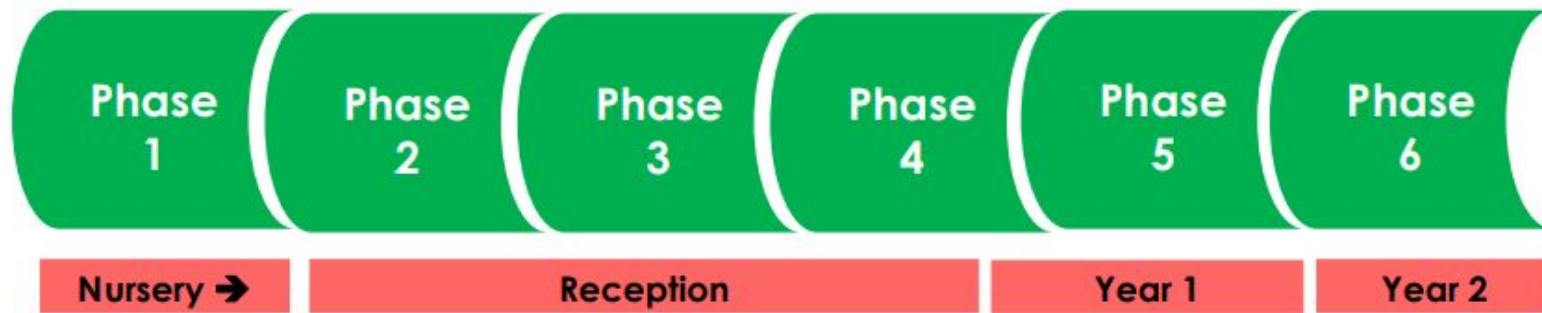
Research and evidence based

Clear progression and spiral so you review and revisit regularly

Keep up guidance and plans Not teaching to the test

What is phonics?

- ▶ Phonics is simply the code that turns written language into spoken language and vice versa.
- ▶ The sounds letters make...
- ▶ Not C-A-T, but c-a-t.



Phase 1 (phase on and on..) listening and tuning into sounds

- ▶ **Sound discrimination** musical instruments, sounds in the environment, body sounds, copying sound patterns - fast, slow, loud, quiet, 3 taps, 2 taps etc
- ▶ **Rhyme**
- ▶ **Alliteration**
- ▶ **Hearing sounds**
- ▶ **Oral blending and oral segmenting (guess the animal, guess my word...)**

- ▶ **Sally Neum - Research Programme**

Phase 2 Grapheme/ phoneme correspondence

s a t p i n

m d g o c k

ck e u r

h b f l ff ll ss







j v w x y z zz

qu ch sh th ng nk

- ▶ It is **vital** to pronounce phonemes clearly and correctly. If you don't children will find it difficult to blend them.

Little Wandle

How does it work?

Grapheme and mnemonic	Picture card	Pronunciation phrase
 	 snake	Show your teeth and and let the s hiss out ssssss ssssss
 	 astronaut	Open your mouth wide and make the ' a ' sound at the back of your mouth a a a

Phase 2

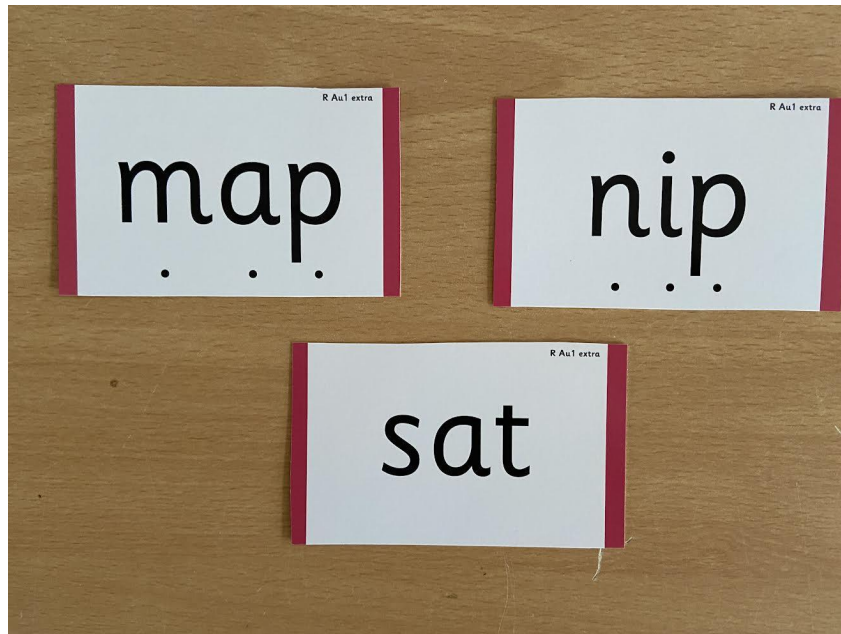
- ▶ The aim here is to move on from oral blending and oral segmenting to blending and segmenting within letters.

s a t p i n
m d g o c k
c k e u r
h b f l f f l l s s
j v w x y z z z
q u c h s h t h n g n k

Digraphs (2 letters = one sound) and trigraphs (3 letters = one sound) must be recognised as one sound. If in doubt, watch the videos!

- ▶ As the graphemes are taught we begin to blend words from Week One. (sat, pat, sap, at)
- ▶ Letter formation is really important!

Segmenting and Blending







Phase 2 Letter formation

- ▶ Although the main emphasis is reading in phase 2, we will practise letter formation too.
- ▶ **Finger in air**
- ▶ **Palm of hand**
- ▶ **Back of another child**
- ▶ **Rough surface**
- ▶ **Sand**
- ▶ **Shaving foam**
- ▶ **Rainbow letters**

The correct sequence of movement and pencil grip is vital

Phase 2 - Letter formation

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
	 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.

Phase 2

The aim is to learn to read as whole words
(instant recognition)

‘Tricky’ Words

is I the put* pull* full* as and has his
her go no to into she push* he of we
me be

Phase 3

- ▶ Continues in the same way as phase 2 but introduces more digraphs and trigraphs.

ai ee igh oa oo oo ar or ur ow oi ear air er

‘Tricky Words’

was you they my by all are sure pure



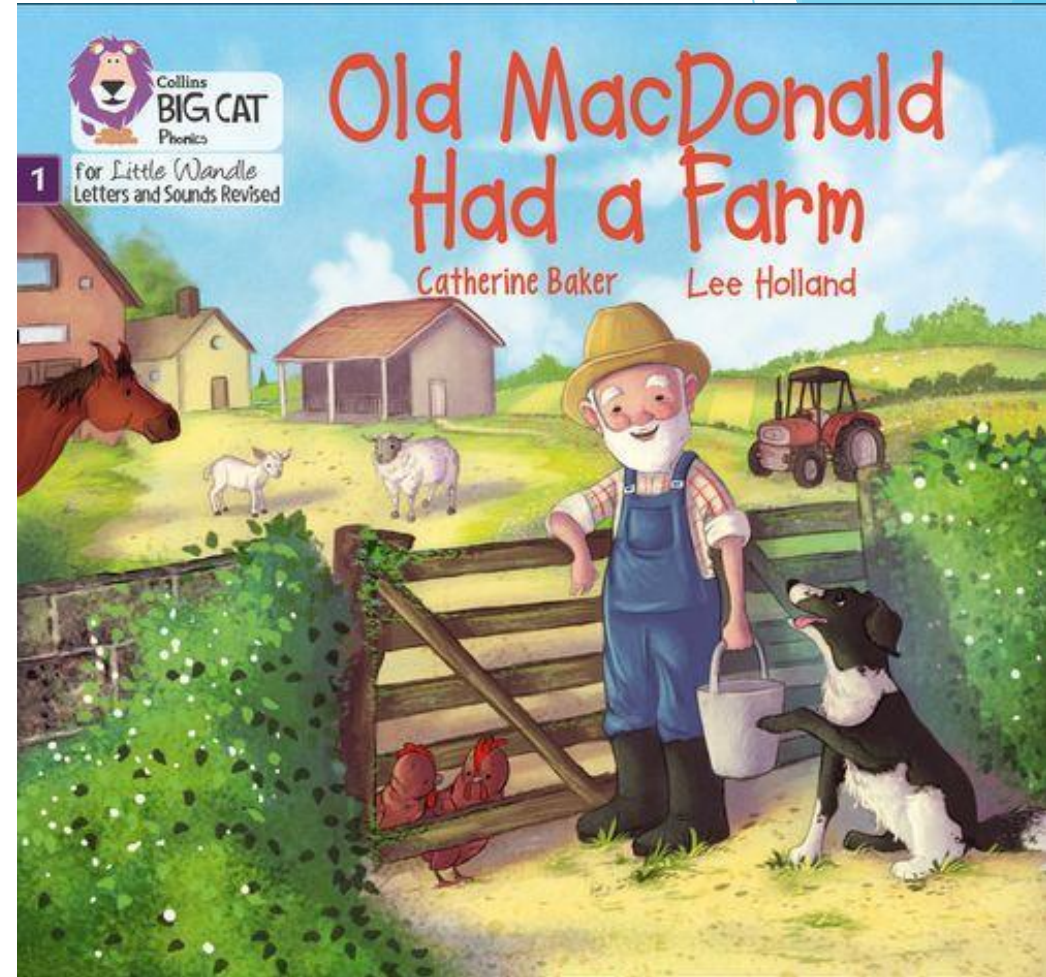
It must always be remembered that phonics is the step up to word recognition. Although children will begin by blending each phoneme to read the words the ultimate goal is automatic reading of words both decodable and tricky.

Reading Books

- ▶ It is not a competition! They all get there!
- ▶ Reading books will be given to match the sounds that children have already learned.
- ▶ May start with wordless, word boxes, cards etc.
- ▶ Children must be able to blend the sounds to read words and short sentences before a book will be given.
- ▶ Adults can support the blending if a child knows the individual sounds...
- ▶ The children that make the most progress are those that get support from both home and school.

Wordless Books

- ▶ Talk about the book!
- ▶ What is that? (language)
- ▶ What do you think will happen next?
- ▶ Can they retell the story?
- ▶ How are characters feeling? Why?
- ▶ Let them hold the book and turn the pages!
- ▶ They are ‘readers’.



Reading practise

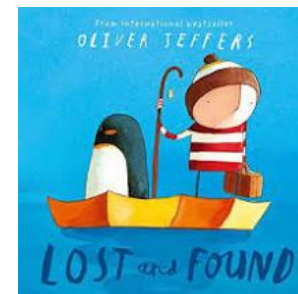
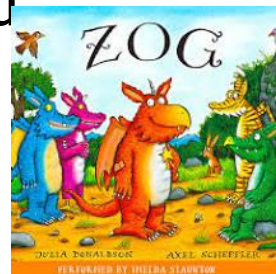
- ▶ 3 session with the same book!
- ▶ Day 1 - Decoding
 - ▶ All read the same time
 - ▶ Repeated readings and teacher moves round
- ▶ Day 2 - Prosody
 - ▶ Reading with meaning, stress and intonation
 - ▶ Choose page to focus on. Repeat after me. Why do we stress certain words? 'It was a BIG mess'
- ▶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

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!!!**

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 and
- ▶ foster a love of reading
- ▶ “pair and share”



Example Cycle



New 'Cold Book'

Recap sounds taught
Look at words
Begin to decode

Monday



Same 'Hot Book'

Recap Story
Build Fluency
Beginning expression
Answering questions

Tuesday - Thursday



Same 'Hot Book'

Practise the same sounds
Building fluency

Thursday - Monday



What can you do to help?

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

Questions

- ▶ Thank you for coming and for your continued support.