

# Welcome to Little Wandle!

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

Dr. Seuss

Illustration by [unreadable]



# 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 <b>ssssss ssssss</b>
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>

## Phase 2

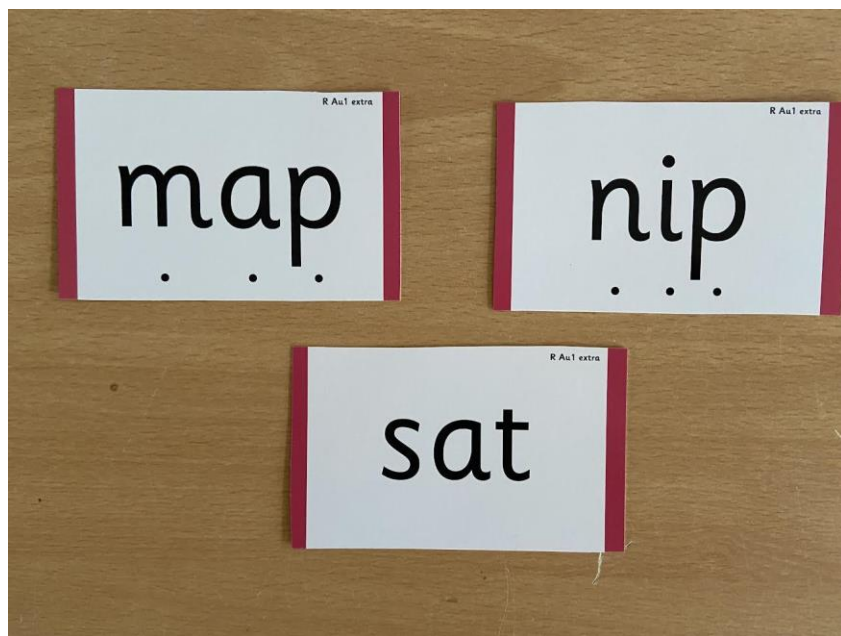
- ▶ The aim here is to move on from oral blending and oral segmenting to blending and segmenting within letters.

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 <b>s</b> hiss out <b>ssssss ssssss</b>	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 <b>a a a</b>	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

# Phase 4

No new sounds.....adjacent consonants.....











Bl, cl, str..... Building fluency


## Phase

Alternate vowel sounds.....

ae, ay, a, a\_e (make)

Grow the code

									
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

A photograph of a child's reading area. On the left, there is a pink sofa with a green and white patterned cushion. To the right of the sofa is a dark wood bookshelf filled with books. The background wall is light-colored with a framed picture of a green and white pattern. The floor is covered in blue carpeting. The image is partially obscured by a white diagonal shape on the right side of the slide.

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.

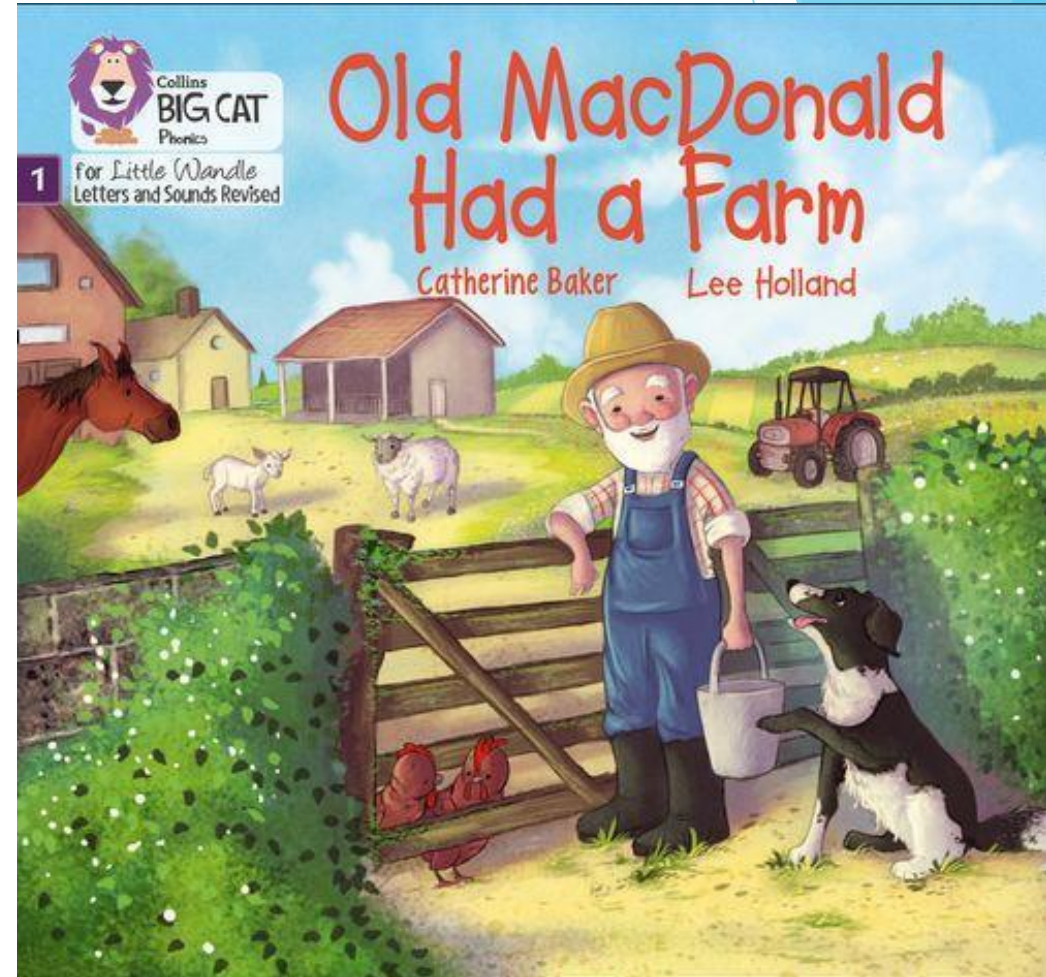
# Reading Books

- ▶ 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

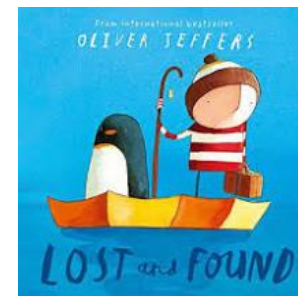
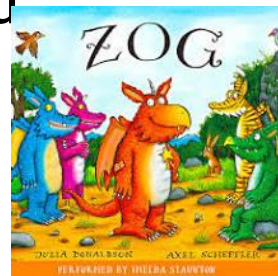
- ▶ 3 session with the same book!
- ▶ Day 1 - Decoding
  - ▶ All read the same time
  - ▶ Repeated readings and teacher moves round
- ▶ Day 2 - Prosody
  - ▶ Reading with meaning, stress and intonation
  - ▶ Choose page to focus on. Repeat after me. Why do we stress certain words? 'It was a BIG mess'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



**Same 'Hot Book'**  
Practise the same sounds  
Building fluency

**Friday - 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.