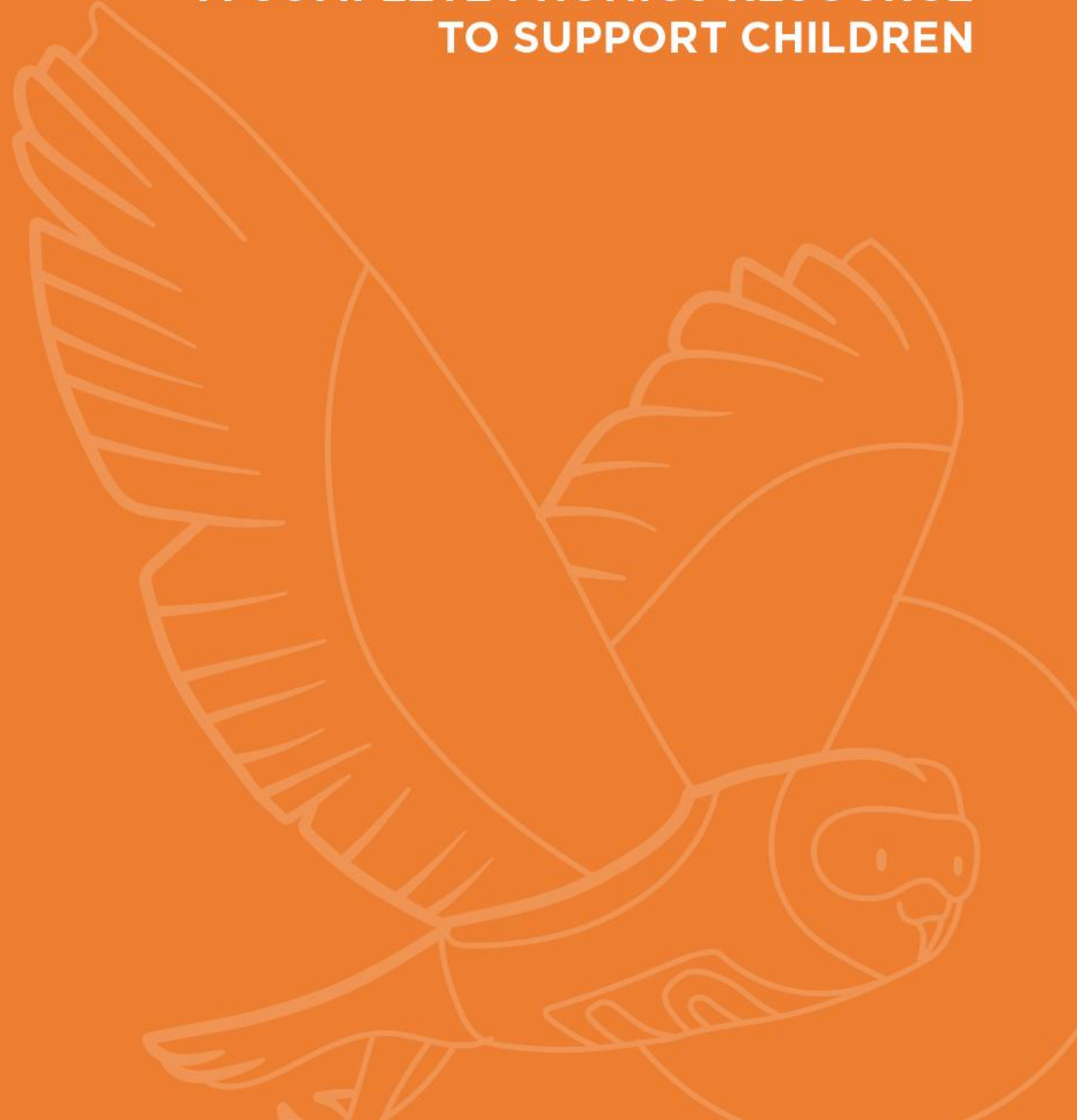




A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

**Teach reading:
change lives**



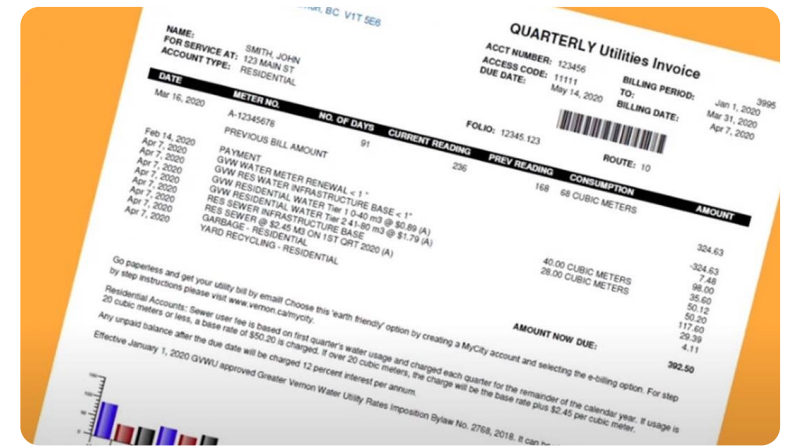


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?



Dual Route to reading





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.**



Terminology



Phoneme

Grapheme

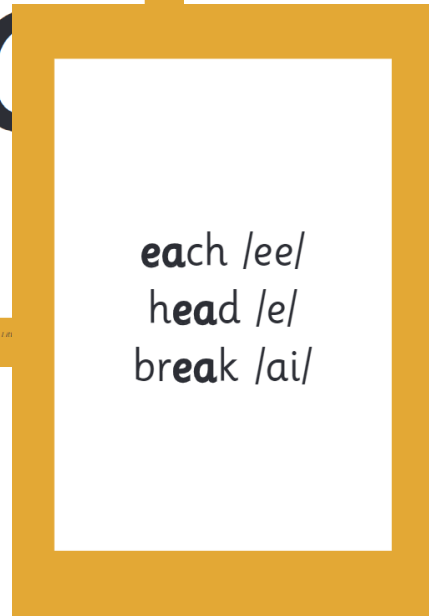
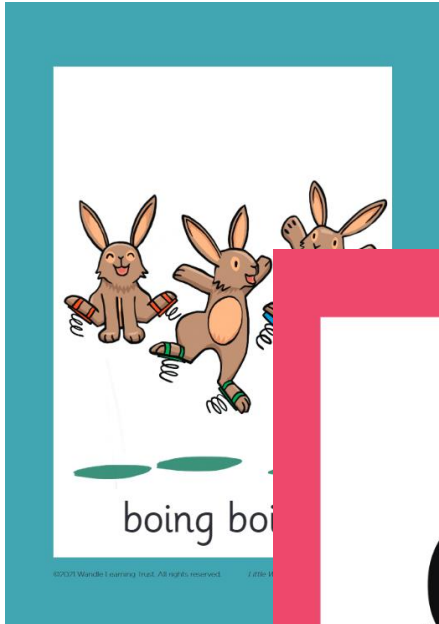
Digraph

Trigraph

Blend

Segment

How we make learning stick



Phase 2 phonemes - Reception

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				

Phase 3 phonemes - Reception

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

Reading longer words

- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called chunking.
- The children still need practise using this method throughout Year 2.

Reception
Teach and practise
Phases 3 and 4:
Reading longer words

Reading tricky words












S


Throughout Reception/ Year 1



Grow the code grapheme mat Phase 2, 3 and 5

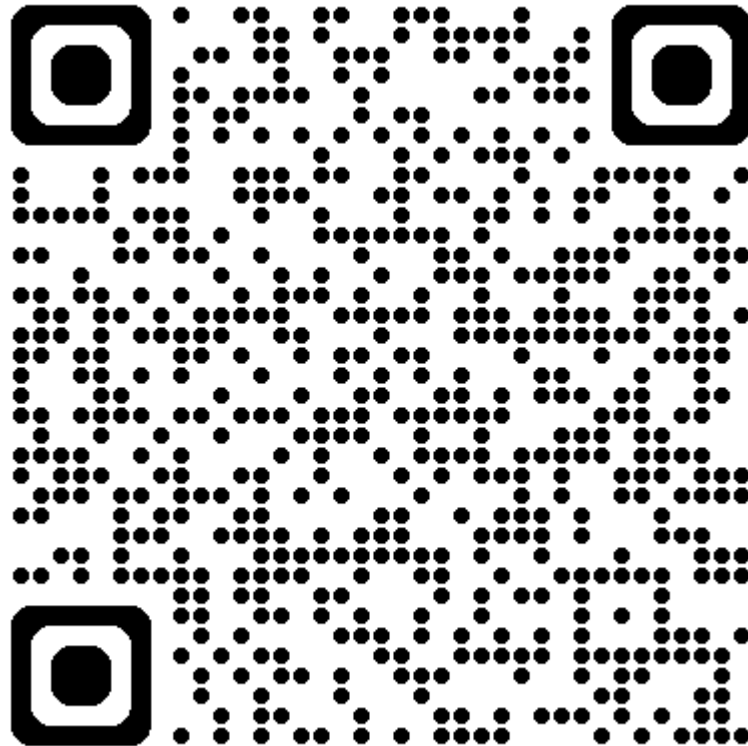
 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 u o-e ou

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

QR code to access parents' information



Year 2 Little Wandle Phonics and Spelling



Year 2

This term we have been securing phase 5 and have moved onto spelling



- In September: we assessed all children on their 'Phase 5 graphemes' that they learnt in Year 1
- Spent last half term reviewing all these graphemes and then reassessed children.
- All children have begun 'a bridge to spelling' unit this half term.
- Any children with gaps in Phase 5 are also in 'keep up' phonics groups.





Reading and spelling



In Phase 5 children learn:
new graphemes for the sounds they
already know
that the same grapheme can have
alternative pronunciations.

each /ee/
head /e/
break /ai/

ea



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Last half term we revised the phase 5 tricky words (taught in Year 1):



their people oh your
Mr Mrs Ms ask*
could would should our
house mouse water want

any many again
who whole where two
school call different
thought through friend work

once laugh because eye

busy beautiful pretty hour
move improve parents shoe



‘Keep up groups’

Once the children have completed the end of phase 5 review (Autumn 1), they will be reassessed. If they are below 80% secure with their phonics they will have daily 'keep up' groups to support them achieving an 80% + score.

Rapid Catch up:

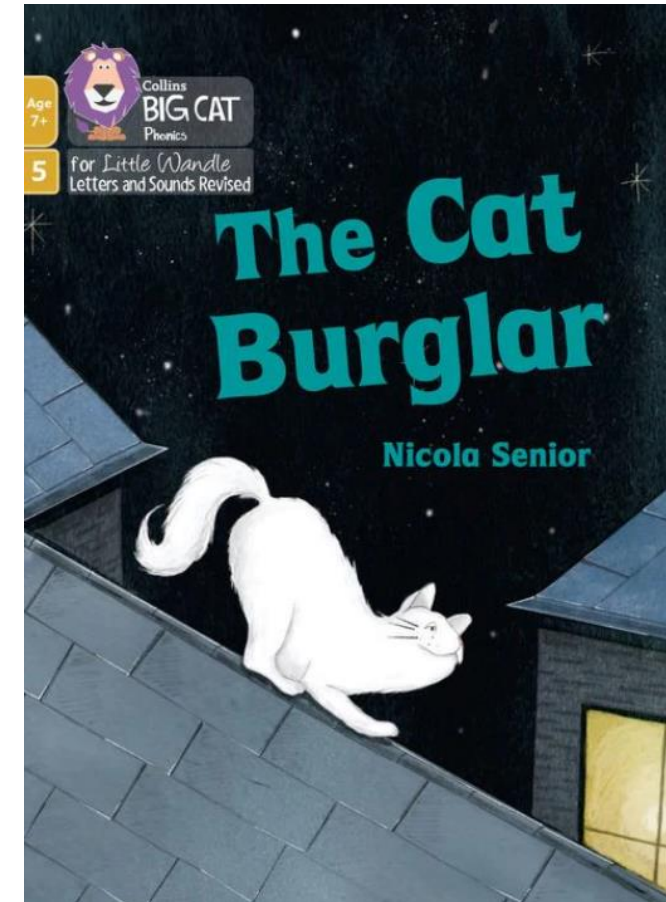
- For children who have not secured up to Phase 5 by the end of the Autumn Term
- This begins in January



Our school is using *Little Wandle Rapid Catch-up Programme* to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.

Your role at home

- You still have an important role to play in supporting your child to become a lifelong reader.
- Continue to listen to your child read (reading with your child).
- It will support them to develop their reading fluency, their prosody, and their confidence.





Teaching spelling

Little Wandle Spelling Units



Autumn 1

5 weeks: Phase 5 review

Autumn 2

5 weeks: Bridge to spelling

Spring and Summer

20 weeks: Spelling units

Year 2 Autumn 2 Bridge to spelling

Coverage	
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Little Wandle Spelling Units



Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	<i>Review</i>	where/wear

Little Wandle Spelling Units



Year 2 Spring 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	<i>Review</i>	to/too/two

Little Wandle Spelling Units



Year 2 Summer 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 4				
Week 5	11	How can I show missing letters in a word?	<i>Review</i>	there/their/ they're

Little Wandle Spelling Units



Year 2 Summer 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
Week 2				
Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	<i>Review</i>	blue/blew
Week 5				

Reading and spelling



ea

each /ee/
head /e/
break /ai/

All the different ways to write
the phoneme /sh/:



shell

chef

special

caption

mansion

passion

Spelling



- Your child will be taught how to spell simple and longer words, using the graphemes they have been taught.
- They will practise the correct formation of letters. They will also have handwriting lessons 3 times a week.
- In phonics sessions they have practised writing dictated sentences.



How do we teach spelling?



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





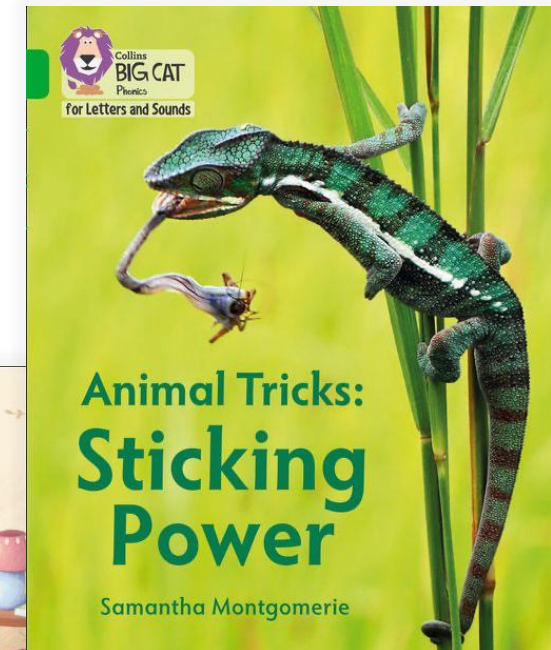
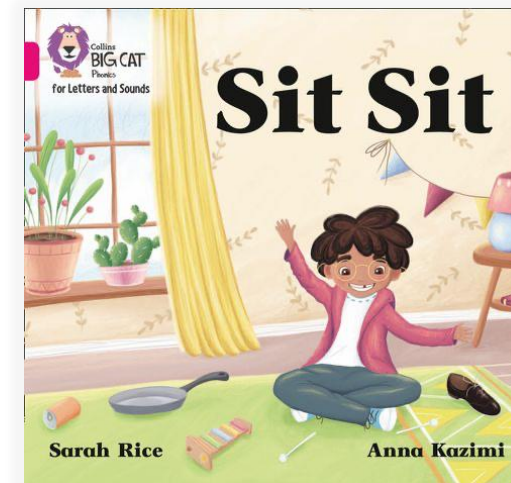
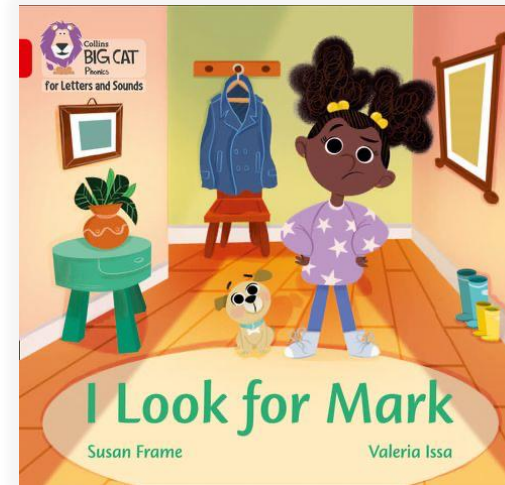
Teaching Reading

How do we practise reading in class?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children read the same book 3 times – each time with a different focus:
 1. decoding the words;
 2. prosody;
 3. comprehension
- Four weeks of Little Wandle Reading groups, then 1 or 2 weeks of individual reading

































Little Wandle Fluency reading

Children who have completed Little Wandle and who are secure at reading final level of decodable books:

- Wide range of vibrant, diverse and engaging chapter books
- Year 2: Fluency levels 1 – 5
- Children who read 60-90 words/ minute with 90% accuracy
- Books are fully decodable once they have learnt a few extra graphemes on the 'complete the code' chart
- Children read a chapter in each session
- Book comes home after 6 sessions (every fortnight)

Complete the code mat











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

*This GPC has a slight schwa at the end: 'chuh'

GPCs in order of frequency



Complete the code mat

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

*depending on regional accent

Graphemes for schwa at the end of words

How do we find the right book for your child?

- We regularly assess your child using the Little Wandle assessments to ensure they are on the right phase or fluency level



Phase 3 GPCs and words

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

wait	feel	tight	coat
food	hard	wood	born
hurt	down	join	near
pair	hammer	puppet	rubbish
helmet	morning	garden	fishes
lightning	rooftop		



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.





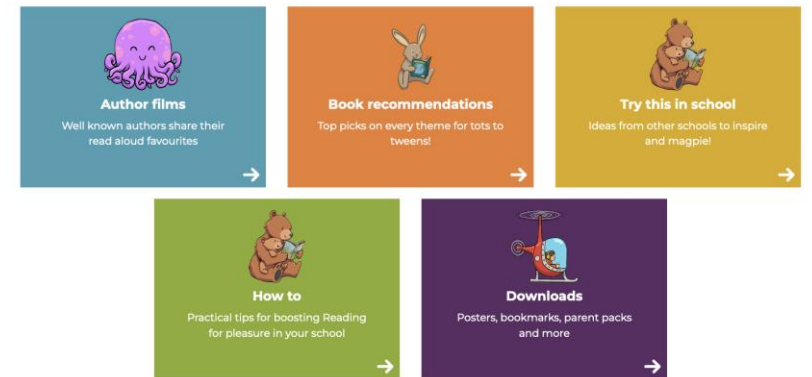
Reading at home

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.

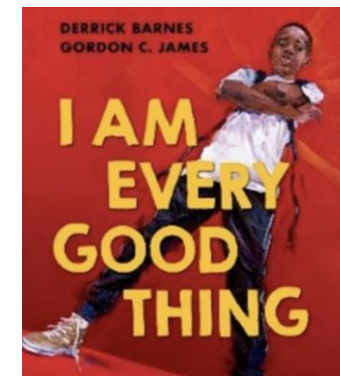
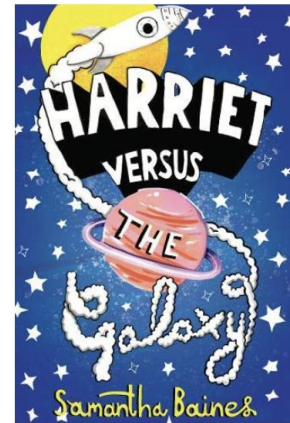
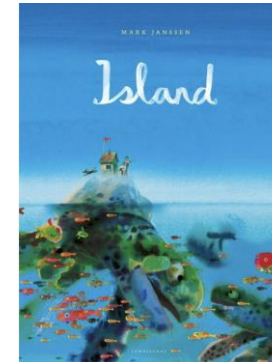
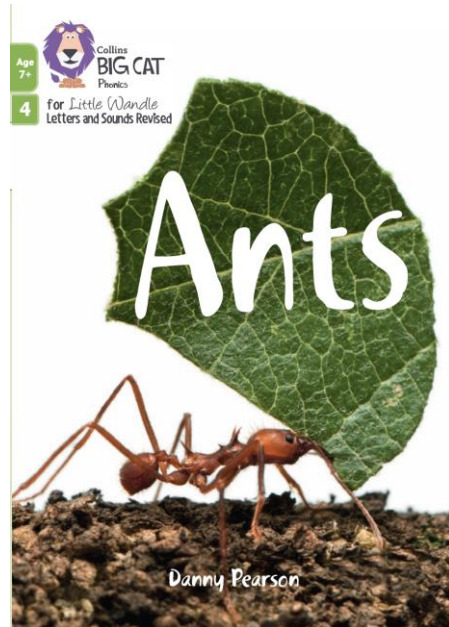
The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



[Little Wandle – Everybody read!](#)

Books going home

- Decodable book
- Non decodable book
- Library book

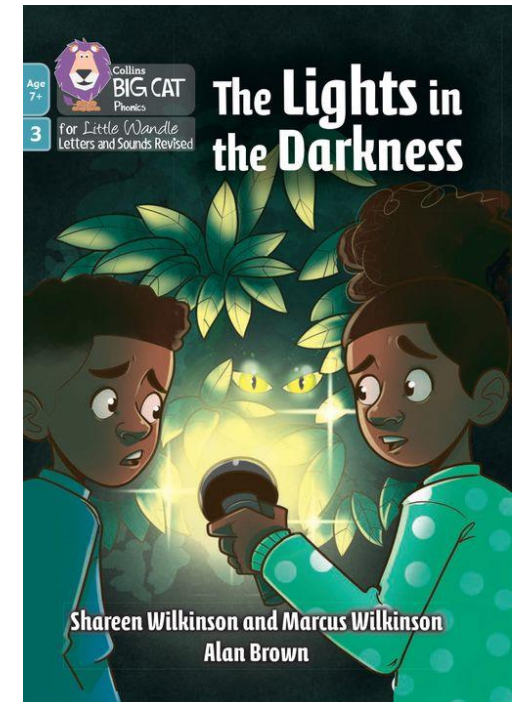


Please read with your child and write a short comment in the reading diary.

Listening to your child read their phonics book

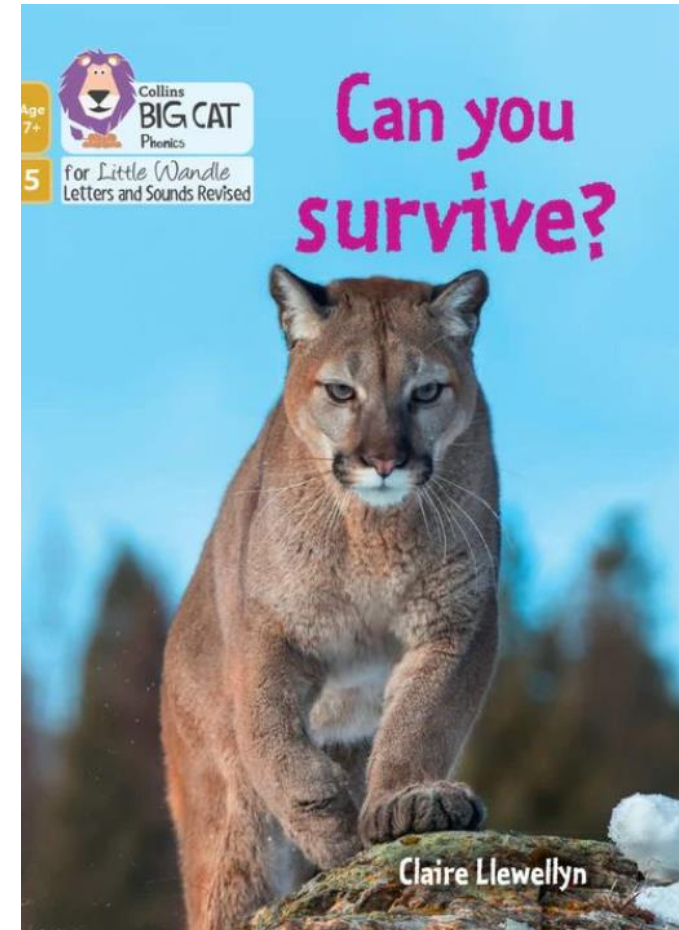


- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Read to your child

- Read aloud to your child
- Ways to improve prosody: 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.



Does it matter how we read with our children?

Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!





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

Carl Sagan

