

Monday 1<sup>st</sup> November – Introducing Little Wandle



Take a few minutes to think about why we learn to read.



**Learn to Read**

**Read to Learn**

Learning to read is like learning to ride a bike. There are many elements to think about – gears / brakes / steering ... We learn at different rates. Once we learn we never forget.

## **What does phonics and reading look like for my child?**

By the end of the session we are aiming to help you feel confident about what phonics and reading looks like for your child at home and at school.

### **Session objectives:**

- To understand the different teaching and learning elements of phonics.
- To be familiar with the vocabulary used in phonics.
- To understand what the different phases of phonics are.
- To have a better understanding of how we teach phonics at Great Hockham Primary and Nursery school.
- To feel confident in your own pronunciation of the letter sounds.
- To know how to support your child at home.

There is nothing better than curling up on the sofa enjoy a favourite book.

So how do we get there?

1. Phonics – Developing our decoding skills
2. Developing good word recognition processes (repetition, repetition, repetition)
3. Developing language comprehension processes.

**Children who read for 10 minutes a day make a year's extra progress in reading.**





## 5 Basic Skills

There are 5 basic skills covered in a systematic, synthetic phonics approach.

1. Learning the letter sounds.(s, a, t, p)
2. Learning letter formation.
3. Blending sounds for reading.
4. Segmenting words for spelling.
5. Learning to read and write tricky words.

These skills are taught every day in our phonics and literacy sessions using the Little Wandle Progression Scheme.

Little Wandle Website Videos for parents.

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

## PHONICS

Little Wandle is a DFE validated scheme that ensures the children are developing their phonological awareness in the correct order, at the correct pace.

Nursery – Phase 1

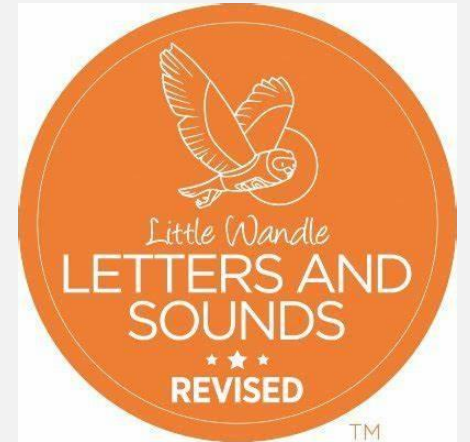
Phase 2 at the start of Reception

Phase 3 Term 2

Phase 4 Term 3

Phase 5 at the start of Year 1

Phonics Progress Check at the end of Year 1.



[Phonics | Great Hockham Primary School and Nursery](#)

There is also a comprehensive intervention programme to support the children as needed.

## Vocabulary

**Phonemes** are the sounds represented by letters.

**Graphemes** are the letters that represent the sound.

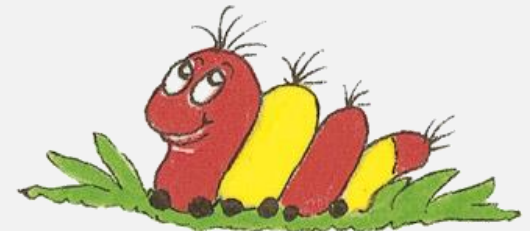
c a t  
· · ·

In English there are 44 sounds but only 26 letters.

This means that some sounds have to be written with two letters and some sounds have to be written with three letters.

**Digraphs** are two letters that make one sound – sh, th, ai, ee

**Trigraphs** are three letters that make one sound – igh, air.



## Vocabulary

**Split Digraphs** are phonemes made of graphemes (2 letters 1 sound) but have a letter between them, e.g. **a-e** as in **cake**.

**Blending** involves pulling together individual sounds or syllables within words.

**Segmenting** involves breaking words down into individual sounds or syllables.

**CVC** consonant vowel consonant words, e.g. dog, hat.

**CVCC** consonant vowel consonant consonant word e.g. camp

**CCVC** consonant consonant vowel consonant words e.g. frog





## The Phases



### Phase 1

- Focuses on speaking and listening and oral segmenting and blending. During this phase children are tuning in to sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension).
- It is mainly adult led.
- Phase 1 is taught in Nursery.

## Phase 2

➤ Children will be taught at least 19 letters.

➤ In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week in a set sequence, not alphabetical order.

E.g. s a t p

➤ Children will move from oral blending and segmentation to blending and segmenting within letters.

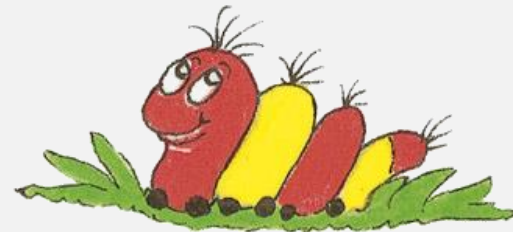
➤ Children will learn to read some VC and CVC words and learn to spell them by using either magnetic letters or write them on paper/whiteboards.

➤ Children will be introduced to reading two syllable words and simple captions.

➤ Children will learn some high frequency 'tricky' words: the, I, to, go, no.

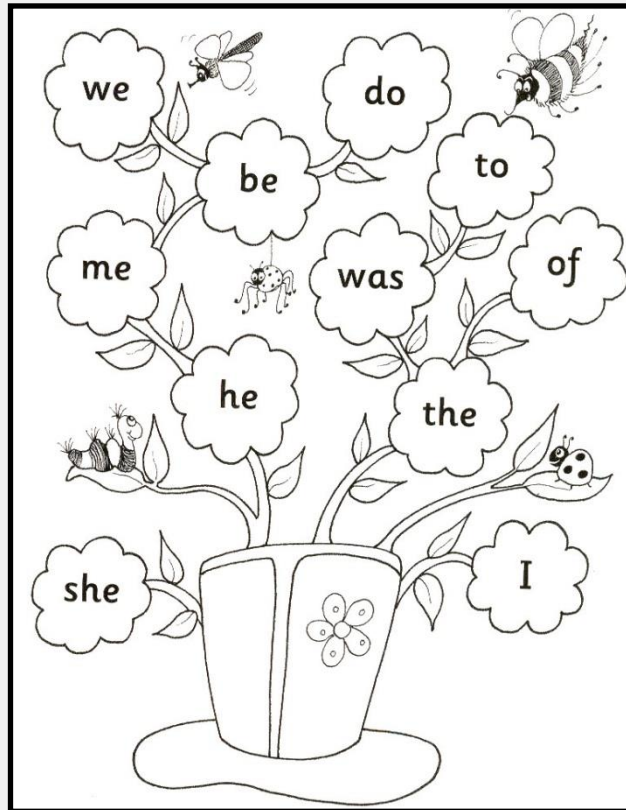
### Phase 3

- Twenty-five new graphemes are introduced (one at a time) including,  
**Consonant digraphs:** ch, sh, th, ng  
**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- Children continue to practise CVC blending and segmentation.
- Children begin to apply knowledge of blending and segmenting to read and spell simple two syllable words and captions.
- Children learn letter names.
- Children begin to read more high frequency 'tricky' words and begin to learn to spell some of these words.



## Phase 4

Phase 4 consolidates children's knowledge of graphemes in reading and spelling words CCVC and CVCC words.



| Tricky Words |           |          |
|--------------|-----------|----------|
| 1. I         | 11. are   | 21. go   |
| 2. the       | 12. all   | 22. no   |
| 3. he        | 13. you   | 23. so   |
| 4. she       | 14. your  | 24. my   |
| 5. me        | 15. come  | 25. one  |
| 6. we        | 16. some  | 26. by   |
| 7. be        | 17. said  | 27. like |
| 8. was       | 18. here  | 28. have |
| 9. to        | 19. there | 29. live |
| 10. do       | 20. they  | 30. give |

## Phase 5

- Phase 5 is taught in Year 1.
- Children develop a broad knowledge of graphemes and phonemes for use in reading and spelling.
- The children learn new graphemes and alternative pronunciations for the graphemes they already know, e.g. ai, ay, a-e
- The children begin to recognise graphemes of more than one letters and to choose appropriate graphemes to represent phonemes.
- Children practise blending and segmenting using all phoneme and graphemes they have been taught.
- Children continue to read more high frequency 'tricky' words and begin to learn to spell some of these words.

## Developing Good Word Recognition



### Repetition makes permanent

Children should read with 90% accuracy.

Books should be fully decodable and matched to their learning.  
Books should be repeated at least 3 times to increase confidence and fluency.

During a lesson the children:

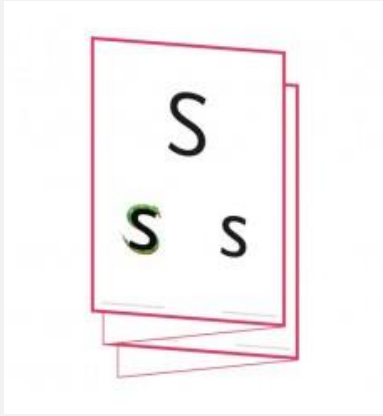
Revisit and recap previous phonemes taught.

Are introduced to a new phoneme.

Blend to read words containing the phoneme.

Segment to write words containing the phoneme.

Apply the phoneme's learnt using a Big Cat Reading Book.



## Segmenting to spell



Ensure your child is holding their pencil correctly using the tripod grip.

Support your children with the correct formation of their letters using the **Little Wandle resource**.

Encourage the children to use sound buttons to support their reading and writing, and to use lines for the long vowel sounds. For example,

d o g  
· · ·

I can see a duck.  
· . . . .





## Developing language comprehension processes

Reading high quality texts with exposure to words and phrases enables children to make links and connections to the world we live in.

Being read to every day, with passion, expression and enthusiasm helps children foster a love of reading.

Re-reading books allows children to develop their comprehension of a text.





## Supporting your child at home.

- Right from the start **talk, talk and talk!** As a parent, you are the model of good speaking and listening. Regularly introduce new words (vocabulary) e.g. for the word *big* you could also introduce *large, huge, enormous* and encourage them to say the word too. This is not about reading the words but about your child hearing and saying them.
- Teach **nursery rhymes and songs** and make lots of opportunities to sing and recite them.
- **Rhyming games and activities** are fun to do and will support your child in hearing speech sounds that are the same and that are different e.g. **Into the pot** Model the phrase '*into the pot goes*' while placing objects that rhyme into a pot/bowl ...e.g. a bat, a hat, a cat, a mat... Ask your child to repeat with you. Do this lots of times and then see if they can do it independently. You can then vary this; choose objects so that they have to decide which will **not** go in the pot e.g. a cat, a rat, a hat, a bird.
- Play **simple phonics word games**, e.g. **At the shop I will buy a...** /m/ /a/ /p/ – map, a /b/ /e/ /d/ – bed, a /d/ /u/ /ck/ – duck.
- **Listen to your child read daily.** If your child stumbles on a word, encourage him to sound it out. But if he still can't get it, provide the word so he doesn't get discouraged.
- **Boost comprehension.** Ask questions like, "What do you think will happen next?" or "What did he mean by that?"
- **Revisit familiar books.** It's okay if your child wants to [re-read favourite books](#) from earlier years. In fact, it's actually beneficial!
- **Read aloud.** Choose books on topics that excite your child and [read with gusto](#), using different voices for the characters.
- **Spread the joy.** Show your child how much you value reading by having [plenty of books and magazines around the house](#). And visit the library and bookstores often. You'll teach phonics as well as cultivate a lifelong love of reading in your child.

