

Little Wandle Letters and Sounds Revised



Lunsford has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

Why Little Wandle?

Excellent training for all staff to ensure consistency.

Every aspect of phonics and reading included in a detailed, thorough and systematic approach.

Engaging resources without distracting from the learning.

Comprehensive system for identifying and supporting children requiring extra help

Useful support for parents.

“

Phonics is:

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

”

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week

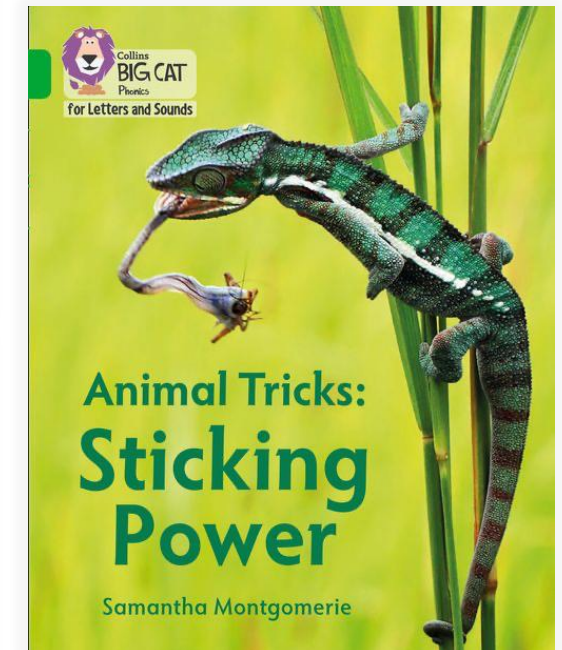
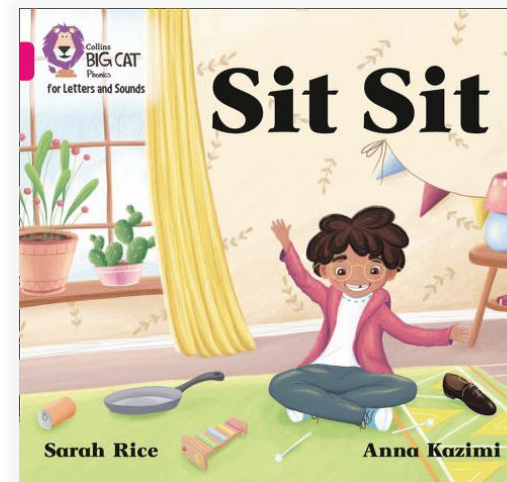
Decoding

Prosody

(intonation, expression)

Comprehension

- 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



The most important thing you can do is read with your child



Reading a book and chatting about it had a positive impact a year later on children's ability to...

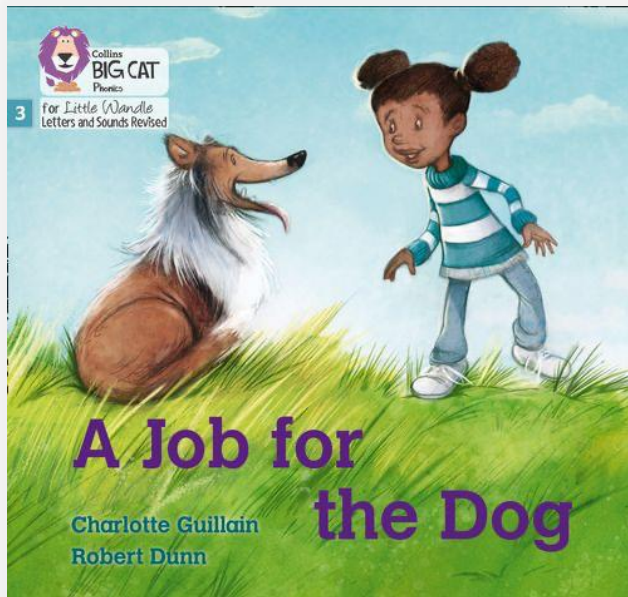
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

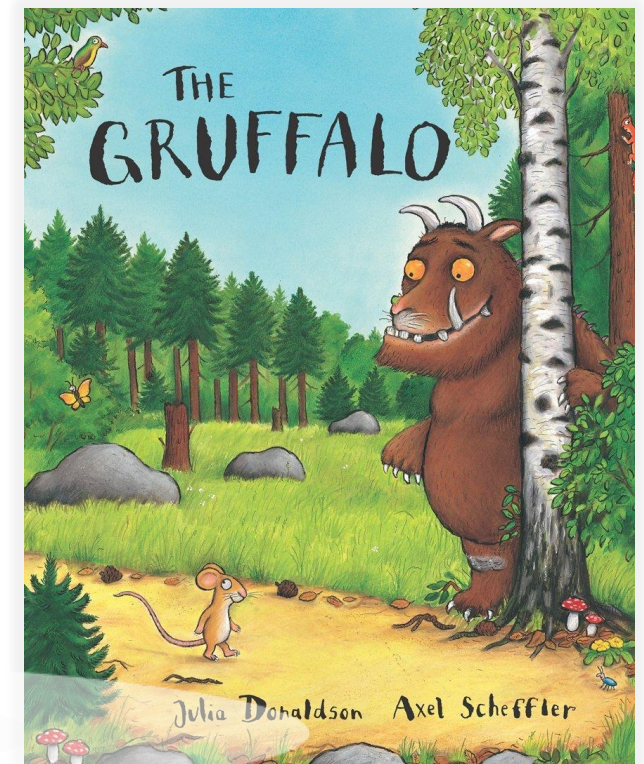


Books going home weekly

1 x Phonics book
– to practise reading



1 x Reading for pleasure book
– to share



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.
- 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!!!



Supporting at home - 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.
- Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading.
- Let your child “show off” their reading to you and celebrate and praise them!
- Please look after our books and return to school on time! (lost books will be charged for)



Supporting at home- Reading for pleasure books

Children will also bring home a 'reading for pleasure 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 you can read it to them. 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

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

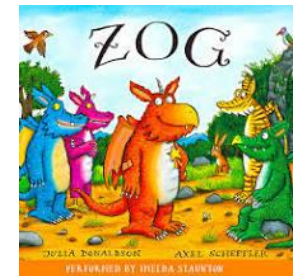
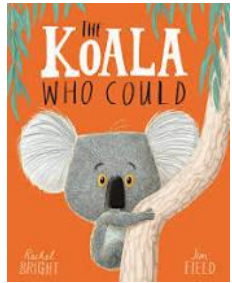
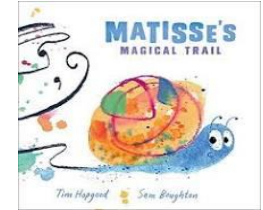
Introduce new and exciting language

Make up sentences together

Describe things you see.

Encourage your child to use new vocabulary

Find different words to use



You may hear your children say....



-phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

-phoneme - Any one of the 44 sounds which make up words in the English language.

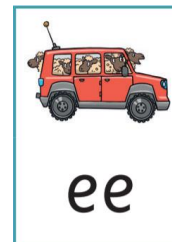
-grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme ‘ay’ is spelt differently in each of the words ‘w**ay**’, ‘m**a**ke’, ‘f**ai**l’, ‘gr**ea**t’, ‘sl**ei**gh’ and ‘l**a**dy’.

-blending – Putting together the sounds in a word in order to read it, e.g.
‘f – r – o – g, frog’

-segmenting – Breaking a word into sounds in order to spell them, e.g. ‘frog, f – r – o – g’

-Digraph- 2 letters making one sound

-Trigraph- 3 letters making one sound



Supporting your child with phonics



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



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**