

Little Wandle Parents Workshop



London Colney Primary School

31st January 2024



Today we will:

- Discuss how phonics is taught using **Little Wandle**
- Explore learning to 'read for pleasure' using the **Little Wandle reading scheme**
- Discuss the Phonics Screening Test
- Explore how phonics and reading can be supported at home

Why Little Wandle?

Our school has chosen

Little Wandle Letters and Sounds Revised as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.

systematic synthetic phonics is the most effective method for teaching all children to read.



“

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

Adjacent consonant

Split digraph

Terminology



Adjacent consonant

Spring

Breakfast

Free

Split digraph

Cake

Cube

Pine

Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.

Phase 5 sounds

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 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 zz s se ze |  qu |
|  ch tch ture |  sh ch ti ssi 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 | zh air are ere ear | zh su si | |

*depending on regional accent

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

| Grapheme and mnemonic | Pronunciation phrase | Phase 5 Graphemes |
|---|--|-------------------|
|  | Show your teeth and let the s hiss out: ssssss ssssss | c se ce st sc |
|  | Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn | kn gn |
|  | Put your lips together and make the mmmmm sound mmmmm | mb |
|  | Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say ccc | ch |
|  | Show me your teeth to make a rrrrr sound rrrrr | wr |
|  | Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound pppp | ph |
|  | Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll | le al |

https://www.littlewandlelettersandsounds.org.uk/search/?_search=how%20to%20say%20phase%205

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children are now learning to read Phase 5 tricky words.



Phase 5 tricky words



| Autumn 2 Phase 5 graphemes | New tricky words |
|--|--|
| <div>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</div> | <div>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</div> |

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

| Spring 1 Phase 5 graphemes | New tricky words |
|--|---|
| <div>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</div> | <div>any many again who whole where two school call different thought through friend work</div> |

Spelling



- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practice writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



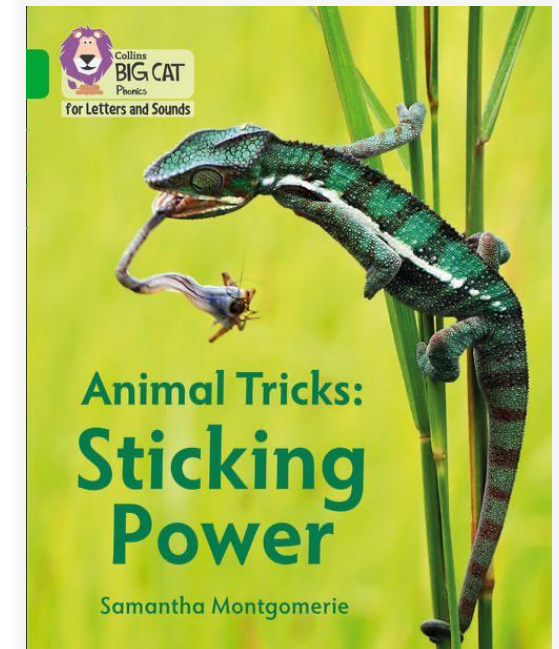
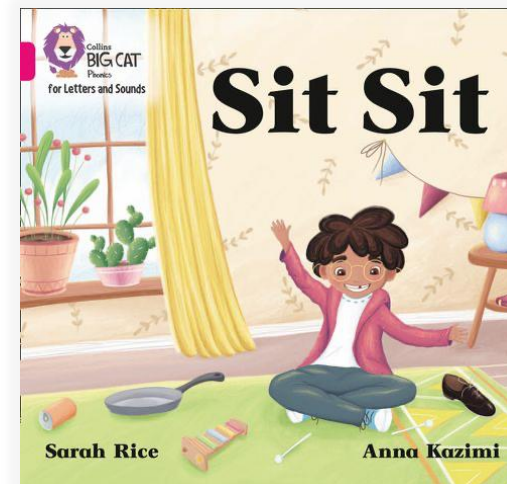
Reading



How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



Learning to Read



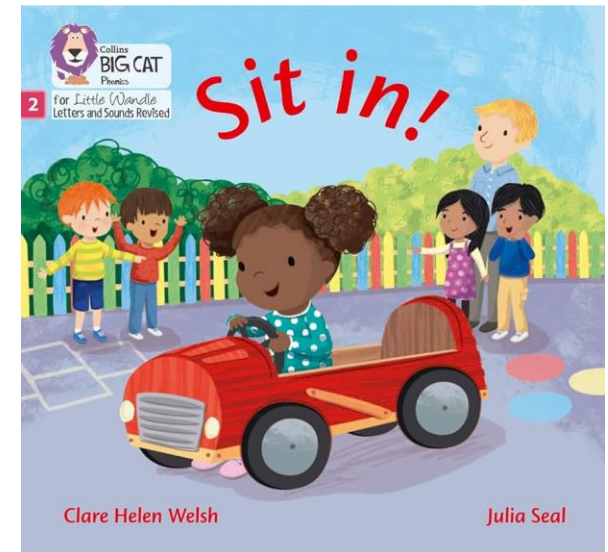
**Supporting your child with
reading at home**

https://www.littlewandlelettersandsounds.org.uk/search/?_search=reading%20parent

Let's Recap!



- Reading levels tailored to your child's phonics level
- Reading lessons taught three times a week
- Blending, expression and comprehension all taught as part of reading lessons
- New vocabulary explained
- GPCs revised



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

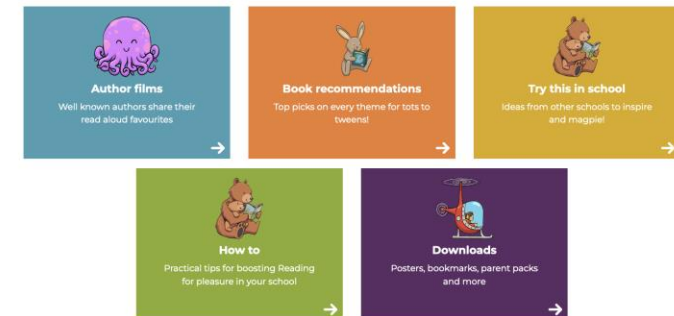
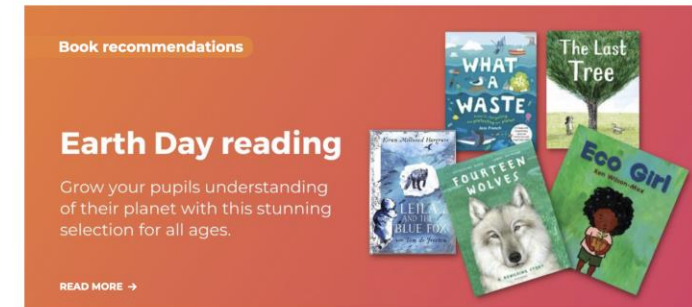
The most important thing you can do is read with your child



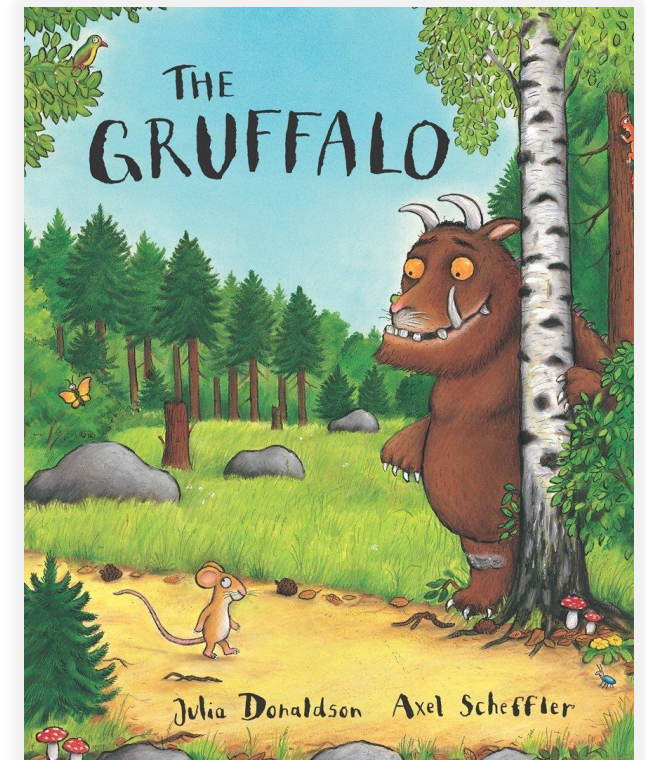
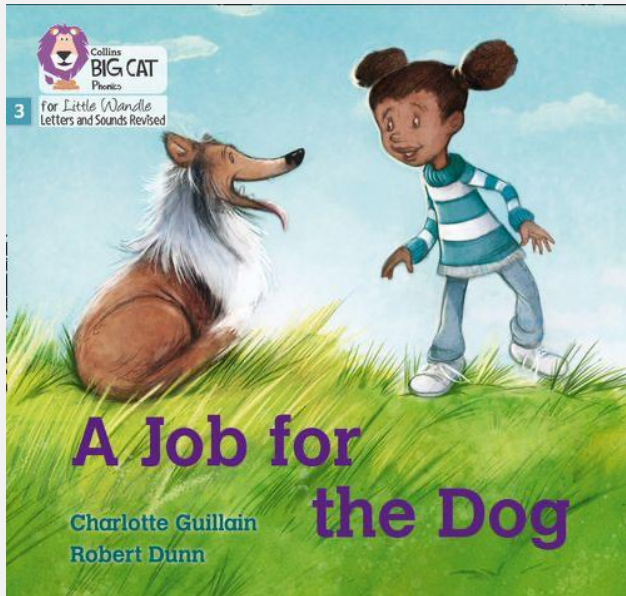
Reading a book and chatting had a positive impact a year later on children's ability to...

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

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



Books going 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.



Read to your child



The shared book is for you to read:

- 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.



Phonics Screening Check



Year 1 - the week commencing 10th June 2024

In Year 1, we are beginning to prepare for the Phonics Screening Check

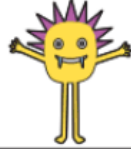





What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1

| | |
|-----|--|
| sut |  |
| yad |  |
| dop |  |
| uct |  |

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Section 1

| |
|-------|
| shop |
| yell |
| peel |
| check |

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How does the check work?

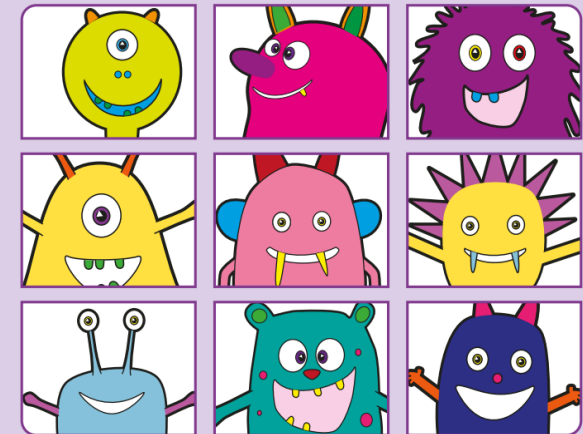
- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.

2023 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



What are 'alien words'?



**Why we teach alien words
for Phonics Screening Check**



A quick guide to alien words

'Alien words' recap



- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.

“

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

Carl Sagan

”

Handouts

- Grow the code chart
- How to pronounce the sounds
- How to support reading at home

