



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

A minuteTM spent reading to your kids now will repay itself a million-fold later not only because they love you for reading to them, but also because, years later, when they're miles away, those quiet evenings when you were tucked in with them, everything quiet but the sound of the page-turns, will seem to you, I promise, sacred.

George Saunders





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Foundations for Language





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Our setting has chosen to use the Little Wandle Foundations for Language programme to give every child the best possible start at school.

We build the foundations for children to succeed in communication and language in Reception.

We do this by using Little Wandle's approach to developing language.





Communication and language is:
**being able to speak, pay attention,
listen and understand. It
underpins all other areas of
learning.**





What to expect in the Early Years Foundation Stage: *a guide for parents*

What is typical language for a Nursery child?

- Three- and four-year-old children:
- love stories, songs and rhymes and want lots of them
- love new words and want you to explain what they mean
- understand 'why' questions
- might make mistakes with word endings, for example, saying 'runned' or 'goed'
- speak in longer sentences of 4 to 6 words.



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Does it matter which language we use?

Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us that it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension skills for your child in English.



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

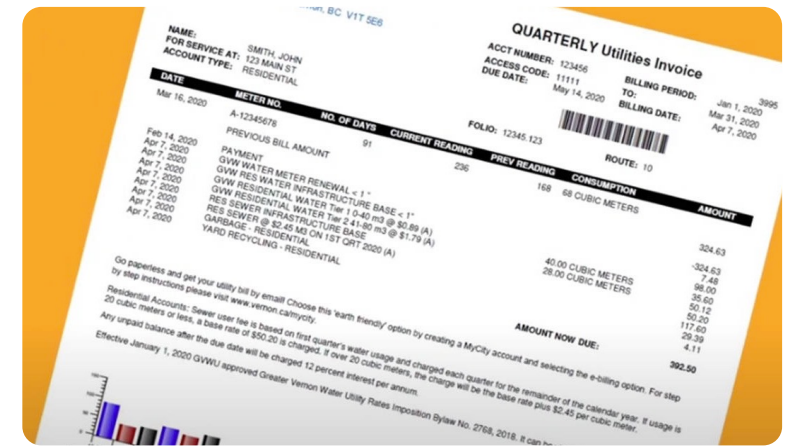
OECD (The Organisation for Economic Co-operation and Development)

”

When do you read with your child?



How many times have you already read today?





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.

”

In Nursery we think about phonological awareness



“

**Phonological awareness is:
being able to focus on the sounds in
language, not just the meaning.**

”

Listening games



In our setting, we:

- talk about different types of sounds
- play listening games, for example, **Voice sounds**.

At home, you can:

- draw your child's attention to different sounds around them, for example, 'Listen to the loud noise! It sounds like an engine.'





Songs and rhymes

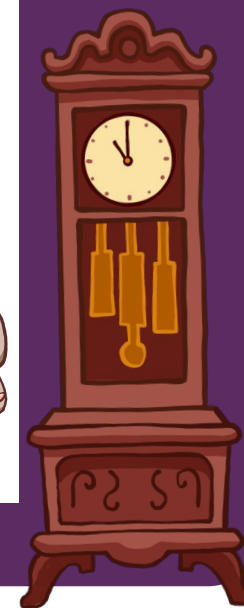


In our setting, we:

- sing rhymes regularly
- leave gaps at the end of the line for children to complete the rhyme, for example, 'Hickory dickory dock, the mouse ran up the _____.'

At home, you can:

- read lots of rhymes and sing songs
- pause for your child to complete the rhyme
- make up silly rhymes, for example, 'Get your coat, you little goat! So we can leave the house, little mouse!'





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Hearing syllables



In our setting, we:

- clap the number of syllables in different words
- highlight long and short words.

At home, you can:

- clap the syllables of words
- talk about long words, for example, 'Ooh, that's a long word! Let's clap it out.'
- work out how many syllables there are in your family names.



Terminology- introduced in Reception

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

“

Phonemic awareness is:

**being able to focus on and being able to
play around with the sounds within words.**

”

Helping your child with their phonemes

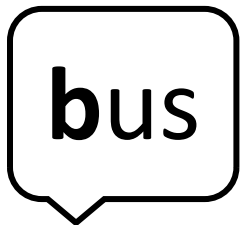


It is really important that you say the sounds clearly and correctly, just like we will teach your child!

Let's practise!

For Nursery aged children please do not show children the grapheme cards.





Identify initial sounds



In our setting, we:

- play games focusing on initial sounds, for example, **Bertha the Bus**.

At home, you can:

- get your child to identify the first sound of words, for example, 'Oh look, here is our bus. Bus starts with b.'



In Reception this term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 3 of Reception. (Our first full time week)
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s ss	 s snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a aa	 a astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t tt	 t tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p pp	 p penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i ii	 i iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n nn	 n	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j jj	 j jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down jellyfish. Dot on
 v vv	 v volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up.
 w ww	 w wave	Pucker your lips and keep them small as you say w w w	From the top of the wave, down the wave, again.
 x xx	 x box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, to the bottom of Start at the top, to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string round

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

Resources available in the parent section of Little Wandle website and on our EYFS webpage.

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Reading tricky words



Our progression



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

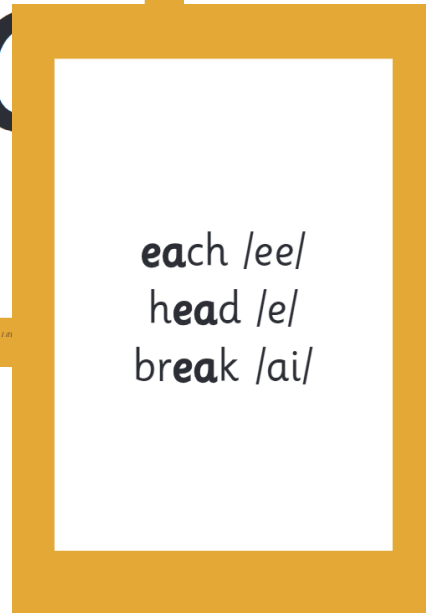
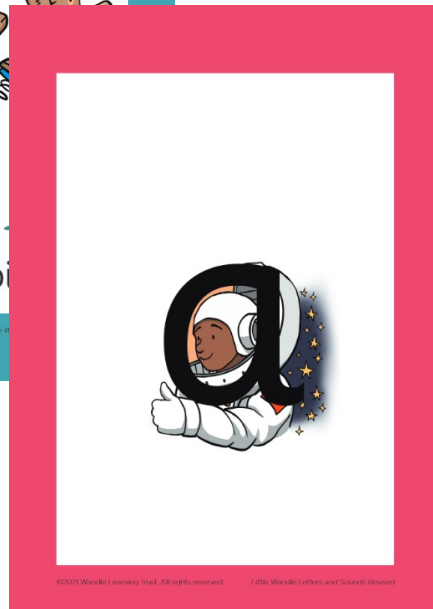
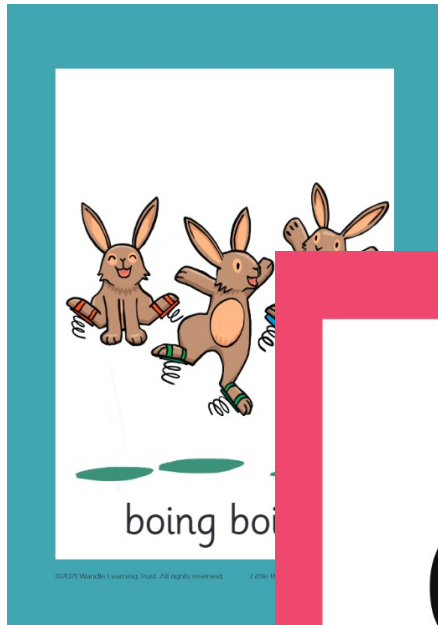
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/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	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick



Reading and spelling

How do we teach spelling?

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

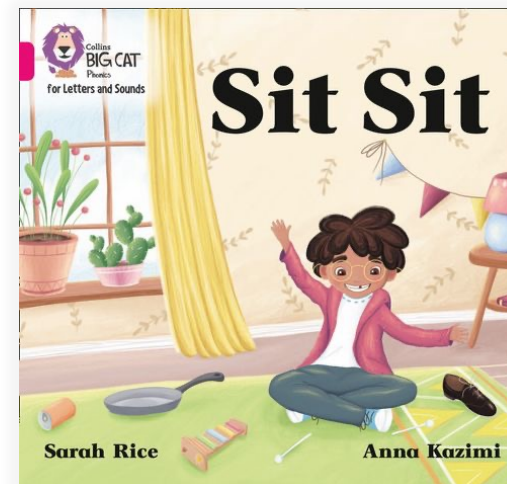


How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will begin bring books home on a Wednesday and books need to come back to school on a Monday.

Nursery Love of Reading sessions take place three times a week.



How do we find the right book for your child?

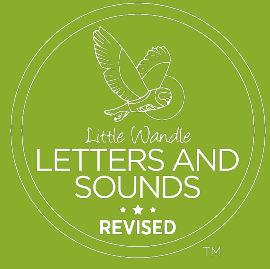
Little Wandle Letters and Sounds Revised Reception Child assessment

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	pe <u>ck</u>
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Reading at home

Why read with your child at home?

The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

- adults reading to children
- children enjoying books simply by looking at them and talking about them.

Parental involvement in the development of children's reading skill:
A five-year longitudinal study (2002) Sénéchal, M. and LeFevre, J.



Does it matter how we read with our children?

Studies show that it is the enjoyment and chat that matters!

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

You don't even have to read the words – 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.



Does the type of book matter?

Let your child be the boss of the books they choose. Their enjoyment is what really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about, too.



What if they always want to read the same book?

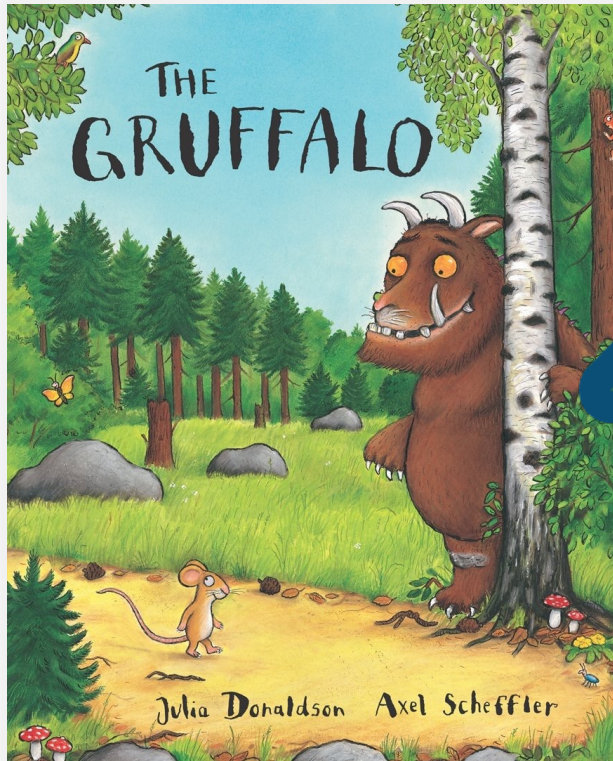
Repeated reading of books is really beneficial for children. It helps them memorise parts of the story, words and phrases, too.

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

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

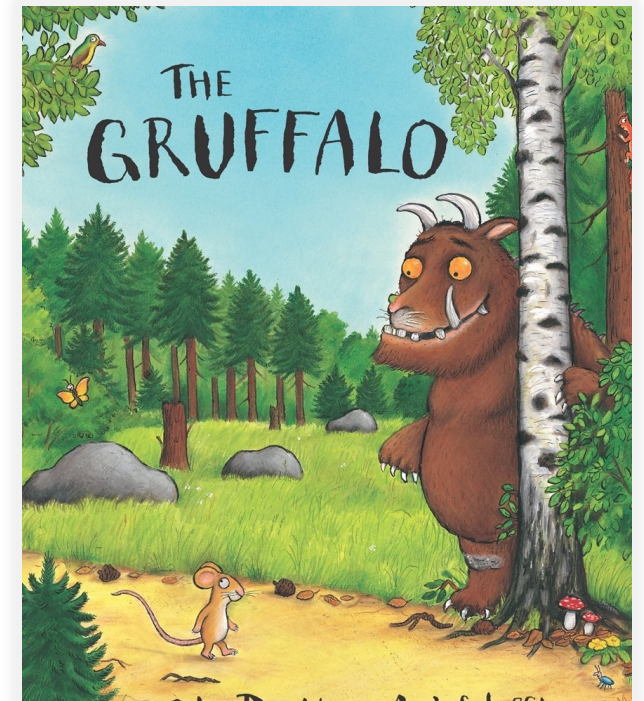
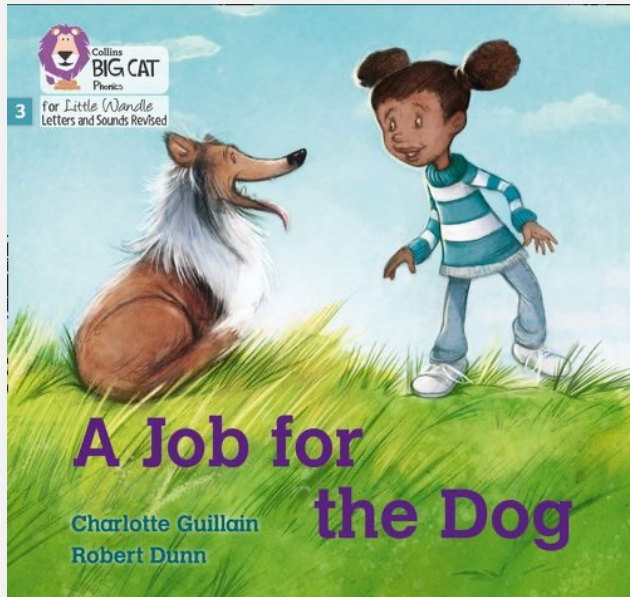


Books going home - Nursery



1 self chosen picture book each week for you to chat about and share with your child. Please write a comment in their Reading Diary.

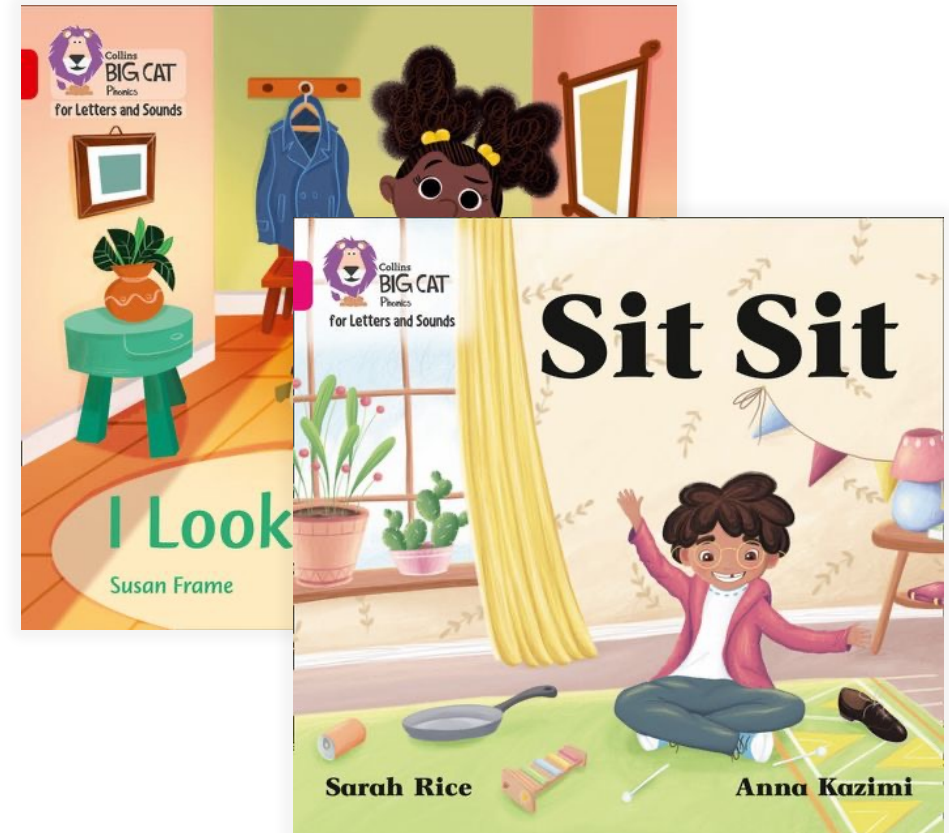
Books going home - Reception



1 self chosen picture book and 1 Little Wandle book each week for you to chat about and share with your child. Please write a comment in their Reading Diary. **Books must be returned to school on a Monday morning.**

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



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.



Supporting your child with phonics



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



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

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.



“

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

Carl Sagan

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