

The background features a circular graphic with a blue border. Inside, there are four hands of different skin tones (brown, tan, light brown, and dark brown) holding the circle. In the center, the word 'HELP' is written in large, bold, purple capital letters. The word 'Motivated' is written in a curved path on the left side, and 'Respectful' is written in a curved path on the right side, both in a dark brown color.

Reading and Phonics
Parent and Carers Information
Meeting

Information for parents

Early Reading and Phonics Scheme

We use Little Wandle Letters and Sounds revised to teach Early Reading and Phonics.

We use the **Little Wandle Letters and Sounds Revised** to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts in Nursery and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they might discover.

We're teaching every child to read with
Little Wandle Letters and Sounds Revised
A complete SSP validated by
the Department for Education



Reception Overview

- Term by term progression of GPCs (Grapheme Phoneme Correspondence).
- Organised so that children are taught from the simple to more complex GPCs plus tricky words.
- All the graphemes taught are practised in words, sentences, and later on, in fully decodable books.
- 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.
- Our expectations of progression are aspirational yet achievable - pace, practice and participation by all children.
- Children who are not keeping-up with their peers will 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 • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words	Review all taught so far

Year 1 and Year 2 Overview

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

How we teach Phonics

- In the Nursery, children follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus is on daily oral blending and language development through high quality stories and rhymes.
- In Reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session on a Friday.
- Phonics starts in Reception in week 2 to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of phase 4.
- By the end of year 1, children will have been taught up to the end of phase 5.
- Reception lessons start at 20 minutes, with daily additional oral blending – increasing to 30 minutes as soon as possible.
- Y1 lessons are 30 minutes long.
- In Y2-Y3, spelling lessons are taught daily to children where appropriate – we use the Little Wandle spelling programme
- In Y2-Y6 there are planned phonic 'Rapid catch-up' sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting 10 minutes in length and taking place at least three times a week. We also have +7 Little Wandle readers to support reading in the rapid catch up sessions.

Little Wandle Parents Page

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[For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://littlewandlelettersandsounds.org.uk)

When teaching Phonics....

Every letter has a name

Every letter has a phoneme –
sound

Every letter or group of letters has a
grapheme – how it is written

Every letter has a formation phrase

PURE SOUNDS

This video shows you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'.



[For parents | Letters and Sounds
\(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)

What is segmenting and blending?

Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out



Phonics Terminology

Phonemes: The sounds that are found within a word

Grapheme: The way we write down a sound

Digraph: Two letters that make one sound

Trigraph: Three letters that make one sound

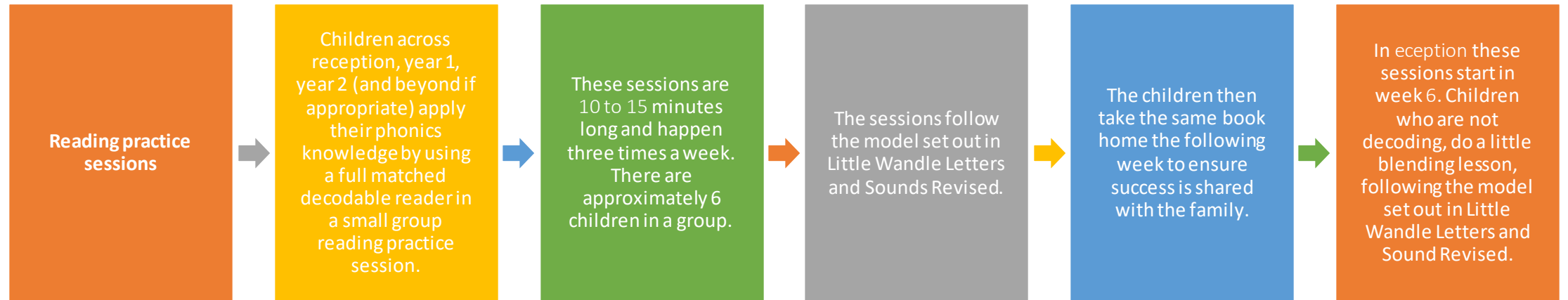
Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out

Tricky words: Words that cannot be decoded.

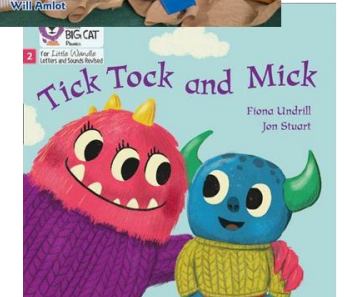
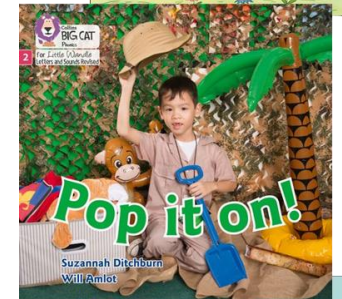
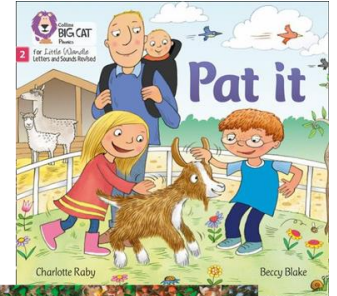
Spelling: Writing words using the correct letters in the right order to be read by others.

How we teach Reading

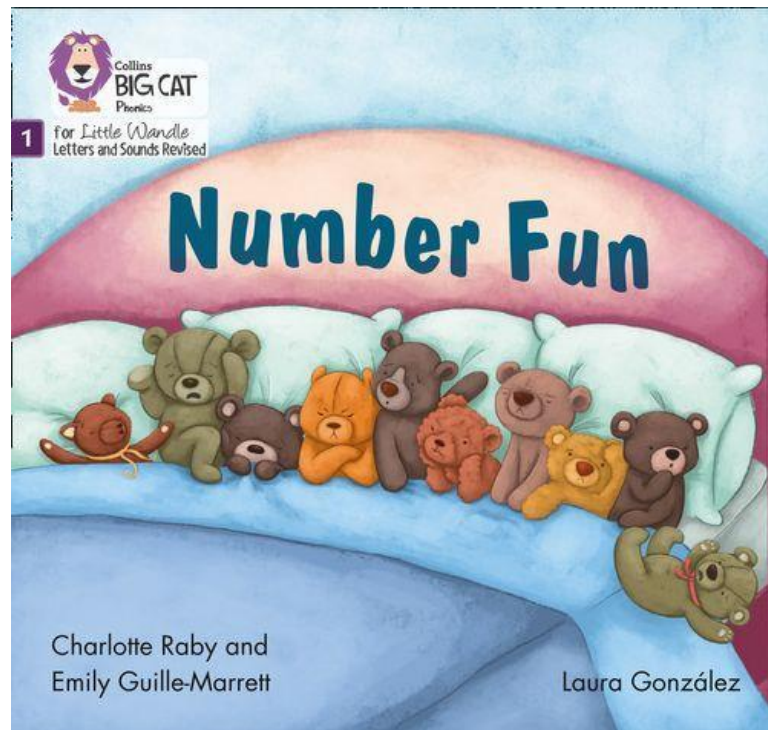


The Reading Practice Book

- It is the school's role to teach reading.
- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.
- To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words.
- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.



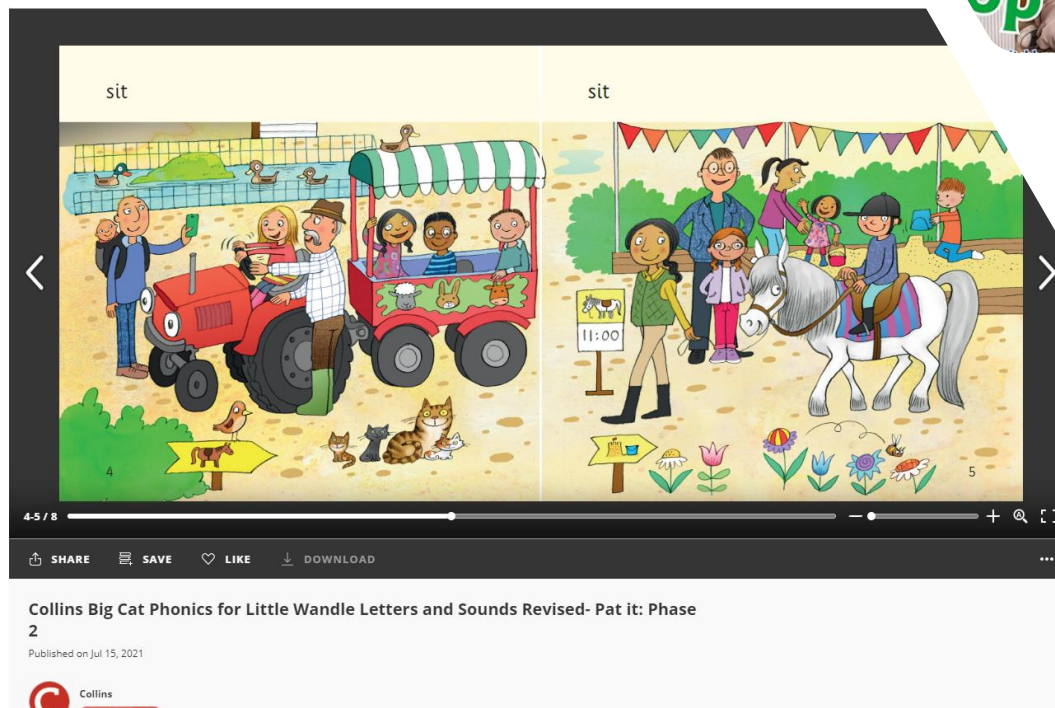
Books without words





Books with words

(E-book example)





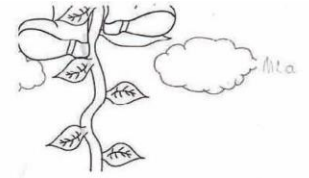
The Sharing Book

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading.
- **Parents/carers should not expect their child to read this book independently and certainly should not try to get their child to do so.**
- *The book is for the parent/carer to read to or with the child.*
- **The goal is enjoyment.**

End of Reception Year



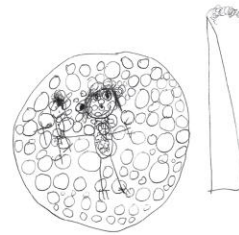
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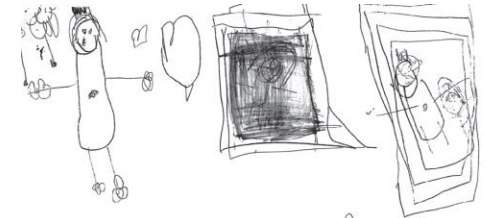
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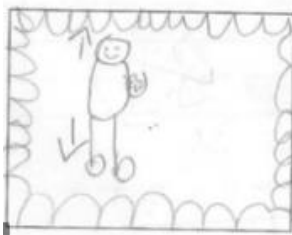


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End of Year 1

My diary

Dear diary One morning
we went for a drive
near the river. First I
was ~~so~~ exited ^{was} in Fortchnley
the car fell into the
water and sank. Then
we all ^{swam} out.
We all helped to pull
the car back on land
again. I was tired



but very happy
that I was
out of the cold
showers.

I like it when it is long days.

The birds start to build nest.

mummy animals start to
have there babys.
birds whistle.

End of Year 2

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were ^{very} deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver one which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Have you ever heard of Iron man? I'll tell you about Iron man. It all started on a stormy, cold, dark evening. Iron man was standing on a steep, high, dangerous cliff. Iron man had eyes that changed white, red and green. His ears moved left to right.