



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# WANDLE

## PRIMARY SCHOOL

**Teach reading:  
change lives**

**Parent workshop: Phonics and early reading**

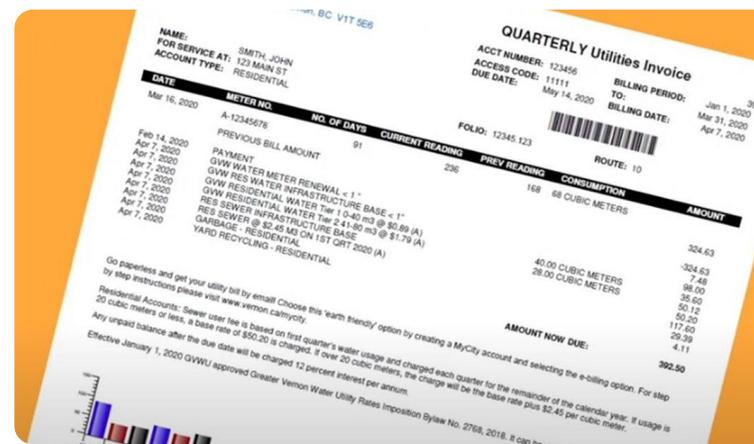
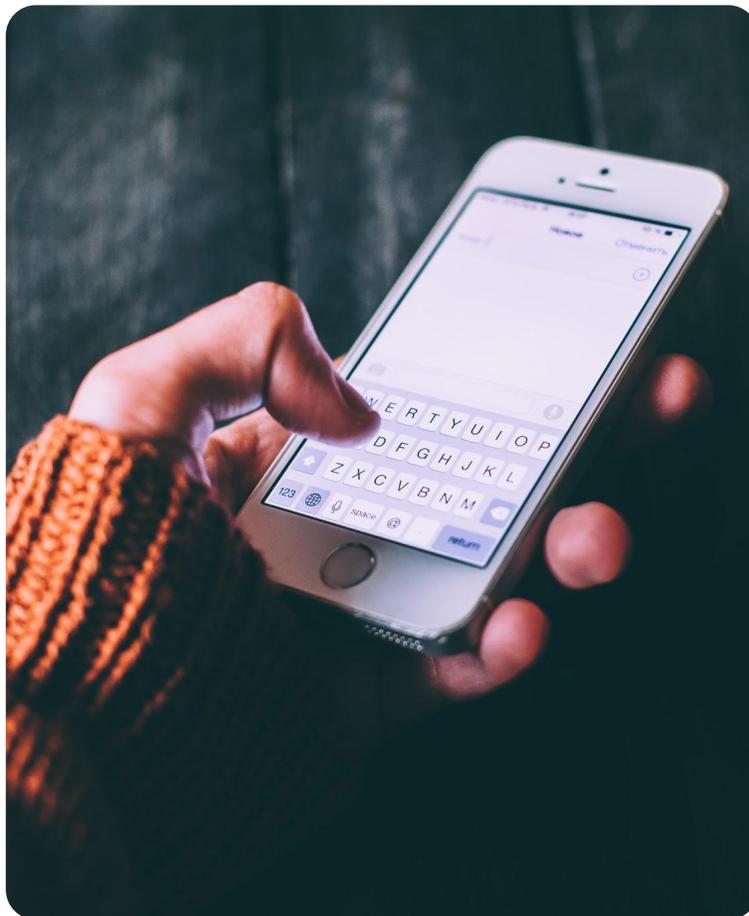


**A love of reading is the biggest indicator  
of future academic success.**

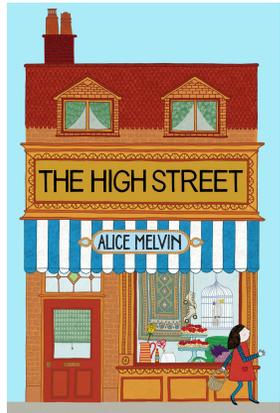
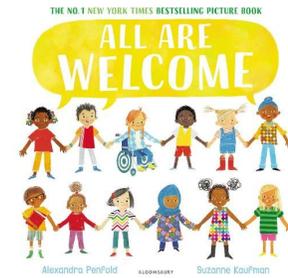
OECD (The Organisation for Economic Co-operation and Development)



# How many times have you already read today?



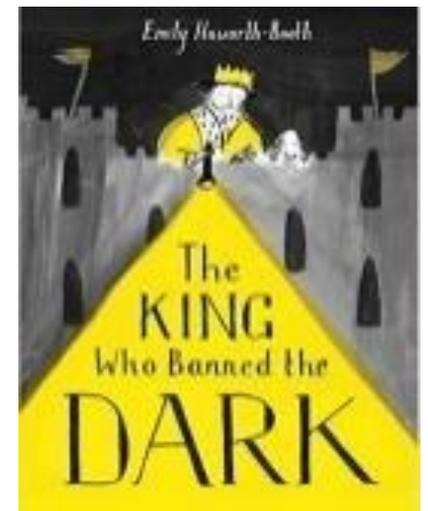
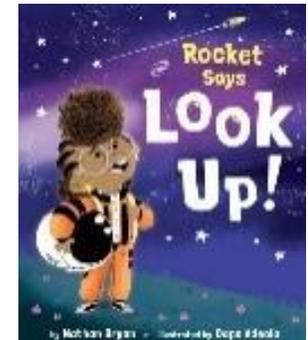
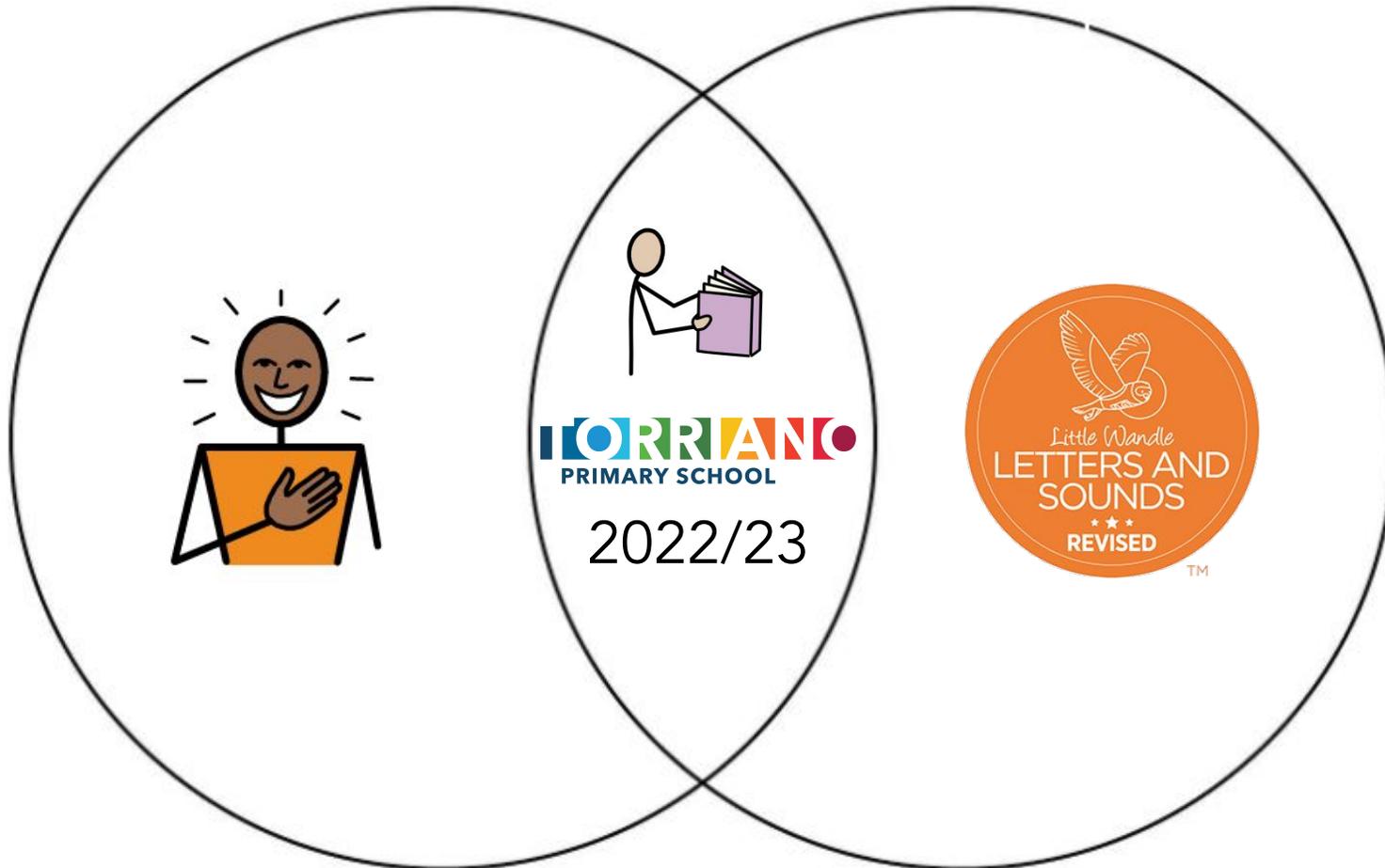
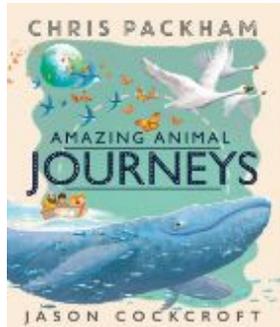
# Reading at Torriano this year



Reading for Pleasure

Little Wandle Phonics:  
Revised Letters and  
Sounds

**EnglishHubs**  
Wandle at Chesterton Primary





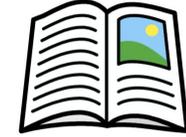
Department for Education



Storytime,  
singing/poetry  
and phonics  
timetabled daily

Schools recommended  
to follow a  
government-validated  
SSP

Decodable books  
vs banded books



# The Reading Framework

'Fidelity to the  
programme'

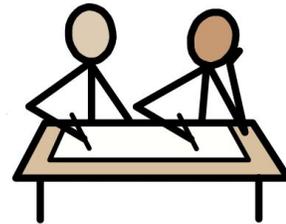


Reading for  
pleasure  
books visible  
and inviting in  
book corners.

Adult talk and exposure to  
book talk with adults  
develops vocab for later  
comprehension.



Rigorous phonics  
interventions as  
soon as children  
begin to fall behind



# 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.



# Blending to read words



Phoneme

Grapheme

Digraph

Trigraph

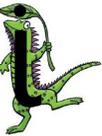
Split vowel digraph

Blend

Segment

## Phase 2 grapheme information sheet

### Autumn 1

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

## Phase 2 grapheme information sheet

### Autumn 2

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

# Gradually your child learns the entire alphabetic code:

## 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 <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	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 <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	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 <b>Phase 5</b> /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

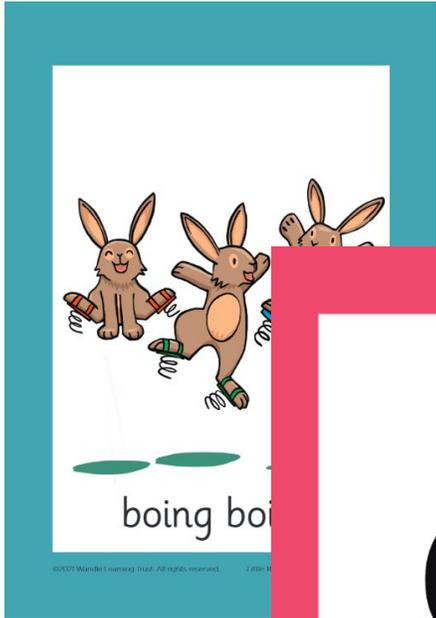
\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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 /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /eel/ e-e these /oo/ /yoo/ ew chew new /eel/ 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
/eel/ 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



# Where are we now?

## Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

# Where are we now?

Weekly grid Year 1 phase 5

Spring 1 week 5 Grow the code week

Lesson focus	Revisit and review			Teach and practise				Practise and apply	
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling
Grow the code: <i>/ool /yool</i> fruit soup	u ew ue u-e ul ou oo	<b>Where in the word?</b> <i>/ool /yool</i> : unicorn blue rule music chew zooming glue human huge grew	water want any many again	<i>/yool</i> <i>/ool</i> ul ou	y-ou-th f-r-ut b-r-ut-se	youth group soup fruit juice bruise <i>[you]</i>	<b>youth</b> Young people – Mum said the children's play park was full of youths. <b>bruise</b> A mark on the skin from when you bump into something – I have a big bruise on my leg after playing football.	The blue fruit had a bruise.	fruit group + water
Grow the code: <i>/eel</i> ea e e-e le ey y ee	ea e e-e le ey y ee	<b>Where in the word?</b> <i>/eel</i> : happy hairy bodies belief monkey honey fever secret field	could would should who whole where two	n/a	n/a	<b>Best bets</b> : sheet teeth steep wheel treat eating each these least	n/a	These sheep have sharp teeth and little feet.	happy secret + want
Grow the code: <i>/s/</i> ss c se ce <i>/z/</i> zz s se	c se ce s zz ss	<b>Where in the word?</b> <i>/s/ /z/</i> : face space success visit fizzy princess <i>[mouse]</i> tease	ask* Mr Mrs Ms school call different	n/a	n/a	<b>Sort the s/z phonemes</b> : horse fence ice cosmic cheese puzzle noise <i>[house]</i>	<b>cosmic</b> To do with space – He blasted off in his rocket to have a cosmic adventure!	Each time the mouse visits, it eats a chunk of cheese.	fizzy visit + could
Grow the code: <i>/oa/</i> ow oe ou o-e o oa	ow oe ou o-e o oa	<b>Where in the word?</b> <i>/oa/</i> : yellow follow snow coat home total most <i>[go]</i> stone	people your their thought through friend work	n/a	n/a	<b>Best bets</b> : toe shoulder road groan post window photo	n/a	The wind groans through the old windows.	follow groan + people
Review	ey se ce o-e ou o ve c al le ph g ow y oe wh ea	<b>Match the words to the pictures:</b> <i>[mouse]</i> shoulder fruit puzzle window fruit	All tricky words taught so far	n/a	n/a	<b>Read longer words</b> : amazing suc/cess/ful mus/i/cal tri/umph/ant sweeping shrieking snowy whispering gl/gan/tic	<b>Quick review</b> : blue music follow princess fizzy cosmic bruise soup group youth	<b>Write</b> : The silly puppy jumps in the puddle.	amazing snowy

Reading practice sessions with decodable reading books three times a week

# Reading and spelling

# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

And all the different ways to write  
the phoneme sh:

shell

chef

special

caption

mansion

passion



**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 <ul style="list-style-type: none"> <li>• words with -s /s/ added at the end (hats sits)</li> <li>• words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

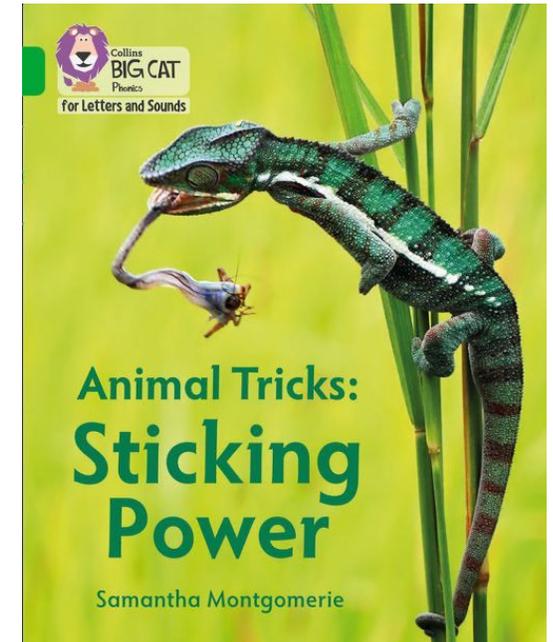
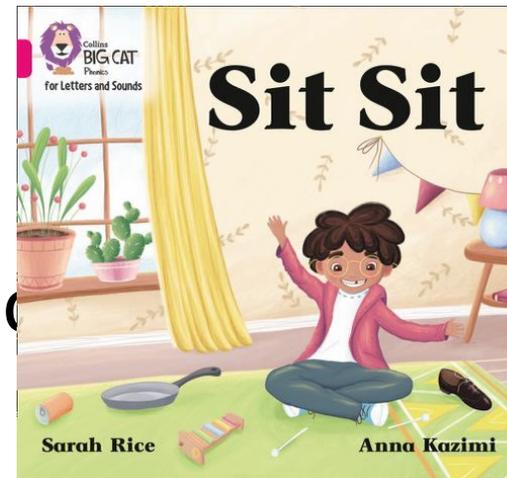
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# How do we teach reading in books? Spring 1

## Reading practice sessions are:

- timetabled three times per week
- taught by the class teacher and support staff
- taught in small groups
- taught in small groups using a book which matches known GPCs (following teacher assessment)



# 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	pe <u>ck</u>
-----	-----	-----	-----	--------------



# 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.

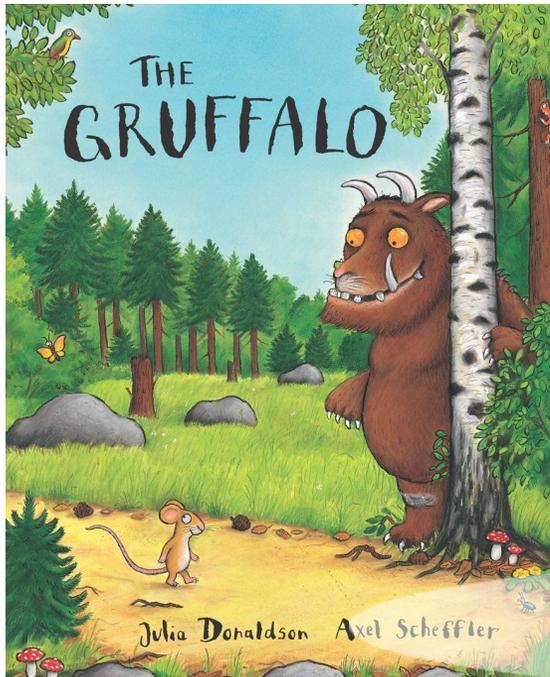
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



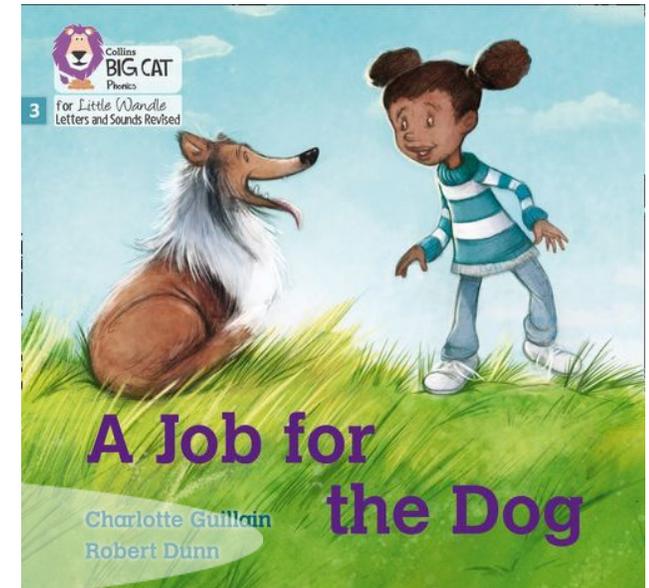
# Books going home



Reading for  
pleasure books



Little Wandle  
decodable books



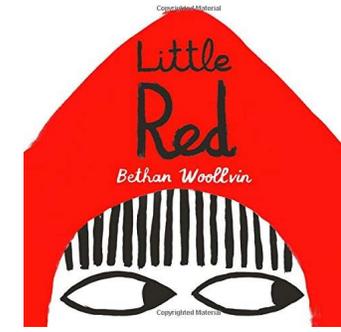
# Online platform



## Decodable Books (phonics books)

Books that children read in school will be read at home too.

They will be sent home on Friday in books bags and collected back in the following Monday



## Reading for Pleasure Books

Children will continue to change their RfP books daily.

These are not decodable so should be read to/with children.

Please bring in these books when you are finished, so we can swap.

# 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.



# Supporting your child with phonics



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



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



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

# 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.





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

Carl Sagan



# Where are we now? (Year 1)

Spring 1 Phase 5 graphemes	New tricky words
<p>/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</p>	<p>any many again who whole where two school call different thought through friend work</p>

# Grow the code grapheme chart

## Phase 2, 3 and 5



s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve
w wh	x	y	z z zz s se ze	qu	ch ch ture	sh ch ti ssi si ci	th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e 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	air are ere ear	zh su si

## What is the phonics screening?



- Introduced by the government to test children's level of reading (although we know phonics is not the only way a child learns to read...)
- Children are screened at the end of Year 1

## When:

*(Week beginning)* Monday 12th June 2022

What is the phonics screening?



- The screen is administered by Hannah, Rose and Alix.
- The pass rate is announced each year but it has been 32/40 every year.



Department  
for Education

# What does the phonics screening look like?

- The phonics screening consists of 40 words to read. Some are real words and some are nonsense words.

Real words.

Practice sheet: Real words

in
at
beg
sum

Practice sheet: Pseudo words

ot	
vap	
osk	
ect	

Nonsense words or alien names.



# What is a split digraph?

A split digraph is two letters, split, making one sound:

e.g. a-e in make and cake

i-e in nice and bike

e-e in even and Steven

o-e in phone home

u-e in cute flute

# Sound Families: Some sounds can be written in several different ways...



ee family

- ee I can see
- ea Cup of tea
- ey money
- y happy baby
- e-e eve delete



# Sound Families: Some sounds can be written in several different ways...



oa family

- oa goat in a boat



- oe Joe's toe



- ow blow in the snow



- o go go volcano



- o-e phone home



# Sound Families: Some sounds can be written in several different ways...



ay sound

- ay **Ma**y I **pl**ay?
- ai **Sn**ail in the **ra**in
- eigh **E**ight
- ey **The**y are **gr**ey
- a-e **B**ake a **ca**ke