



Barlaston C.E (VC) First School

'Let your light shine'

Matthew 5:16

Phonics/ Early Reading Information Booklet

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



We are excited to announce from February 2023, we will be following the Little Wandle Letters and Sounds Revised validated programme for phonics and reading in Early Years and Year 1!

Little Wandle Letters and Sounds Revised phonics overview

Daily phonics lessons take place in Nursery, Reception and Year 1. This is then transitioned into the 'No nonsense' spelling programme from year 2 to 4.

Each lesson for phonics lasts between 10 and 30 minutes depending on the age and stage of the children being taught.

All teachers and teaching assistants have been fully trained on all areas of the scheme.

There is a consistent approach to the teaching of reading across the school, including the pronunciation of phonemes (the letter sounds) and the introduction of new formation phrases. It is crucial we adopt these phases and routines both at school and at home to provide consistency for your child to enable them to make the best progress possible.

All children in the class are taught the same graphemes (the sounds written down) with children who need additional support having reinforced teaching or interventions through the 'keep up' programme within the scheme.

Termly assessments (every 6 weeks) are used to monitor children's progress and identify gaps in knowledge.

Repeated practise occurs in all aspects of the lesson.

Children are taught overt blending, but fluent blending in their heads is the ultimate goal. However, when this is achieved depends on each individual child.

Both spelling and reading are practised daily. Either in phonics lessons or reading practice sessions.

Consistent phonics mats and wall charts are displayed in every classroom within the school from Reception to Year 4.

Grow the code grapheme mat										Phase 2, 3 and 5																			
s	t	p	n	m	d	g	c	r	h																				
ss	tt	pp	nn	mm	dd	gg	ck	rr	h																				
se			kn	mb			ck	wr																					
ce			gn				cc																						
st							ch																						
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b	f	l	j	v	w	x	y	z	qu																				
bb	ff	ll	jj	vv	wh	x	y	zz	qu																				
	ph	al	dge	ve				s	ze																				
			ge					se																					
								ze																					
ch	sh	th	ng	nk	a	e	i	o	u																				
tch	ch	th				ea	y	a	o-e																				
ture	ti							ou	ou																				
	ssi																												
	ci																												

Grow the code grapheme mat										Phase 2, 3 and 5																			
ai	ee	igh	oa	oo	yoo	ar																							
ay	ea	ie	o	oo	ue	oo	ar																						
a	e	i	o-e	u-e	u	u	a'																						
a-e	e-e	i-e	ou	ew	u-e	ou	al'																						
eight	ie	y	oe	ou	ew																								
aigh	y		oe	ou	ui																								
ey	ey		ow	oy	ear	air	zh																						
ea			ou	oy	ere	ere	su																						
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Little Wandle Letters and Sounds Revised reading overview

Children begin practising reading in matched decodable books as soon as they can blend. Children will need to know the first set of sounds before being issued with a reading book to take home.

Assessments are used to match children's secure phonics knowledge to decodable books at 90% fluency. Meaning children are expected to be able to read 9 out of ten words fluently.

Children read with an adult in reading practise sessions three times a week.

Phonics book - The same book that children are reading in school is then sent home for children to practise fluent reading with their parents. This would be at 95% fluency. This is to celebrate their developing reading skills. Children should therefore be able to confidently read the book independently to an adult.

Sharing story - In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



Alongside a hard copy of the book your child has been reading that week, each child will have access to an individual eBook library that will have all previous books they have read and additional books if the class teacher thinks these are appropriate. To access the eBook library please click on the link below.

A letter on how to access this library will be sent out over the next few weeks.

<https://ops.collinsopenpage.com/sso/login?service=https%3A//ebooks.collinsopenpage.com/wr/index.html&eulogin=true>

Alongside the new scheme we have purchased a whole new scheme of reading books and will continue to purchase these through the donations made from our PTA.

Support at home

Practise the sounds with them at home, listen to them read enthusiastically when they bring home a decodable reading book and enjoy their sharing book with them.

Follow the parent's link –on how to say the sounds, the sequence they are taught and formation phrases as well as how we teach tricky words and blending plus much more.

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

For parents



The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

Support for phonics

How we teach

Books coming home

These four videos show 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'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds



Reception Autumn 1 sounds

Download a guide to how children are taught to say their sounds in Reception Autumn 1

[Download](#)

Glossary of terms

Below are some of the words we use in our phonics lessons with children.

Catchphrase - A type of mnemonic in the form of a memorable (often funny) phrase. Catchphrases are generally used in this programme to help children remember some of the later GPCs learned, where a picture alone might not give enough of a 'hook'.

Chunk it up -To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.

Compound word -A word made by joining two individual words together, for example, 'houseboat' is 'house' + 'boat'.

Digraph -A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means. *This term is introduced in the autumn term in reception class.*

Phonetically plausible- Comprising grapheme–phoneme correspondences that can be found in English words, even if they are not correct spellings of the (or any) actual word, for example, 'bloo' instead of 'blue'

Prosody- The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

Tricky words -High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are 'tricky words'. Many tricky words cease to be tricky in the later stages of our programme, as more GPCs are learned.

Sound button - A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown below.

bird
· — ·

Split vowel digraph -A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take'). Despite having a consonant in between them, the two letters involved (here 'a' and 'e') still count as one digraph, making one sound. The vowel sound is pronounced at the position of the first of the two letters of the digraph (that is, in the middle of 'take'). At early learning stages, a split digraph is often highlighted with a short line joining the two halves of the digraph above the intervening consonant, as shown below.

take