New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



littlewandlelettersandsounds.org.uk

Why Little Wandle?

Excellent training for all staff to ensure consistency,

Every aspect of phonics and reading included in a detailed, thorough and systematic approach,

Engaging resources without distracting from the learning,

Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.

How we teach phonics

Daily short sessions

Specific order of teaching



Synthetic phonics

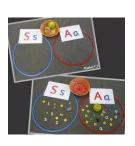


Correct pronunciation is vital - Videos on LW

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

Repeated practice

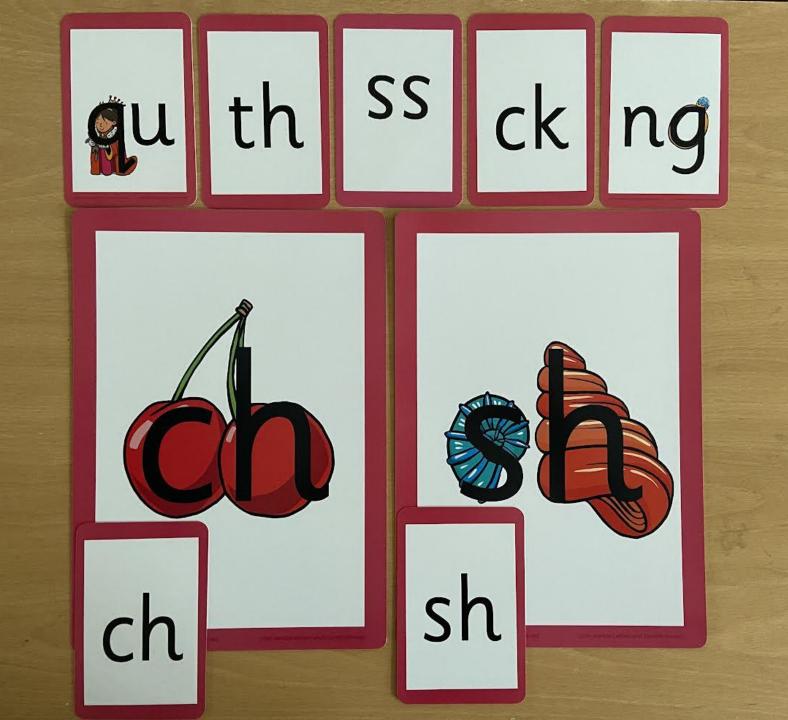
Revisit previously taught sounds at start of each lesson





Practice makes permanent





ar

Oi

or

ai









R Au1 extra

map

R Au1 extra

nip

R Au1 extra

sat

R Sp1 wk1

R Sp1 wk1

meet

rain

R Sp1 wk1

sheep

R Au2

R Au1

the

R Au1

is

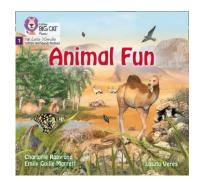
90

to

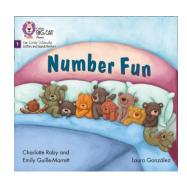
R Au2

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books







Reading

We want children to love reading

Reading should be enjoyable



Learning to read should be a positive experience

We want children to read for pleasure

Reading underpins children's access to the curriculum and clearly impacts on their achievement



How we teach reading

Reading practice sessions are: Book

Timetabled 3 times a week

Taught by trained teacher or teaching assistant

Taught in small groups

Books are:

matched to children's secure phonic knowledge and word reading

read three times

sent home

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

- 1. Decoding
- 2. Prosody



3. Comprehension

When children take their book home to read they should be 95% fluent Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

How will this work?

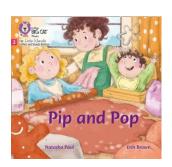
Children are assessed, then LW matches which books Should be allocated for their secure phonic knowledge

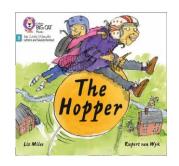
Children will take their Reading Practice Book home (after reading it 3 times in school)
Teachers will let you know the days books go home and when they need to be in school to be changed.

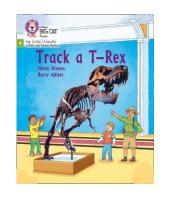
Celebrate, praise, talk about the book with you child.

Please make sure books are in book bags so that we can reallocate books as required

Please look after our books







Big Cat Collins Reading books are carefully matched to children's secure phonic knowledge



Sharing Book

Children will also bring home a 'sharing book' from our class library each week

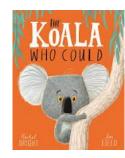
To become lifelong readers, it is essential that they read for pleasure

Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together foster a love of reading "pair and share"







our Child

What else can parents do?

Please look at the Little Wandle videos and guidance for parents https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Support children in learning the alphabetic code

Let your child "show off" their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

Check on your class page for documents to support reading and phonics