



# Little Wandle Phonics at Parkland

At Parkland, we want our children to have a love for reading that remains with them for life. The teaching of early reading and phonics is crucial in initially developing that love of reading.

Today we will share information on:

- how we teach phonics
- how we teach reading
- how you can support your child at home
- school reading books and ebooks

# New DFE Guidance for Early Reading and Phonics



The journey to independent reading and writing begins with phonics.

## *Why Little Wandle?*

- All staff have been trained to ensure consistency
- It teaches every aspect of reading: phonics, word decoding, comprehension and fluency
  - It has engaging resources to support learning
- Comprehensive system for identifying and supporting children requiring extra help
  - Useful support for parents on website

# Key Phonics Vocabulary

- ▶ **Phoneme:** single unit of spoken sound
- ▶ **Grapheme:** a unit of sound in the written form
- ▶ **Digraph:** two letters one sound e.g. “sh”
- ▶ **Trigraph:** three letters one sound e.g. “igh”
- ▶ **Blending:** blending sounds together to make a word e.g. m-a-n man / qu-ee-n queen
- ▶ **Segmenting:** segmenting sounds in a word to spell it man m-a-n / queen qu-ee-n
- ▶ **Nonsense/alien words:** made up words children can sound talk and blend to practise decoding words that are unfamiliar to them
- ▶ **Pure sounds:** not adding the “uh” to sounds e.g. mmm not muh!

# How we teach phonics

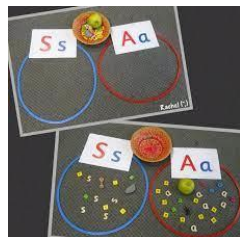
Daily short sessions – 4 new sounds a week with a recap lesson

Specific order of teaching – Phase 2, 3 and 4 taught in EYFS and Phase 5 taught in Year 1

Synthetic phonics – correct pronunciation is vital to support blending <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Repeated practice – revisiting previous learning in lessons, during independent learning and throughout the day

Phase 2 grapheme information sheet		Autism 1	
Grapheme and associated phoneme	Phoneme and associated grapheme	Associated phoneme	Associated grapheme
S s	S	s	S
a a	a	A	a
t t	t	T	t
p p	p	P	p
i i	i	I	i
n n	n	N	n
m m	m	M	m



s



t



n



d





th

ss

ck

ng



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book



R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat



R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .

R Au2

go

R Au1

the

R Au1

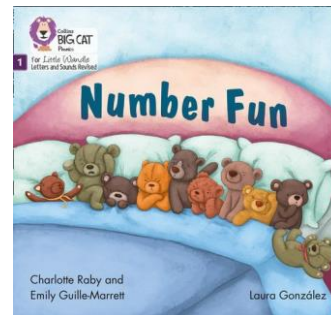
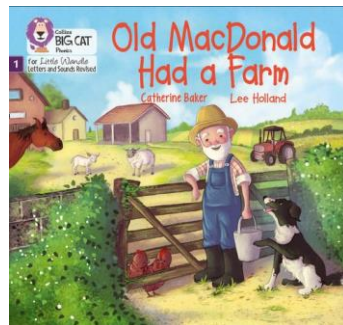
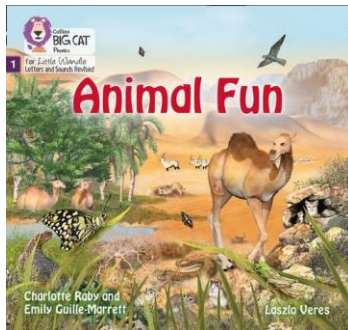
is

R Au2

to

Once children have a secure knowledge of a set 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

We want children to read  
for pleasure



Reading should be  
enjoyable

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

Learning to read should be  
a positive experience

# How we teach reading

Reading practice sessions are timetabled in 3 times a week. These will be taught by a teacher and children will work in small groups with other children who are reading the same book.

Teachers will use the Little Wandle assessments to inform us on which book children should be reading so that books are directly matched to children's phonic knowledge and word reading. This will support children's ability to read independently and fluently.

Each of the reading lessons will start with a quick practice of key sounds and words then the lessons will have a different focus:

Lesson 1: Decoding.

Lesson 2: Prosody (intonation/expression)

Lesson 3: Comprehension.



Children will read these books 3 times in school and then have the same book to read at home.

Children should be reading the book with at least a 95% accuracy at home, meaning they should only struggle on a maximum of 1 word in every 10.

Please do not worry that this book is too easy – it's their “showing off” book!

Children need to develop fluency and confidence in reading. Re-reading a book helps develop fluency – this is the goal.





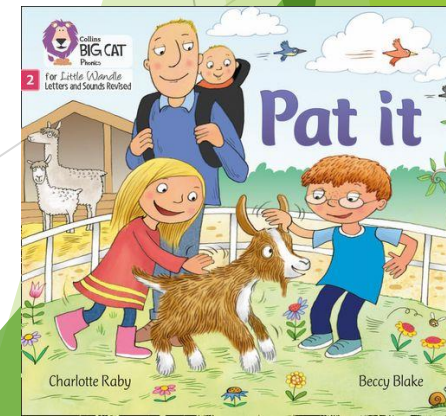
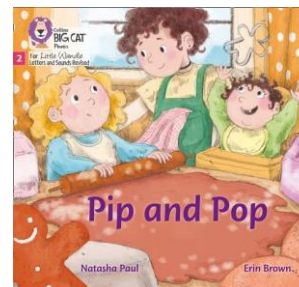
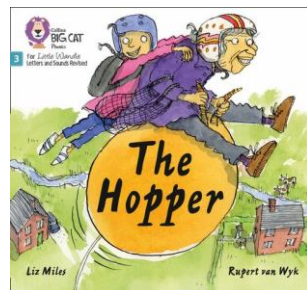
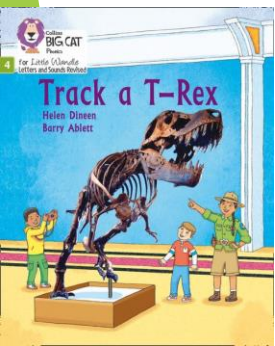
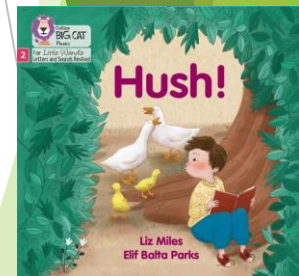
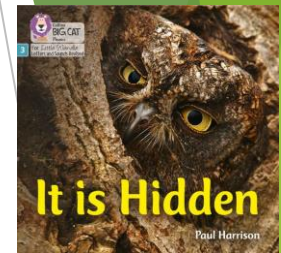
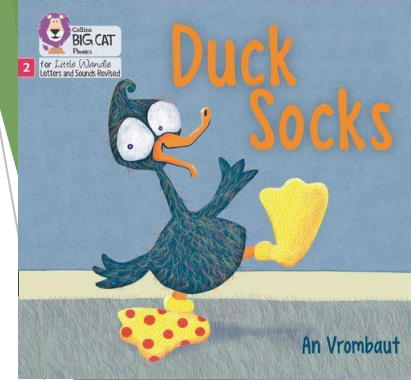
# How will this work?



After reading a book 3 times in school, teachers will assign the reading books on the ebook portal for children to read at home.

Let your child read the book to you and help them when they might need it by prompting them to sound words out. Remember to praise them for their efforts. Talk about the book with your child, ask questions about the pictures and check their understanding of the story.

Little Wandle uses newly revised Big Cat Collins Reading books which are carefully matched to children's **secure** phonic knowledge. Children will not have books containing GPC's they have not learned yet or are not secure with.



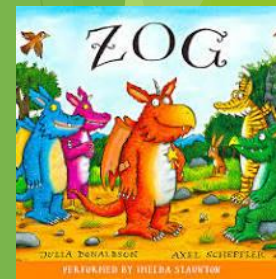
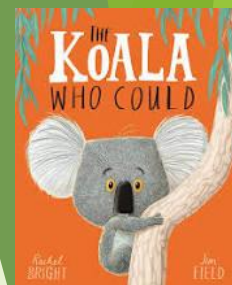
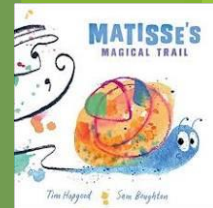
# Free Choice Book

Children may also bring home a 'sharing book' from our class bookshelf 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, learning new vocabulary, enjoying the story, or gaining information text.

Find a quiet moment in the day to enjoy sharing this book.



# Listening to your child read

- Arrange for a 'special' reading time each day e.g. bedtime
- Find a comfy, quiet space to sit together
- Encourage your child to blend sounds in words
- Give them time to work out the words



# Helping your child to write

- Find opportunities for them to write – shopping list, letter to Grandma, sign for a door
- Be **positive** about their writing
- Don't expect everything to be correct
- Encourage them to say out loud what they want to write before writing it
- Ask them to read what they have written back

# What else can parents do?

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

Please visit our [Parkland School Website](#) – Go to the **Curriculum** tab and under **Phonics** you will find lots of useful videos and resources.

Support children in learning the sounds, graphemes, digraphs and trigraphs in the order in which they are learning them at school.

Class teachers will share on Tapestry, Dojo and in our newsletters which sounds and words your child has been currently learning. Reading folders will have sound mats and mnemonics to help also.

Help your child with blending and segmenting using games for example i-spy or Simon Says or online games such as [Phonics Play](#).

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

Share books with your children for pleasure.