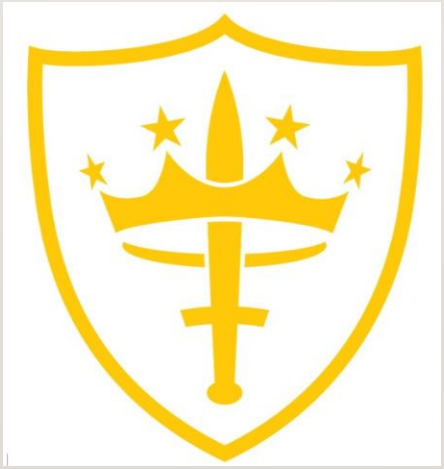
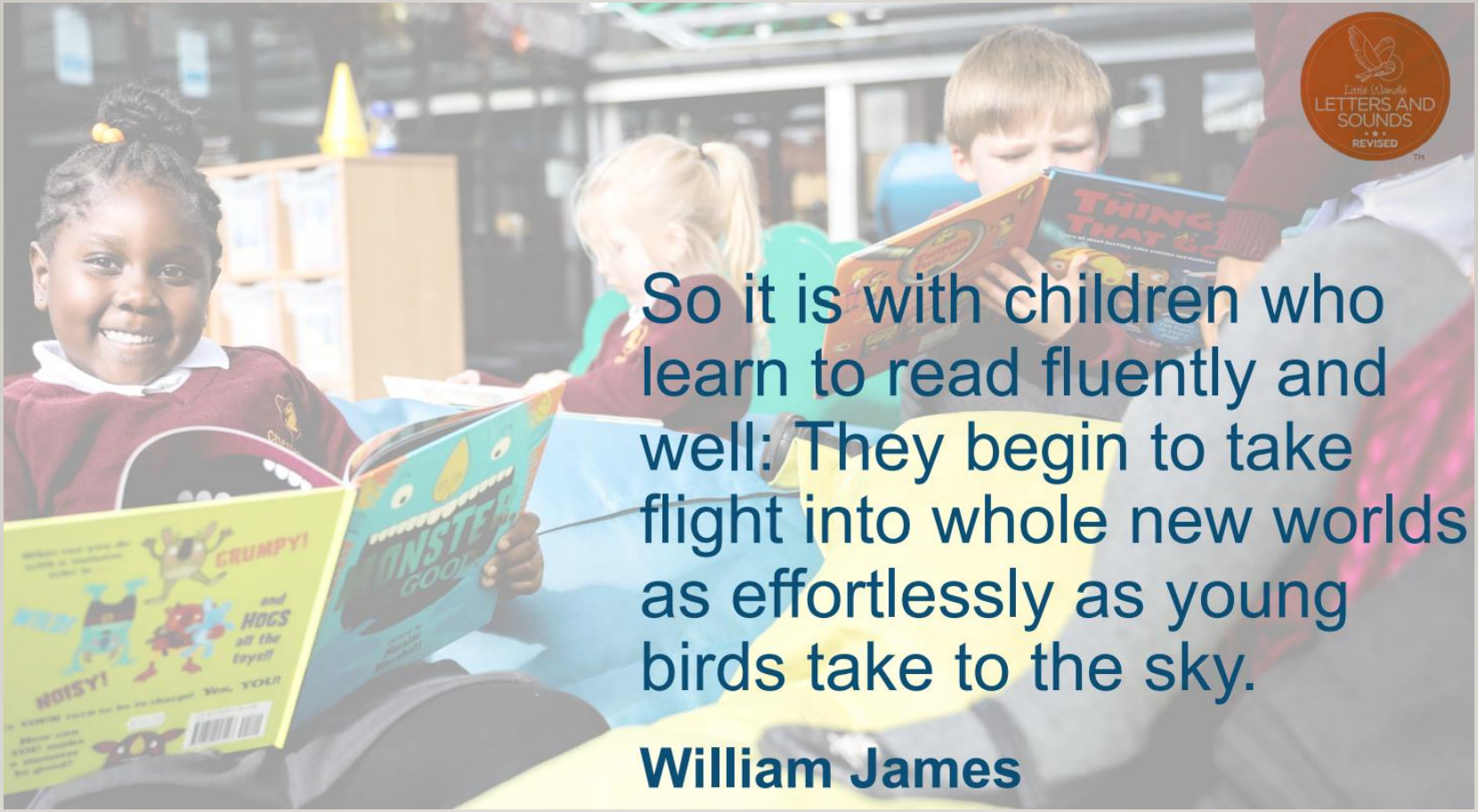
Phonics and Early Reading

Welcome!




Little Wandle
LETTERS AND SOUNDS
REVISED
So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.
William James



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

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

Reading at Prestfelde

We want children to love reading!

We want children to read for pleasure

Learning to read should be a positive experience



Reading should be enjoyable

We want them to show an excellent understanding of what they have read

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

Our aims for our Prestfelde readers . . .

Our three aims . . .

Children who love books and reading

Children who are making excellent progress



Children who read with fluency, enjoyment and confidence

How has the teaching of reading changed?

In July 2023, the DfE updated the 2021 document 'The Reading Framework' which is guidance for all schools teaching phonics and early reading

These recommendations are vital for ensuring that we stay up to date with current practice and giving our Prestfelde children the best opportunities for success in reading

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1178136/The_Reading_Framework_2023.pdf

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
- Promotes excellent progress with firm foundations
- Excellent results in schools
- Aims for the highest level with additional support for those who need it
- Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.

Gradually, your child learns the entire alphabetic code

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck 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

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

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /l/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

How we teach phonics

- Daily short sessions
- Specific order teaching
- Synthetic phonics
- Repeated practice



s

a 

t

p 

i 

n

m 

d

ar

oi

or

ai



soap that goat



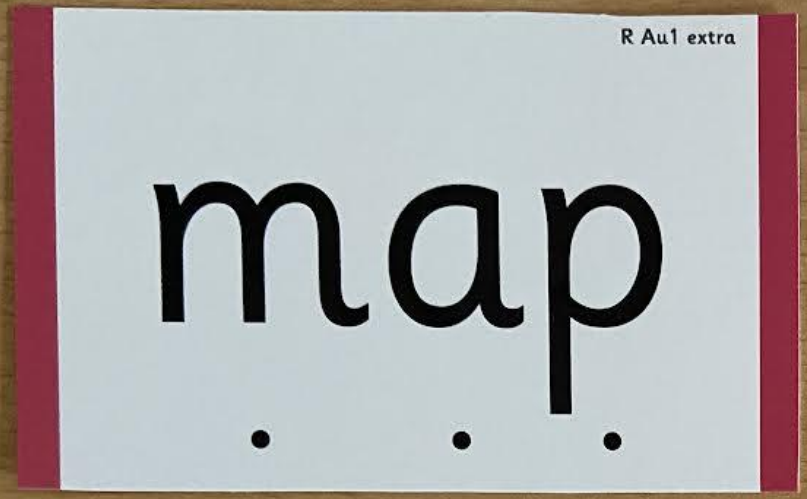
sheep in a jeep

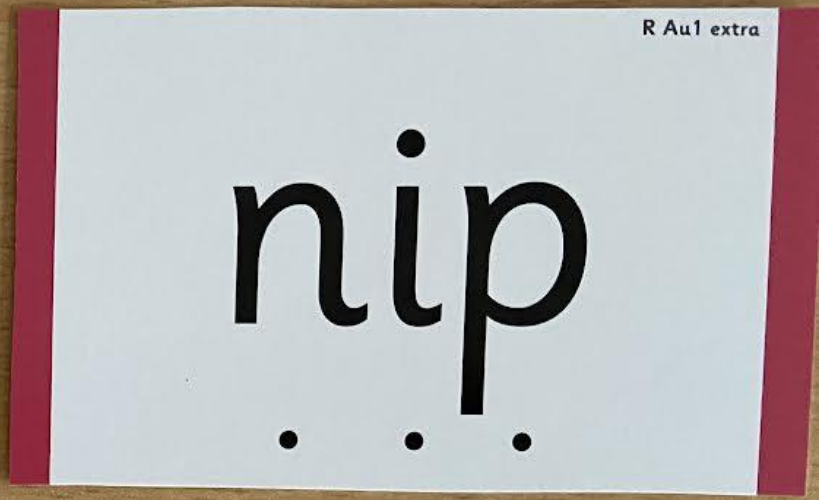


zoom to the moon



hook a book


R Au1 extra
map

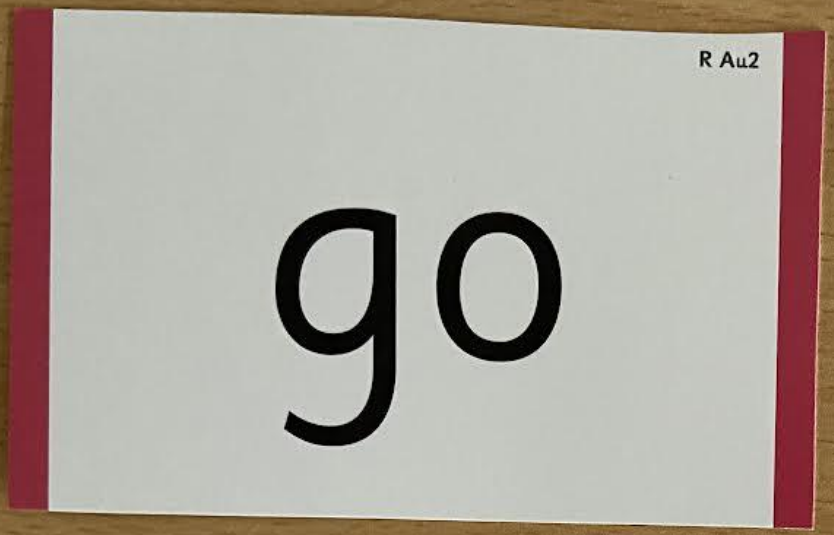

R Au1 extra
nip

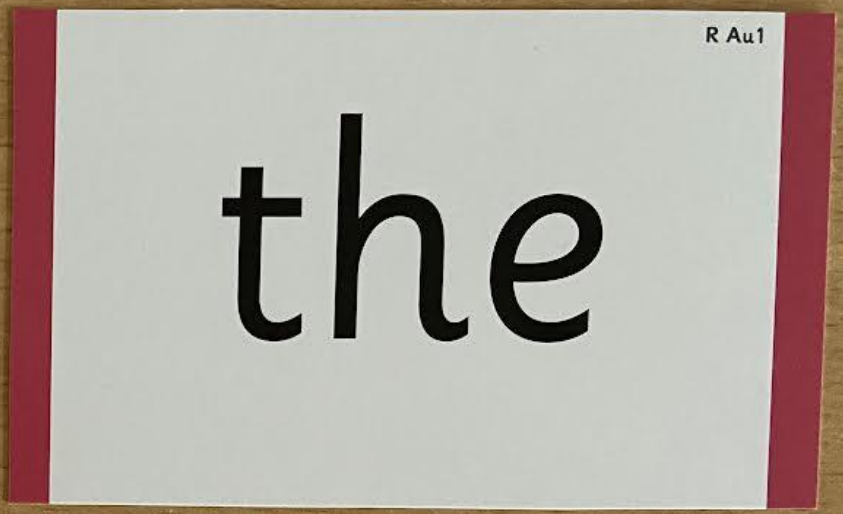

R Au1 extra
sat

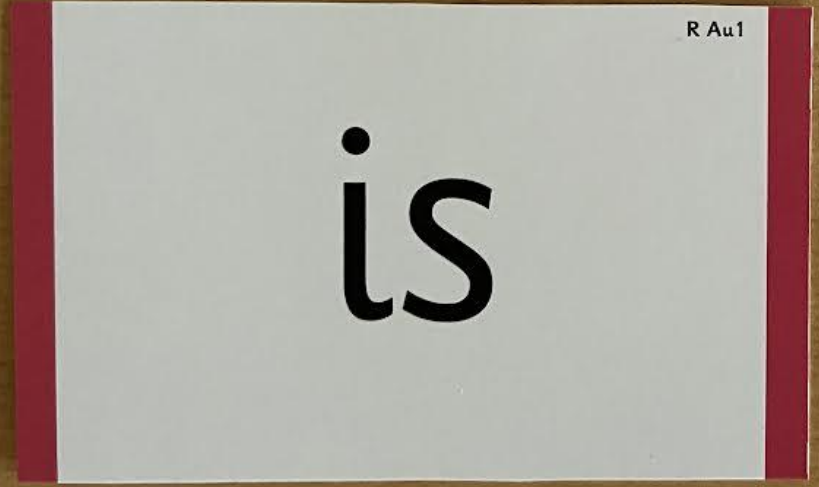

R Sp1 wk1
meet

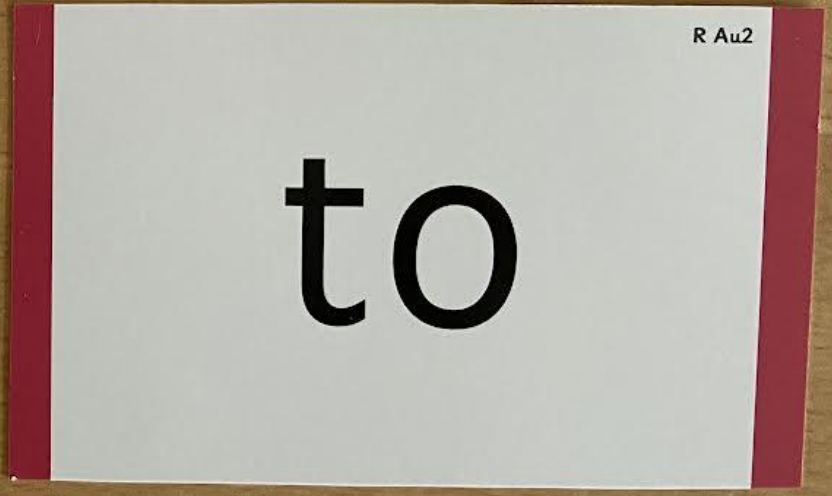

R Sp1 wk1
rain


R Sp1 wk1
sheep


R Au2
go


R Au1
the

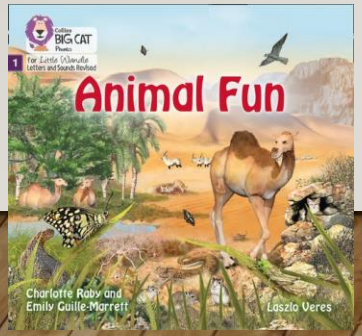

R Au1
is

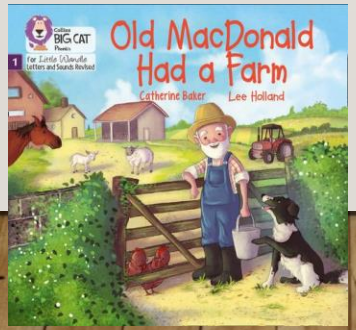

R Au2
to

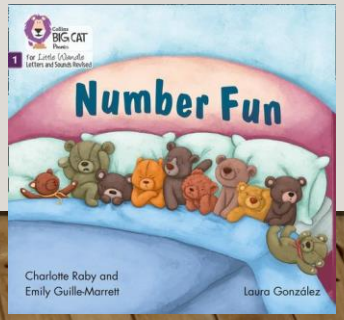
When do we start reading?

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.

Little Wandle provides comprehensive, half-termly assessments. The books that your child is given, are based on the outcomes of this.







How we teach reading

Reading practice sessions are :

Timetabled three 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 to celebrate and share successes!

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

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

1. Decoding

2. Prosody
   (intonation, expression)

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 does this look in each year group?

FS1 Nursery Foundation for phonics – story telling and promoting a love of reading, rhymes and stories, activities that develop focused listening and attention, including oral blending and attention to high-quality language with children

FS2 Reception Daily phonics lesson, reading three times a week in a group/individually. Children bring home a decodable Little Wandle book and a book to share and enjoy

Year 1 Daily phonics lesson, reading three times a week in a group/individually. Children bring home a decodable Little Wandle book and a book to share and enjoy

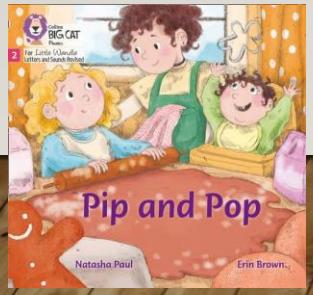
Year 2 Daily phonics lessons tailored to the needs of the class and then run as individual Keep Up. Reading three times a week in a group/individually. Children bring home a decodable book and a book to share and enjoy

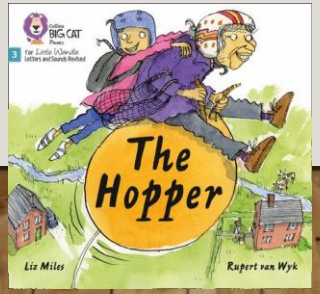
How does this work?

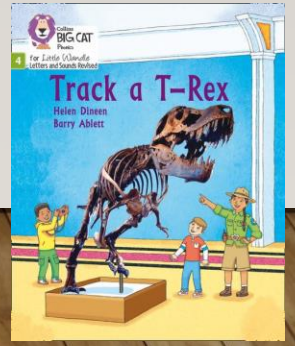
Children take their Reading Practice Book home after reading it three times in school

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

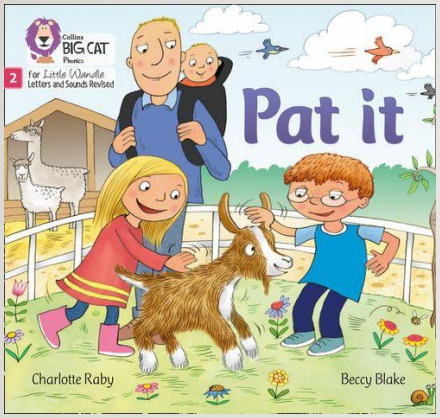
Please make sure books are returned on a Monday so that they are ready for the next child

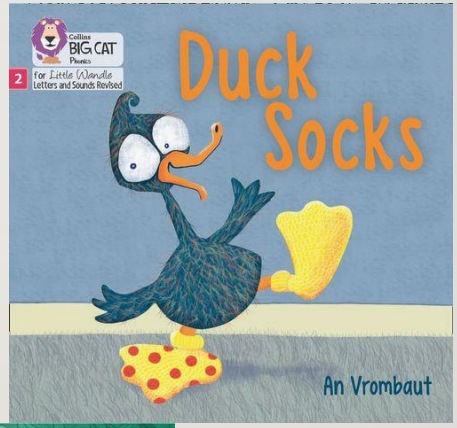




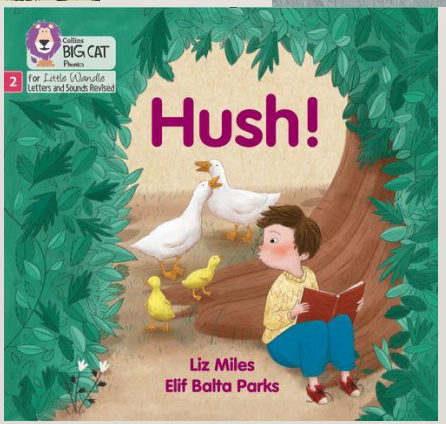


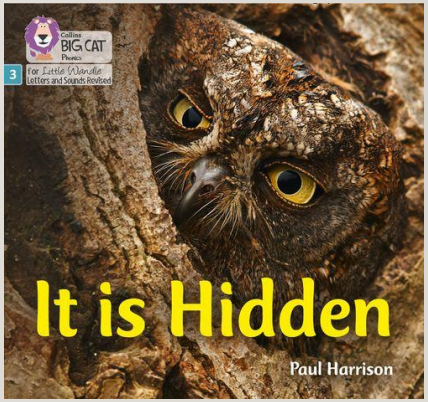
Big Cat Collins Reading books are carefully matched to children's **secure** phonic knowledge





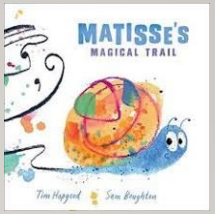




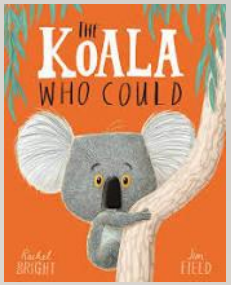


Sharing Book

Children will also bring home a ‘sharing book’ from our wonderful ‘Little Friends Library’ each week

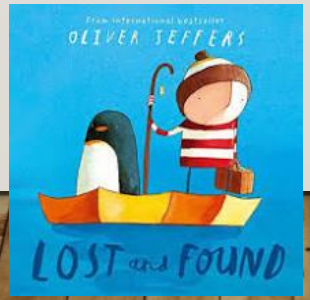


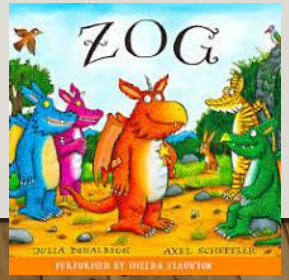
To become lifelong readers, it is essential that they read for pleasure

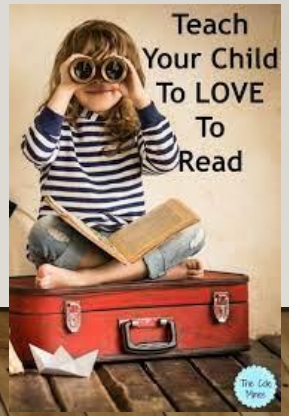


Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

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







How can you help?

Please look at the Little Wandle videos and guidance for parents

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

Firefly Phonics pages

https://prestfelde.fireflycloud.net/little-prestfelde/phonics-and-reading-in-little-prestfelde

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

Share books with your children for pleasure

What is success?

We need to move the focus away from feeling that success is completing the reading scheme or moving up a level. We want children to feel success every step of the way. The real success is children reading their reading book, whichever level that may be, fluently and confidently.

Our aims for our Prestfelde readers . . .

Our three aims . . .

Children who love books and reading

Children who are making excellent progress



Children who read with fluency, enjoyment and confidence