



littlewandlelettersandsounds.org.uk

How we teach phonics

Daily short sessions

Specific order of teaching





Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes).

Correct pronunciation is vital - Videos on Little Wandle website

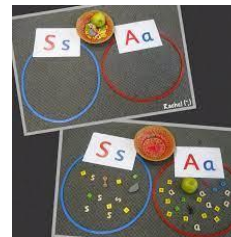
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Letter Formation A mnemonic to help remember the grapheme (which is the shape of the letter) and a formation phrase to help them learn to write each grapheme.

	 <p>snake</p>	<p>Show your teeth and let the s hiss out ssssss ssssss</p>	<p>Down the snake from head to tail.</p>
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Repeated practice

Revisit previously taught sounds at start of each lesson



Practice makes permanent

Terminology

Phoneme – The sound a letter makes. E.g. ‘s’ is ‘sssssss’

Grapheme - A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this ‘a sound written down’, although, as with ‘phoneme’, it is helpful for children to learn to use the correct term from the beginning.

Digraph - A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra ‘two letters, one sound’. E.g. ‘ai’ ‘ee’ ‘sh’

Formation phrase - A memorable phrase used to support the children in forming the letter correctly using directional vocabulary, such as ‘down’, ‘up’, ‘across’ and ‘over.’ Around the astronaut's helmet and down into space.

Adjacent consonants - Two or more consonants that come together in a word (for example, ‘d-r’ in ‘drop’, ‘s-t-r’ in ‘strap’).

Mnemonic - Any simple device used to assist memory. In this programme, it is a combination of an engaging picture with a letter and is used as a ‘hook’ to help children with remembering the phoneme and grapheme.

Blending

Blending starts immediately, alongside learning the new phonemes and graphemes.

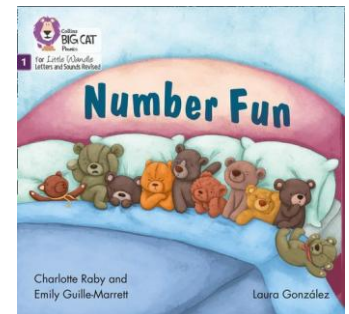
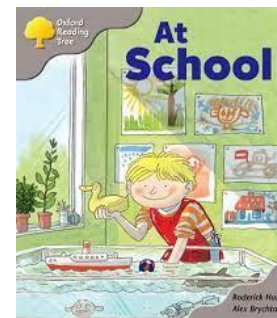
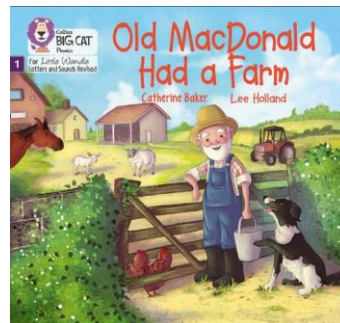
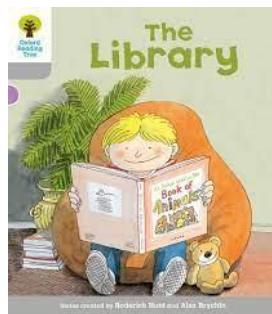
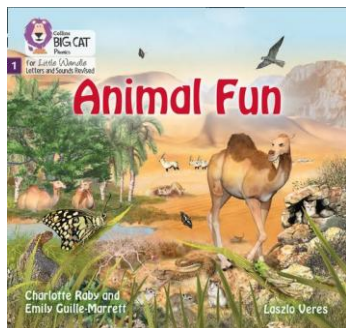
Oral Blending – lots of blending games

Independent blending – to read words

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.

(Assessment – Children are assessed every 6 weeks so we can ensure that children are bringing home the correct books and to enable us to put in keep up support when necessary.)

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





How we teach reading

Reading practice sessions are :

- Timetabled 2/3 times a week
- Taught by trained teachers and teaching assistants
- Taught in small groups



How we teach reading

Books are :

- matched to children's secure phonic knowledge and word reading
- read two/three times and that book is sent home

How will this work?

Reading practice books are carefully matched so children can read fluently and independently

2/3 Reads – each one begins with some quick sounds and words practice

Lesson 1: Decoding

Lesson 2: Prosody (intonation, expression)

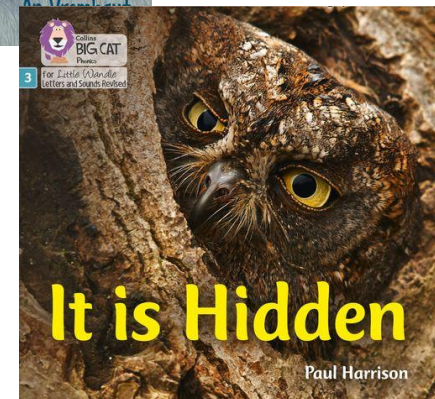
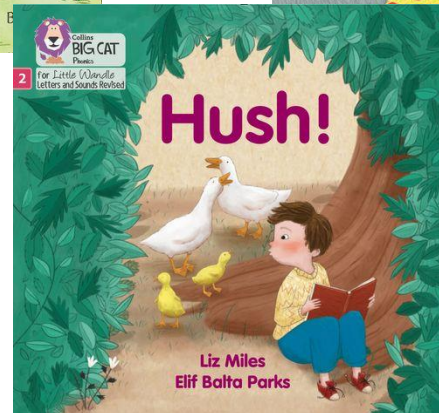
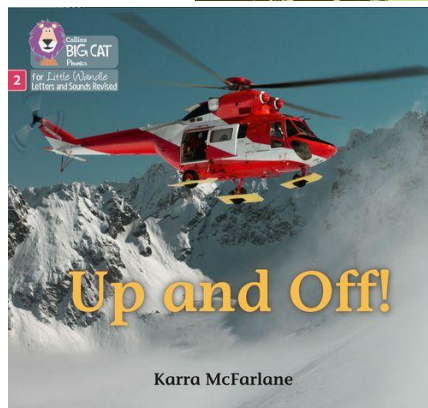
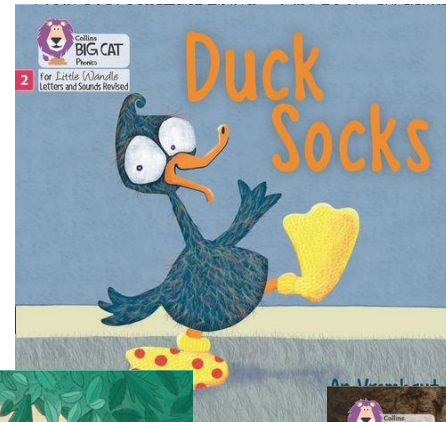
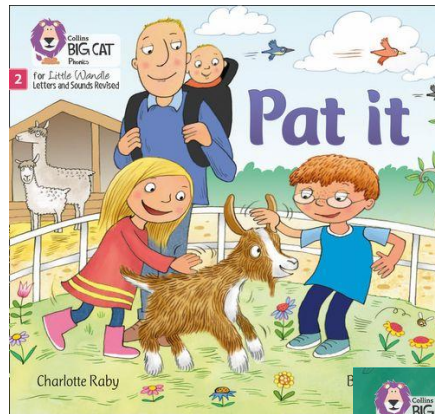
Lesson 3: Comprehension



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!

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



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



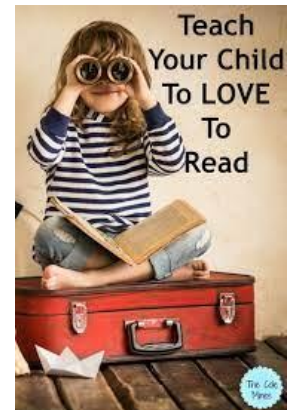
Reading underpins children's access to the curriculum and clearly impacts on their achievement

Sharing Book

Children will also bring home a 'sharing book' each week. To become lifelong readers, it is essential that they are encouraged to read for pleasure.

It is important that you should not expect your child to read this book independently and certainly should not try and get your child to do so. Instead 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.



What else can parents do?

Please look at the Little Wandle videos and guidance for parents.

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

Share books with your children for pleasure.

Help your child to learn to **read (and then spell) the tricky words** in their pink word book.

Encourage your child to show respect for the books and return them on the correct day.

Let us know how your child is getting on by writing in their reading diary.

Questions

