

Phonics and Early Reading – Little Wandle Letters and Sounds (Revised)

At Masham CE (VA) Primary School, we teach Phonics and Early Reading using the Little Wandle Letters and Sounds (Revised) Programme. Little Wandle is a DfE accredited Systematic Synthetic Phonics (SSP) programme which is built around a low cognitive load approach to support all children to develop their knowledge and understanding of graphemes (letter shapes), phonemes (sounds) and how these combine to make words so that they can read and write. The skills of reading with understanding, expression and understanding (comprehension) are woven into the Little Wandle programme, as is correct formation of letters to support the development of fluent handwriting as children move through the school.

We use Little Wandle Phonics in Reception and Year 1, moving to using the Little Wandle Spelling programme in Year 2 to ensure consistency of approach across the breadth of EYFS and Key Stage 1. Little Wandle also includes a comprehensive support programme for children who need a little extra support to stay on track (Keep Up) and for those further up the school who would benefit from some additional practice to consolidate and embed their understanding of phonics (Catch Up).

Phonics and Spelling takes place daily in Swinney Class (Reception, Year 1 and Year 2) for 15-20 minutes, following the Little Wandle planning structure. This uses a familiar and consistent session structure:

'Revisit and Review'	Revisiting prior learning of graphemes (letter shapes) and their phonemes (the sounds they make) Revisiting words children can already read using prior learning (in the early weeks of Reception this element is not included) Revisiting 'tricky words' already taught – these are words which do not follow the 'rules' of phonics taught by this stage – for example, 'the', 'said'.
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'Teach and Practise'	<p>Oral blending (sounding out the separate sounds in a word and blending them together to make the word) is used to introduce new graphemes and phonemes. Correct formation, using a 'formation phrase' is taught at this point for children in Reception.</p> <p>Children practise recognising and using this new knowledge by reading a selection of words containing the new grapheme/phoneme</p> <p>New tricky words are introduced, one per day.</p>
'Practise and Apply'	<p>Words are read in a sentence to practise using phonics in context (children write the sentence once a week from Summer term of Reception onwards).</p> <p>Children are supported to sound out words to write them, using the grapheme/phoneme focus of the day.</p>

Assessment

Regular assessment is woven into the Little Wandle Programme and takes place after every 5 weeks of teaching in Reception and Year 1, with teachers using the programme assessment tool to identify individual and group next steps.

Early Reading

Through the teaching of phonics, our aim is to equip all our children with the skills to be confident, fluent readers. Alongside this we aim to instill in them a love of reading and an enjoyment of books. Following the Little Wandle programme, children read in a small group with an adult three times each week, using a book which is linked to their level of confidence with phonics. The '3 reads pattern' is consistent throughout Reception and Year 1:

First read	'Decoding' – the focus is on children using their phonic knowledge to work out the words in the book. In the early stages this may be highly supported, progressing to children reading independently and at their own speed
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	with the adult ‘tapping in’ t listen and support as confidence and skills progress.
Second read	‘Prosody’- this is where we focus on developing a ‘reader’s voice’ – thinking about what the words mean and how we might say them to help the text make sense. To begin with this may be modelled by the adult and copied by children, moving to greater independence and discussion about the impact on meaning of different expression as time progresses.
Third read	‘Comprehension’ – the development of understanding, through questions and discussion, to enable children to be able to understand as they read so that they develop the skills needed to enjoy a book and become a competent reader.

Once children bring reading books home, we encourage parent/carers to also use this ‘3 reads’ approach a home before a book is changed, to build on the development of effective reading skills which are taught in school.

Teaching Programme

The order in which we teach phonics is carefully planned to give greatest independence to children from the earliest point. Below you will find links to the overview of the Little Wandle programme, which shows the progression from the beginning of Reception through to the end of Year 1. You will also find links to other documents which you may find helpful in supporting your child’s learning, and to the Little Wandle website which has a dedicated section for parents including videos which show how we pronounce the sounds, the way we teach children to write their letters, and examples of what the different elements of the phonics lessons look like in practice.

We will hold parent information sessions at various points during the year, however if you have any questions or would like to know more about how we teach phonics and reading, please either speak to Miss Lawton, or any member of Swinney staff, at the beginning/end of the day, or send an email via the school office.

Links:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabSupportForPhonics> (Little Wandle website parent section)

- Programme overview document (Reception and Year 1)
- Programme overview document (Year 2)
- Grow the Code mat (Reception)
- Grow the Code mat (Year 1)
- Complete the Code mat (Year 2)
- Glossary of terms used in the Little Wandle Programme
- Phonics and early reading policy