

# Little Wandle Letters and Sounds Revised



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Teach reading: change lives!



Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check.































- Using vocabulary - phonemes, digraphs and trigraphs
- Daily 20-30 minute phonic lesson
- We will be assessing the children every 6 weeks.
- Please encourage pure sounds











ear air ure  
eau igh tch  
ear air ure  
eau igh tch

# Phonics – PHASE 2,3,4 and 5

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5









 ai	 ee	 igh	 oa	 oo ue	yoo ue u u-e ew	 oo u* oul	 ar a* al*
a a-e eigh aigh ey ea	e e-e y ey	i i-e y	o o-e ou oe ow	ew ou ui			
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

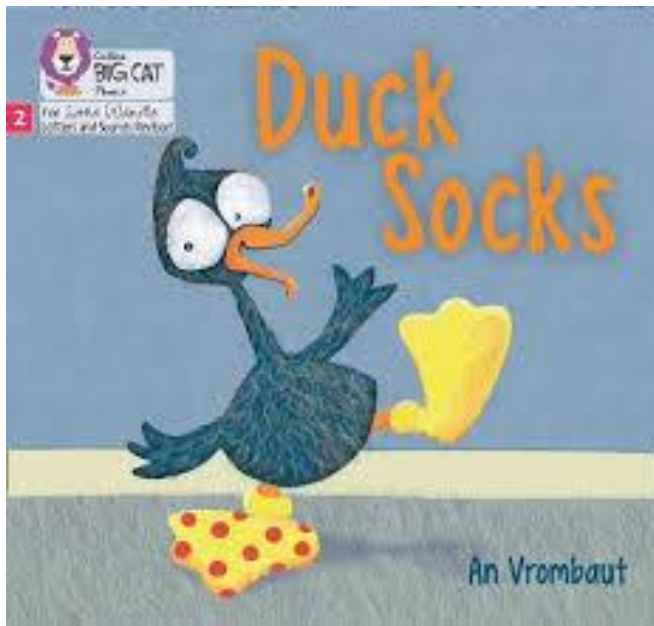
# How can I support phonics at home?

- Can they spot the digraph or letters in the word?
- Can they blend the sounds from left to right?
- Can they start blending those sounds 'in their head'?
- Can they now read the word 'at a glance'?

# Handwriting

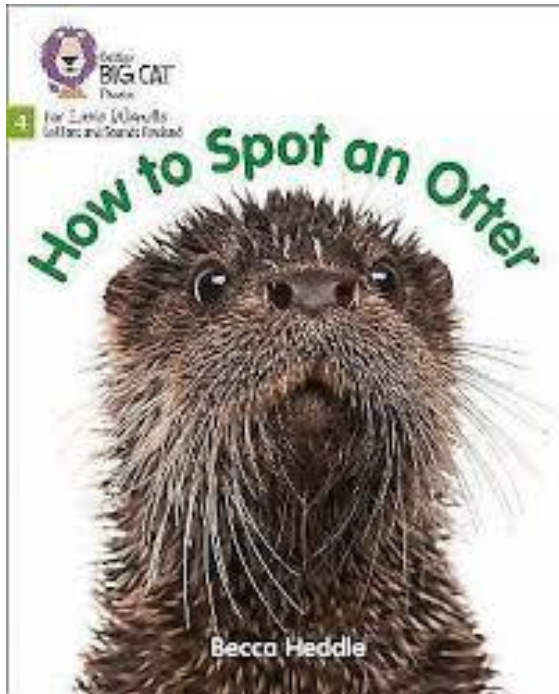
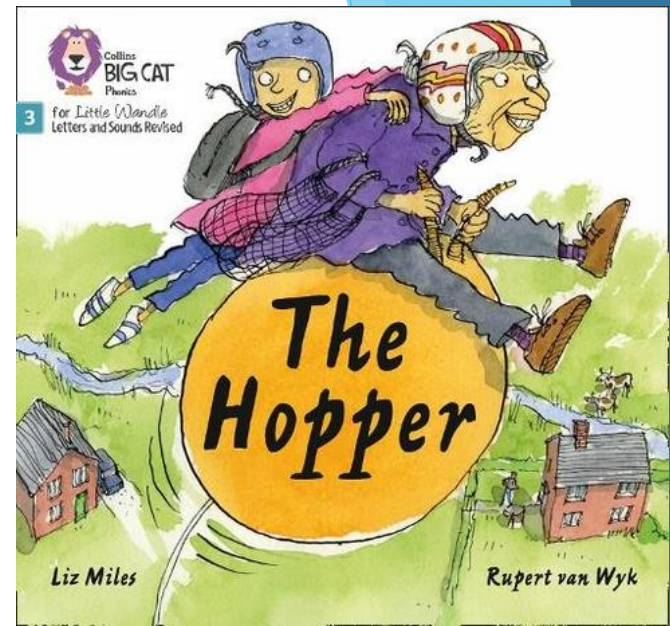
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.

Please do not encourage your child to join their letters.

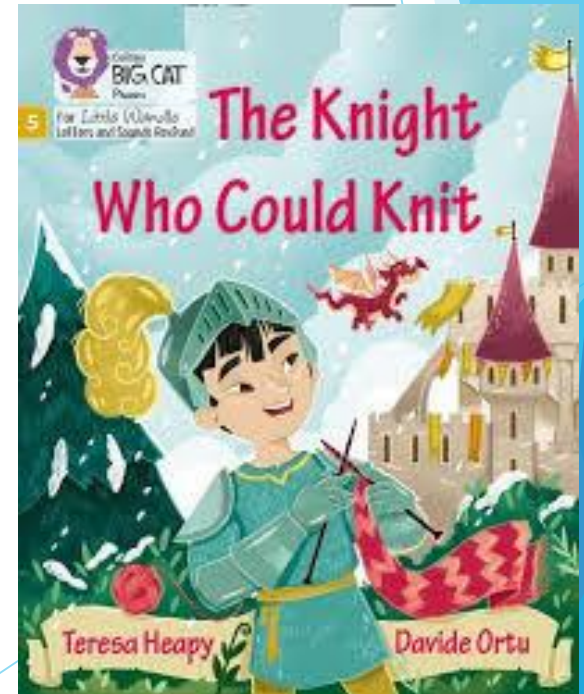


# Reading

Please do not look at the colour band on the books (we do not use these as many books cross phonics phases)



We use phonics phases 2,3,4 and 5.



# Reading

- Reading is a key focus in Year 2
- Love of books (Library, reading corners, reading books)
- Bring their reading records and books to school **everyday.**
- They will be needed for the reading sessions.
- Changed in class **once a week**
- Adults will group children based on their phonic knowledge and read with them 3 times a week. – this book will remain all week.
- Each reading session will have a focus – decoding, prosody and comprehension
- During the final week each half term we will use the phonic assessment and reading check to ensure that your child is on the correct phase reading book.

# At times you may feel the books that are sent home are too easy because:

- ▶ Your child can read them with constant decoding (sounding the words out) – this is ok.
- ▶ Books must be 95% decodable – this allows children to build up fluency, pace and an understanding of what they are reading without being slowed down by constant decoding.
- ▶ Your child's group may change across the half term, this does not mean that your child is not making progress or that they have gone down.



# Two types of reading book

- **Reading practice book:** for your child to read
- **Reading practice book:** at the correct phonic stage
- **Sharing book:** For you both to read and enjoy together
- **Sharing book:** To discuss the pictures, enjoy the story, predict what might happen next, use different voices, explore facts

## Reading the 'reading practice' book at home

- Children will bring home a book they have read in class (needs to travel to and from school)
- Practise reading at home
- They should read with 95% accuracy
- Read without errors
- 'Frustration level'

# Before reading

## **Practising phonics: Phase 2**

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

## **Revisit and review: Pre-read**

- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.

## **Reading at home**

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

## **Read the GPCs**

s a t p  
i n

## **Read the words**

it pat sit tip  
nap

## **Vocabulary**

Ask the children to read these words.  
Check understanding.

pin nip dim

## **Practise and apply: Read the book**

- Now ask the children to read the book.
- Tap-in and listen to each child read.