

## Little Wandle Letters and Sounds Revised

At Ashley Academy, we use the 'Little Wandle Letters and Sounds Revised. Programme.' Little Wandle Letters and Sounds Revised was developed by Little Sutton and Wandle English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and early reading experts.

Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best, how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.

### Little Wandle Letters and Sounds Revised- Our Phonics Scheme

The Government strongly recommends the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who can read more challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

The children are taught by our highly skilled Little Wandle Letters and Sounds Revised trained teachers and teaching assistants. They are assessed regularly and this is then used to inform intervention, reading and writing groupings.

Our Early English Lead is Miss G. Golightly  
Our English Lead is Miss K. Humphrey

### Reading



We teach reading practice sessions three times a week. These sessions:

- are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11 to 20 of 'Application of phonics to reading'
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:



- decoding: teaching children to use phonic knowledge to read words
- prosody: teaching children to read with understanding and expression
- comprehension: using dialogic talk to help children to understand the text.

- In Reception, these sessions start in week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCs and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.
- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- Reading in Rapid Catch-up lessons mirrors the core programme.

### **Reading at Home/Supporting your child with reading:**

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

**A reading practice book.** This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

**A sharing book (Love of Reading).** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

### **Reading practice book**

This book has been carefully matched to your child's current reading level. The children read this book 3 times at school with a trained adult. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Your child receives stars on a reward chart every time they read at home. This works towards stickers, certificates, badges and other wonderful prizes.

### **Sharing book (Love of Reading)**

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.



Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use



different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

## Writing

- Children are taught to write words from Reception
- They are taught how to segment the phonemes using their fingers and are then expected to write down the graphemes that correspond.
- Spelling is part of the phonics lesson and follows exactly the same format in all sessions.
- Children begin writing simple sentences (in Phonics lessons) in the Spring term of reception.
- We orally compose the sentence first, the adult then models writing this- with the help of the children- segmenting each word in turn.
- The children then attempt to write the sentences themselves- using exactly the same strategies.
- We apply this to writing across the curriculum and children are extremely familiar with the routines and expectations.
- Handwriting and letter formation are both taught through phonics initially and then constantly revisited at various points throughout the day.

