



We're teaching every child to read with Little Wandle Letters and Sounds Revised  
A complete SSP validated by the Department for Education



## Phonics and reading at Bagshot Infant School using 'Little Wandle Letters and Sounds revised.

The National Curriculum for English (2014) aims to ensure that all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*

Reading underpins children's access to the curriculum, and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read, benefit not only academically, but also socially and emotionally.

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. We have chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

'Phonics' is making connections between the sounds of our spoken words and the letters that are used to write them down. Sounds are taught in a specific order and the children are shown how to blend them together to read whole words, alongside 'tricky' words which cannot always be sounded and blended. Four new sounds are taught each week and a review lesson takes place on a Friday. A list of the sounds being learnt will be sent home alongside information regarding formation and pronunciation.

Once children have a secure knowledge of several GPCs (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books. Prior to this they may have wordless books which develop language skills and teach them the layout of books and how to handle them.

Reading sessions take place three times a week from Week 4 in Reception classes. The children will read the same book in each session. The first time the focus is on decoding (sounding out) the words; the second time on prosody (reading with expression and making the book sound more interesting with our 'story-teller voices'); the third time comprehension (understanding) is the focus. We read the books three times at school because we want to develop fluency. The more the children see words, the more they begin to read them automatically without having to sound them out. Pace of learning is quite quick but new learning is spaced out to avoid overload, and to allow time for repetition and consolidation, so that learning becomes fully embedded in long-term memory.



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It is very important that the children's reading book is the correct level for them. This means that your child should:

- know all the sounds and tricky words in their phonics book, well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

The book your child brings home is the one they have been working with at school. They should be able to read it confidently. Please do not think that this means the book is too easy for them. It is important to read it together and give lots of praise for successful reading.

Children will also bring home a 'sharing book' from our class/school 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.

The children have a reading record which will go home with their book in their book bags. These are for parents to communicate with the class teacher how their child has read the book at home and to comment on any other shared reading experiences.

