

Intent

GROWTH: Through Little Wandle Letters and Sounds, we grow our phonological knowledge so that we can sound out and blend new words and segment to spell.

RESILIENT: Little Wandle Letters and Sounds Revised is structured to provide repeated practice during the Review part of the lesson. Daily practice of prior learning allows us to embed our phonological knowledge, so that we show resilience when faced with new, unknown words.

OPPORTUNITIES: We have the opportunity to apply our phonological knowledge through Reading Practice Sessions. These sessions allow us to apply our decoding skills as well as develop our use of prosody and comprehension.

WONDER: Through our growing phonological knowledge we discover the magic of being able to decode new words. We learn to appreciate the complexities of the English language, and the wide variety of phonemes, digraphs and trigraphs that form the basis of our language.

TEAM WORK: We develop our phonological knowledge together, as a class, as well as in small Keep Up groups. Through blending together, we learn how to decode words and provide a model to those who may need additional support with their reading.

HEAD, HEART, HANDS: We develop our phonological knowledge together, as a class, as well as in small Keep Up groups. Through blending together, we learn how to decode words and provide a model to those who may need additional support with their reading.

Subject on a Page

PHONICS

Implementation: Planning

Little Wandle Letters and Sounds Revised is a DfE validated Systematic Synthetic Phonics Programme. It is designed to meet the full requirements of the National Curriculum. We implement the programme with complete fidelity, including the optional Foundations for Phonics, Year 2 Spelling Programme and Fluency Programme.

Implementation: Learning Sequence

REVIEW: Repeated practice of previously taught graphemes and tricky words.

TEACH: Teach a new grapheme.

PRACTICE: Practice the newly taught grapheme within words using sound buttons, without sound buttons and with automaticity.

APPLY: Apply new grapheme into spelling/word activity.

Implementation: Teaching and Learning Pedagogies

Little Wandle Letters and Sounds is a progression of phonological skills beginning with Phase 2 followed by Phase 3, Phase 4 and Phase 5. Through the review part of the lesson, we allow opportunity for repeated practice in order to embed the growing phonological code.

Implementation: Resources

All resources are provided by Little Wandle Letters and Sounds Revised as follows:

Grapheme Cards, Review Word Cards, Sentence Resources, Grapheme Mats, Grapheme Wall Frieze, Grow the Code Wall Charts.

Fully decodable reading books are matched to the Little Wandle programme.

Implementation: Curriculum Links

The ability to read provides the foundation for all learning and links to all areas of the curriculum.



Implementation: Environment

Phonics displays are ever-evolving. As we learn new graphemes, these are added to the wall display. Over time, the wall display represents the growing phonetic code.

Each year group displays Little Wandle materials as follows:

Nursery

Little Wandle Picture Cards

Reception

Little Wandle Large Wall Frieze (Phase 2 and Phase 3)

Year 1

Little Wandle Large Wall Frieze (Phase 3)

Grow the Code Grapheme Chart (Phase 2/3 then Phase 5)

Year 2 - 6

Phase 2, 3 and 5 Grow the Code Grapheme Chart

In addition, each Reception, Year 1 and Year 2 classroom display a 'Passcode' on the door. This is a grapheme or tricky word that children practice as they enter or exit the room.

Children also have access to A4 copies of the Grow the Code or Complete the Code mats as appropriate.

Implementation: Feedback

The use of Assessment for Learning in Phonics lessons is vital to ensure good quality teaching and progress. The Teaching Assistant annotates the weekly plan to note children who have not secured the new grapheme in the lesson. This grapheme is then written on a sticker stuck to their sleeve, so they can practice the new grapheme throughout the day.

Lessons are adapted in the moment, according to the feedback provided by the children. This may include further modelling by the Teacher, more time spent on word blending or additional graphemes and tricky words added into the Review part of the lesson.

Implementation: Support

Focus children are seated immediately in front of the Teacher or Teaching Assistant so that their response and participation can be checked on an on-going basis.

Where children are not progressing in line with the programme requirements, a range of Keep Up is provided. This may include : SEND Grapheme Programme. SEND Blending Programme, Rapid Catch Up, Blending Practice Group.

Teaching Assistants deliver daily Keep Up in the classroom. This is bespoke to the child and their particular need. It may include: Precision Teaching Grid, Super Supported Blending, Teaching a new GPC.

All Keep Up activities are undertaken with complete fidelity to the Little Wandle Programme.

Impact: Evidencing

The application of a new grapheme into a word or sentence is recorded in a Phonics book.

Impact: Assessment

The main Little Wandle Programme is assessed every 5 weeks. Keep Up programmes are assessed every 4 weeks and gap assessments are undertaken every 3 weeks. All data is entered into the Little Wandle Tracker. Phonics data is analysed forensically and used to plan Keep Up programmes and support. This support may evolve and change over time, depending upon the needs of the child.

Impact: Monitoring

Monitoring activities include: drop ins on Phonics sessions, Reading Practice sessions and Fluency sessions. Data is also used to track the progress of each class and this is used to discuss Pupil Progress. The lowest 20% readers are checked to ensure that their book is well matched to their ability.

