



PHONICS

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



VISION STATEMENT

Allow each pupil to develop their love of and participate through the spoken word. Allow each pupil to engage with and explore a wide range of spoken and written word including but not limited to; narratives, diaries, letters, poetry, advertisements, recounts, posters and explanations.

Reading opportunities will allow pupils to explore new worlds, develop their vocabulary and build a more in-depth knowledge of the intended audience and purpose of different text types to explain, persuade, argue and evaluate among others. Through this pupils will develop a knowledge of themselves and the world in which they live and have the opportunity to develop an appreciation and love of reading.

Aims

- To develop their love of literature through widespread reading for enjoyment.
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire new vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Access our rich and varied literary heritage

HOW IS PHONICS TAUGHT?

Pre-Formal (Below band 4)

Pupils working below a Lancasterian band 4 develop 'foundation for phonics' skills through opportunities embedded into the Pre-Formal curriculum. Activities to develop listen skills, a 'positive looking' approach to develop visual discrimination and activities to develop fine motor skills found within the 'My Body' strand all support early development of key skills. **Please see Pre-Formal curriculum documents.**

Semi-Formal (Band 4-8)

Pupils working below a Lancasterian band 8 develop phase 1 'foundation for phonics' skills through opportunities embedded into the Semi-Formal curriculum. The 'My communication' strand is split into 'Reading, 'Writing and mark making' and 'My Communicating'. These can be taught as discrete sessions or as part of other activities. Communicating underpins everything we do- listening, interacting, developing language, creating, changing and playing with sounds are part of our everyday approaches to teaching and learning. **Please see Semi-Formal curriculum documents.**

Formal (Band 9+)

Pupils band 9 and above access regular phonic lessons following the government validated 'Little Wandle' format and then embed this learning through additional phonic activities. **Please see Little Wandle website, planning, resources etc for more information of lesson structure and content.**

Non-phonics readers

There is an ordered word reading scheme for pupils where phonics is not appropriate and the school plans to develop a comprehension scheme to run alongside these approaches to allow all pupils to develop reading fluency and behaviours that allow them to succeed with reading for both enjoyment and life.

LOVE OF READING

Pre-Formal (Below band 4)

Pupils are exposed to a wide range of texts and books, supported by music cues and sensory experiences to encourage engagement with the sounds, words, pictures and the underlying themes presented in the stories. **Please see Pre-Formal curriculum documents.**

Semi-Formal (Bands 4-8)

Reading skills are both planned for and pupil led. The Semi-Formal curriculum offers opportunities for pupils to build better recognition, understanding, and use of core and theme-based vocabulary. It introduces pupils to the written word and attributes meaning to it. Shared Reading, topic book sessions, music and 1-2-1 sessions, alongside pupil-led activities, promote opportunities for pupils to become attuned to sounds around them and explore and manipulate sounds ready to begin developing oral blending and segmenting skills, with phase 1 phonic skills embedded throughout all strands of the Semi-Formal curriculum. **Please see Semi-Formal curriculum documents.**

Formal (Bands 9+)

Pupils have 1-2-1 reading sessions where they revisit specific phonics and practise blending through the Little Wandle phonic books. This scheme is supplemented by other phonic books with higher interest levels for older pupils and books for reluctant readers. **Please see 'Formal Reading Guidance' documents.**

PRE-FORMAL: FOUNDATIONS FOR PHONICS

Learning to listen is an important skill. We live in a world full of noises, and have to learn to attend to important sounds, (for example a warning bell, a voice or the beeping of a zebra crossing), while ignoring all of the other noises that we hear around us. Developing auditory memory will support pupils to respond to sound, to maintain engagement, respond to turn-taking or imitation, respond to specific sounds that hold meaning, and begin to respond to sensory cues to sustain attention. **Quote from 'My Communication- listening route map' (a document sporting the Pre-Formal curriculum)**

Listening and Auditory Stimulation

Gleason (1984) outlined six levels of response to Auditory stimulation:

Awareness

- the learner gives an unintentional or reflex response

Attention

- the learner gives a voluntary response, showing awareness that something is happening

Localisation

- the learner identifies where a sound comes from and their responses become increasingly consistent

Discrimination

- the learner can recognise familiar sounds

Recognition

- the learner remembers sound and meaning

Comprehension

- the learner recognises sound and its related meaning



Progression Planner Listening and Auditory Stimulation

1	2	3	4
Reacts to being spoken to	Responds differently to different tones of voice	Reacts to sung and oral sounds differently to spoken words	Startles at a loud sound
Shows pleasure during sound activities	Responds to loud sounds	Shows pleasure during sound activities but when other sensory input is introduced	Responds to loud sounds
Attends to a loud sound	Attends to a loud sound	Attends to a quiet sound	Attends to a quiet sound
Responds to sound when compressed by other sensory awareness techniques	Responds to sound when compressed by other sensory awareness techniques	Responds to sound when compressed by other sensory awareness techniques	Responds to sound when compressed by other sensory awareness techniques
Follows a sound as it moves around them	Follows a sound as it moves around them	Follows a sound as it moves around them	Follows a sound as it moves around them
Notifies when their movement has created a sound	Notifies when their movement has created a sound	Notifies when their movement has created a sound	Notifies when their movement has created a sound
Explains sounds made with their own body	Explains sounds made with their own body	Explains sounds made with their own body	Explains sounds made with their own body
Attempts to locate source of sound	Attempts to locate source of sound	Attempts to locate source of sound	Attempts to locate source of sound
Characterises body towards a sound making object	Characterises body towards a sound making object	Characterises body towards a sound making object	Characterises body towards a sound making object
Repeats an action or movement that creates sound	Repeats an action or movement that creates sound	Repeats an action or movement that creates sound	Repeats an action or movement that creates sound
Repeats preferred sounds	Repeats preferred sounds	Repeats preferred sounds	Repeats preferred sounds
Demonstrates a preference for specific sounds	Demonstrates a preference for specific sounds	Demonstrates a preference for specific sounds	Demonstrates a preference for specific sounds

Key: Awareness Discrimination Localisation

Activities and approaches to develop listening skills:

Remember that most activities you plan for will be a mixture of all skills and curriculum areas. Many activities will also be developing skills in Anticipation, Cause and Effect, Proprioception, Motor control, and attention. Most pupils benefit from this holistic and multi-sensory approach, but some pupils need focused and personalised listening sessions.

- Music
- Resonance Board
- Toys that make sounds
- Intensive Interaction
- Sound-bathing
- Music and Movement
- Stories and Poetry
- Drama and Semology sessions
- Use of technology: making things happen with sound
- Story Massage
- Dance massage

More information on each approach is available in the Resources section of the Curriculum folder.

'My Communication- listening route map'

SEMI-FORMAL: FOUNDATIONS FOR PHONICS

PHONICS

Shared Reading and music sessions alongside other planned and pupil-led activities, promote opportunities for pupils to become attuned to sounds around them and explore and manipulate sounds ready to begin developing oral blending and segmenting skills in band 8.

Lancasterian Whole-School Curriculum Progression Map for Phonics

Band of attainment	Ridging		Semi-Formal			
	Band 4	Band 5	Band 6	Band 7	Band 8	
Ability to describe sounds and their effects	Respond to environmental sounds Respond to adult naming these sounds	Identify sounds of objects in their capacity for simple environmental recognition instrumentally, vocally Begin to engage in fun hearing games using their sounds Show evidence they can hear differences in pitch, frequency and tone of different sounds around them Differentiate sounds around them Differentiate words with contrasting syllables Recognise the view/sound of natural sounds and human-made sounds Start oral blending words on letter Respond to their name being spoken	Show the beginning/ending/continuation of a letter or syllable sound Identify when a sound changes from one form or place of voice Read and write simple words Show differences between phonemes Show awareness of changes in the sound of words by replacing with different sounds Recognise, represent or 'hold' sounds Respond to words that have the same sound as their own Recognise patterns of sounds in words Use environmental resources instrumentally, vocally or orally to create syllables or words / change sounds	Identify a range of environmental sounds and outline using language Begin to use oral blending with the same sound as their own Recognise patterns of sounds in words Use environmental resources instrumentally, vocally or orally to create syllables or words / change sounds Recognise syllables in words Use environmental resources instrumentally, vocally or orally to create syllables or words / change sounds	Begin to 'tap out' syllables Imitate some phonemes Represent some phonemes independently Begin to recognise when words start with the same sound Begin to understand letters go together to form words to pronounce one letter at a time Begin to blend phonemes to form words Begin to recognise letter positions in words Begin to recognise letter positions in words	Begin to 'tap out' syllables Imitate some phonemes Represent some phonemes independently Begin to recognise when words start with the same sound Begin to understand letters go together to form words to pronounce one letter at a time Begin to blend phonemes to form words Begin to recognise letter positions in words Begin to recognise letter positions in words

Progression map for phonics

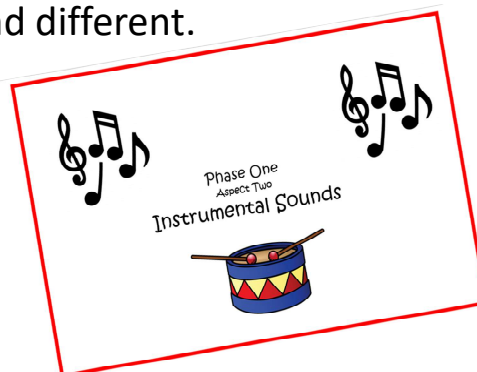
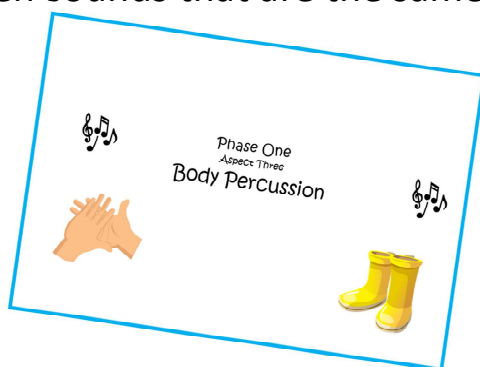
EARLY SKILL DEVELOPMENT

Listening

- Drawing attention to and listening to sounds around them help pupils attune to different sounds, discriminate between them and show preferences.
- Using names to begin sentences help pupils attune voices and attribute meaning to verbal utterances.
- Using short sentences with one or two key words, supported by visual prompts, help pupils begin to attribute meaning to key words.
- Having lots of opportunities to listen and respond to music which includes changes in pitch, tone and frequency.
- Having lots of opportunities to make sounds- discriminating between sounds that are the same and different.



Phase 1 phonic ideas document



Phase 1 phonic ideas document

SEMI-FORMAL: FOUNDATIONS FOR PHONICS EARLY SKILL DEVELOPMENT

Rhyme and rhythm

- Reading stories which contain rhyme and follow a predictable rhythm allow pupils to hear and appreciate subtle similarities and differences within words.
- Listening to known or favourite nursery rhymes or other rhymes allow pupils to become familiar with word patterns and begin to predict what's coming next.
- Pausing during a favourite nursery rhyme and allowing the pupil to make a sound or provide the rhyming word allows pupils to develop an awareness of how different sounds feel in their mouth and begin to play with sounds.
- Making up verbal rhyming sequences by stringing words together help pupils begin to discriminate between different sounds and offers opportunities for pupils to try to continue the word string by providing their own suggestions.



Phase 1 phonic ideas document

Resources for nursery rhymes

For each of the nursery rhymes below, you'll find a video, planning, illustrated rhyme and a presentation with sounds and picture cards to support your teaching.

1, 2, 3, 4, 5, Once I Caught a Fish Alive
See resources →

A Sailor Went to Sea
See resources →

Planning
Download

[1, 2, 3, 4, 5, Once I Caught a Fish Alive | Letters and Sounds](#)
[\(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)

Little Wandle
1, 2, 3, 4, 5, Once I Caught a Fish Alive
Download
Sound 1 Sound 2 Sound 3
Preview

Presentation with sounds
The sounds will only work if this presentation is downloaded onto a desktop or laptop computer, please select the option 'Trust this document always' when prompted to be able to access the sound buttons.

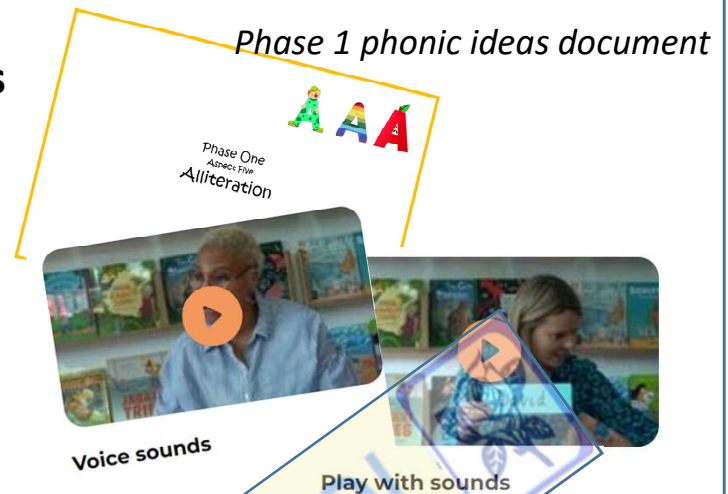
SEMI-FORMAL: FOUNDATIONS FOR PHONICS EARLY SKILL DEVELOPMENT

Playing with sounds and words

- Adults repeating and playing with the delivery of a pupil's own sounds through changes in volume, speed, intonation and pitch allows pupils to begin to recognise similarities and differences in what they are hearing.

[Phonics | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk)

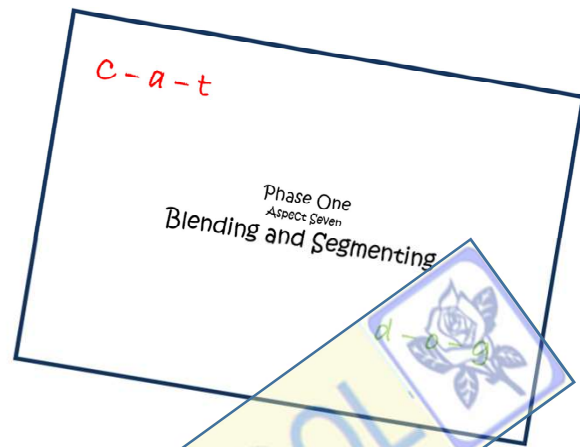
- Emphasising the sounds, either through repetition of the sound or extending the sound, at the beginning of key/important words for the pupils i.e. their name allows them to begin to recognise some key/ important sounds to them. i.e. F,F,F,F, Francis or FFFFFFFFrancis
- Taking opportunities to do this regularly during the day, especially through song i.e. while transitioning around school 'we're all going to ssssssssoftplay' makes this more memorable and fun for pupils.
- Making collections of objects which are important to pupils and all start with the same letter allows for lots of repetition of a single sound.
- Making up alliterative word strings beginning with the same letter as the pupil's name i.e. Fun, friendly, frenetic, flustered, Frankie or playing alliterative games, such as 'digging for treasure', 'silly soup' and 'going to the zoo' again allows them to begin to recognise certain sounds and hear them as the same.
- Playing with sounds i.e. "Make your voice go down a slide – whee!", "Make your voice bounce like a ball – boing, boing" allows pupils to play with, feel and make sounds which they will use later.



SEMI-FORMAL: FOUNDATIONS FOR PHONICS EARLY SKILL DEVELOPMENT

Hearing individual sounds in words

- See some of the ideas from the previous page- 'Playing with sounds and words'
- Playing with syllables- counting units of sound in their name, family names, peers names etc. by clapping/ tapping/ stamping them
- Finding sets of objects/ pictures which start with the same sound- 'fish', 'flash', 'physical' allow pupils to hear individual sounds.
- Play with alliterative words i.e. taking well know nursery rhymes and changing the first letter of each word so that they alliterate i.e. 'binkle, binkle, bittle, bar...' so pupils begin to make and annunciate individual sounds
- Taking opportunities every day to sound out key words which are said frequently throughout the school day i.e. "put your coat on the p-e-g" so pupils begin to recognise words are made up of individual sounds that have meaning as a word as a whole.
- Pretending to be a robot- using picture cards and sounding out the pictures i.e. 'c-a-t' so pupils' begin to hear the individual sounds in words.



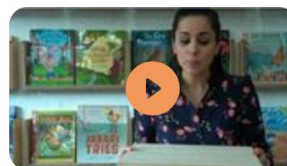
Phase 1 phonic ideas document



Can you do the actions?



Can you touch your?



Blend from the box



What's that noise?

SEMI-FORMAL: FOUNDATIONS FOR PHONICS EARLY SKILL DEVELOPMENT

Resource links

- 'Little Wandle' Foundations for phonics. Find support with activities, resources, how to videos and more here: [Phonics | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk)
- Our own phase 1 phonics activities and suggestions document can be found here: *T:\School Staff\4. Curriculum\2. Semi-Formal Curriculum\1. My Communication\Phonics-phase 1*

'How to' videos Support for practitioners Rhyme time

Tuning into sounds

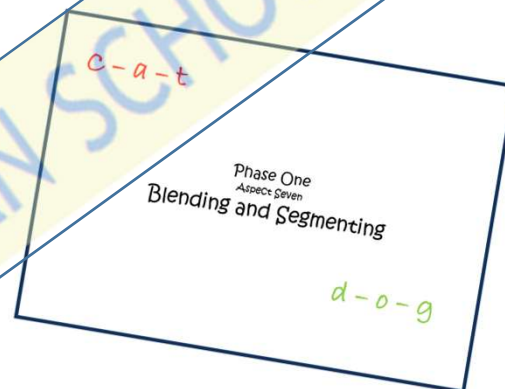


Bertha the bus

Voice sounds



Name play



Phase 1 phonic ideas document

- Super Sounds: The Learning Lady can be found on YouTube: [The Learning Lady - Phonics & Early Reading Expert – YouTube](https://www.youtube.com/channel/UCYU3RvQ33R9tUd1Ug1kYpYg) She shares HUGE amounts of games and ideas. Each video explains what you'll learn, what you need and gives an example. You can even play along!



The Learning Lady - Phonics & Early Reading Expert

@thelearninglady · 2.58K subscribers · 115 videos

An expert in early teaching and learning like no other! The Learning Lady is an author, cons... >

learninglady.co.uk

Subscribe

Home Videos Live Playlists Community

For You



Phonics activity EYFS easy clapping game

Phonics for 2 and 3 year olds | Phase 1 Phonics

Looking for new preschool listening games?

Also, remember the resources box which is located with the musical instruments.

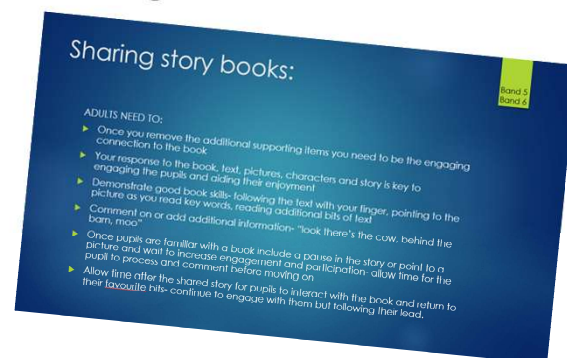
SEMI-FORMAL: FOUNDATIONS FOR PHONICS

LOVE OF READING

Little Wandle: Research has demonstrated that children's attitude towards reading is one of the strongest predictors of their later academic and life success (OECD, 2002).

Encourage this by:

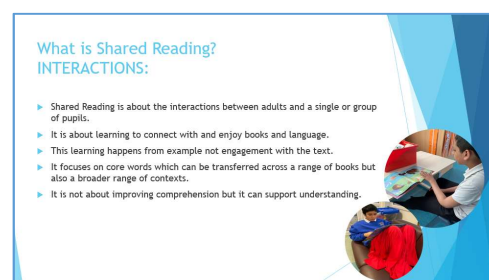
- Model an enjoyment of reading; giving lots of opportunities and encouragement to read throughout the school day.
- Make sure books are easily accessible within classrooms i.e. reading areas, book boxes, frequently presented during choose/ intrinsic play times and in the school library.
- Encourage pupils to choose individual books to reflect their interests.
- Share these books, with book skills and reading strategies modelled by staff.
- Model your own enjoyment of reading



Sharing Stories Training- T:\School Staff\4. Curriculum\2. Semi-Formal Curriculum\1. My Communication\Training

- Use Shared Reading approaches

Shared Reading Training-T:\School Staff\4. Curriculum\2. Semi-Formal Curriculum\1. My Communication\Training

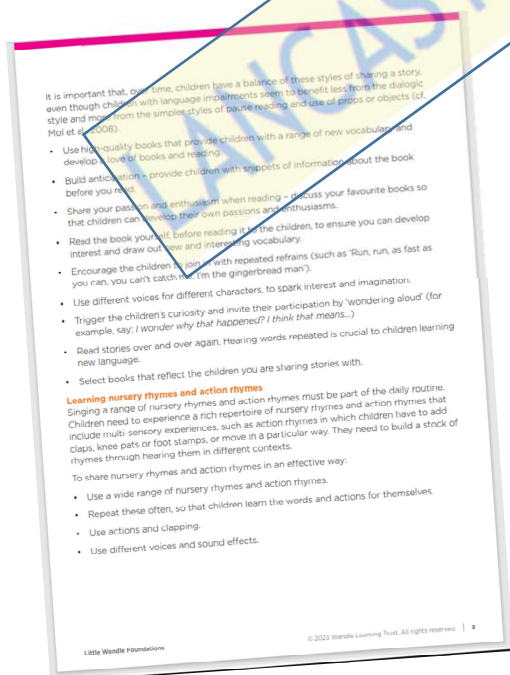


SEMI-FORMAL: FOUNDATIONS FOR PHONICS

LOVE OF READING

Encourage this by:

- Be enthusiastic about reading and the text/ book you are reading at the time.
- Ensuring you are engaging well with the book and modelling good reading practise.
- Choosing books which reflect the pupil's interests (use the 'suggested' texts list in the 'Module Information Sheets' as guidance to ensure the books are high quality and reflective of the pupil's age).
- Prepare well by reading the book first and checking you have everything you need to engage the pupils and draw out all the learning opportunities.
- Refer to the 'Foundations for a Love of Reading' document or 'Sharing Stories Training' for more tips and strategies...



Sharing Stories Training- T:\School Staff\4. Curriculum\2. Semi-Formal Curriculum\1. My Communication\Training



Little Wandle foundations for a love of Reading document:
[Foundations LoR Guidance Aug-23.pdf](#)

SEMI-FORMAL: FOUNDATIONS FOR PHONICS

LOVE OF READING

Multiple opportunities to read and engage with the text

Learning is reviewed and revisited through a rolling curriculum which allows pupils to become familiar with each format while building on prior learning. Using the 'Module information sheets' ensures continuity between classes and appropriate books suggestions for different Key Stages. It also shows the teaching sequence to guide teachers planning for pupils developing progressive skills from novice to expert.



Encourage this by:

- Use repetition of stories to ensure learning opportunities are maximised by embedding learnt skills while developing new ones, such as anticipation.
- Use repetition to help improve speed, increase confidence, and strengthen the connections in the brain that help our pupils learn.
- Using Shared Reading approaches to encourage pupils to comment on the text as they become more familiar with it.

Shared Reading Training-T:\School Staff\4.
Curriculum\2. Semi-Formal Curriculum\1.
My Communication\Training

What is Shared Reading? MODELLING AND RESPONDING:

► Adults should model comments, wait for responses and look for any signs of intentional communication.

C OMMENT - model

A SK FOR PARTICIPATION - Waiting! Not directly pushing for a response!

R ESPOND - Even to the smallest sign of intentional communication.

SEMI-FORMAL: FOUNDATIONS FOR PHONICS

LOVE OF READING

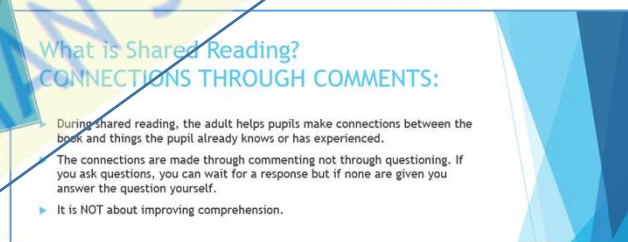
Language development opportunities

Encourage this by:

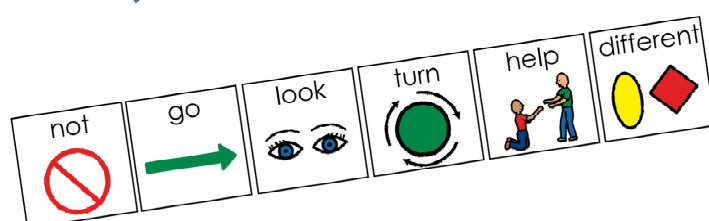
- Use Shared Reading strategies to encourage engagement with language and books through initially adult, but later child-led interactions around a text. Include pause reading – where the practitioner pauses and encourages the children to talk (Colmar, 2014)



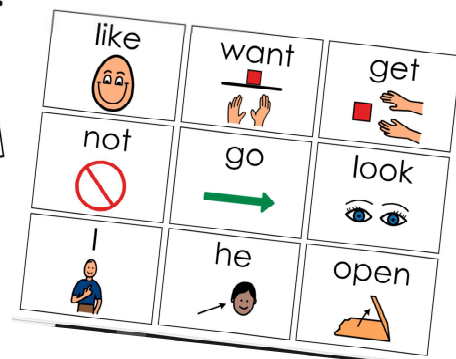
Shared Reading Training-T:\School Staff\4.
Curriculum\2. Semi-Formal Curriculum\1.
My Communication\Training



- Use symbol supported core vocabulary which is transferable across texts and into wider contexts.



Example boards



- Help pupils make connections between the book and things they already know or have experienced.
- Encourage language development, self-expression and understanding of the world.

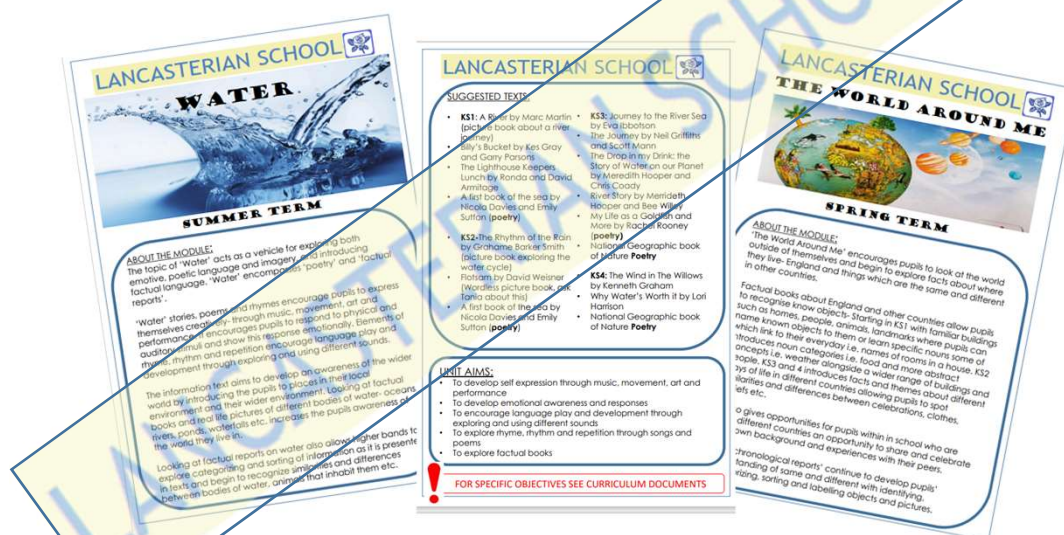
SEMI-FORMAL: FOUNDATIONS FOR PHONICS

LOVE OF READING

Connect to the book

Encourage this by:

- Use the suggested texts on the 'Module information sheets' as many of these books have been selected for their rhyme, repetition or language development opportunities as well as their link to the theme.
- These books have also been picked as they draw on known experiences/ existing connections and link to broader themes.



- Using pupils already known and existing experiences (elaborative reminiscing (Reece et al., 2010).through...
- Familiar rhymes , for example- 'Water Unit' and using texts about rain refer back to know nursery rhymes- 'Incy, Wincy Spider', 'I hear thunder', 'Rain, rain go away'
- Talking about times when they have experienced this recently
- Showing pictures of them and their peers in the rain
- Using Tar Heel Reader [Tar Heel Reader | Books for beginning readers of all ages](#) to create books about the pupils and their prior experiences of more abstract concepts.

SEMI-FORMAL: FOUNDATIONS FOR PHONICS LOVE OF READING

Opportunities to explore the sensory aspects of the text

Encourage this by:

- Supporting reading of texts at the pupil's level...



- First sensory input (band 4) i.e. story massage or bag books, then sensory stimuli through sensory stories- prewritten or writing your own.

Sharing Stories Training- T:\School Staff\4. Curriculum\2. Semi-Formal Curriculum\1. My Communication\Training

- Using props (band 5) to support engagement and understanding. (Wasik and Bond, 2001) Then extending to use pictures, symbols and colourful semantics (bands 6,7 and 8).



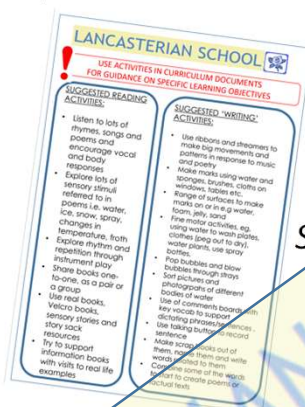
SEMI-FORMAL: FOUNDATIONS FOR PHONICS

LOVE OF READING

Opportunities to explore the sensory aspects of the text

Encourage this by:

- Plan additional learning opportunities linked to the book to further engage pupils with the text and reinforce key concept within the text.



Suggested activities section of the 'Module Information Sheet'

- Follow the theme and plan opportunities for further reinforcement and generalisation through activities linked to other areas of the curriculum.



'The Washing Line' by Jez Alborough



My Creative Expression focus involving washing during the 'Water' theme.

- Make regular visits to places in the local community including cafés, restaurants and supermarkets among others to give pupils opportunities to explore the written word in contexts they may not encounter outside of school.
- Visit libraries, museums and theatres to promote cultural capital; broadening pupils' experiences and allowing them to develop the necessary behaviours for inclusion in society.

SEMI-FORMAL: FOUNDATIONS FOR PHONICS LANGUAGE

Remember underpinning all of this is a desire and ability to communicate. This begins with awareness of others- responding and interacting, eliciting and encouraging responses and developing 2 way communication alongside developing the necessary techniques to express their thoughts and opinions.

Encourage this by:

- Referring to Lancastrian curriculum documents to help plan for and encourage interactions and communication

Pre-Formal and Semi-Formal curriculum documents

- Refer to the 'Good Communication Practise Guide', 'Little Wandle' videos and Interaction techniques poster and training on Intensive Interaction for more guidance.

Good Practise Guide for Communication

Interaction techniques

Little Wandle Foundations

Intensive Interaction in Action

Interaction videos

Support for practitioners

Tune in: Find out how you can wait, watch and wonder to get your interaction off to the right start.

Pause more: Learn about the all-important power of pausing.

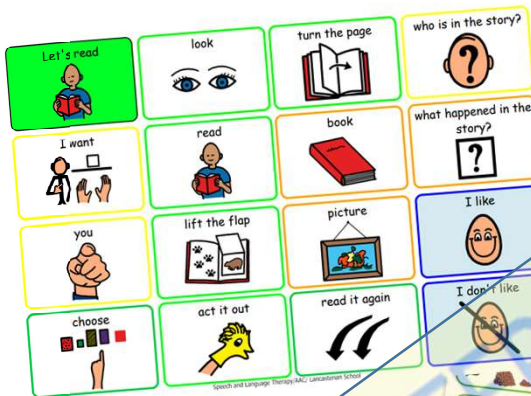
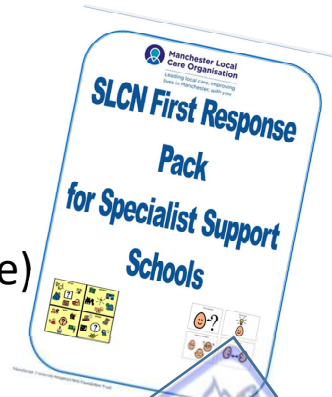
Running commentary: Find out how you can narrate what children are doing to provide a good model of language.

Make links: Use this technique to help children learn words connected to their life.

SEMI-FORMAL: FOUNDATIONS FOR PHONICS LANGUAGE

Where more specific guidance is required:

- Refer to the MLCO 'SLCN First Response Pack' (Electronic copy in the 'Therapy' folder And paper copy in 'Emma Morris' pigeon hole)
- Use the 'Environmental Resources' in the therapy folder to encourage interactions and communication.



Prompting Strategies

Expectant cue

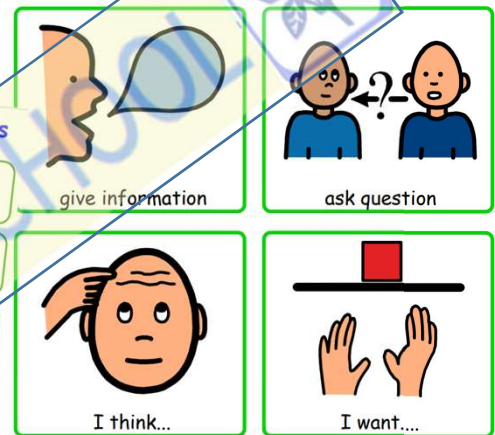
Modelling

affording

anding

Forced alternatives

Phonemic cueing



Environmental Resources in Therapy folder

- For our non-speaking population- refer to their individual support plans and advice from the SaLT. Always use their communication method i.e. communication book, AAC etc.
- For further concerns, refer to the 'Communication Overview' document for more advice and support and then complete a SaLT referral form.

Communication at Lancasterian: class staff responsibilities

Overall Communication

- Classroom management
- Translational supports
- Visuals
- Language modification
- Low-tech devices

Resources:

- Local Communication Guide
- SaLT environmental resources
- First Response Pack
- Communication book
- Project Core
- Shared story resources
- Shared story resources
- Shared story resources

Support route:

- Refer to resources
- Refer to resources
- Refer to resources
- Refer to resources

Manchester Local Care Organisation

Speech and Language Therapy Specialist Support School Service

Language and Communication Referral form

Please note: If your main concern is feeding, please use the Dysphagia Referral Form

Main concern: COMMUNICATION

Young Person's Details:

Name: _____

DOB: _____

NHS Number (if known): _____

School/setting: _____

Date of referral: _____

Communication Overview and referral form in Therapy folder

FORMAL: LITTLE WANDLE PHONICS PHONICS

Who?

Pupils working on phase 2 and above.

How is it taught?

- Pupils follow the government validated 'Little Wandle' scheme.
- Letters and sounds are introduced in a specific order through structured lessons.
- All lessons include an element of oral blending, revisit and review, teach, practise and apply but letters and sounds should be introduced at a rate appropriate to the individual pupils.
- Where needed, lessons should be taught in smaller steps with more repetition, so that every pupil secures their learning.
- This can mean a single lesson is split across 2 sessions with additional opportunities for pupils to practise and apply their learning through supplementary activities.



Phase 3 lesson



Phase 4 lesson

[Resources - Reception | Letters and Sounds](#)

<http://littlewandlelettersandsounds.org.uk>



Examples of supplementary activities

FORMAL: LITTLE WANDLE PHONICS PHONICS

'Little Wandle' online resources:

Programme content and resources are available from:

My Letters and Sounds | Letters and Sounds
(littlewandlelettersandsounds.org.uk)

Username and password required

Resources

- ✓ 'How to' videos modelling all aspects of teaching.
- ✓ How to say pure sounds video.
- ✓ Guidance to support teachers, including tricky words and letter formation.
- ✓ Resources to use in class with pupils including grapheme mats and letter formation practice sheets.

See more →

Planning

- ✓ Half-termly overview and templates
- ✓ Weekly grids
- ✓ Whiteboard resources for sentences
- ✓ Objects and images for What's in the box?
- ✓ Images for Sort the words
- ✓ Images for Blend from the box
- ✓ Match the words to the pictures

See more →



Phase 2: new GPC (includes What's in the box?)



Phase 2: teach new grapheme



Phase 2: new GPC (th, ch, sh, ng, nk)



Phase 3: new GPC and oral blending

'How to' help videos for each element of the lesson structure

Resources, planning, reading and assessment materials

Programme content

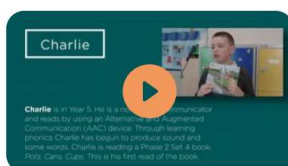
Reading: SEND



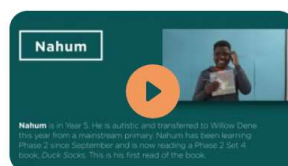
Physical resources stored opposite the school library

Specific SEND content with 'How to' adaption videos:

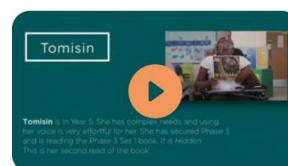
Decodable books



Read 1: Charlie AAC Phase 2



Read 1: Nahum - Phase 2



Read 2: Tomisin - Phase 3



Read 3: Viktoria - Phase 2

FORMAL: LITTLE WANDLE PHONICS PHONICS

When?

- For younger pupils (KS2), direct phonics teaching and additional reading sessions should be timetabled at least once a week.
- For older Semi-Formal and Formal pupils phonics should be timetabled at least once a week with additional activities and opportunities for practise embedded in other lessons.
- Reading should either be taught as part of this lesson or taught through 1-2-1 reading sessions across the week (see 'Reading Guidance')

LANCASTERIAN SCHOOL

READING

VISION STATEMENT

At Lancasterian, reading opportunities allow pupils to explore new worlds, develop their vocabulary and build a more in-depth knowledge of the intended audience and purpose. It provides opportunities for our pupils to view text and reading as purposeful and essential to everyday life. Through exploring different text types to explain, persuade, argue and evaluate, among others, pupils develop a knowledge of themselves and the world in which they live. It also presents opportunity to develop an appreciation and love of reading.

Reading Guidance

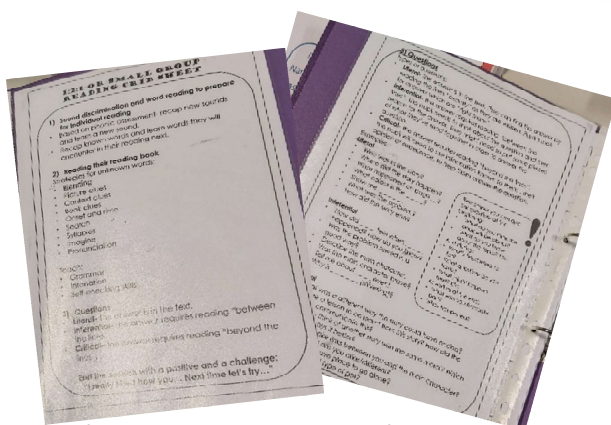
2023-24	8.30 - 9.00	9.00 - 9.30	9.30 - 10.30	11.00 - 12.00	1.00 - 2.00	2.00 - 2.15	2.15 - 3.00	3.00 - 3.20	3.20 - 3.30	3.30 - 4.00
Class 6	AM	1	2	3	4	5				
Acorns - KN	15 mins	30 mins	60 mins	60 mins	60 mins	15 minutes	45 mins			
Monday	Practical time	Guided Reading/Phonics/SPAG	English	Maths	Humanities	Sports/Outdoor Play	PE Soft Play Gym	Reflection/Calibration of the day	Hometime	Directed Time
Tuesday			English	Maths	PHSE		Music			
Wednesday			English - Phonics/ SPAG	Maths	Science		Art/DT			
Thursday			Assembly	Computing	PE Games		RE			
Friday			English - Phonics/ SPAG	Maths	Enrichment					

Example timetable- Acorns Class Formal KS2

- Individual readers:**
- There are phonic readers which focus on certain sounds (these allow even beginner readers to read with confidence as they ONLY contain the sounds the pupil already knows) PLEASE USE THE 'LITTLE WANDLE' SCHEME DURING PHONIC SESSIONS.
 - There are older readers which are simpler texts designed for an older audience.
 - There are comic style books for reluctant readers.
 - There are colour banded reading books.
 - There are guided reading books perfect for small similar levels this is a good alternative to 1:2:1 sessions. These books can be used as individual readers but please return them to the set when done. **These are NOT to go home.**



Little Wandle and supplementary Phonic Reading Books



Crib sheet to support reading sessions

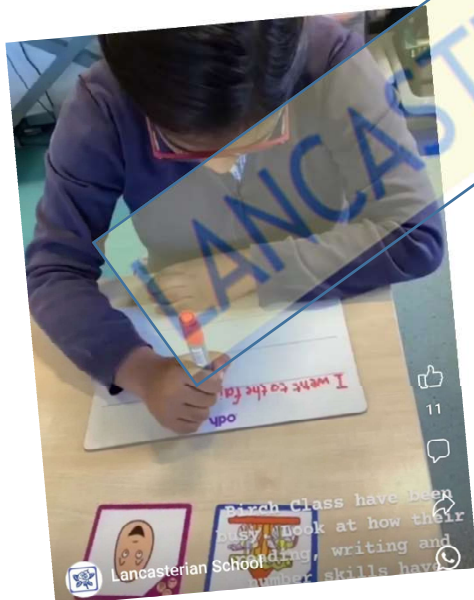
Date:	
Phonics Phase 1 2 3 4 5 (Please circle) Phoneme/ Grapheme: Tricky words:	Reading Strategies: (Please tick) • Introduce new words required for book • Recap required words/ sounds
Book/ Text title:	Strategies for unknown words: • Blending • Picture clues • Context clues • Book clues • Onset and rime • Search • Syllables • Imagine • Pronunciation
Questions Type of questions asked (Please tick when asked and cross out when achieved) • Literal - the answer is in the text. • Inferential - the answer requires reading "between the lines". • Critical - the answer requires reading "beyond the lines".	Taught: (Please tick) • Grammar • Intonation • Self-checking skills
Comments:	Next Steps:

Recording reading

FORMAL: LITTLE WANDLE PHONICS PHONICS

How is it assessed?

- Bands 9-13 of the Lancasterian Assessment system contain specific objectives relating to progression in phonics.
- Phonics knowledge is assessed alongside pupils' reading, writing and speaking and listening skills.
- Pupils working at band 14 and higher are expected to have completed phase 5 with objectives becoming more focused around spelling, grammar, fluidity and comprehension.
- Any pupils still requiring additional catch up should continue to work on the phonic assessment objectives in the lower bands but continue to progress through the other objectives in the higher bands for other English skills.



Assessment Objective	Formal				
	Band 9	Band 10	Band 11	Band 12	Band 13 and 14
Phonics and Decoding	Know phase 2 sounds Know phase 3 sounds Know consonant digraphs: ch, sh, th, ng Know vowel digraphs and trigraphs: oi, ee, igh, oa, oo, ar, ur, ow, oi, ear, air, ure, er. Read simple sentences containing known words or GPCs with minimal support or prompting	Know Endings: -it, -ing, -ip, -nt, -nk, -ll, -sk, -ll, -p Know beginnings: -t, -ch, -gr, -cr, -br, -ll, -ff, -gl, -pl, -cl, -sl, -sp, -st, -he, -am Know consonant clusters at the beginning: -scr, -str, -sh, -th Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes Know vowel digraphs: ay, ou, ie, ea, oy, ir, ue. Know consonant vowel digraphs: ow, gh, ew, oe, ou, ey. Know vowel digraphs: a_e, e_e, i_e, o_e, u_e Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (end of phase 5) Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read multi-syllabic words containing GPCs Read words containing taught GPCs and -_es, -ing, -ed, -er and -est endings	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet		

Bands 9-13 Reading- Phonics and Decoding

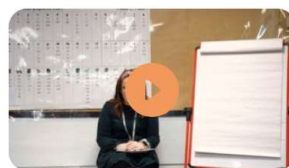
Whole lessons



Phase 5 whole lesson



Phase 4 whole lesson



Phase 5 Grow the code lesson

[Resources - Year 1
| Letters and
Sounds
\(littlewandleletters
andsounds.org.uk\)](https://littlewandlelettersandsounds.org.uk)