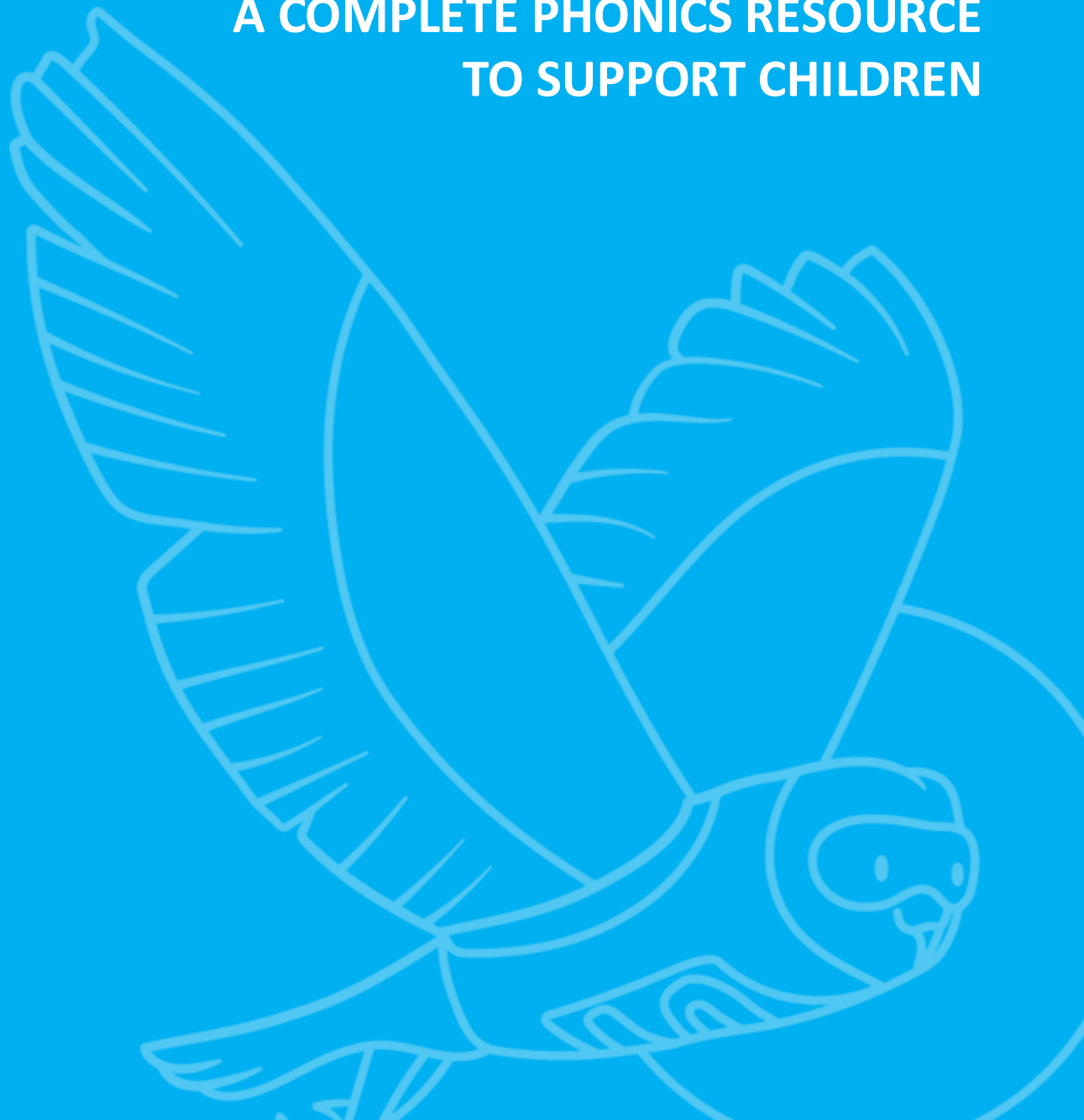
A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Teach reading: change lives

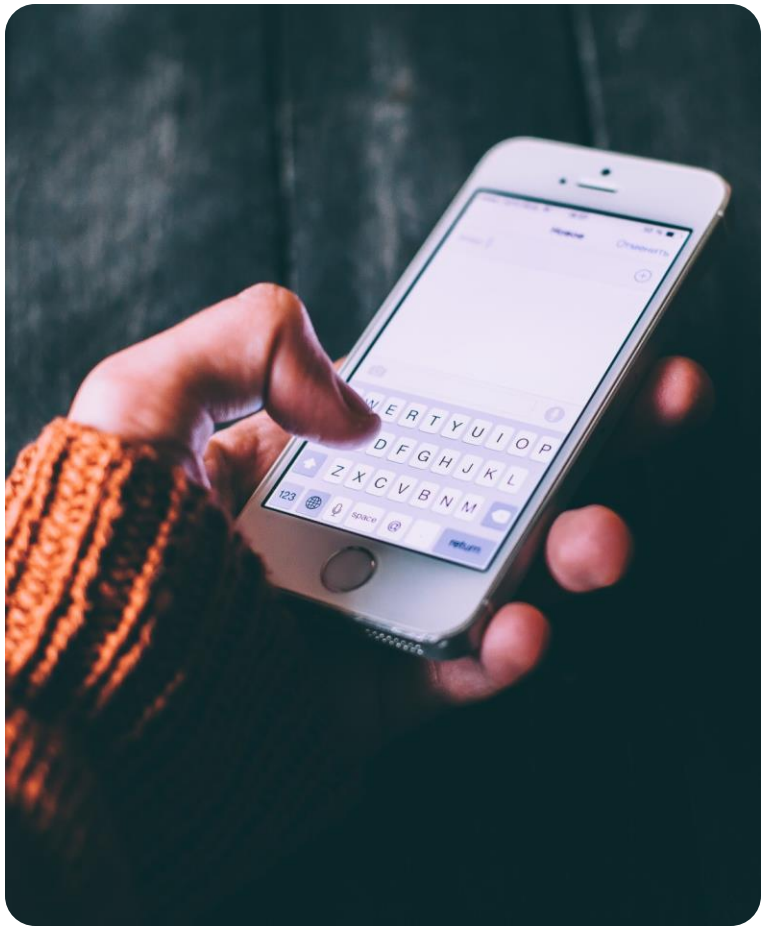
Parent workshop: Rapid Catch-up

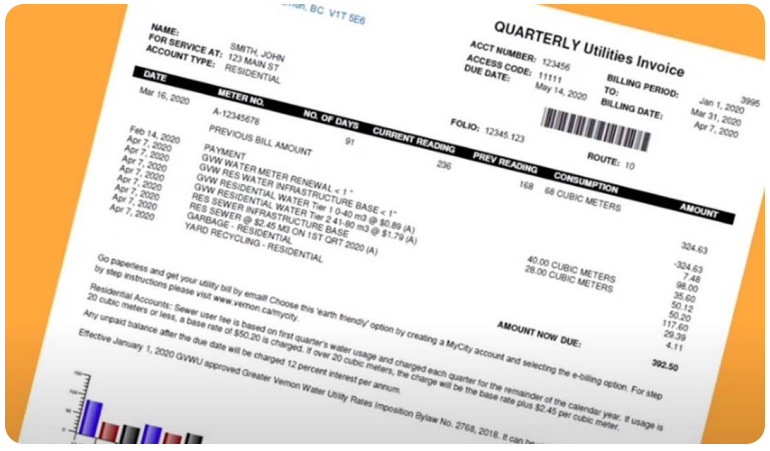


A love of reading is the biggest indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)

How many times have you already read today?

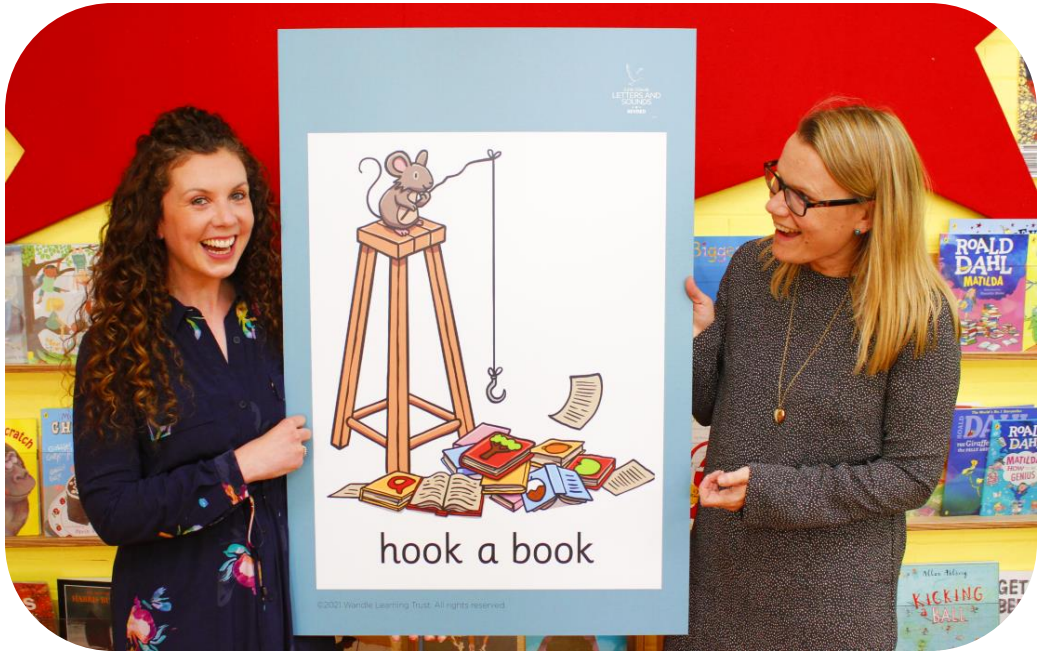




Little Wandle Letters and Sounds Revised

Our school has chosen Little *Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

We use this approach in Reception and Year 1.



Our school is using *Little Wandle Rapid Catch-up Programme* to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.

Supporting all children

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

Terminology

- phoneme
- grapheme
- digraph
- trigraph
- split vowel digraph
- blend
- segment

Rapid Catch-up progression

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Rapid Catch-up progression and overview

Programme progression

The aim of the Rapid Catch-up programme is to rapidly teach children to read. Below is an overview of the GPCs and tricky words covered in each phase of the programme.

Phase 2

Length of teaching: four weeks		
New GPCs covered	Week 1	s a t p i n m d
	Week 2	g o c k ck e u r h
	Week 3	b l ll f ff ss j v w y x z zz
	Week 4	qu ch sh th ng nk
Tricky words taught	and is I the as put* pull* full* her his has no go to into we me be he of she push* *depending on accent	

Phase 3

Length of teaching: four weeks		
New GPCs covered	Week 1	ai ee igh oa oo ar
	Week 2	**oo** or ur ow oi ear
	Week 3	air er double letters
	Week 4	longer words and suffixes –ing and –es
Tricky words taught	was you they my by all are pure sure	

Phase 4

Length of teaching: four weeks		
Word types covered	Week 1	Adjacent consonants with short vowels
	Week 2	Adjacent consonants with long vowels
	Week 3	Suffixes: –ed /t/, –ed /id/, –ed /d/, –ing, –er, –est
	Week 4	Two-syllable words with adjacent consonants Compound words and multi-syllable words with adjacent consonants
Tricky words taught	said so have like some come love do were here little says there when what one out today	

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Phase 5

Length of teaching: 14 weeks			
New GPCs covered	Week 1	/ai/ ay play /ow/ ou cloud /oi/ oy toy	/ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue
	Week 2	/yoo/ u unicorn /igh/ ie pie /igh/ i tiger	/oa/ o go /ai/ a paper /ee/ e he
	Week 3	/oa/ o–e home /ai/ a–e shake /ee/ e–e these	/igh/i–e time /oo/ /yoo/ u–e rude cute /oo/ /yoo/ ew chew new
	Week 4	/or/ aw claw /ee/ ie shield /ee/ y funny	/e/ ea head /w/ wh wheel /igh/ y fly
	Week 5	/oa/ oe toe /oa/ ou shoulder /oa/ ow snow	/j/ g giant /f/ ph phone /s/ c ice
	Week 6	/l/ le apple /l/ al metal /v/ ve give	/u/ o–e some /u/ o mother /u/ ou young
	Week 7	/z/ se cheese /s/ se mouse /s/ ce fence	/ee/ ey donkey /oo/ ui fruit /oo/ ou soup
	Week 8	/ur/ or word /oo/ u awful /oo/ oul could	/air/ are share /air/ ear bear /air/ ere there
	Week 9	/or/ au author /or/ aur dinosaur /or/ oor floor	/or/ al walk /or/ a water /ch/ tch match /ch/ ture adventure
	Week 10	/ar/ al half /ar/ a father* /o/ a want	/ur/ ear learn /r/ wr wrist /z/ ze freeze
	Week 11	/s/ st whistle /s/ sc science /c/ ch school /sh/ ch chef	schwa in longer words schwa at the end of words (–or, –our, –re, –a)
	Week 12	/ai/ eigh eight /ai/ aigh straight /ai/ ey grey /ai/ ea break	/n/ kn knee /n/ gn gnaw /m/ mb thumb
	Week 13	/ear/ ere here /ear/ eer deer /zh/ su treasure /zh/ si vision	/j/ dge bridge /j/ ge large /i/ y crystal
	Week 14	/sh/ ti potion /sh/ ssi mission /sh/ si mansion /sh/ ci delicious	/or/ augh daughter /or/ our your /or/ oar roar /or/ ore more
Tricky words taught	their people oh your Mr Mrs Ms ask could would should our house mouse water want again any many where who whole two school call different thought through friend work once laugh because eye busy beautiful pretty hour parents shoe move improve		

*depending on accent

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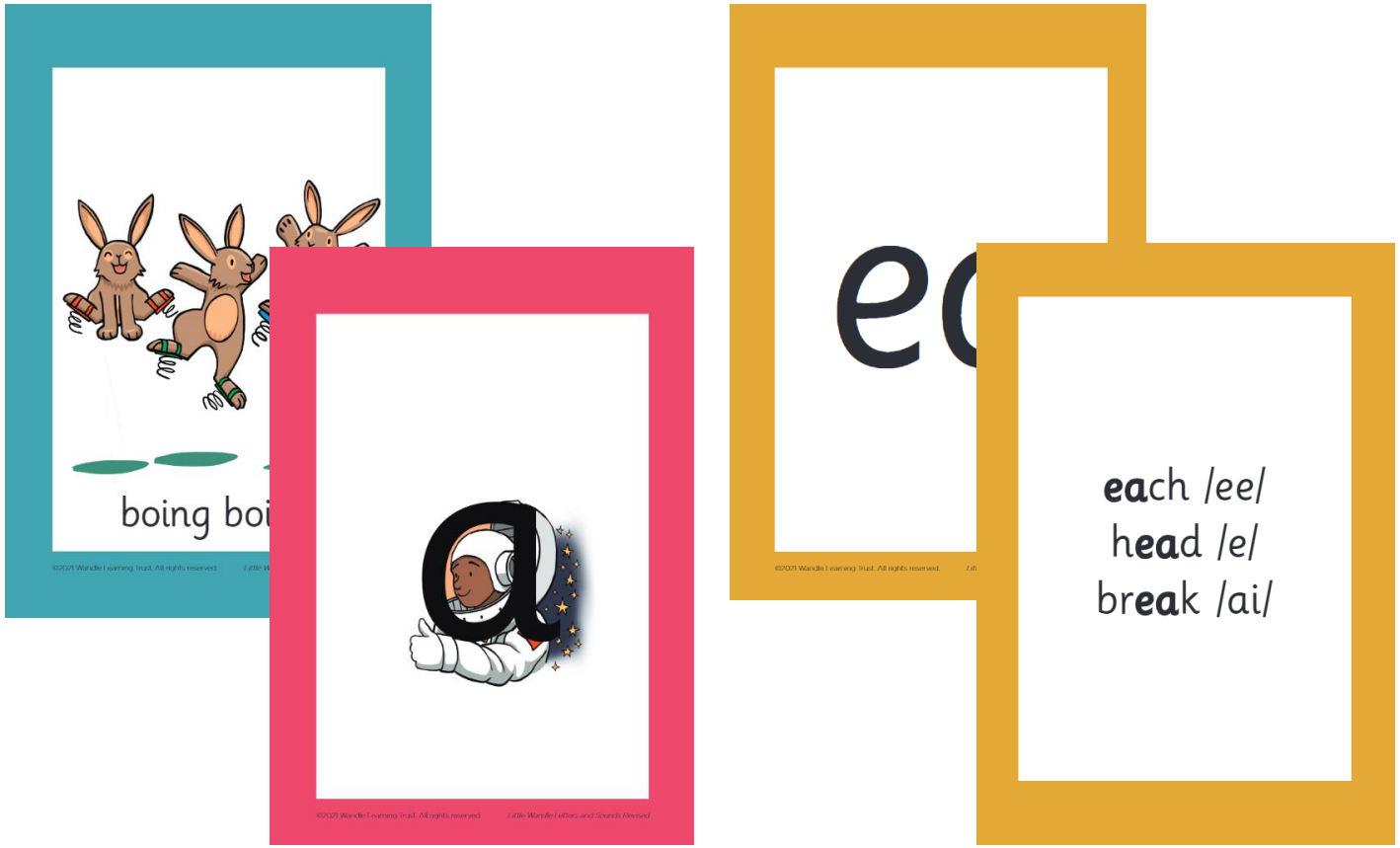
How we make learning stick

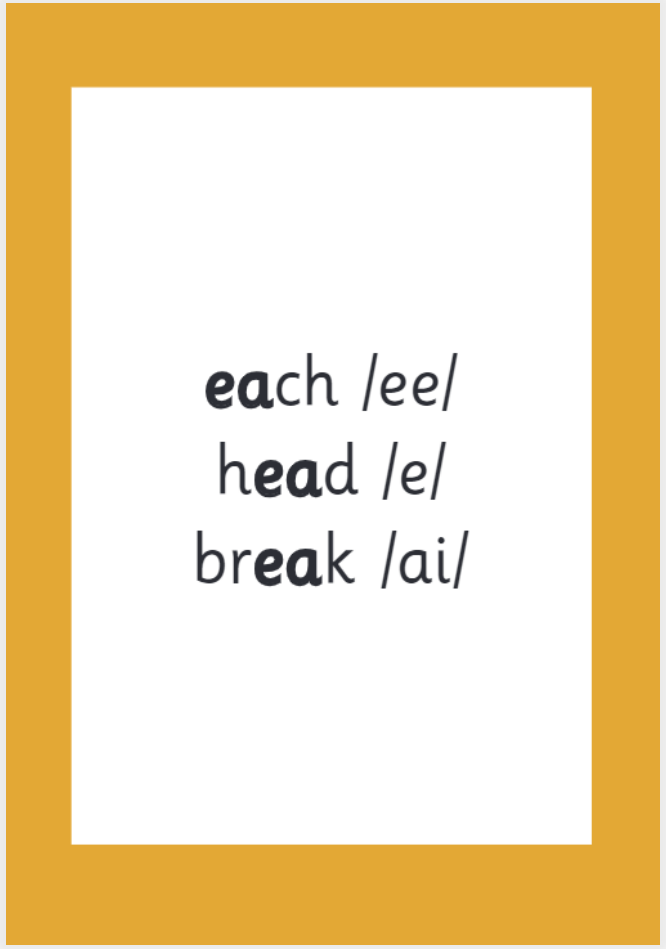


Timetabling

Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from day 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

Reading and spelling

Reading and spelling



All the different ways to write the phoneme /sh/:

shell

chef

special

caption

mansion

passion

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

Tricky words

How do we teach reading in books?

Reading practice sessions:

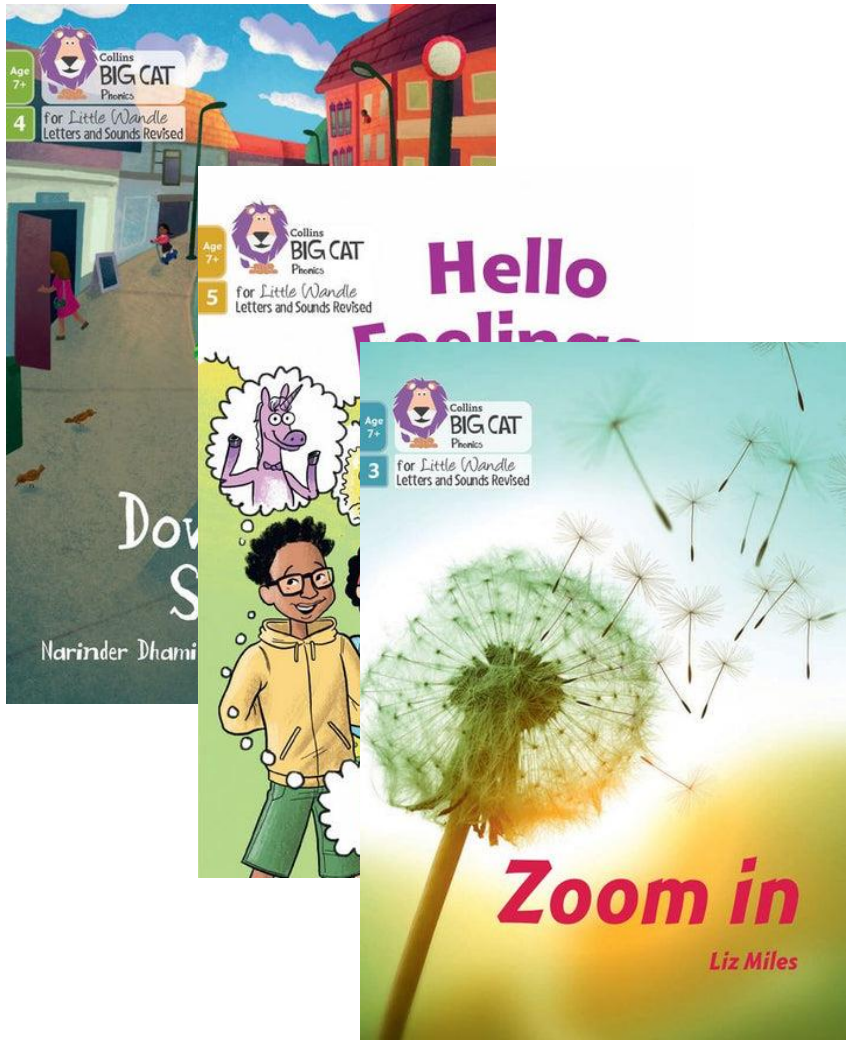
- are timetabled three times a week.
- children read the same book three times in a week .

We use assessment to match your child's reading the right level of book

Phase 3 GPCs and words

ai	ee	igh	oa	oo
ar	**oo**	or	ur	ow
oi	ear	air	er	

wait	feel	tight	coat
food	hard	wood	born
hurt	down	join	near
pair	hammer	puppet	rubbish
helmet	morning	garden	fishes
lightning	rooftop		

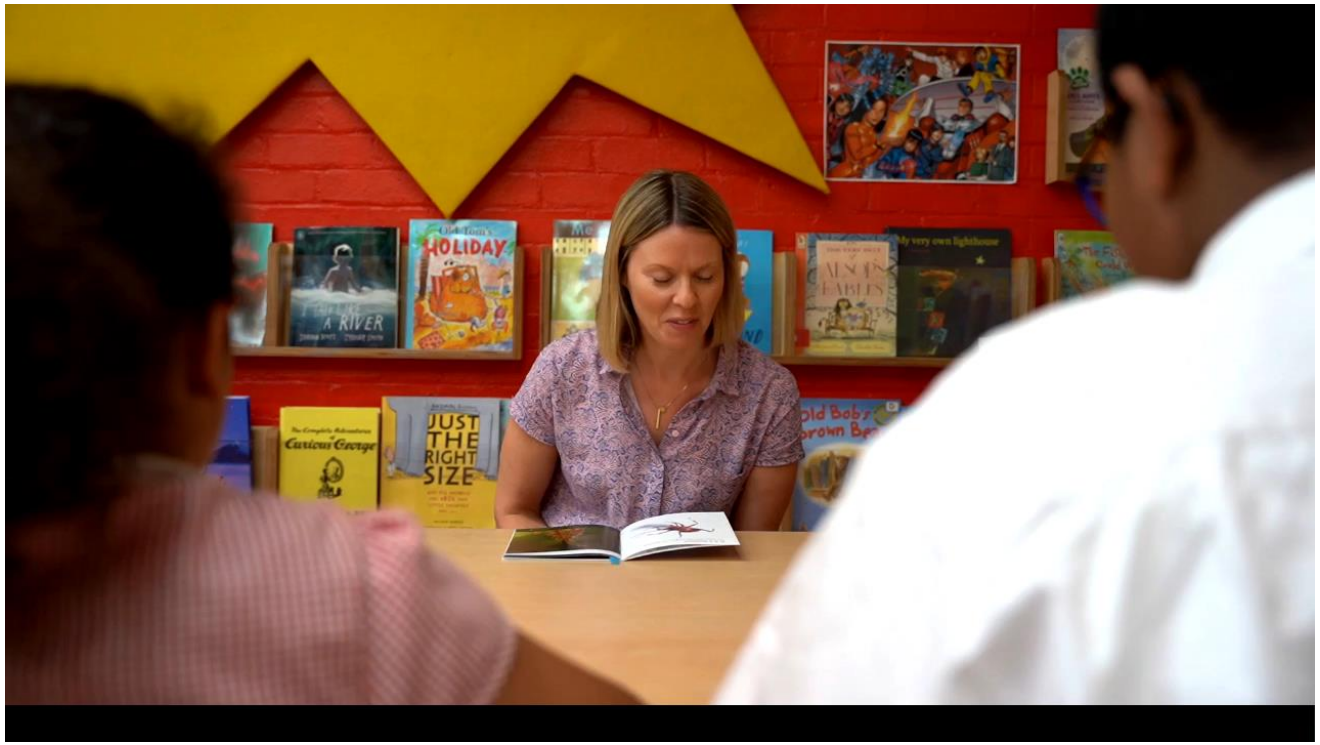


Reading a book at the right level

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.

Aiming for fluency – this takes practice!

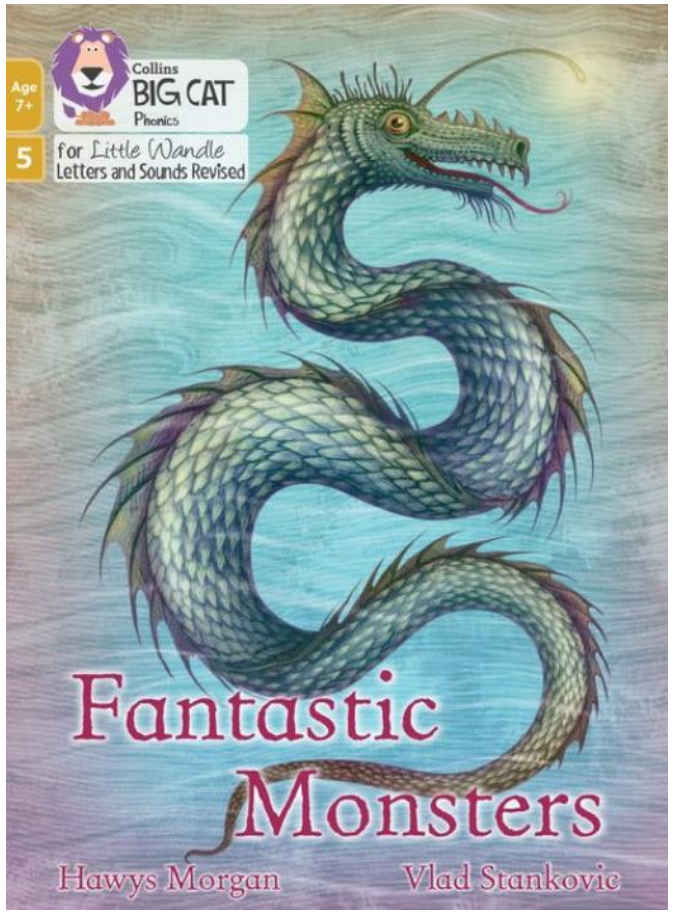


Reading at home

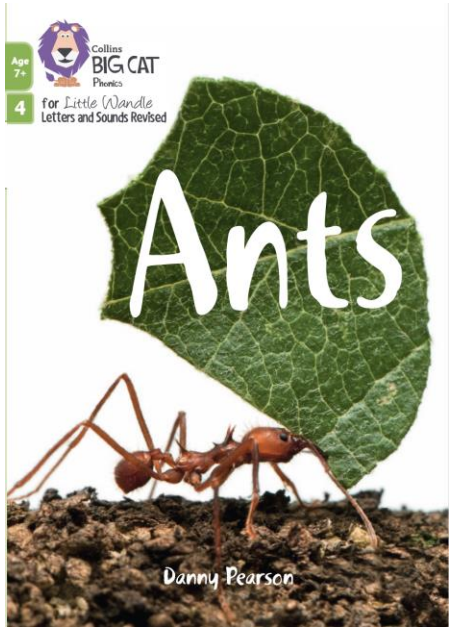
The most important thing you can do is read with your child

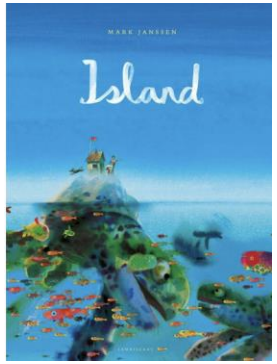
Reading a book and chatting had a positive impact a year later on children's ability to…

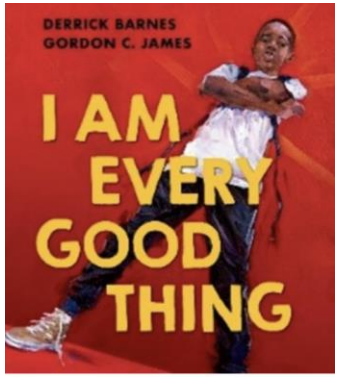
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

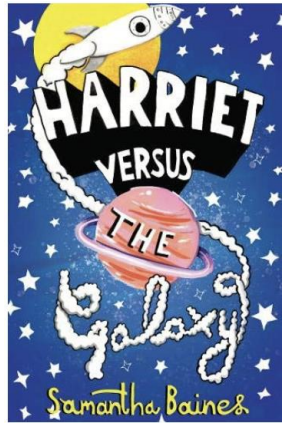


Books going home



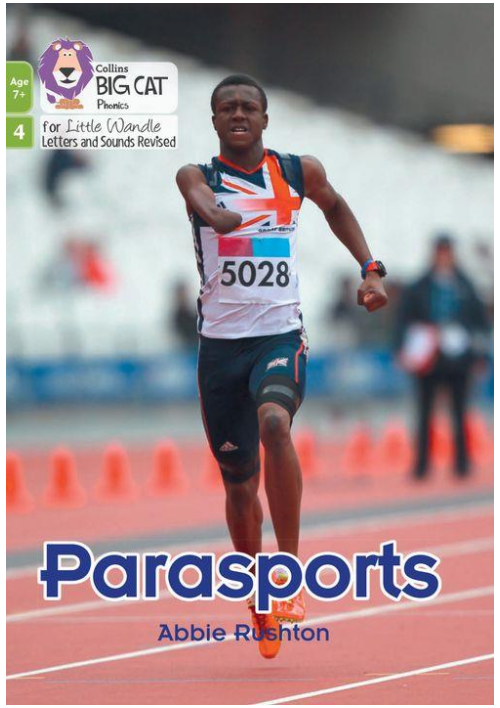


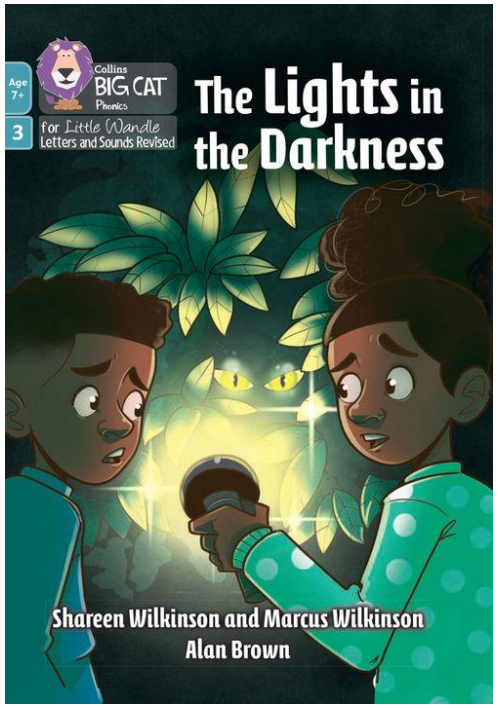




Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.

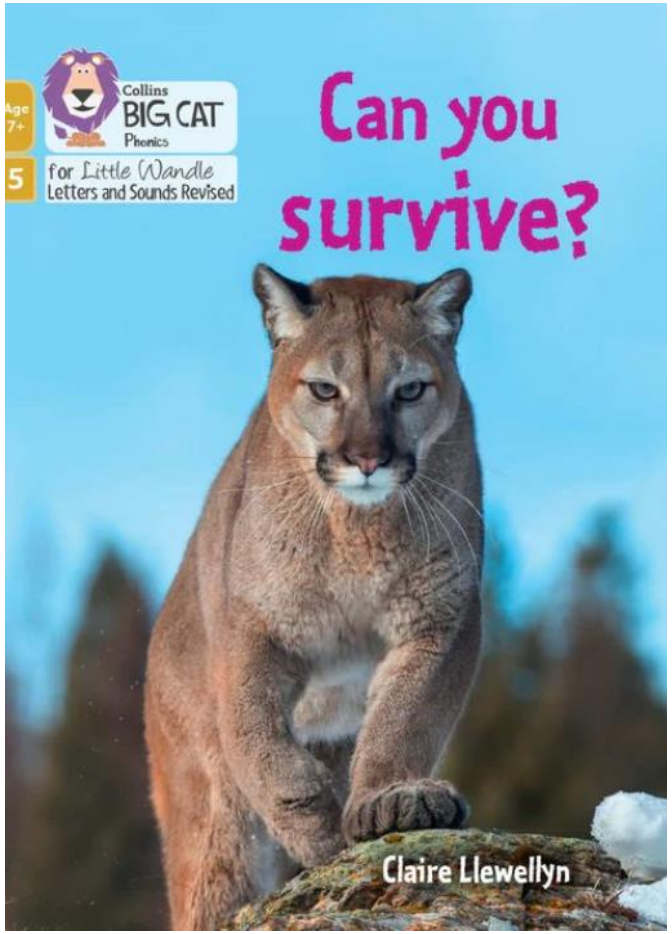




Read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language.
  - Encourage your child to use new vocabulary.
  - Make up sentences together.
  - Find different words to use.
  - Describe things you see.



Supporting your child with phonics

Videos

Phase 2 sounds taught in Reception Autumn 1

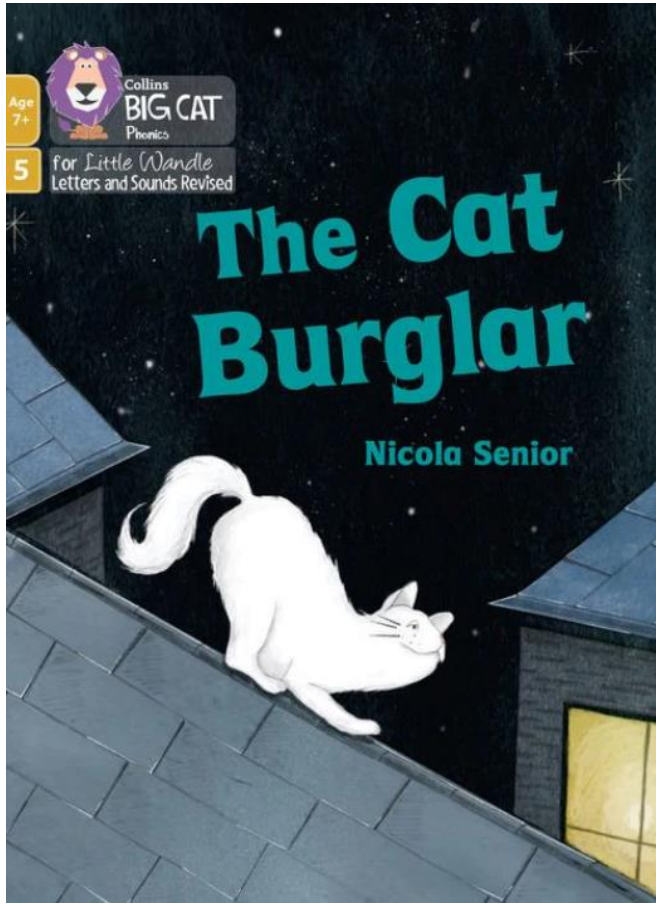
Phase 2 sounds taught in Reception Autumn 2

Phase 3 sounds taught in Reception Spring 1

How to say Phase 5 sounds

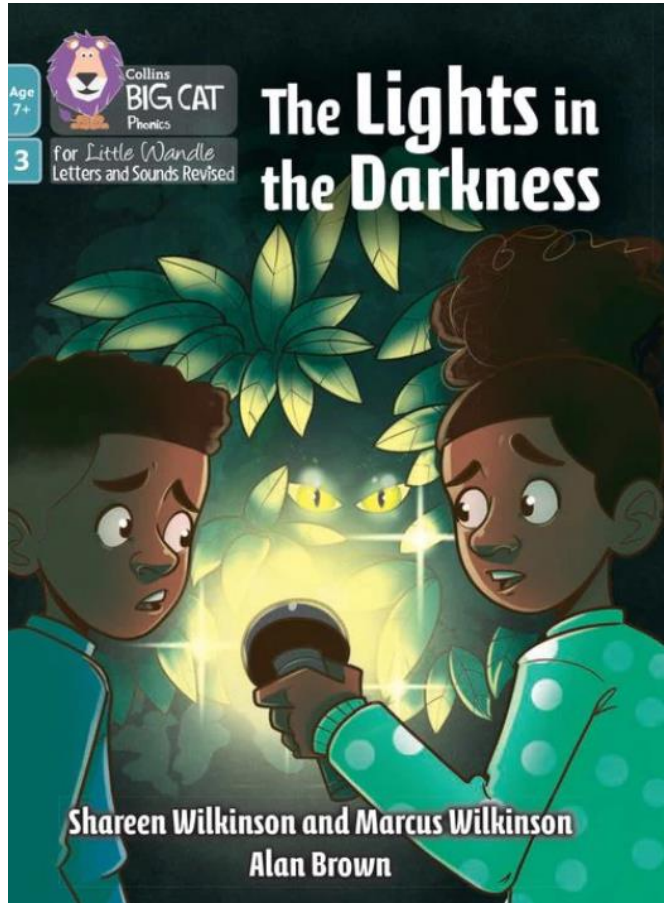
After Rapid Catch-up

- You still have an important role to play in supporting your child to become a lifelong reader.
- Continue to listen to your child read (reading with your child).
- It will support them to develop their reading fluency, their prosody, and their confidence.



After Rapid Catch-up

- Read to your child.
- It will develop their language and vocabulary.
- It shows them that reading is important to you and encourages them to read for pleasure.



One of the greatest gifts adults can give is to read to children

Carl Sagan