A photograph of two young girls sitting together in a classroom, looking down at an open book. The girl on the left has curly blonde hair and is wearing a red sweater with white heart patterns. The girl on the right has her hair pulled back and is wearing a textured, reddish-brown sweater. They are sitting on a light blue chair. The background shows a typical classroom setting with desks, chairs, and shelves. A semi-transparent blue banner is overlaid at the bottom of the image, containing the text 'Early Reading and Phonics' in white.

Early Reading and Phonics

Phonics – Little Wandle Letters and Sounds

1. To meet all the DfE criteria for an effective systematic synthetic Phonics Programme (SSP), it is essential that schools consider an approach that can be consistently delivered across the school. Any SSP Programme delivered in school must have validation status.
2. *In November 2021, we bought into the LW scheme, with fantastic results across Reception, Year 1 and 2 in July 22.*










What will it look like?



- Little Wandle – offers a complete package, including training for staff, parental support and the books we have already match the scheme. We also liked their approach!
- All Staff attended trained during an INSET day in November. The aim is that all staff (TA's and Teachers) will be reading and phonics experts.
- The Phonics scheme began in the third week of the autumn term.
- 20 minutes every day – short, pacy delivery with the same systematic approach (revisit/review, teach, practice and apply)
- Each grapheme has a hook – character/pronunciation and formation phrase
- Common exception words (tricky words) will be taught (I, no, go, to, into, the)
- Half termly assessments will take place to ensure that the children keep up and if any gaps they can be supported so as to catch up.
- The classroom resources will be consistent throughout the school and in the intervention spaces.
- www.littlewandlelettersandsounds.org.uk Parents can access useful information on their website, including videos and downloads.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

★
★ "A BOOK is a *dream* ★
★ that you *hold* in your **HANDS.**"

- Neil Gaiman - ★★



Link with reading and vocabulary!

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

Phonics

Teach with fidelity to one SSP phonics Programme with a clear progression from EYFS to Year 2.

And onwards for pupils who have gaps.

Crack the code!

Make a strong start!

In reception the journey starts with strong teaching of phonics, ongoing assessments that fill the gaps.

Practice makes permanent

Books that match!

All books match the phonemes we are teaching and are completely decodable. The sounds should match what they know.

Oracy

Extending their vocabulary is a priority. Book talk, using pictures, text, vocabulary at school and at home.

Daily story times and contextual books.

Talk for Reading

We want the children to be fluent readers - not just barking at the text. Fluency can be dependent on the text!

Fluency includes expression.

Early reading checklist

Books changed twice a week

Research suggests that children will gain confidence in reading when they are given the time and opportunity to revisit texts. This will support your child's:

- 1. Segmenting and blending skills**
- 2. Increase fluency and word recognition**
- 3. Develop their vocabulary understanding and use**
- 4. Develop a deeper comprehension of what they are reading and be able to talk about the text and beyond, through inference**



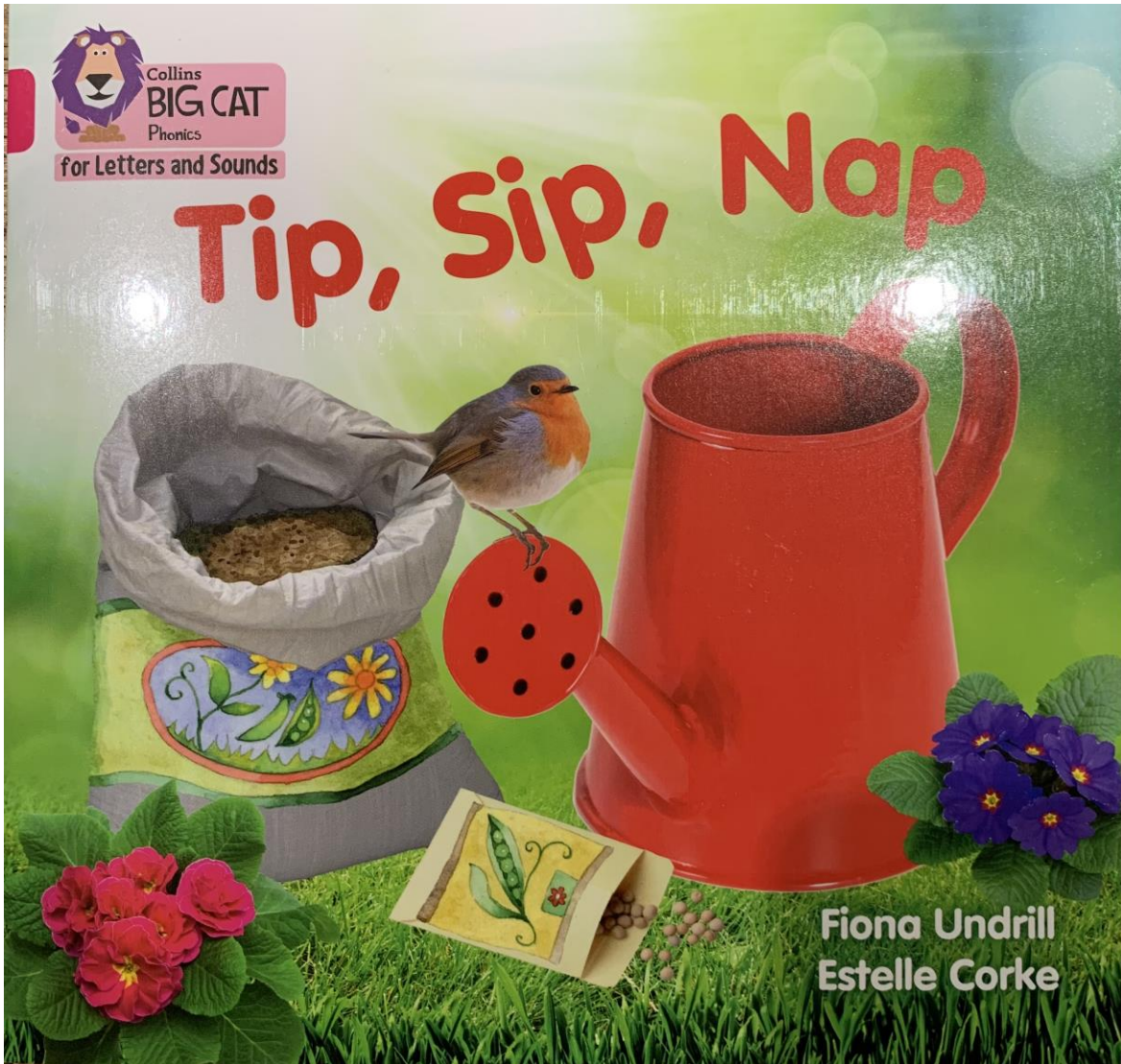
Recommended structure

Day 1 – Use the front cover to identify the key sounds, tricky words and vocabulary that will be covered within the book. Read through the book together, model segmenting and blending. When your child is blending – celebrate this, it is a step towards fluency. Look at the pictures too, can your child spot key features about the story or text.

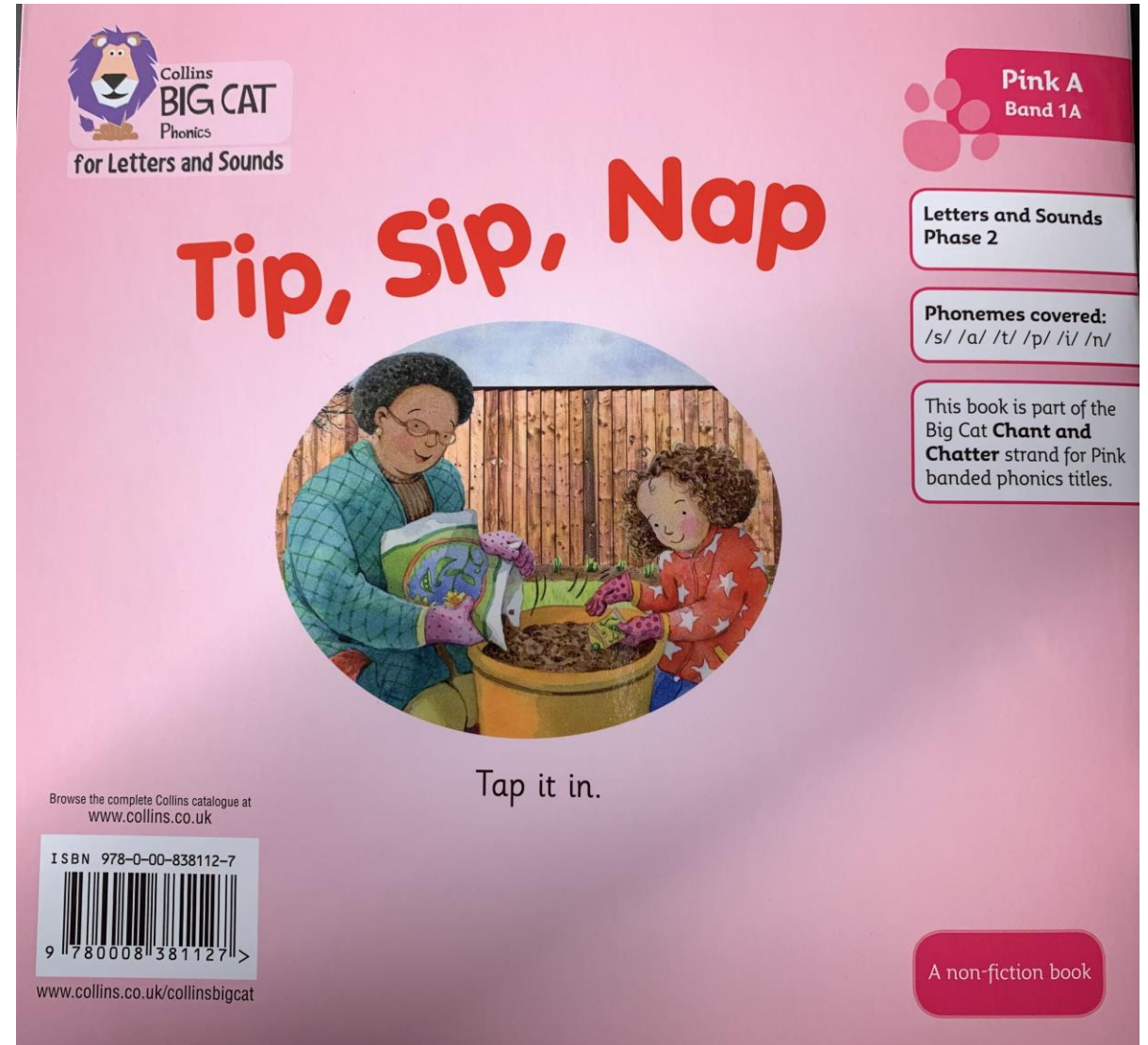
Day 2 – Revisit the book again, this time your child may remember the words or is able to blend those familiar to them. Again, use the pictures to support the text. **Top Tip - you could offer to read one page and your child read another - especially when the books become longer and more complex or if your child is tired.**

Day 3 – Use the back cover to ask the comprehension questions or take part in the phonics suggested activity. There are references to pages that you can revisit. Check in with the vocabulary, you want your child to be able to understand the text or if not, encourage them to ask you.

Cover – what can you see?



Back cover – Blurb and useful information





Before reading



Belongs to
Batheaston
Church School

Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. "s" not "suh".

s t p n a i

- Read the words together.

tap nap sip

Check understanding

- Ask your child:
 - What do these words mean?

tip tap nap sip nip

- Explain that in this book **nip** means to remove by pulling off.

Talk about it

- Look at the cover together and read the title. Ask your child:
 - What do you think this book is about? (e.g. *plants, gardens, flowers*)
 - Look carefully at the packet on the ground. What do you think is in it? (e.g. *seeds, pea seeds*)
 - Which things on the cover might you **tip**? (e.g. *the watering can, the packet*)
 - Do you ever have a **nap**? Why? (e.g. *I have a nap after school because I'm tired.*)
- Now read the book. Enjoy looking at the pictures and talking about them.

Book Talk - when you first share book

- Check the graphemes/phonemes that will occur in the book
- A grapheme is the written form of the letter / Phoneme is the sound of that letter.
- Check the common exception words that might be present in the book - tricky words
- Read/talk about the words that will crop up in the text. Check they know what they mean. Talk about words that several meanings i.e. tap
- The Big Cat Collins books have questions there for you.

What can you see? Who might the lady be? What are the seeds? Do you recognise these words?

tip

tap



You could have a discussion about planting seeds. You may need to model sounding out the words first?

pat

tip



New words, can you see that they are repeating? Why might the little girl be tired?

nap nap ;

sip sip



Can they read these words on their own? Discussion about how long might it take to grow peas?

tip it

sip it



Encourage fluency, reminder that the words are the same.

nap nap





sip sip



Play I spy! Some words may have the 'a' phoneme in the middle i.e. c-a-t



The back page can be used for subsequent reading of the book, hence why we are suggesting you digest the book fully over 2 or 3 days.

 **After reading** 

Letters and Sounds: Phase 2
Word count: 20
Focus phonemes: /s/ /a/ /t/ /p/ /i/ /n/
Curriculum links: Understanding the World
Early learning goals: Reading: use phonic knowledge to decode regular words and read them aloud accurately

Developing fluency

- Your child may enjoy hearing you read the book.
- Take turns to read a page, with you reading each left-hand page and your child reading each right-hand page. Try to use a different tone for each page.

Phonic practice

- Turn to page 4. Ask your child to sound out the letters in the word, then blend. (p/a/t - **pat**) Repeat for page 5. (t/i/p - **tip**) Challenge your child to compare the words and point to the letter sound that is different. (/a/ and /i/)
- Repeat for the following pairs of words, identifying which letter sounds are the same and which are different.
Pages 6 and 7: nap sip Pages 8 and 9: tip sip
- Look at the "I spy sounds" pages (14 and 15). Point to the ants, and say "ants", emphasising the /a/ sound. Ask your child to find another thing that starts with the /a/ sound. (e.g. *arrow, apple*) Challenge your child to find more things where the /a/ sound is in the middle of the word. (e.g. *cat, bag, hat, can, magpie*)

Extending vocabulary


- Each choose a character in the book to role-play and describe what you are doing on each page. (e.g. page 2: *I am tipping soil into the pot.* Page 3: *I am tapping the packet to get the seeds out.*)
- Still in role, take turns to mime one of the actions from the book, whilst the other guesses what you are doing.

Comprehension

- Ask your child:
 - On pages 4 and 5, what do you think is in the big pot now? (e.g. *the soil Nan tipped in and the seeds*)
 - On page 8, what is the girl doing and why? (e.g. *she is watering the plant so that it grows*)
 - In what ways does the garden change? Why? (e.g. *blossoms grow on the trees, flowers bloom and the plant in the pot grows; it changes from winter to summer*)
 - What does Nan tip into a bowl at the end? (e.g. *peas from pods that came from the plant*)

Further reading

Pat It (Pink A/Band 1A) is a story that also covers phonemes from Phase 2 of Letters and Sounds.


for Letters and Sounds

Published by Collins
An imprint of HarperCollinsPublishers
The News Building
1 London Bridge Street
London
SE1 9GF

HarperCollinsPublishers
1st Floor, Watermarque Building,
Ringsend Road, Dublin 4, Ireland

Browse the complete Collins catalogue at
www.collins.co.uk

© HarperCollinsPublishers Limited 2020
10 9 8 7 6 5 4 3
ISBN 978-0-00-838112-7

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd., Barnard's Inn, 86 Fetter Lane, London, EC4A 1EN.

British Library Cataloguing in Publication Data
A catalogue record for this publication is available from the British Library.


Author: Fiona Undrill
Reading ideas author: Liz Miles
Phonics consultant: Jacqueline Harris
Phonics reviewer: Rachel Russ
Illustrator: Estelle Corke (Advocate)
Commissioning editor: Sarah Thomas
In-house editor: Alexandra Wells
Project manager: Emily Hooton
Proofreader: Gaynor Spry
Designer: 2Hoots Publishing Services Ltd
Production controller: Katharine Willard

Printed and bound by Martins the Printer, Berwick-upon-Tweed

Collins would like to thank the teachers and children at Hampton Hargate Primary School, St. Andrew's Church of England Primary School and Priors Wood Primary School who took part in the development of Collins Big Cat.

Get the latest Collins Big Cat news at
www.collins.co.uk/collinsbigcat

All photographs: Shutterstock

 **MIX**
Paper fr
responsible
FSC® CO

This book is produced from independently
to ensure responsible forest ma
For more information visit: www.harpercollins.co.uk

Summary

- Please try to engage with a book with your child on a daily basis, this can include the decodable or /and the contextual books.
- Research shows that children should be digesting books over a period of time - it is not a race. For your child to become a fluent reader they need not to just be cracking the code but also understanding the text/vocabulary and reading beyond.
- Decodable books will support reading and phonics, the contextual books are for sharing (there is no expectation for your child to read words beyond their experience within the class) We aim to also set up our little library so you have access to a range of picture books too.
- The weekly newsletters will tell you what phonemes we are covering over the week - practice of these sounds will help with your child's fluency and understanding.
- I will send out a weekly sheet, for you to use at home to support your child with their phonics.
- Don't forget to take a look at the Little Wandle website.

