Little Wandle LETTERS AND SOUNDS REVISED ™

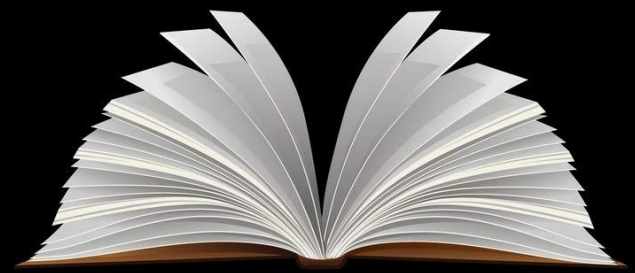
OVERCHURCH
INFANT SCHOOL

“Staff promote pupils’ reading skills effectively. Pupils’ phonics knowledge is developed systematically from the Nursery class onwards. Their early reading books are matched closely to the phonics that they are learning. Pupils are able to apply their knowledge and read unseen books with success.”

Ofsted 2021

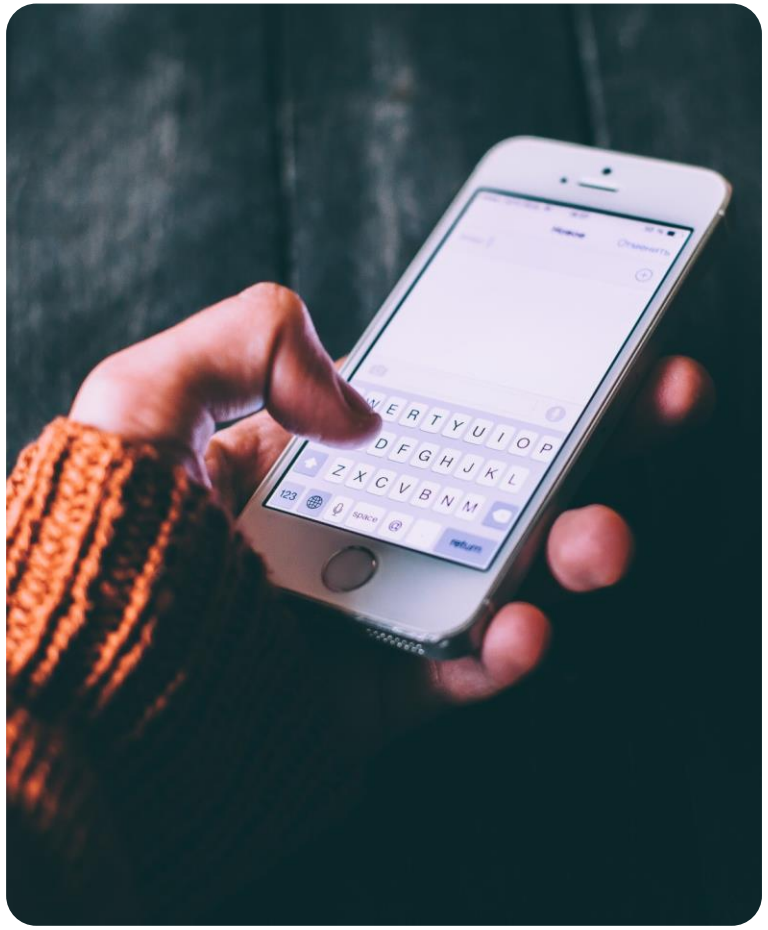
OVERCHURCH
INFANT SCHOOL

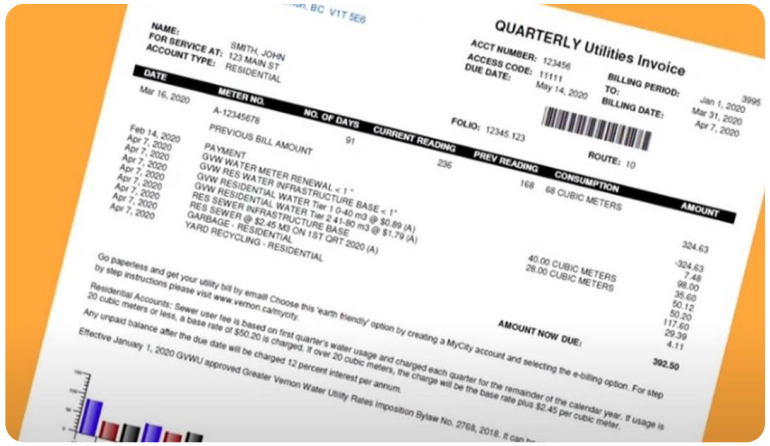
READING
IS
DREAMING
WITH
OPEN EYES



Little Wandle
LETTERS AND
SOUNDS
REVISED
TM

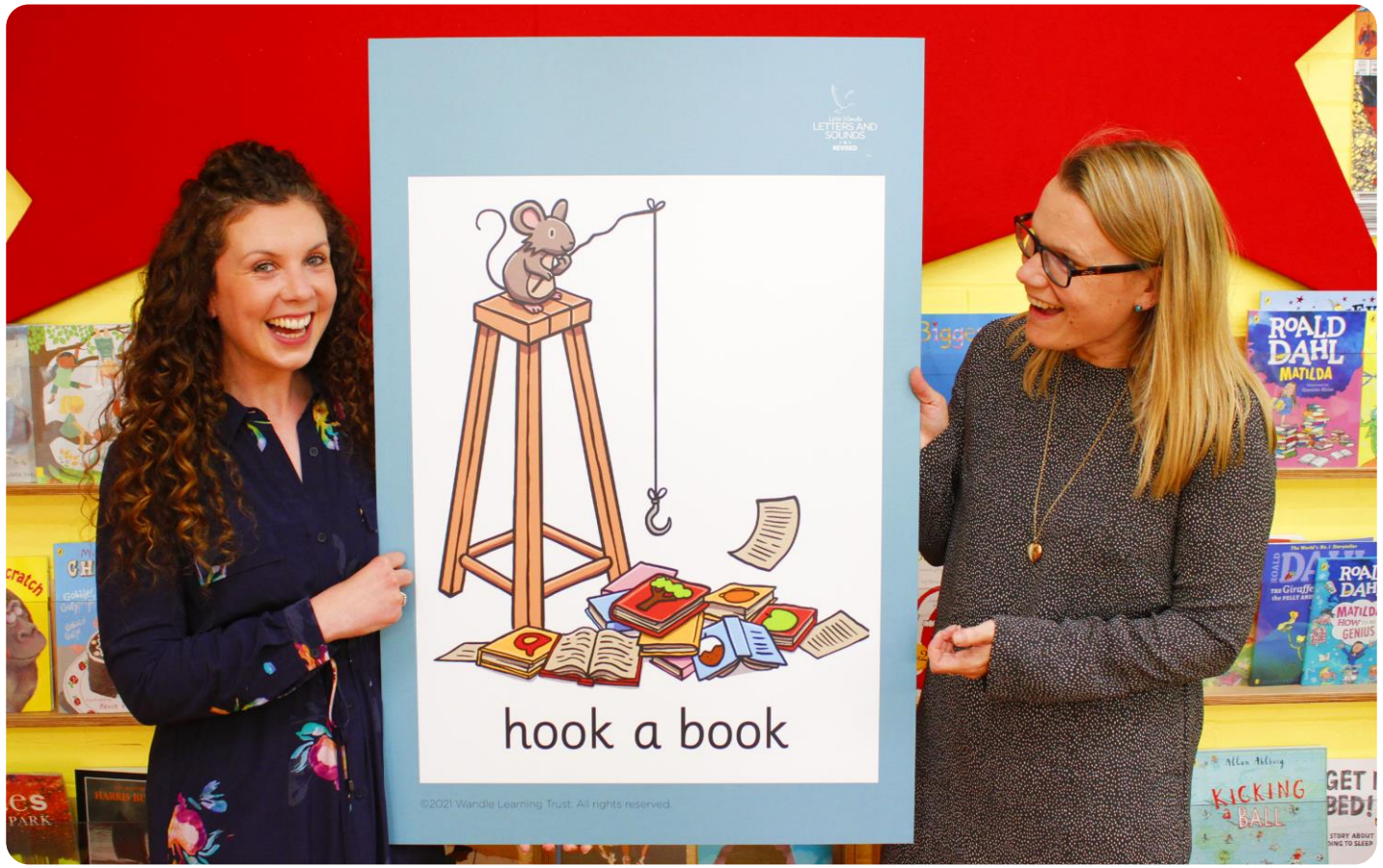
How many times have you already read today?





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. This has been validated by the DfE.



littlewandlelettersandsounds.org.uk

Contact us | Join | View basket | Log in

About us | For parents | Why join? | FAQs | Everybody read! | Work with us | Shop

Teach reading: change lives!

More than 4,000 schools are alr
for their phonics and early

Our free information briefings are the perfect opp
could mean for your setting. We have general
dedicated briefings for

Book a general b

littlewandlelettersandsounds.org.uk/resources/for-parents/

Contact us | View basket | Log out

My Letters and Sounds | For parents | FAQs | Everybody read! | My account | Work with us | Shop | Search

For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview here to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

Support for phonics | How we teach | Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos

Need help?

12:18
16/11/2022

Phonics is:

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

Terminology

Phoneme - The smallest unit of sound that can be identified in words.

Grapheme - A letter or group of letters used to represent a particular phoneme when writing

Digraph –two letters that make one sound

Trigraph – three letters that make one sound

Split vowel digraph -A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, ‘a_e’ in ‘take’).

Blend - To combine individual phonemes into a whole word, working all the way through from left to right.

Segment - To identify each of the individual phonemes in a word, working all the way through from left to right.

Adjacent consonants - Two or more consonants that come together in a word without any intervening vowel or vowels (for example, ‘d-r’ in ‘drop’, ‘s-t-r’ in ‘strap’).

Blending to read words

The ‘Overchurch Way’

Every adult has a caddy containing detailed daily planning, Rex the robot, catchphrase cards and tricky word cards.

Rex the robot is used to promote oral blending – this is very beneficial for children who struggle to blend or for children when they are trying to spell unknown words.

The catchphrase cards are our own (not Little Wandle).

This ensures absolute consistency of offer no matter which group your child is in for Phonics.

OVERCHURCH INFANT SCHOOL

Sound and Spelling Chart

Little Wandle LETTERS AND SOUNDS REVISED™

s	t	p	n	m	d	g	c	r	h	f	l
ss ce c st se sc	tt ed	pp	nn kn gn	mm mb	dd ed	gg	k ck ch	rr wr	wh	ff ph	ll el le il al
b	**j**	**v**	**w**	**x**	**y**	**z**	**qu**	**th** moth on a bath	**ch** chunky chips	**sh** a fish on a dish	**ng** a king on a wing
bb	g ge dge	ve	wh			zz s se			tch	ch s ss	
a	**e**	**i**	**o**	**u**	**ai** rain on a train	**ee** a bee on a tree	**igh** high flight	**oa** a goat in a coat	**oo** room on the broom	**oo** a good book	**ar** stars in a jar
	ea	y	a	o o-e	ay ey a-e eigh a ei	ea y e-e e ey ie	i-e y ie i	ow oe o-e o	u-e ou ue ui ew u	u oul	al a
or short horse	**ur** curly fur	**ow** a cow in a towel	**oi** coin in the soil	**ear** an ear to hear	**air** chair with hair	**er** better letter					
aw ore au our oor augh	er or ir ear	ou	oy	ere eer	are ear ere						

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

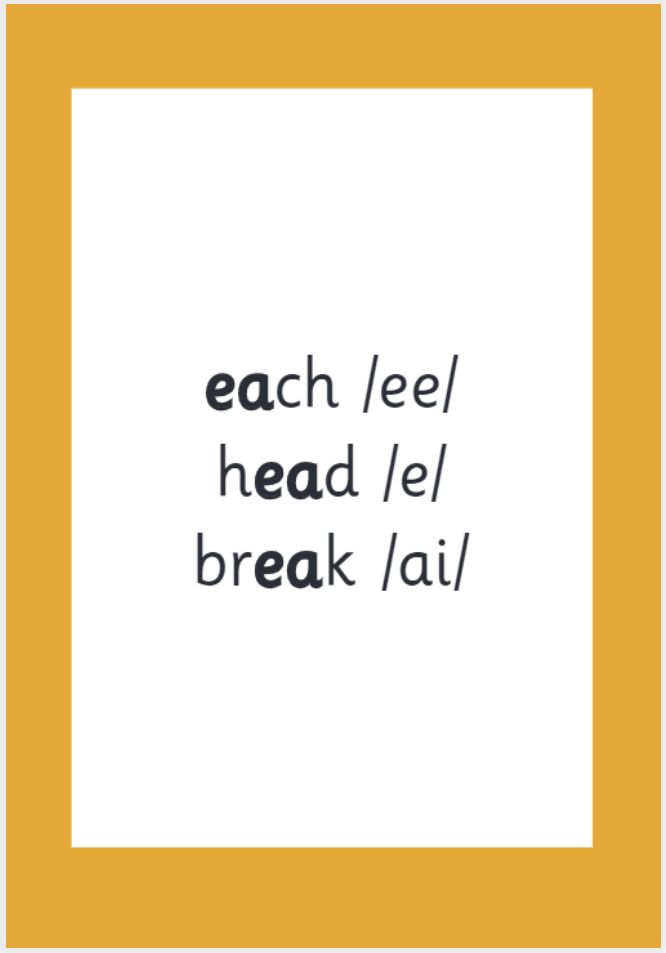
Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

Phase 5

How we teach Phase 5

Reading and spelling

Reading and spelling



And all the different ways to write the phoneme sh:

shell

chef

special

caption

mansion

passion

Tricky words

Phase 5 tricky words: Year 1

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table shows the tricky words that your child will learn in Phase 5 in Year 1 and explains why each word is tricky. Tricky words taught in Reception that remain tricky in Year 1 are also shown. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Taught in Year 1 Autumn term		
Tricky word	**Tricky part**	**Why is it tricky?**
their	eir	The 'eir' makes the sound **air**. This is a rare spelling for this sound.
people	eo le	The 'eo' makes the sound **ee***. Your child has not yet learned the digraph 'le'. *This is a rare spelling for this sound.
oh	oh	The 'oh' makes the sound **oa**. This is a rare spelling for this sound.
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound **or**.
Mr Mrs Miss	whole word	These are abbreviations in common use as words.
ask*	a	The 'a' makes the sound **ar**. **Learning so far:** For 'a', your child has learned the sound **a** as in 'cat'.
could would should	oul	Your child has not yet learned the trigraph 'oul', which makes the sound **oo** (as in 'book').
our	our	The trigraph 'our' makes the sound **ow** followed by the schwa sound. This is a rare spelling for this sound.
house mouse	se	Your child has not yet learned the digraph 'se'. Here, it makes the sound **s**.
water	a	The 'a' makes the sound **or**. **Learning so far:** For 'a', your child has learned the sound **a** as in 'cat'.
want	a	The 'a' makes the sound **o**. **Learning so far:** For 'a', your child has learned the sound **a** as in 'cat'.

*Depending on regional pronunciations, not all children will be taught the word 'ask' as a tricky word.

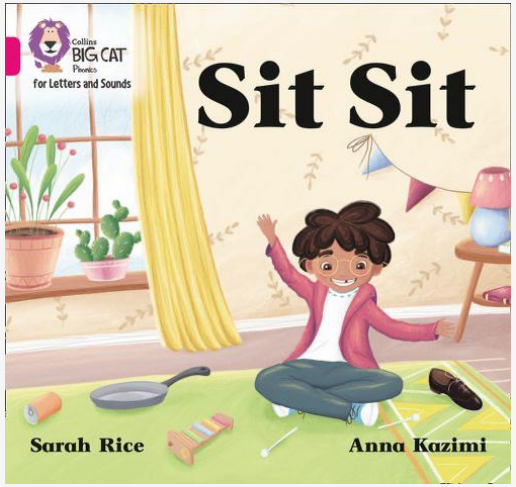
Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Adult writes them down.
- Word is covered.
- Children write the word.
- Check the word.

How do we teach reading in books?

Reading practice sessions are:

- timetabled weekly
- taught by a trained teacher/teaching assistant
- taught in small groups



We use assessment to ensure children are reading the correct colour band.

Green			
a Highlight each grapheme or word that is read correctly. Circle any read incorrectly.	b Child reads each sound in order and then blends to read.	Nonsense or alien words. Child reads the sounds in order and blends to read the word.	Child reads the tricky word and can say why it is tricky.

a	ay ou oy ea ir ie ue ew oe ow au aw a-e o-e i-e u-e
b	note shine snake player blue spray haul third grow mind
	their people oh your Mr Mrs Ms could would should our house mouse water want
	abayl cruem snome

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.
- Children will bring home a banded book but perfectly matched ones are available on e-Collins.

Reading at home

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

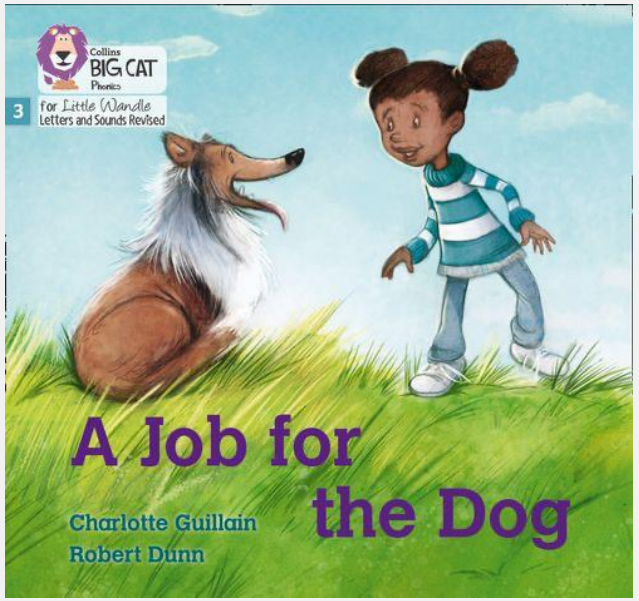
2002 Research - Reading a book and chatting had a positive impact a year later on children's ability to…

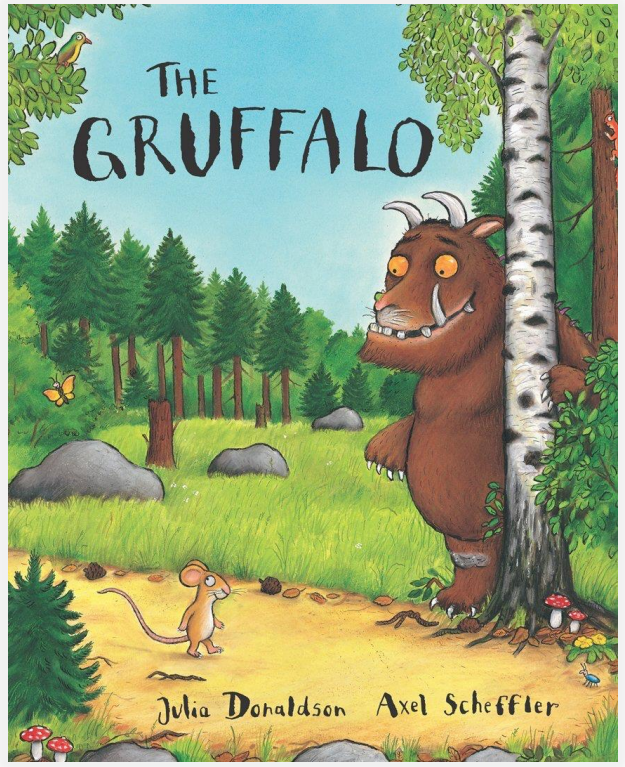
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home

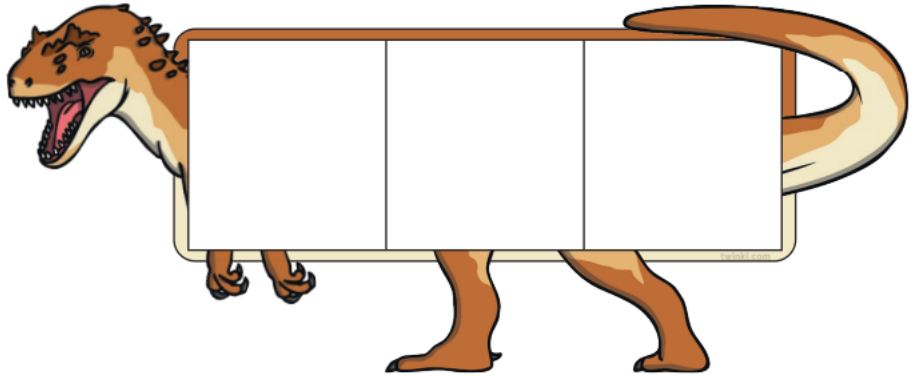


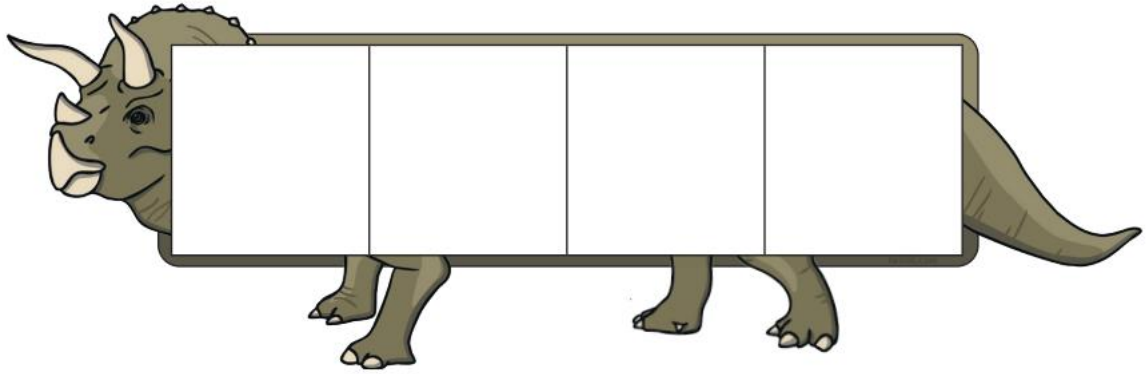


Supporting your child with phonics

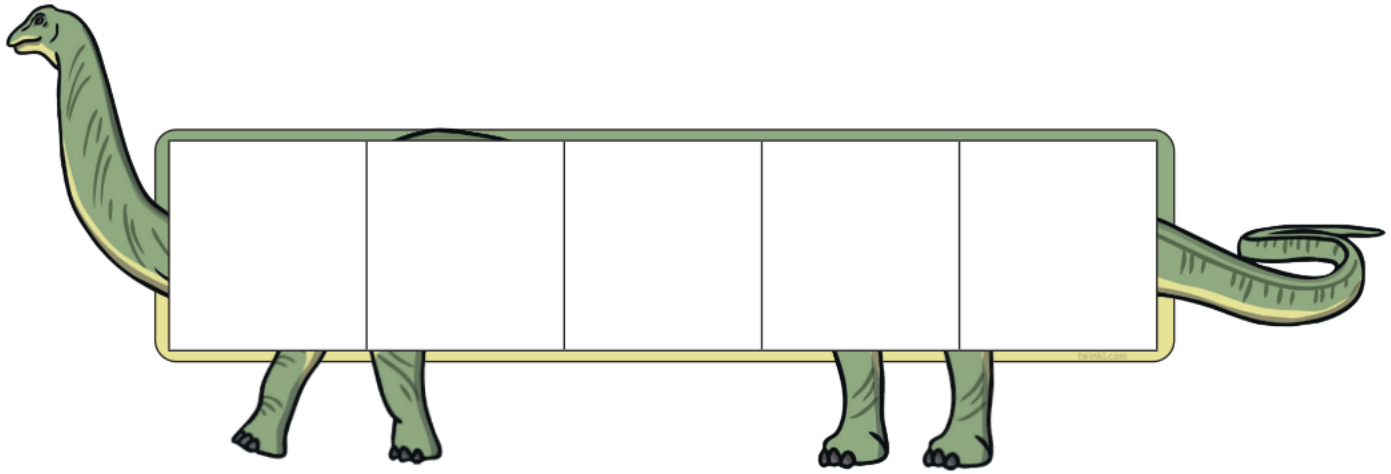
Overchurch Reading Stars

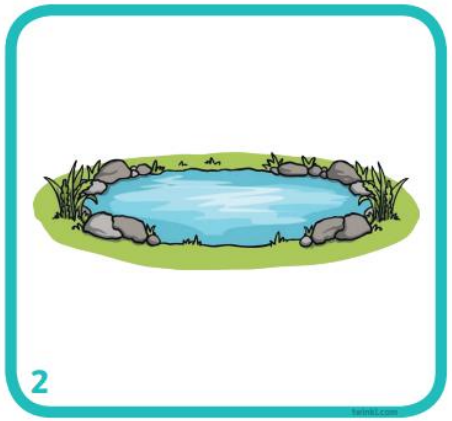
Back to the classroom

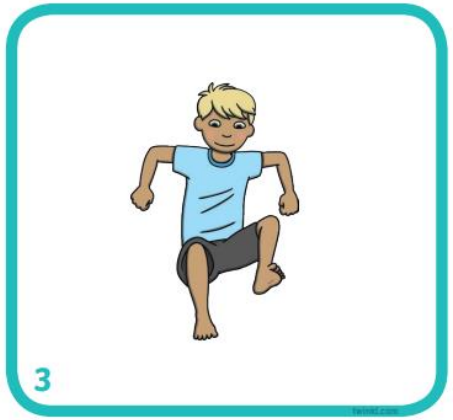




OVERCHURCH
INFANT SCHOOL







	no	he	like	people	their
	could	come	they	I	into
	me	we	there	oh	looked
	the	you	are	what	Mr
	Mrs	be	my	have	called
	asked	all	little	go	her

Phase 2 to 5 Roll and Read

twinkl visit twinkl.com

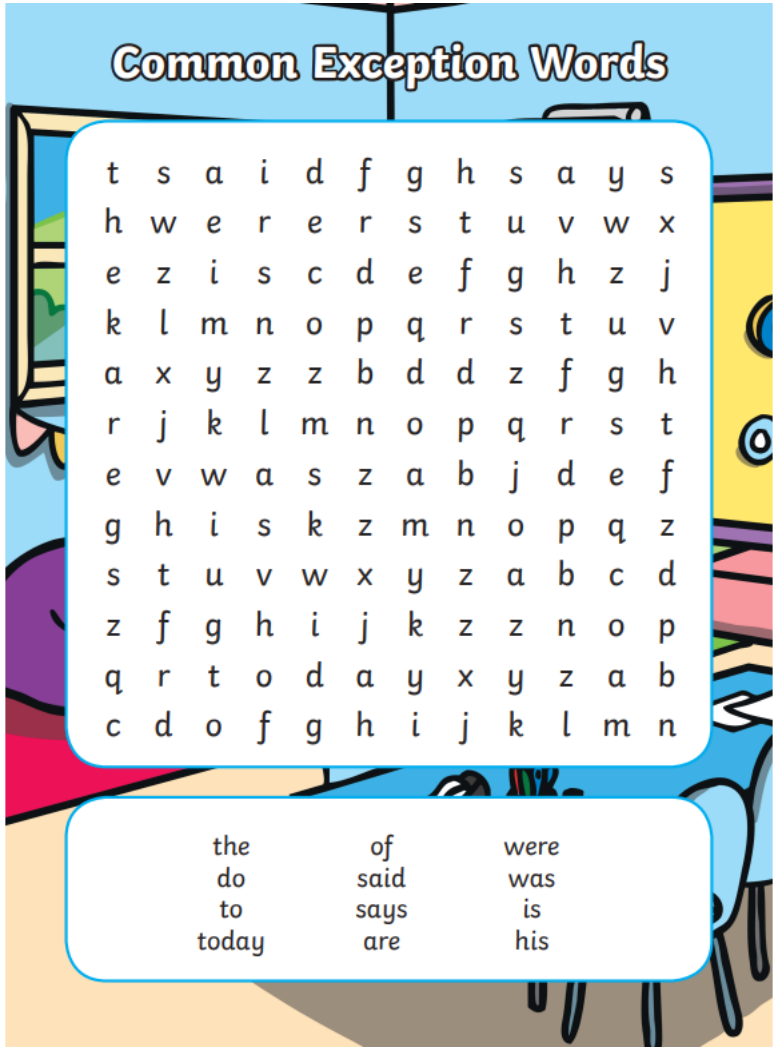
Little Wandle LETTERS AND SOUNDS REVISED TM

OVERCHURCH INFANT SCHOOL

Collins BIG CAT ebooks

Little Wandle LETTERS AND SOUNDS REVISED ™

OVERCHURCH INFANT SCHOOL


Common Exception Words
t s a i d f g h s a y s
h w e r e r s t u v w x
e z i s c d e f g h z j
k l m n o p q r s t u v
a x y z z b d d z f g h
r j k l m n o p q r s t
e v w a s z a b j d e f
g h i s k z m n o p q z
s t u v w x y z a b c d
z f g h i j k z z n o p
q r t o d a y x y z a b
c d o f g h i j k l m n
the
do
to
today
of
said
says
are
were
was
is
his

Common Exception Words
d o o r d f l o o r y s
h w f r b e h i n d w z
p z i s c d z f g h c j
o l n n o p q r s t h v
o x d m z z c w z f i h
r j k i n d o i q r l t
e v w n s z a l j d d f
g j i d k z m d o p r z
c l i m b x y z a b e d
z f g h c h i l d n n p
q r t z d j y x z z a b
b e c a u s e j k z m n
door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb