



## Little Wandle: Phonics and Early Reading

Dear family,

This year we are very excited to be launching our new Phonics and Early Reading programme called Little Wandle. This letter aims to share with you how Little Wandle works in school and at home. The programme covers Reception, Year 1 and pupils will complete the programme in Year 2.

### **Phonics lessons**

In school pupils in Reception, Year 1 and Year 2 will continue to take part in daily phonics lessons that follow a clear progression which you can view [here](#). Some children will also take part in additional 'keep-up' sessions which will support pupils further.

The Little Wandle parent page has a variety of useful resources- [please click here to view](#).

These include:

- videos showing you how to pronounce the sounds your child will learn
- documents outlining how the children are taught to say their sounds
- videos showing how aspects of phonics will be taught such as alien words, tricky words and blending

### **Reading lessons**

In school, in small groups, pupils will have three reading lessons a week using the same book. Each time the pupils will revisit the graphemes, tricky words and vocabulary they will encounter and the sessions will always follow the same sequence:

- Lesson 1: Decoding  
The first reading practice session focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.
- Lesson 2: Prosody  
The second reading session provides the opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.
- Lesson 3: Comprehension  
By the third session, the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension (understanding the text).

### **Reading at home**

There are two types of ways in which we will be asking parents to support with reading at home:

1. Using a **Reading Practice Book** we will share with you electronically, hear your child 'perform' the book they have been reading all week in their reading group
2. Reading a range of books for pleasure to and with your child and talking about the book/text with them. We will support this by sending a **Reading for Pleasure Sharing Book home** each week.

Email: [info@st-james.dudley.sch.uk](mailto:info@st-james.dudley.sch.uk) Website: [www.st-james.dudley.sch.uk](http://www.st-james.dudley.sch.uk)



### Reading Practice Book

It is the school's role to teach reading. However, parents/carers play a vital role, too. It is important that children have plenty of practice reading at home in order to become fluent, confident readers. Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.

We will shortly be sending out instructions as to how you can access an electronic version of the **Reading Practice book** your child has been reading in school. The programme recommends these begin to be used at home after initial assessment and review sessions in the first half term. These books have been closely matched to your child's phonic ability after assessment in school. Your child will already have decoded this book, practised reading it with prosody and developed their understanding of the book. At home therefore, children should be able to read the practice book with developing confidence and fluency without any significant help. The parent/carer's role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small). After the child has read the book, it may be helpful to talk about the book, but only so far as the child is interested. Try to keep the experience as positive as you can.

### Reading for Pleasure Sharing Book

If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading.

To help foster a love of reading, pupils will bring home a **Reading for Pleasure Sharing Book** that they will have selected. This is for you to read to them or with them, and to talk about with them. Please note your child **is not** expected to read this book. These books offer a wealth of opportunities for talking about and enjoying the story, or information. We would also encourage you to do the same with books you have at home, books from libraries or charity shops and with other reading material such as recipes, instructions, leaflets and comics. Support with this type of reading can be found on our website [here](#), in the 'Reading to your child and Book Chat' section.

From Year 1, your child will also regularly bring home a class poem to learn. Read this to your child and talk about it. Help them learn it for their performance in class.

### Reading Records

Pupils will also bring home a Reading Record. The minimum expectation is three entries a week, although a little reading every day is the ideal when it can be managed. The entries in the child's reading diary can be about the 'performance read' electronic book or the 'reading for pleasure' books and texts. Try to keep comments positive and some examples are available as part of our Reading Record guidance - [click here](#).

Thank you advance with your support in embracing our new Phonics and Early Reading programme. If you have any further questions, please don't hesitate to get in touch via our school email address [info@st-james.dudley.sch.uk](mailto:info@st-james.dudley.sch.uk)

Yours sincerely

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