



William Rhodes Primary School

Phonics on a Page



At William Rhodes we use Little Wandle Revised Letters and Sounds (more detail can be found within our phonics policy).

In Summary:

Phonics Lessons

- Little Wandle is taught in Reception (starting in the second week of the Autumn term) and Year One. Foundation for Phonics is taught in Nursery to prepare the children for Reception.
- Lessons are taught daily following the Little Wandle Planning.
- If additional lessons are needed, these follow the same format as the Little Wandle Planning.
- We use the resources provided by Little Wandle:
 - o Every Classroom displays a Grow the code (Yr1-Yr6)
 - o Little Wandle Sound mats are used to support writing in Reception, Year 1 and Year 2. Where necessary these are also used for children in KS2 who still need additional support.
 - o In lessons word cards are used which have the word with sound buttons on one side and just the word on the other side.
- Across the school we have consistency in the mantras that we use (see next page).
- Lesson templates will be used when teaching and used to support monitoring.
- When modelling reading sentences with the children, this is handwritten on the board for the children to read.
- During the writing sections of the Little Wandle session, this is done in lined books (From Autumn 2 in Reception).

Interventions

- Responsive teaching is used to identify children who need additional keep up support and these children receive it straightaway on a daily basis.
- In Reception and Year One assessments are carried out every 6 weeks. From these assessments interventions are put into place to ensure any gaps are closed quickly. These children are then reassessed at least every 3 weeks.
- Children in Year two onwards who still need phonics support will receive this either through small group or individualised intervention following the Rapid Catch Up programme or the SEND programme.

Reading Groups

- Children in Reception, Year One and Year Two take part in Reading sessions 3 times a week.
- The children receive a book matched to their phonic ability. This information is gathered from assessments and continually updated.
- Children take home the same book following the third read and read this book at home. They are also allocated the same book and others at a similar level on Big Cat Online.
- Children take home a book for pleasure book to share with family and develop a love of reading.



Mantras



Mantra	Explanation/ Example
Copy me	To prompt the children to repeat after you.
Altogether	Everybody say something out loud together
Shuffle time	Mix up / shuffle the cards (GPCs, tricky words, words) this is done during a phonics lesson not during reading practice.
Phoneme	Use when introducing a new 'sound' to the children or when talking about 'sounds'.
Grapheme	Use when looking at the written representation of a phoneme.
Digraph – two letters, one sound	Use to highlight that a sound is represented by two letters. E.g. 'ai'
Trigraph – three letters, one sound	Use to highlight that a sound is represented by three letters. E.g. 'igh'
Spot the digraph/trigraph	When READING Identify any sounds which are represented by more than one letter in the word before reading the word. E.g. 'ai' in train
Sound talk	When READING Sound out the word before attempting to blend. E.g. t-r-ai-n
Blend	When READING Blend the word together e.g. 'train'
Whisper blend	When READING Child whispers the letters to help them blend when reading as a stage between overtly blending out loud and blending in their head.
Blend in your head	When READING Child is encouraged to blend in their head rather than out loud.
Chunk it up	When READING Split longer words into parts to make them easier to read. E.g. train/ing ladd/er e/vent/ful This may be done by covering part of the word with your hand or the child may use their finger when in a book.
Segmenting fingers	When SPELLING Ask children to hold up their hand ready to count the sounds – use the hand they DO NOT write with.
How many sounds?	When SPELLING Break the word down into sounds and put a finger up for each sound to count them. This helps children to not miss any graphemes when writing (although they may not always choose the correct grapheme it should be phonetically plausible – e.g. selecting 'ay' instead of 'ai'). E.g. train – t-r-ai-n (4 fingers would be up)