

# Phonics at Drayton

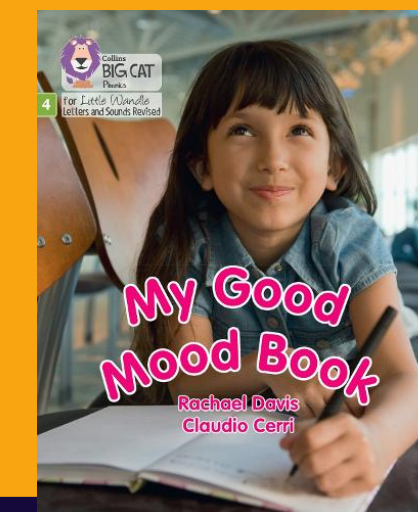
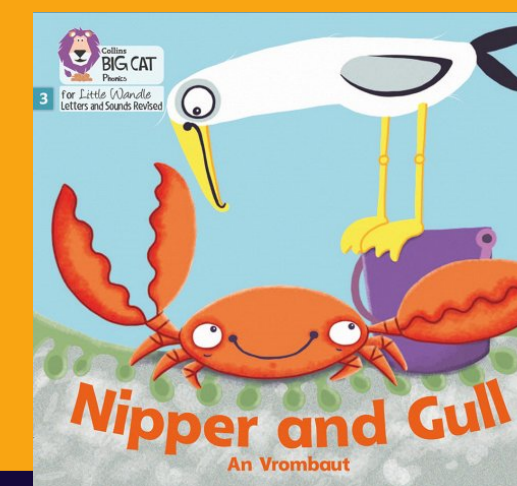
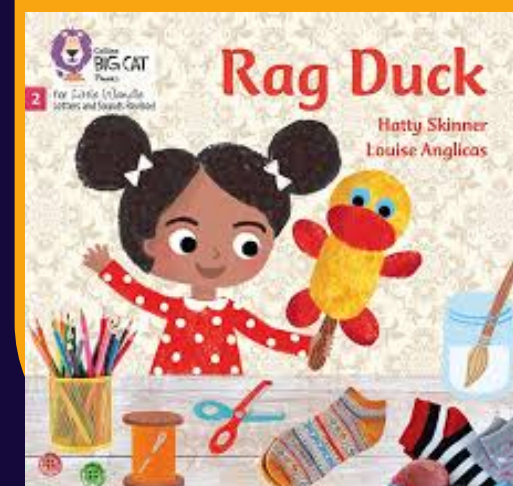


<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

To find out more about Little Wandle and how it is taught in school please visit their parent page. Here you will find videos, resources and useful information to support your child with their phonics journey.

At Drayton we strive to ensure that all children become successful, fluent readers by the end of key stage one. We teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We follow Little Wandles programme overview, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We provide pupils with books that are closely matched to their phonic abilities so they can be successful when practising. We have Little Wandle books ranging from Foundation and Phase 2 to Phase 5 and Fluency books.



We support children in catching up quickly with ongoing assessments and targeted interventions. Assessments are done regularly to ensure that all pupils are on track. Assessments are used to identify particular needs and highlight any misconceptions/gaps. Rapid Catch up groups are followed in EYFS and KS1.

Daily phonic sessions are led by staff who have been trained on Little Wandle to deliver high quality sessions. High quality planning and resources are available for all staff. There is consistency across classes and Little Wandle is seen across the school with resources including mnemonics, word mats and 'Grow the Code' charts. Pupils are encouraged to apply their phonics knowledge across the curriculum.



sixth



# Phonics Stay and Learn Session

Here are some of the comments from our Stay and Learn session.  
Following feedback here is some of the key terminology we use everyday in phonics.

“Really enjoyed it. Great to see how they learn their sound and write on the lines.”

“Lovely seeing the children take part in the activity.”

Reception

“Very helpful session, lovely to see all children engaged and wanting to learn.”

“Never knew how teaching reading was done but very interesting.”

Year 1

“Brilliant to understand the differences of when to use s and es!”

“I can support better at home now.”

“Very impressed to see how they blend words together.”

Year 2

Phonemes are the smallest unit of speech-sounds which make up a word. For example: sit - s/i/t  
chop - ch/o/p

Graphemes are the written representation of sounds. A grapheme may be one letter (f), two letters (ir), three letters (igh) or four letters in length (ough).

Digraphs are graphemes made up of 2 letters that makes one sound (sh in shop).  
Trigraphs are 3 letters (igh in night).


















Segmenting involves breaking up a word that you hear into its sounds.  
For example, the word jam is segmented into the sounds j-a-m.

A Split digraph is a grapheme that is split between a consonant (a-e in make). A split digraph usually changes the sound of the first vowel.





Blending involves merging the sounds in a word together in order to pronounce it. For example, j-a-m blended together reads the word jam.

Please see the grapheme mat below that we use in school.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

