

READING AT APPECROFT

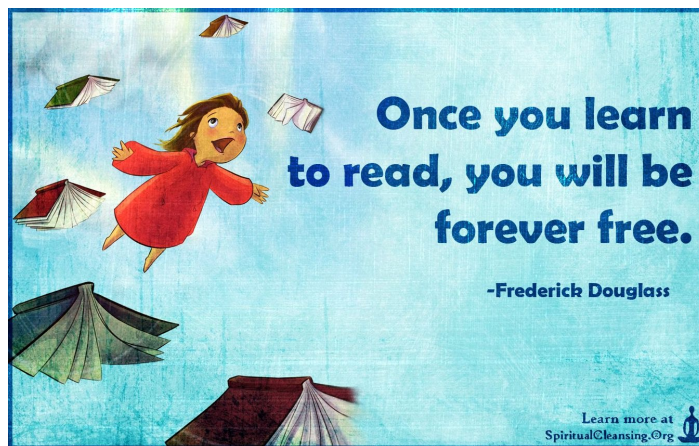
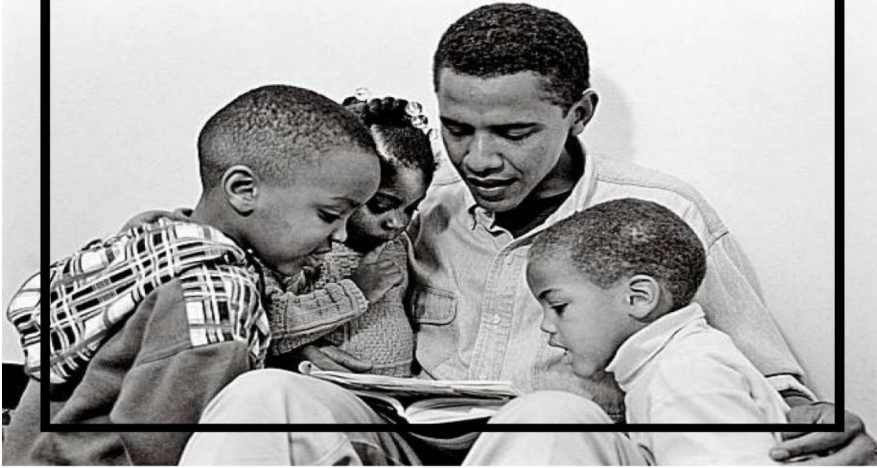


Introducing the Little Wandle Letters and Sounds Revised Scheme

SEPTEMBER 2023

"Reading is the gateway skill
that makes all other
learning possible."

BARACK OBAMA



“ Reading is
dreaming
with eyes wide
open. ”

ENGLISH AT APPLECROFT

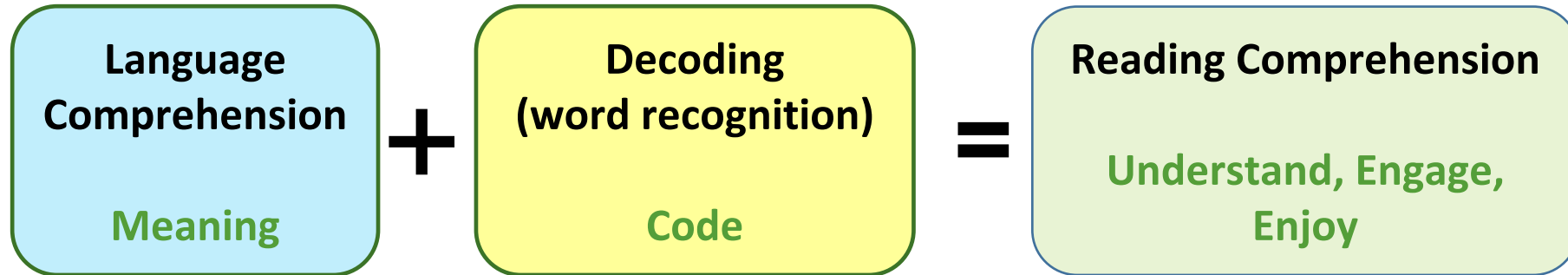
Reading is at the heart of the curriculum in our school: it opens doors to lifelong learning and brings great pleasure.

Our determination is to ensure that our pupils become successful readers early in their school journey and leave us able to read fluently, with understanding and enjoyment, to enrich their knowledge and experience. It is our intention that our children develop a love of reading... and to ensure they are empowered both personally and in society, without barriers to their aspirations.



How do children learn to be fluent readers?

The Simple View of Reading



Develop a love of reading



DEVELOPING FLUENT READERS – EARLY READING

<https://www.applecroft.herts.sch.uk/early-reading/>

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

EYFS Statutory Document



HOW WE SUPPORT READING FOR PLEASURE

- Reading Spine
- Class read alouds
- Class libraries
- School libraries
- World Book Day
- Book Fair
- Reading Challenge – Local Library



WHY READING AT HOME MATTERS



Reading is more than learning to decode or comprehend what is being read – there is an emotional context which reading at home nurtures.

Becoming a successful independent reader takes many, many hours of practise. You can't read too much!

Reading with someone you love helps you to associate the emotion with reading – helps you learn to love reading

Snuggle up with a book!



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

**Teach reading:
change lives**

Parent workshop: Phonics and early reading



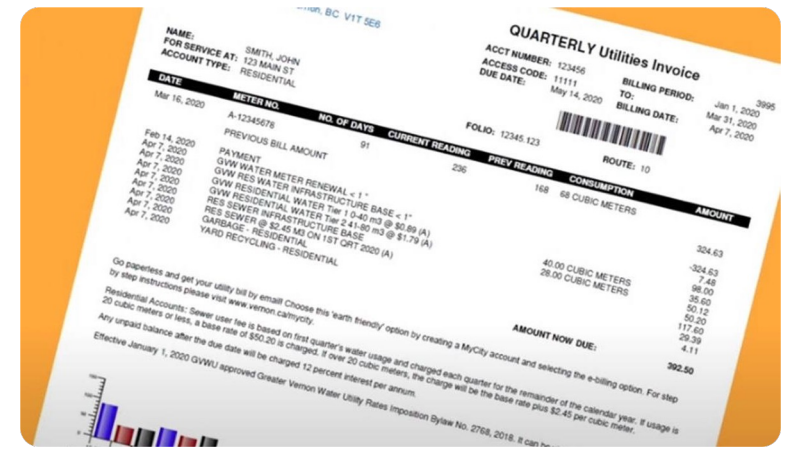


**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



How many times have you already read today?





Phonics

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.





Phonics is:

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



Blending to read words



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph
















Blend

Segment

Teaching order



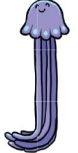









Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|--|---|---|
|   |  snake | Show your teeth and let the s hiss out sssss sssss | Under the snake's chin, slide down and round its tail. |
|   |  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. |
|   |  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. |
|   |  penguin | Bring your lips together and push them open and say p p p | Down the penguin's back, up and round its head. |
|   |  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. |
| | | Open your lips a bit, put your tongue behind your teeth and | Down the stick, up and over the |

Phase 2 grapheme information sheet

Autumn 2

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|--|--|---|
|   |  jellyfish | Pucker your lips and show your teeth use your tongue as you say j j j | All the way down the jellyfish. Dot on its head. |
|   |  volcano | Put your teeth against your bottom lip and make a buzzing v v v v v v v | Down to the bottom of the volcano, and back up to the top. |
|   |  wave | Pucker your lips and keep them small as you say w w w | From the top of the wave to the bottom, up the wave, down the wave, then up again. |
|   |  | Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x) | Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. |

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 c k 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 |
|------------------|------------------|
| | |

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 |

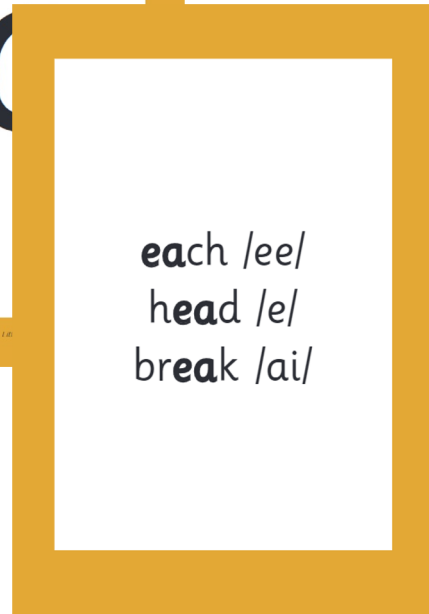
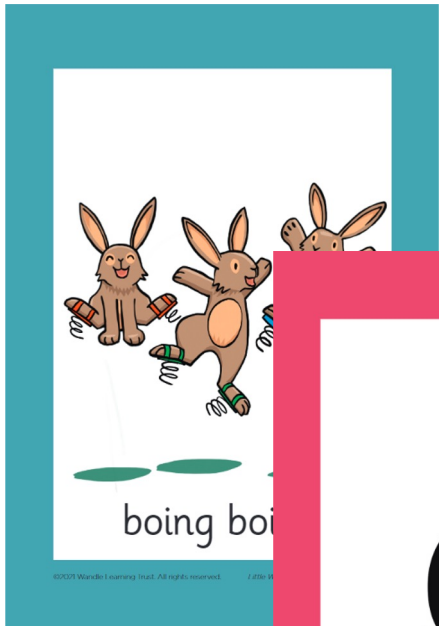
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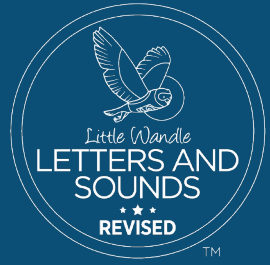
| Autumn 2 Phase 5 graphemes | New tricky words |
|--|--|
| /ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie 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 |
|----------------------------|------------------|
| /ool/ u funny | any many again |

How we make learning stick





Reading and spelling

Reading and spelling



ea

each /ee/
head /e/
break /ai/

And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion

Tricky words



Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we teach reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

| | | | | |
|---|----|---|---|---|
| m | a | p | c | o |
| s | g | k | u | h |
| i | t | n | r | f |
| d | ck | e | b | l |

sat man hug red peck



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.





Reading at home

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



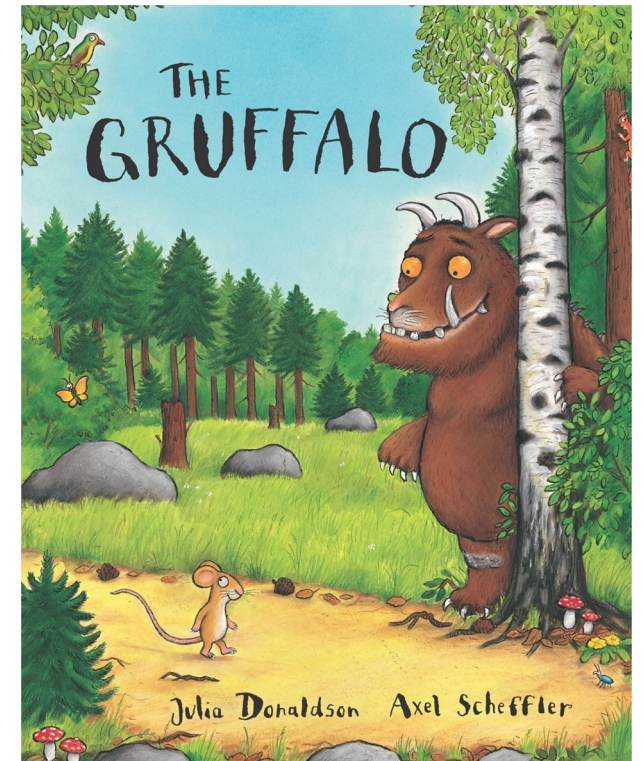
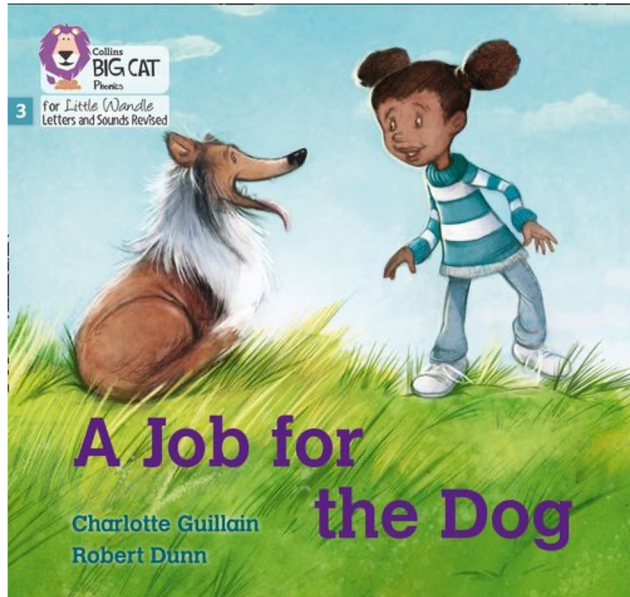
Reading a book and chatting had a positive impact a year later on children's ability to...

- 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.

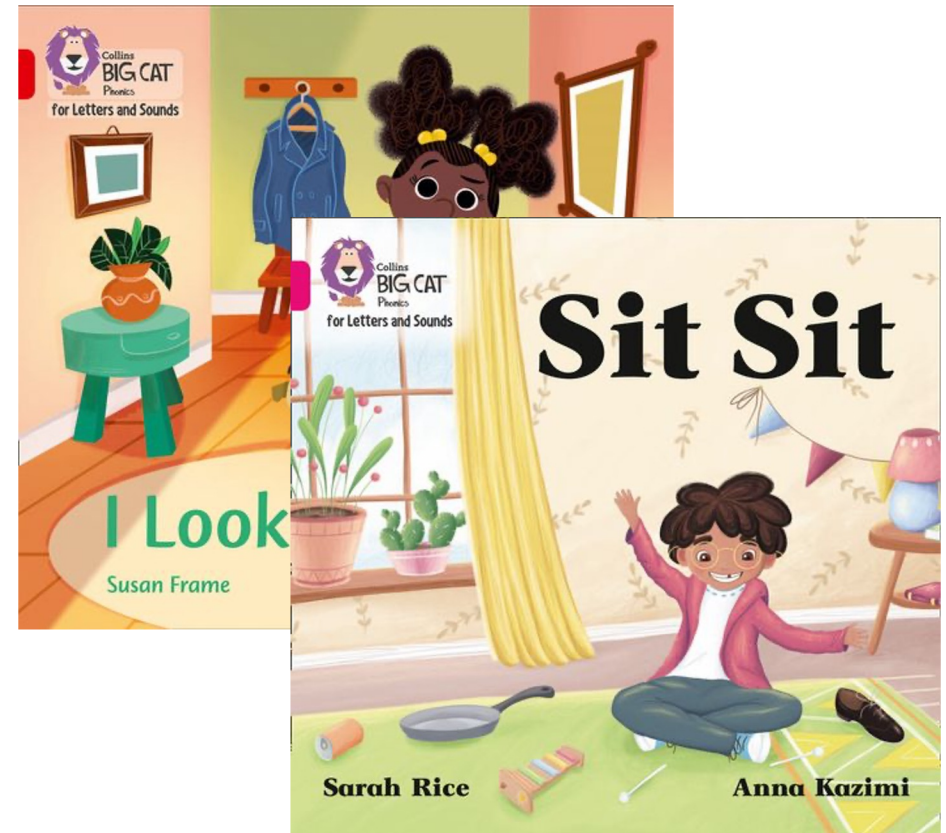


Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Read to your child



The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan





PARENT OVERVIEW





Introduction

BoomReader is the way we log reading.

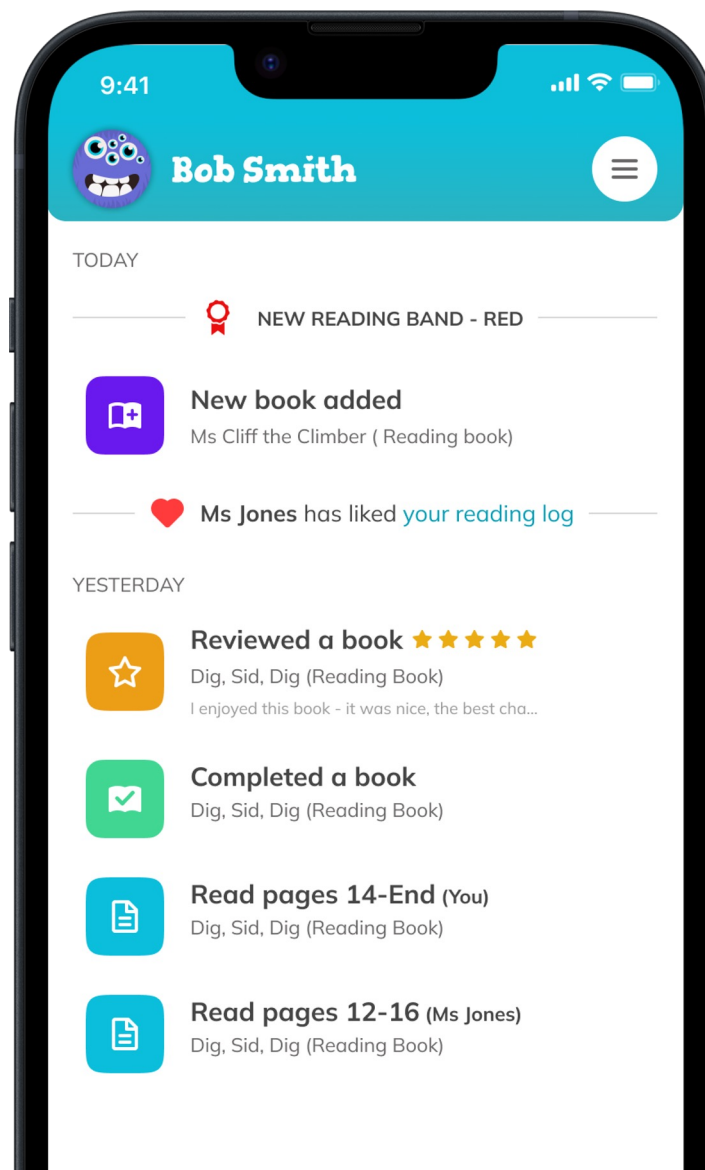
It has been used by hundreds of schools and thousands of parents, children and teachers since 2020.





Benefits

- ★ No more lost paper reading diaries!
- ★ No more damaged paper reading diaries- the '*water bottle leaked in the bag*' diaries are gone forever!
- ★ All reading you log will be saved for the entire time your child is in school so no logs are lost.
- ★ Only one parent account needed for your family





Benefits

9:41

← Add Log

When did you read?

Just Now

From page 1 To page

Did you finish the book?

No

Leave a comment

Enter comment here...

Problem Words

Enter words here...

- ★ Parents/carers can log reading separately
- ★ School gains valuable insight into reading across school
- ★ You can add reading books and any others from home
- ★ The app is free to download
- ★ There is a website version too
- ★ Reduce use of paper for schools
- ★ Motivational for children as they earn gems and collect cards!



Getting started

Please use the login details letter sent home by your child's teacher

Follow the instructions to download the app

Create an account quickly and easily

Connect to your child (with the school code/login code on the letter)

That's it - you're all set!

Please use the one page guide for help as needed.



Dear Parent/Carer of Abigail Coleman

Welcome to BoomReader! Axe Edge School has chosen BoomReader for their digital reading records. You'll be able to log your child's reading by downloading the app or via your device's web browser.

1. Download the app



Search 'BoomReader Parents' or go to:

boomreader.co.uk/parents



2. Connect to Abigail Coleman

When prompted, use the details below to connect to your child's account:

If you have other children in the school? No worries - you can add them by tapping '+ child' on the app.

School code: 17963

PIN code: 73495

3. Done!

Set a reading schedule, add any books you're reading with Abigail and enjoy some quality reading time together.

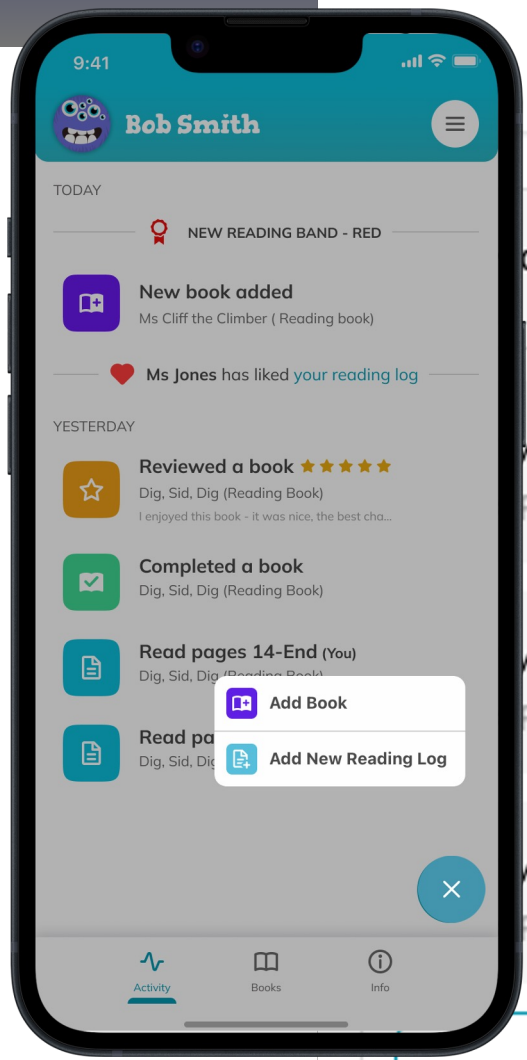
Thank you for using BoomReader!



Add Book



Simply start typing the book title to find your book. You can also add the book title yourself.



Add book

arry | Cancel

Harry Potter and the philosopher's stone
Rowling

Harry Potter and the Deathly Hallows
Rowling

Harry Potter and the Order of the Phoenix
Rowling

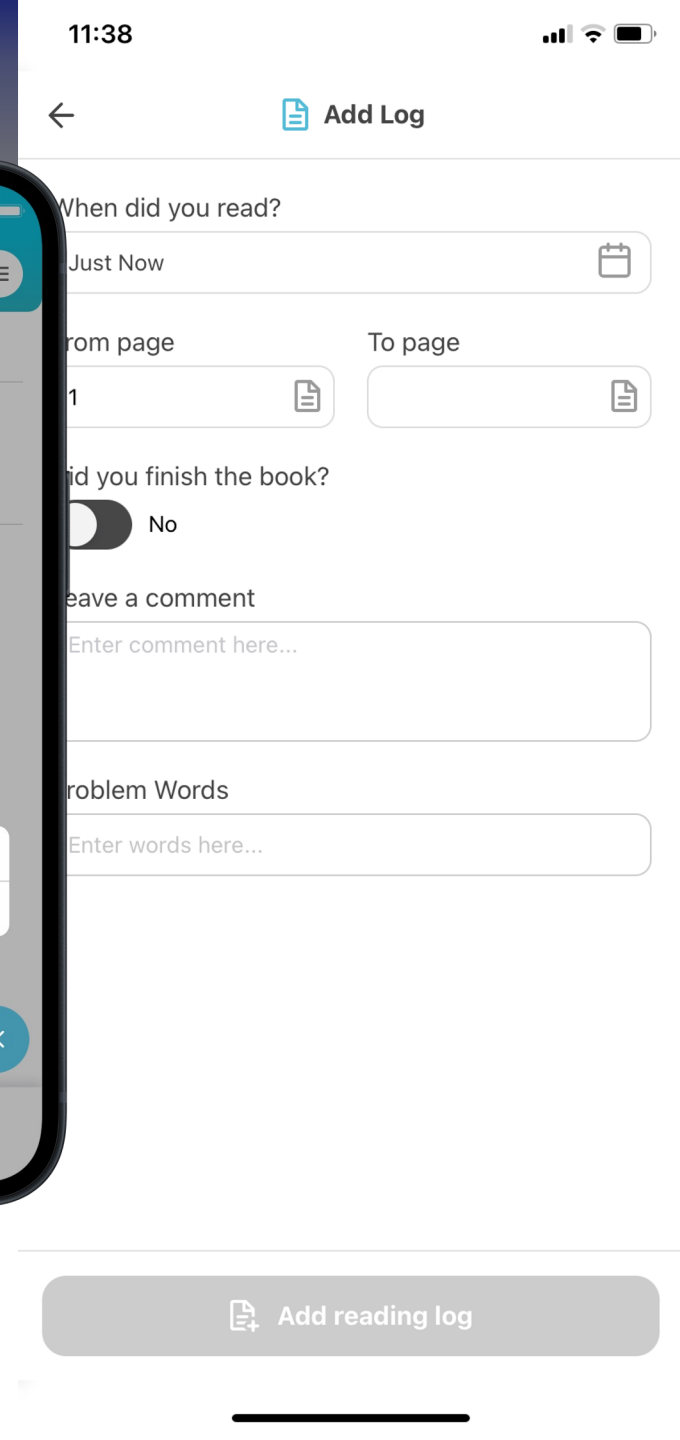
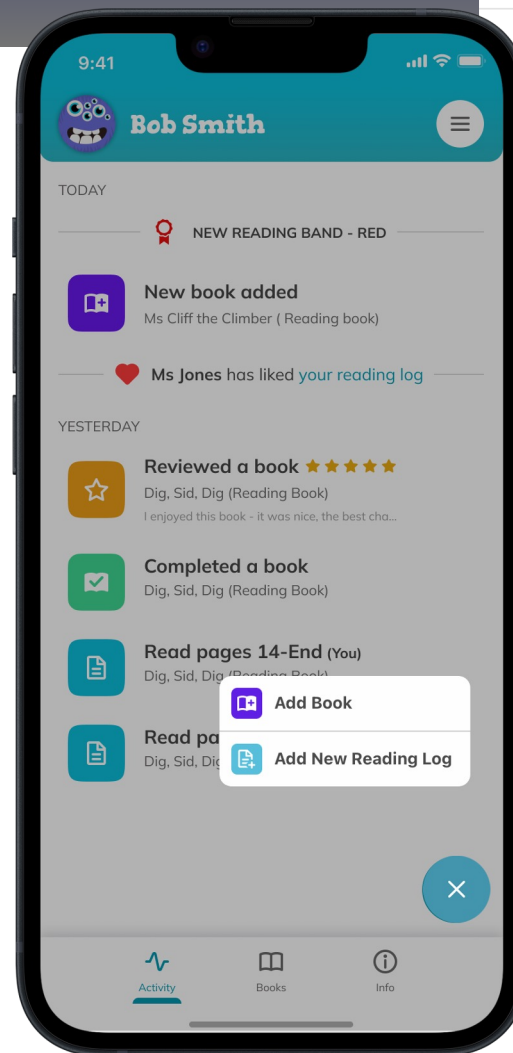
[View all results](#)



Guide

Add Reading Log

Choose the book and then fill in the log. Minimum requirement is the page number your child read to. Tap edit log to make any changes.



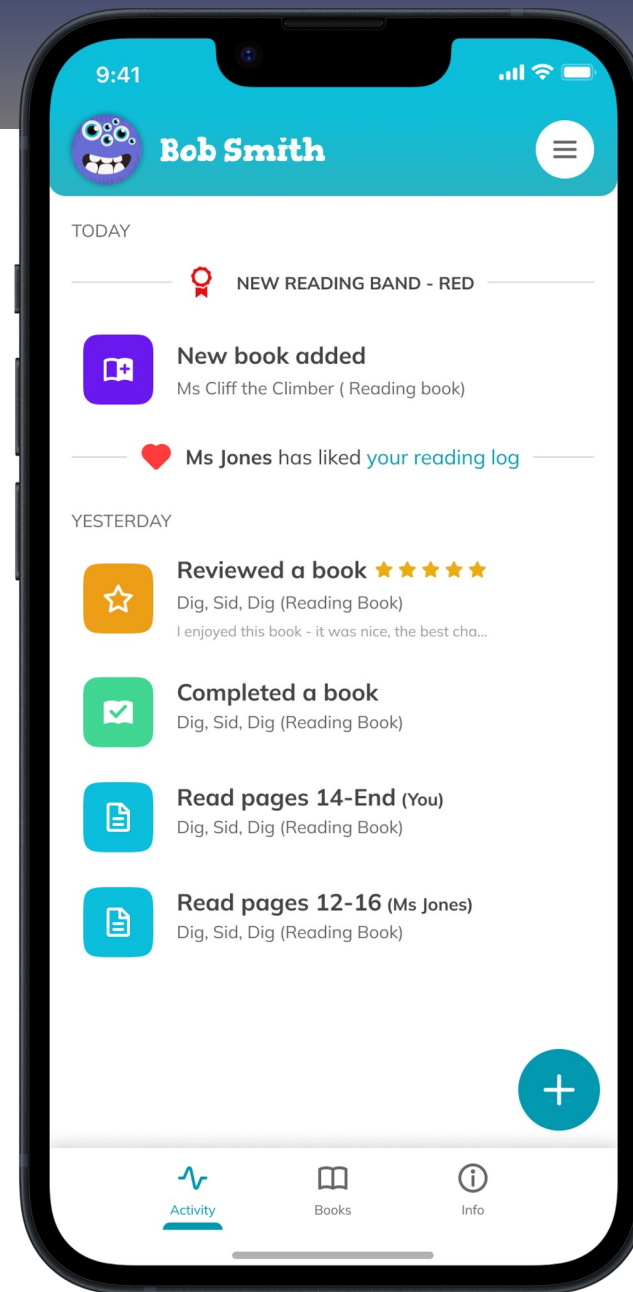


Guide

Activity



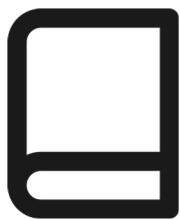
You can view and tap on any activity here to see more detail, add logs etc.





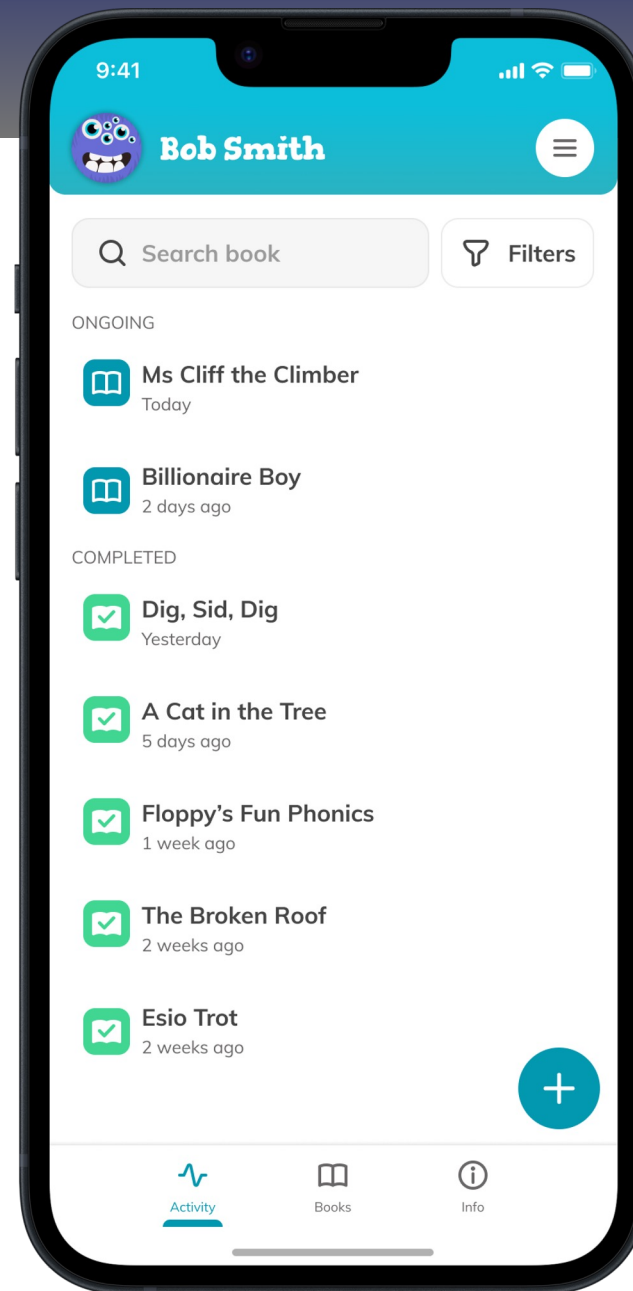
Guide

Books



All current and completed books are listed here.

Tap a book to view the reading history.





Guide

Info

View your child's account, add a reading reminder and login as your child to see their avatar and spend their gems.

11:40



Bob Smith

School

Login Details

School Code:

28619

Login Code:

75910



Login as Student

+ Add Reading Reminder

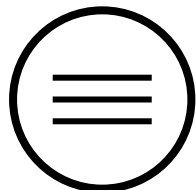


Remove Child



Guide

Menu



Switch quickly between your children and see other account details.

11:32



Bob Smith



Lisa Smith



Add Child

Graham Smith



Account Details



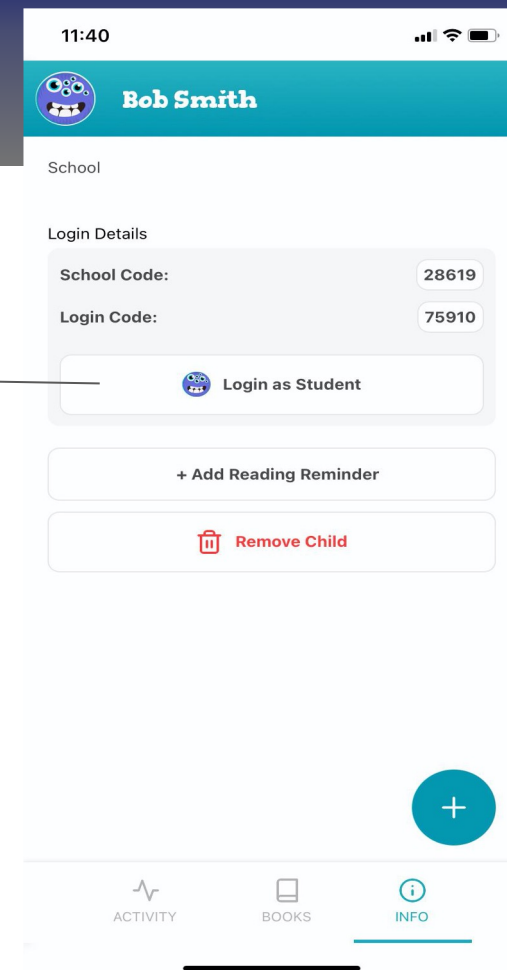
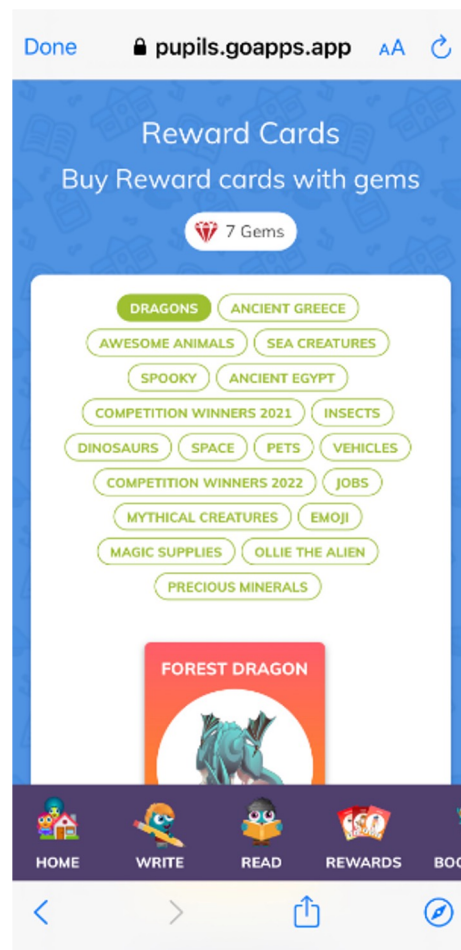
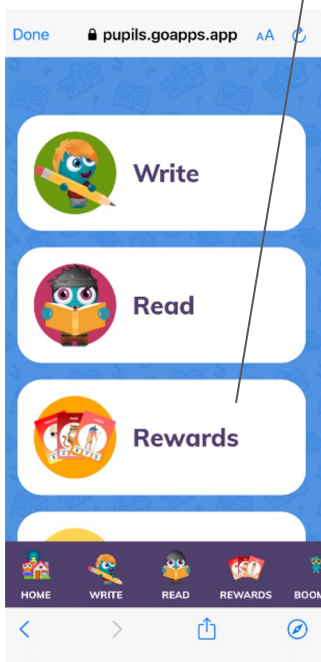
Help & Support





Viewing Gems and Collecting Cards

- 1) Click on 'info'
- 2) Click on 'Login as Student'
- 3) Click on 'Rewards'

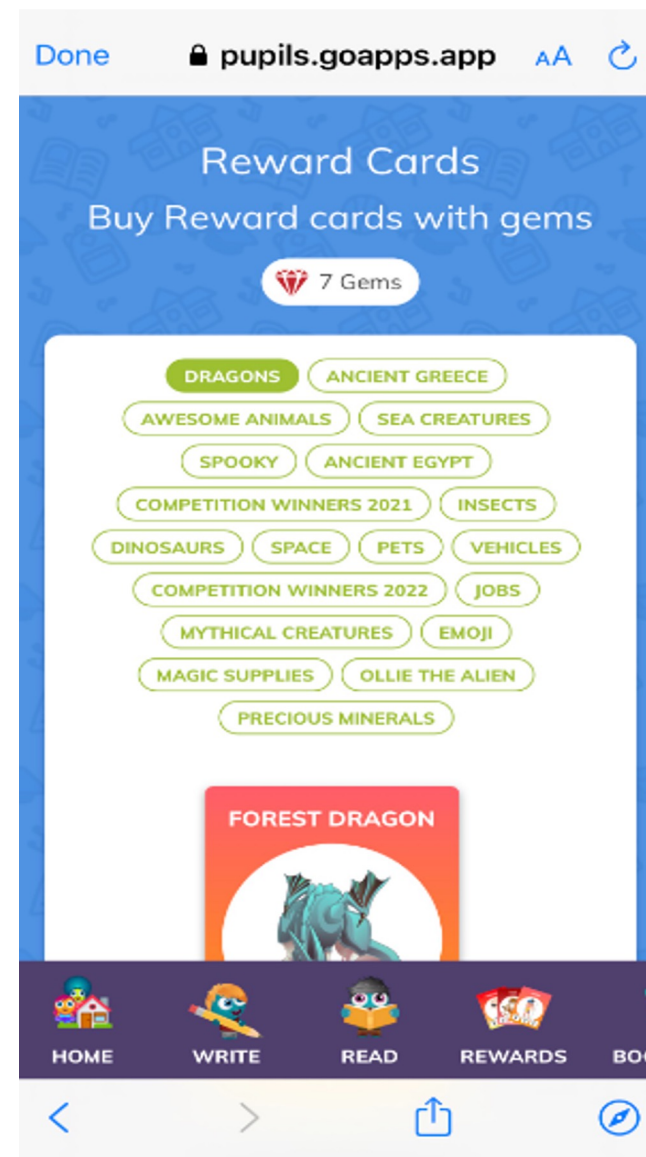




Viewing Gems and Collecting Cards

The gems are awarded up to twice a day for any reading logs.

Gems are also awarded randomly between 1-3 each time, just to keep it a little more interesting for the children than just one each time.





Any Problems...

Please email parents@boomhub.app for support



Thank you for your support!