



Our Curriculum

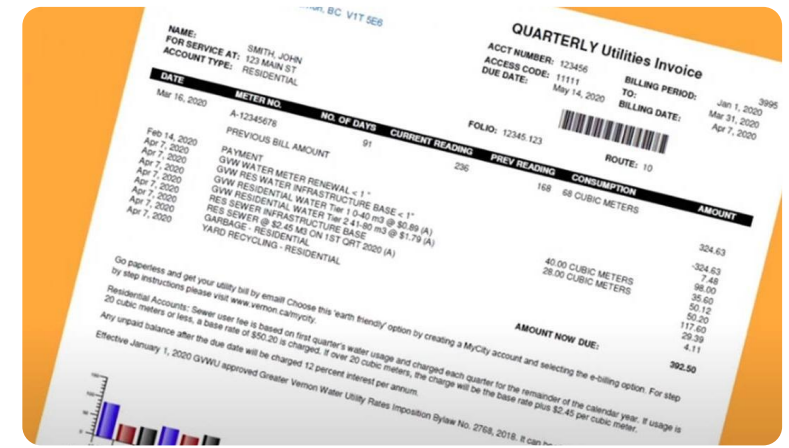


**A love of reading is the biggest indicator
of future academic success.**

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



How many times have you already read today?



Phonics

Little Wandle Letters and Sounds Revised



Reception

Whilst they are learning the Phase 2 and 3 sounds, they will learn one per day and then review them on a Friday.



Once they have been taught the sounds they will consolidate their learning and begin to read and write longer words, in short sentences. (Phase 4)

The children can use these sounds to write phonetically plausible words.

Little Wandle Letters and Sounds Revised



Year One

The children will apply their prior knowledge and begin to learn the alternative sounds of Phase 5.

They will have a Phonics Screening at the beginning of the summer term.

Year Two

The children will begin the year, reviewing the phase 5 sounds and then, when ready they will move onto spelling rules.

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Blending to read words



Teaching order

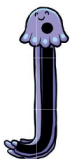
Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 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.
 t	 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.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 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
 j	 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.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 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.
 x		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.

Supporting your child with phonics

Video



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



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



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

Tricky words



Video



How we teach tricky words

Spelling



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

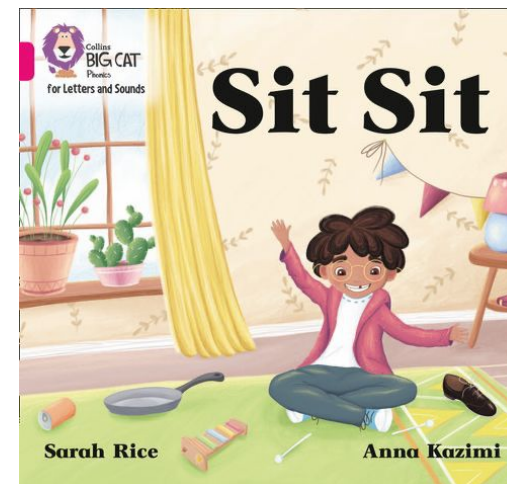


How do we teach reading in books?

READING SQUAD

Reading practice sessions are:

- 3x per week with the same book
- Decode – Prosody - Comprehension
- Taught by a trained teacher/teaching assistant
- Groups of 6



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	pe <u>ck</u>
-----	-----	-----	-----	--------------



Reading a book at the right level

This means that your child should:

Children will have **wordless books**, whilst they are exposed to the first set of sounds and begin to blend to read.

- When they have a book with words, they 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

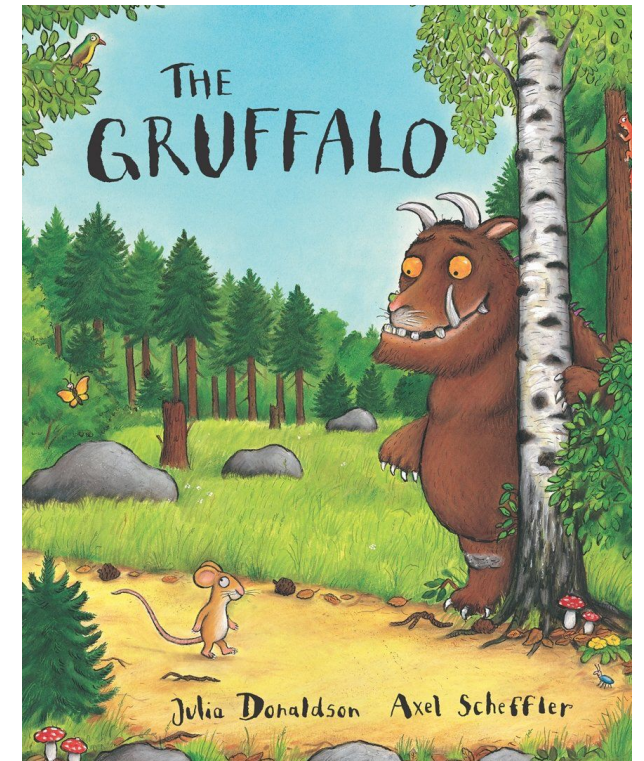
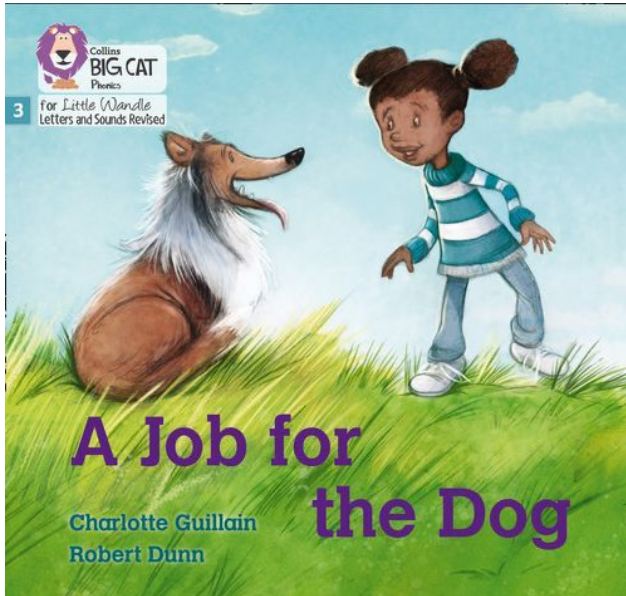
Reading at home



Video

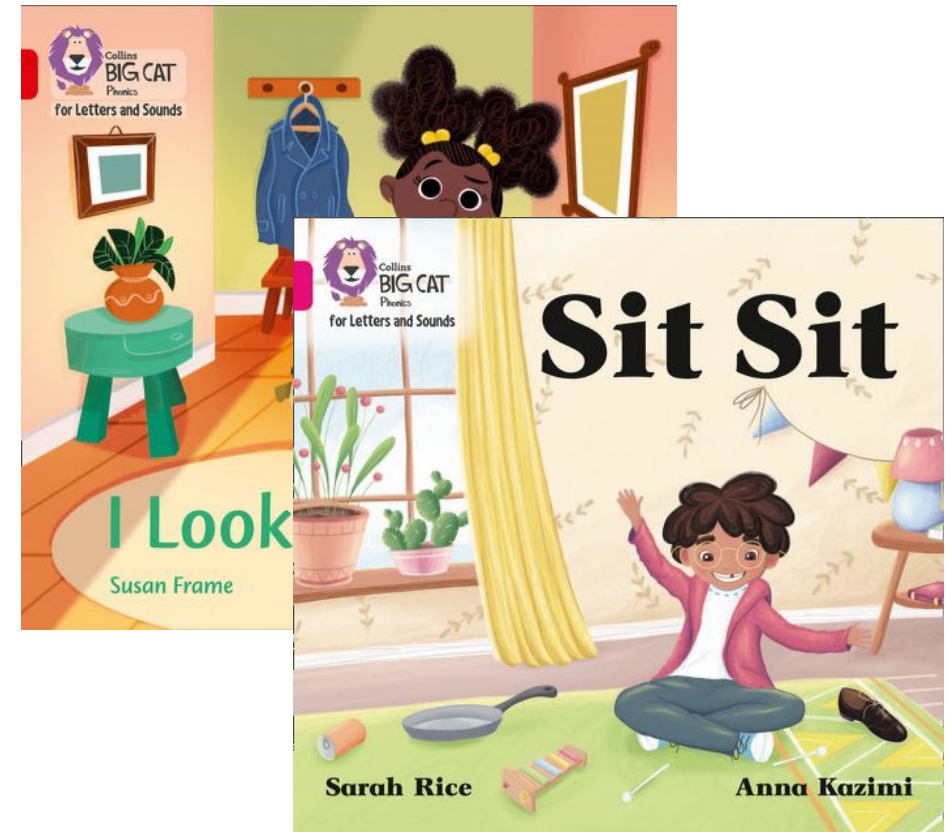


Books going home



When your child reads the phonics book...

- The book that they bring home is a celebration!
- It is good for your children to read the same book multiple times.
- Your child should be able to read their book without your help.
- If they can't read a word read it to them.



Reading Incentive



- Children will receive a stamp in their book if they have read 3x that week.
- Make sure that you write a comment and sign to say that they have read 3 times.
- Record every time they read to you or share a book with you. Let grandparents, aunts and uncles sign their record too! Celebrate every reading encounter.
- After **10 GREEN stamps**, they will receive a 'Reading Bear' to read their books to.
- They then begin again collecting 10 more stamps to receive a picture book of their own from our vending machine.
- Finally they collect 10 more stamps and are invited to a 'Teddy Bears Picnic' with a story teller.

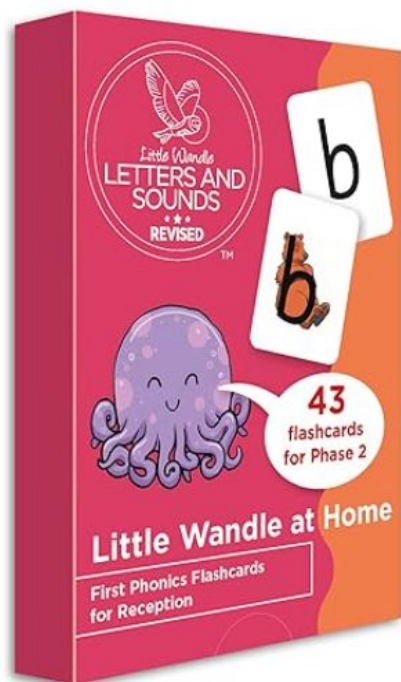


You read the shared book...

Help develop the love of reading:

- Incorporate reading in your daily routine (Bedtime)
- Make the story sound as exciting as you can by changing your voice.
- Show the children that you enjoy reading.
- Be a role model and show the children that you enjoy reading.
- Discuss print in the environment and help them to understand that it carries meaning.





Roll over image to zoom in

Little Wandle at Home First Phonics Flashcards for Reception Cards – 12

Sept. 2022

by Wandle Learning Trust and Little Sutton Primary School (Author)

4.7  515 ratings

#1 Best Seller in Children's Books on School & Education

[See all formats and editions](#)

Save 5% on any 4 [Qualifying items](#) > | [Terms](#)

Big Cat Phonics for Little Wandle Letters and Sounds Revised has been developed in collaboration with Wandle Learning Trust and Little Sutton Primary School. It comprises classroom resources to support the SSP programme and a range of phonic books that together provide a consistent and highly effective approach to teaching phonics.

Dimensions: 117x77mm (Cards)

A set of 43 phonics flashcards to support children who are using Little Wandle for Letters and Sounds Revised at school and the perfect tool to support phonics learning at home.

The Little Wandle complete systematic synthetic phonics programme has been developed for schools by schools, and is fully validated by the Department for Education.

For further advice and videos visit collins.co.uk/LittleWandleAtHome

 [Report an issue with this product](#)

ISBN-10

ISBN-13

Publisher

Publication date

Language

Cards
£6.99

Other Used and New from £5.00 

Delivery

Pickup

£6⁹⁹

[FREE Returns](#) 

[FREE delivery Sunday, 15 September](#) on your first order to UK or Ireland. [Details](#)

Or fastest delivery **Tomorrow, 13 September**. Order within **13 hrs 49 mins**. [Details](#)

 Delivering to Brent NW2 – [Update location](#)

In stock

Quantity: 1 

Add to Basket



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

Carl Sagan

Later on in the year, we will be inviting you in to read with the children each Friday morning, for around 20 minutes. This really helps children to develop the love of reading.

Writing



By the end of Reception your child should be able to write a short sentence or caption using their phonic knowledge.

Their knowledge will grow throughout the year and we will share this information with you at each half term.

You can use the Focus Map to support your child's learning and continue it at home.



Maths



Mathematics plays a key role in a child's development, it helps young children make sense of the world around them, interpret situations, and solve problems in everyday life.

In the Early Years, children need to have a deep understanding of number and patterns to build the foundations for succeeding in their later years. It is important that children develop positive attitudes towards maths, 'have a go', and not be afraid to make mistakes.

Maths in Reception



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

White Rose
EDUCATION



We use Mastery in Number to support our teaching. Mastery in Number aims to develop a solid understanding of number so that children leave KS1 with fluency in calculation and a confidence and flexibility with number, as well as Shape, Space and Measure.

Children will engage in short adult-led inputs and will then practise the skills taught within their play.

These sessions will be 10 to 15 minutes designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in maths.

Maths in Reception



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

White Rose
EDUCATION



As maths is all around us, we ensure that we highlight the maths within our daily routines and make time for mathematical discussions. For example:

- During registration
- Looking at our class calendar
- Story time
- Snack time
- In play

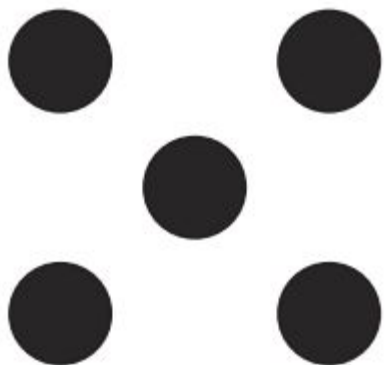


Maths in KS1 and KS2

The children continue using Mastery in Number throughout the school, building on what they know in a systematic approach.

Subitising is essential!

Subitising is the ability to recognise how many objects are in a small set without counting. Subitising helps children to see, solve and manipulate numbers in their head.

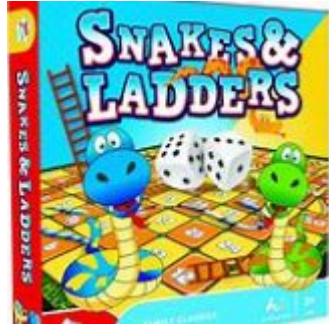


What do you notice?

What do you see?

How do you see it?

Maths at home



Games!

Games are vital for children's mathematical development.

In Reception, we have “Star of the Week” bags. When your child achieves this award, they will get to take home a bag of games to enjoy over the weekend with you. Please take photos/write any comments about the fun you have had at home and your child will then have the chance to share what they did with the rest of the class.

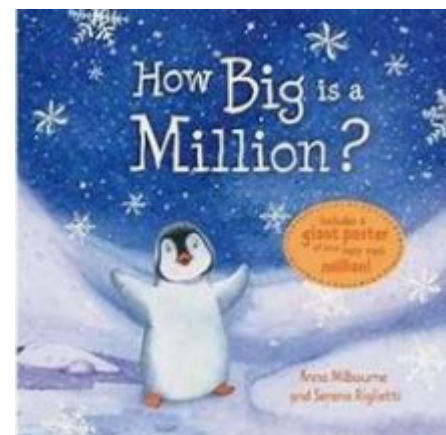
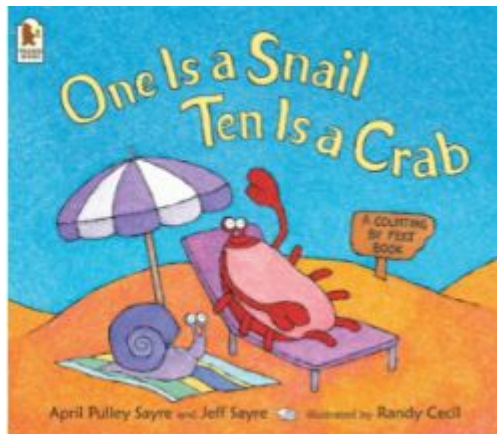
Please take care of the games and bring them back on Monday.

Maths at home

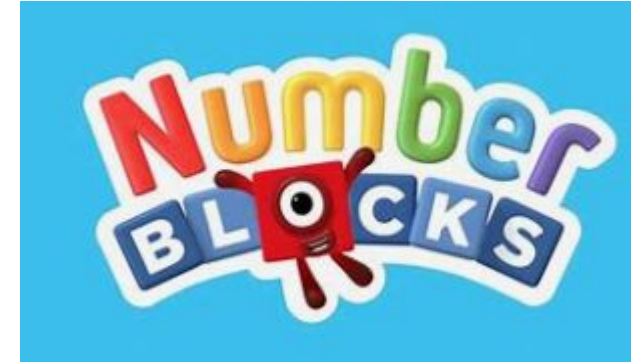
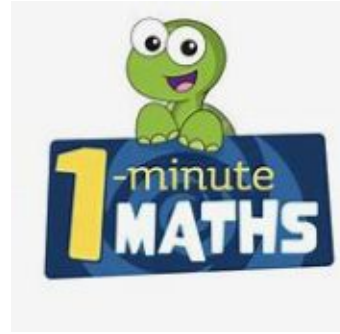


Stories

Picture books can be a powerful tool for engaging children with maths concepts.



Maths at home



Maths is everywhere!

Use any opportunities to talk about maths and encourage problem solving.

For example:

- setting the dinner table
- sharing out treats
- tidy up time - how many toys can you put away in 1 minute?
- baking
- going for a walk
- using a calendar together - how many days left until...



How much screen time should my child have?

Limit total screen time for young children, wherever possible.

- **Under 2 years:** Avoid screen time other than for shared activities with family that encourage bonding, interaction and conversation.
- **2-5 years:** Try to keep it to 1 hour a day. Less if possible.

Safe Screen Swap

Shared activities could include video calling with friends and family or looking through digital photo albums together.

What content is better content?

Young children's brains are stimulated much more easily than adults', so they need content specifically made for them.

- **Slow-paced content:** Slow-paced, predictable content is better for young brains. Fast-paced, over-stimulating social media-style videos may affect how young children learn to concentrate, so it's best to avoid them.
- **Choose safe content:** Use parental controls to block inappropriate, harmful content.
- **Avoid social media:** Social media isn't made for young brains, so it should be avoided.
- **Avoid AI:** Don't let young children use AI toys, tools or chatbots until there's more evidence on how they affect your child. This includes devices or apps such as interactive robots, smart speakers or AI chat apps.