



PHONICS
AT
HARRIETSHAM
THE LITTLE
WANDLE WAY



WHAT WILL YOUR CHILD BE LEARNING?

[https://www.littlewandle.org.uk/resources/for-parents/#tabnameTabSupportForPhonics:](https://www.littlewandle.org.uk/resources/for-parents/#tabnameTabSupportForPhonics)

(Please go to the 'For Parents' section)

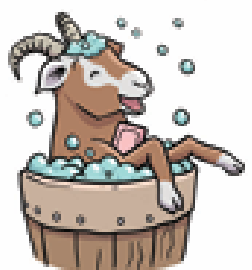
Follow this link to find out the different sounds and pronunciations your child will be learning throughout the year.

SPRING 2 RECEPTION

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

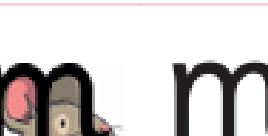
How to say the Phase 3 sounds

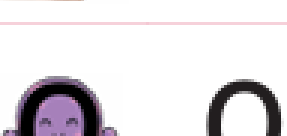
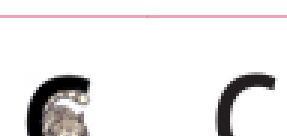
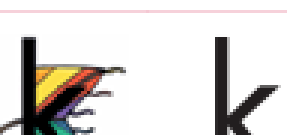
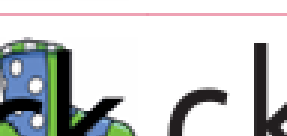
Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

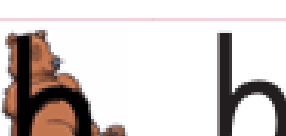
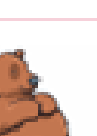
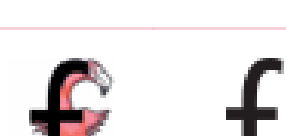
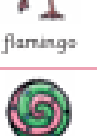
Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Phase 2 grapheme information sheet

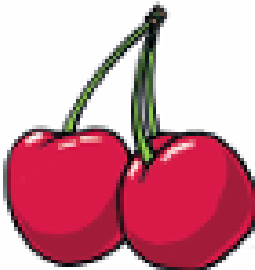
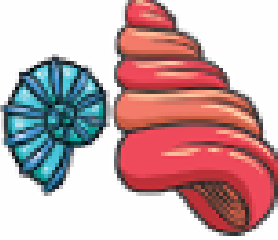
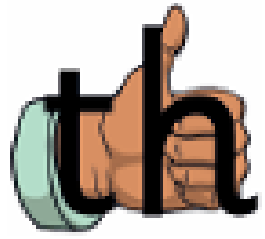
Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s his out s s s s s s s s	Down the snake from head to 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	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around 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 and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmmm sound mmmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Around the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound g g g	Around the goat's face and curl under its chin.
 o	 octopus	Make your mouth into a round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella and back to the ground.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 b	 bear	Put your lips together and say b as you open them b b b	Down the bear's back, up and around its tuming.
 f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound fffff	Down the flamingo to its foot and across its wings.
 l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press lllll	Down the lollipop stick.

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	Down the jellyfish and dot its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	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	Down and up and down and up the waves.
 x	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again, across the box to the bottom.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl around the string.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase/ Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	q Around the queen's face, down her robe and a flick at the end. u Down and around the umbrella and back to the ground. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

SPRING 2

YEAR 1

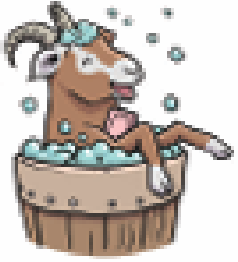
Year 1 Spring 2

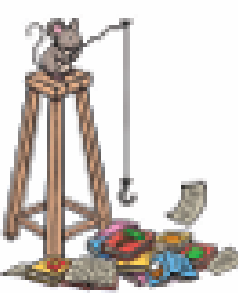
	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words ‘half’ and ‘father’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
	Show me your teeth to make a rrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	le al
	Pucker your lips and show your teeth; use your tongue as you say j j j	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound vvvvv vvvvv	ve

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh
	Show me your teeth and buzz the z sound zzzzz zzzzz	se ze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture*
	Show me your teeth and push the air out shshshshshsh	ch ti ssi si ci
	Open your mouth wide and say e e e	ea
	Pull your lips back and make the i sound at the back of your mouth iii	y
	Make your mouth into a round shape and say o o o	a
	Open your mouth wide and say u u u	o-e o ou

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e igh igh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ee e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ie i i-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	ue u-e ew ou ui
yoo		Pucker your lips and keep them small as you say yoo yoo yoo	ue u u-e ew
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	u* oul
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar	a* al*

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or	aw au aur oor al a oar ore
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	er ir or
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	ou
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	oy

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear	ere ear
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air	are ere ear
zh		Pucker your lips and show your teeth; push the air over your tongue as you say zh zh	su si



Your child's reading journey

Year1

Your child is on their journey to becoming a skilled reader. In Reception, they learned all of the single letter sounds, the consonant digraphs and some vowel digraphs (digraph: two letters, one sound) and trigraphs (three letters, one sound).

In Year 1, children will learn the remaining graphemes in the *Little Wandle Letters and Sounds Revised* programme. These are alternative spellings for the sounds that they already know. The children will become more fluent readers and will read increasingly challenging texts.

All for the love of reading

- Teaching children the skills of reading will increase their will to read.
- Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.





What is my child taught in school?

- In Year 1, children are taught a 30-minute phonics lesson every day.
- They will also have an opportunity to apply their phonic knowledge to reading a book (matched to their level), at least three times a week.
- Your child may need daily additional practice to help secure their learning.

What can I do to support my child at home?

- Listen to your child practise reading their phonics book to develop their fluency.
- Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!

What if my child comes across a word that they can't read straight away?

- If your child is unsure of a word, ask them to sound it out and then blend.
- Ask them if they can spot any digraphs (two letters, one sound) or trigraphs (three letters, one sound) before decoding the word.
- Never ask your child to guess words using the pictures or initial sounds as clues. If they are really struggling just read the word to them.

My child is reading the books fluently at home, do they need a more challenging book?

- No! We want children to be able to read fluently and not find reading a chore.
- Once they can read fluently, they can focus on adding expression when reading aloud and showing their understanding of the book. Use the prompts on the back page of the books to check your child's understanding.

Find further resources and information for parents and carers at:
www.littlewandlelettersandsounds.org.uk/resources/for-parents



Your child's reading journey

Year 1 Phonics Screening Check

Your child has now learned most of the Year 1 phonics in **Little Wandle Letters and Sounds Revised** and will soon be preparing for the nationally required Phonics Screening Check, which will take place in June.

What is the Phonics Screening Check?

- The Phonics Screening Check is a quick check of your child's decoding skills.
- Your child will be asked to read 40 words – 20 are real words, 20 are known as 'alien words' (made-up words).

Why do the children read 'alien words'?

- Reading alien words checks children's decoding skills and knowledge of graphemes in a fair way – it mirrors what the children have to do when they read a word that they have not read before.
- Your child will not have seen the alien words before. They will have to use their knowledge of letters and sounds to work out how to read them.

How does the check work?

- Your child will be asked to read 40 words independently.
- The check has been designed to not put your child under stress. It will be carried out by a member of staff who knows your child well.
- It should only take a few minutes to complete, but there is no time limit.

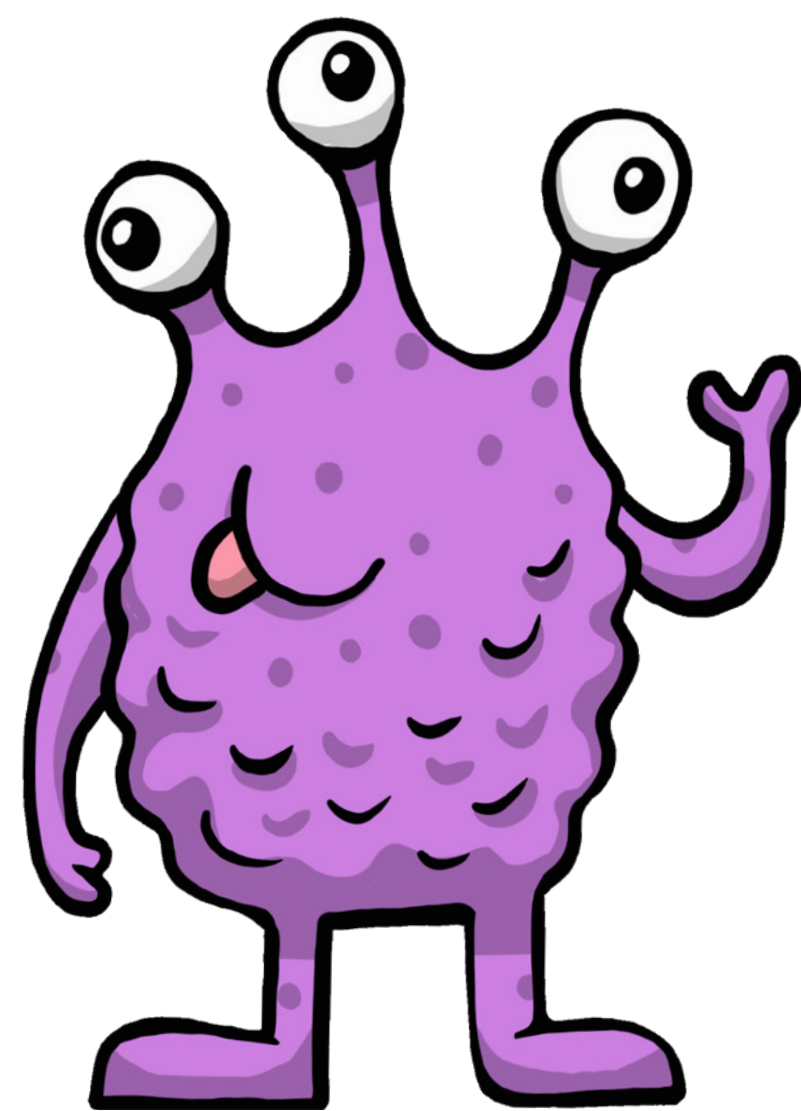
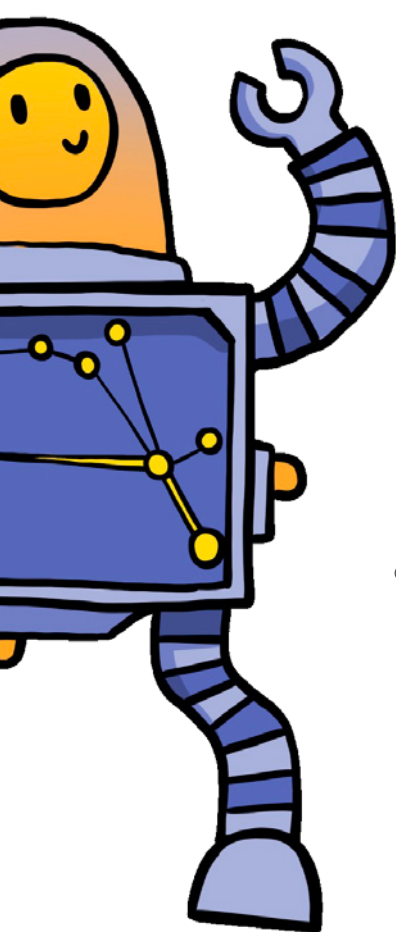
Do I need to do

anything to further support my child?

- Continue to listen to your child read their phonics books and read to them daily.
- Your child's teacher will let you know if any additional practice is needed.
- Always ask if you need any further support!

All for the love of reading

- Teaching children the skills of reading will increase their will to read. Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.

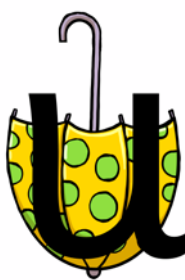


How to say the Phase 5 sounds

AtPhase5,childrenlearnalternativegraphemesforsoundsintroduced in Phases 2 and 3.

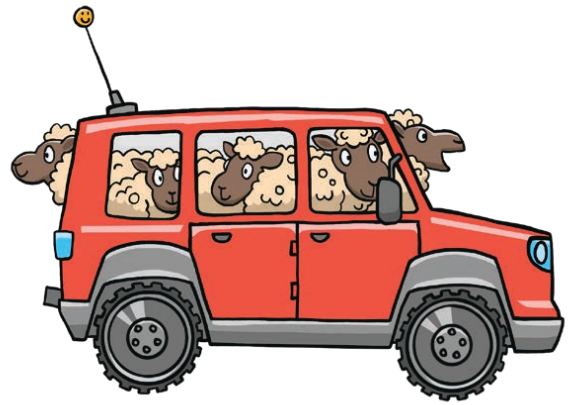
Sounds introduced in Phase 2

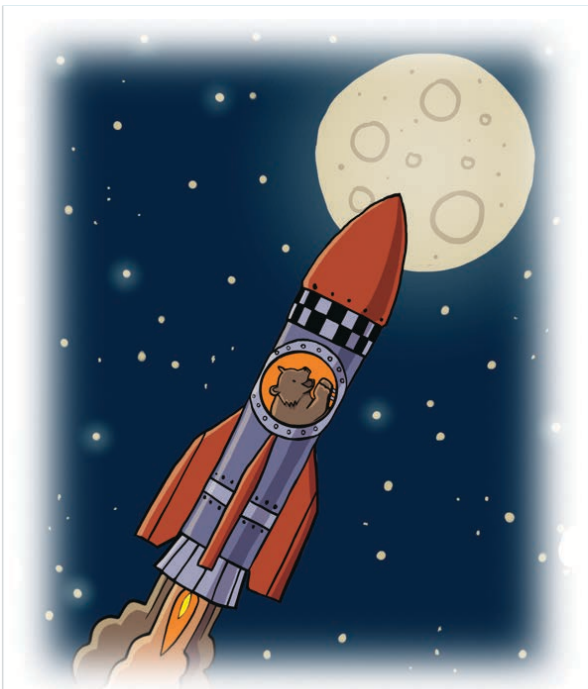
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say ccc	ch
	Show me your teeth to make a rrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press tttt tttt	le al
	Pucker your lips and show your teeth; use your tongue as you say jjj	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound vvvvv vvvvv	ve

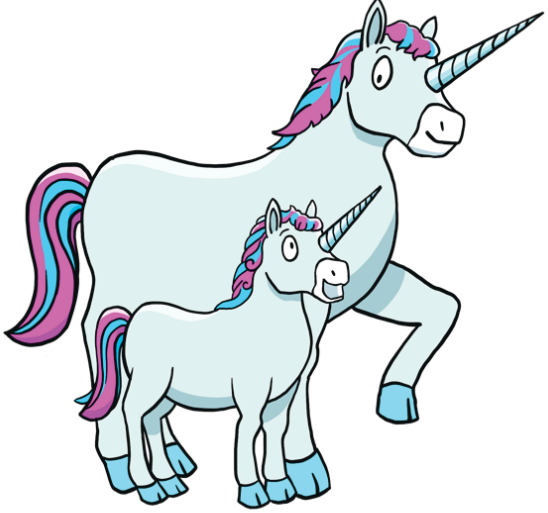
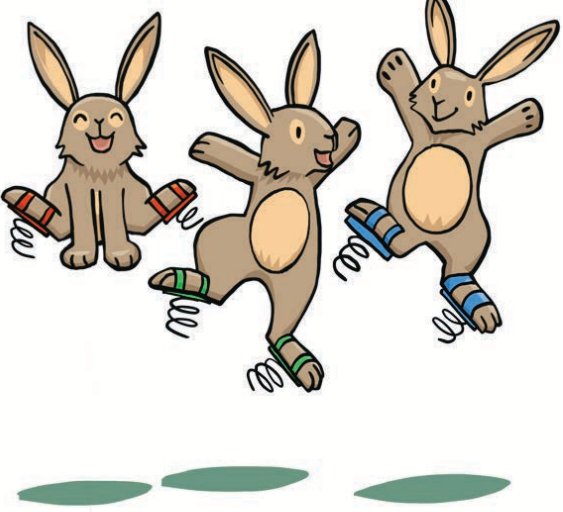
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh
	Show me your teeth and buzz the z sound zzzzz zzzzz	se ze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture*
	Show me your teeth and push the air out shshshshshsh	ch ti ssi si ci
	Open your mouth wide and say e e e	ea
	Pull your lips back and make the i sound at the back of your mouth iii	y
	Make your mouth into a round shape and say o o o	a
	Open your mouth wide and say u u u	o-e o ou

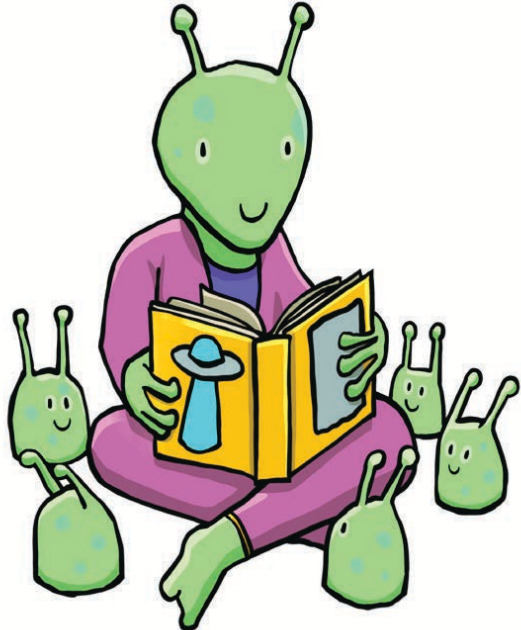
*Note that the pronunciation of ‘ture’ has a slight schwa sound at the end.

Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e eigh aigh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ie i i-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
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yoo		Pucker your lips and keep them small as you say yoo yoo yoo	ue u u-e ew
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	u* oul
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar	a* al*

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or	aw au aur oor al a oar ore
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	er ir or
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	ou
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	oy

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear	ere ear
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air airear	are ere
zh		Pucker your lips and show your teeth; push the air over your tongue as you say zh zh	su si

*depending on regional accent

EVERYBODY READ!

**INFORMATION AND
HOME RESOURCES**



Though we are teaching the children to read in school, extra support at home will ensure your child secures the phonic code.

Below are some ways you can support your child!

Linked are at home flashcards you can get - these match what they use in school and are very helpful for home!

Reception Phase 2 and 3: [https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_2?](https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_2?crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o.tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaNa5pQRK6ShcCEsQfJEEUMd.kVwCvFnzYlcGe6e2T3I9AAblpR_rqSNWxNZWt5GIMk8.nQzmVHBMdzprYNMO_gNItt6hPl74VKMLvDutg5jp8InXKrovFrsvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4jOIolUfRtPOI48dlzjl_aXXBSCgFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-2)

[crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o.tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaNa5pQRK6ShcCEsQfJEEUMd.kVwCvFnzYlcGe6e2T3I9AAblpR_rqSNWxNZWt5GIMk8.nQzmVHBMdzprYNMO_gNItt6hPl74VKMLvDutg5jp8InXKrovFrsvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4jOIolUfRtPOI48dlzjl_aXXBSCgFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-2](https://www.amazon.co.uk/Little-Wandle-Phonics-Flashcards-Reception/dp/000856373X/ref=sr_1_2?crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o.tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaNa5pQRK6ShcCEsQfJEEUMd.kVwCvFnzYlcGe6e2T3I9AAblpR_rqSNWxNZWt5GIMk8.nQzmVHBMdzprYNMO_gNItt6hPl74VKMLvDutg5jp8InXKrovFrsvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4jOIolUfRtPOI48dlzjl_aXXBSCgFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-2)

Year 1 Phase 5:

[https://www.amazon.co.uk/Little-Wandle-Home-Phonics-Flashcards/dp/0008563748/ref=sr_1_3?](https://www.amazon.co.uk/Little-Wandle-Home-Phonics-Flashcards/dp/0008563748/ref=sr_1_3?crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o.tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaNa5pQRK6ShcCEsQfJEEUMd.kVwCvFnzYlcGe6e2T3I9AAblpR_rqSNWxNZWt5GIMk8.nQzmVHBMdzprYNMO_gNItt6hPl74VKMLvDutg5jp8InXKrovFrsvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4jOIolUfRtPOI48dlzjl_aXXBSCgFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-3)
[crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o.tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaNa5pQRK6ShcCEsQfJEEUMd.kVwCvFnzYlcGe6e2T3I9AAblpR_rqSNWxNZWt5GIMk8.nQzmVHBMdzprYNMO_gNItt6hPl74VKMLvDutg5jp8InXKrovFrsvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4jOIolUfRtPOI48dlzjl_aXXBSCgFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-3](https://www.amazon.co.uk/Little-Wandle-Home-Phonics-Flashcards/dp/0008563748/ref=sr_1_3?crid=3KONQ5G19EDAH&dib=eyJ2IjoiMSJ9.k6o.tRv38.ntYWocwsdxlaUC_Ic7JC8BILT_xjWZaNa5pQRK6ShcCEsQfJEEUMd.kVwCvFnzYlcGe6e2T3I9AAblpR_rqSNWxNZWt5GIMk8.nQzmVHBMdzprYNMO_gNItt6hPl74VKMLvDutg5jp8InXKrovFrsvTI4SM5IuKGmYweGZ3laR-MtK00A5_wNpQouPrqoxOthDFw9wcn-D2AmE_KecWm7ICQrB67qyYOlc_xT4jOIolUfRtPOI48dlzjl_aXXBSCgFaps6QwSXR_CDQ&dib_tag=se&keywords=little+wandle+home+cards&qid=1761592813&srefix=little+wandle+home+%2Caps%2C89&sr=8-3)

<https://collins.co.uk/pages/little-wandle-at-home>



Everybody read!

Reading together with your child matters!

Sharing books makes a big difference to your child's education.

When you read to your child you are making a positive impact on your child's reading ability and their love of reading.

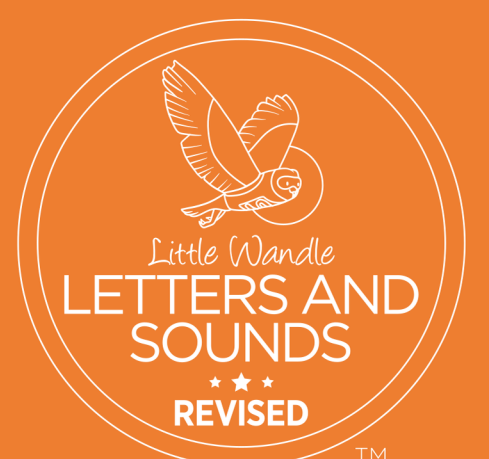
Reading a book and chatting about it has a positive impact on your child's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills

Reading books your child has chosen to read for pleasure is one of the best things you can do to help them succeed at school.

A love of reading is the biggest indicator of future academic success!

Parental involvement in the development of children's reading skills:
A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.





Does it matter how I read with my child?

- Studies show that it's the enjoyment and chat that matters!
- The more you chat together about the book and things that interest your child the more impact it has.
- You don't even have to read the words on the page, talking about the pictures is just as important.

Does it matter which language I use?

- Use your home language.
- It is better for your child to hear expert talk from you in your language.
- Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.
- This impact will translate to better language and comprehension for your child in English.



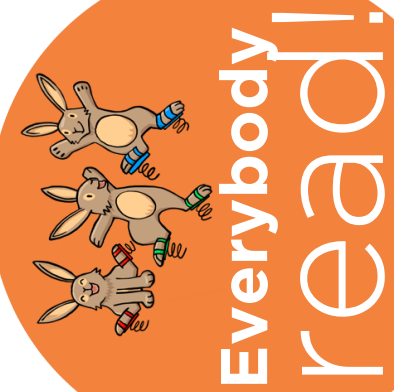
Does the type of book matter?

- Let your child be the boss of the books they choose. Enjoyment really matters.
- Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.
- Catalogues are fun to share and talk about too.

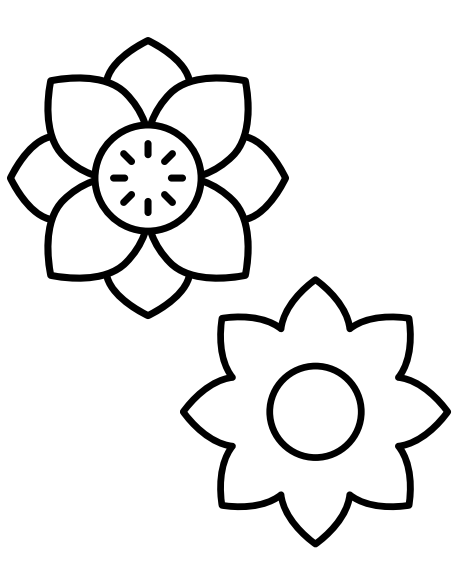
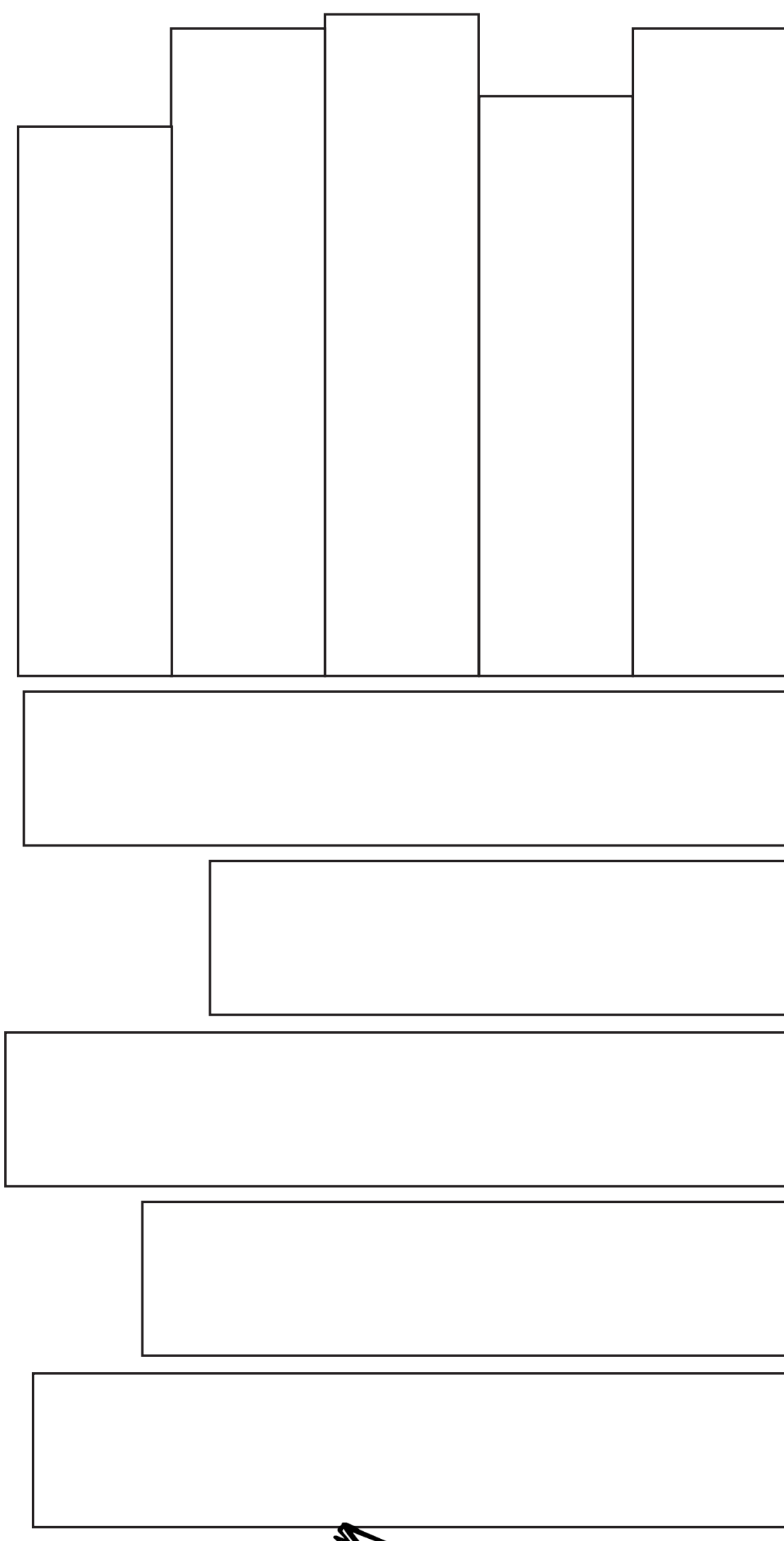
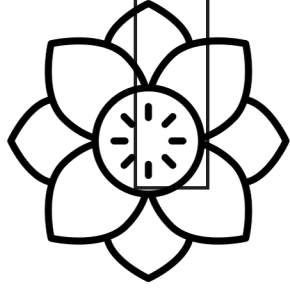
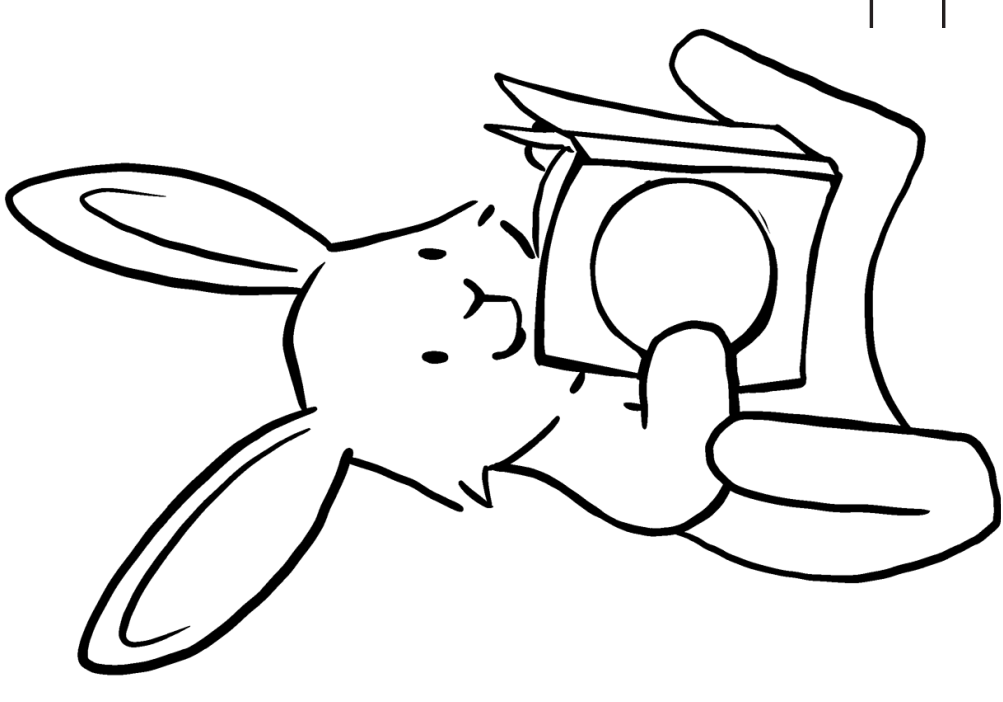
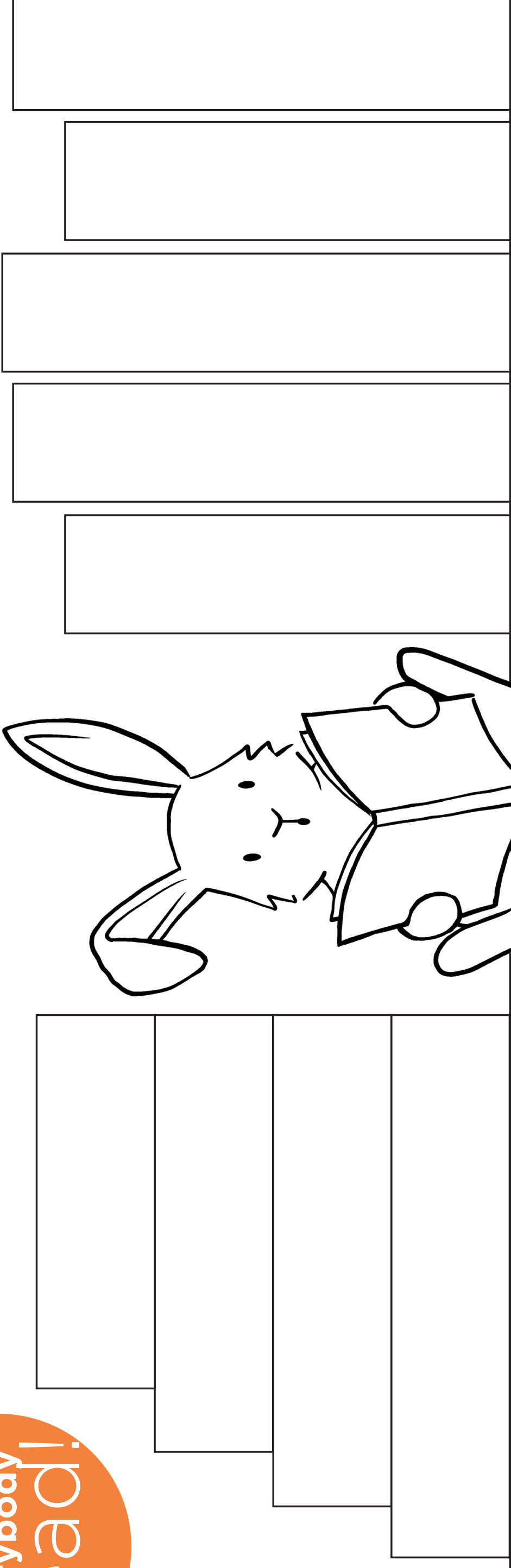
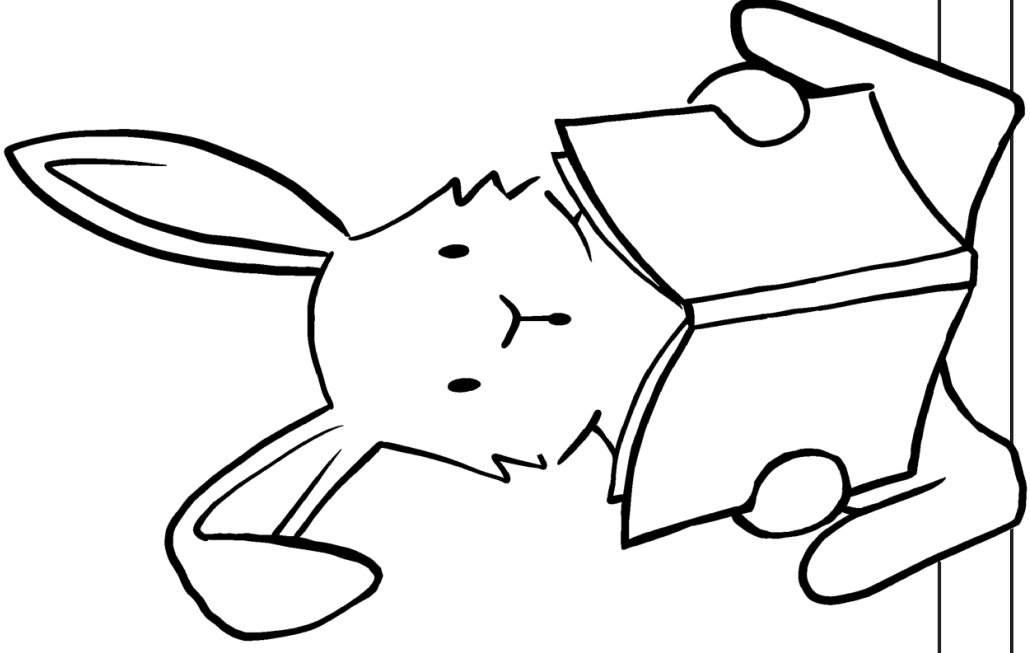
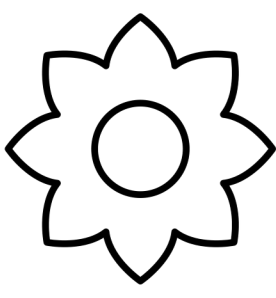
What if they always want to read the same book?

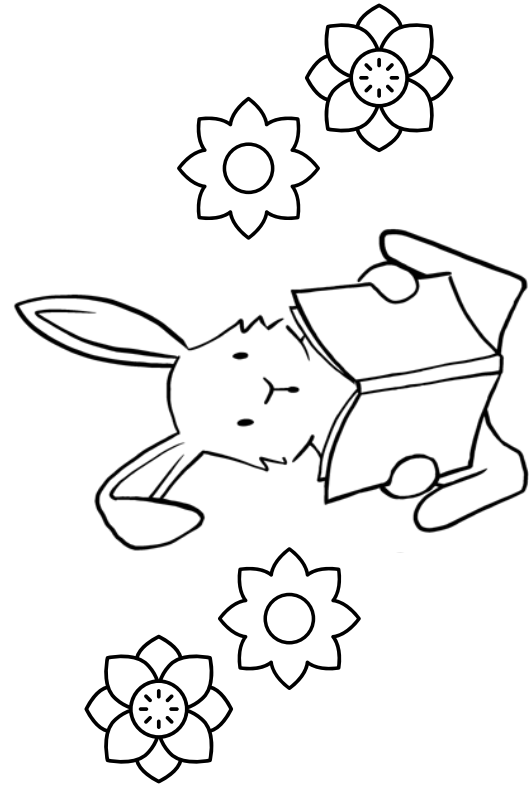
- Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.
- Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.
- If you really want to mix it up offer another book alongside the much-loved favourite!



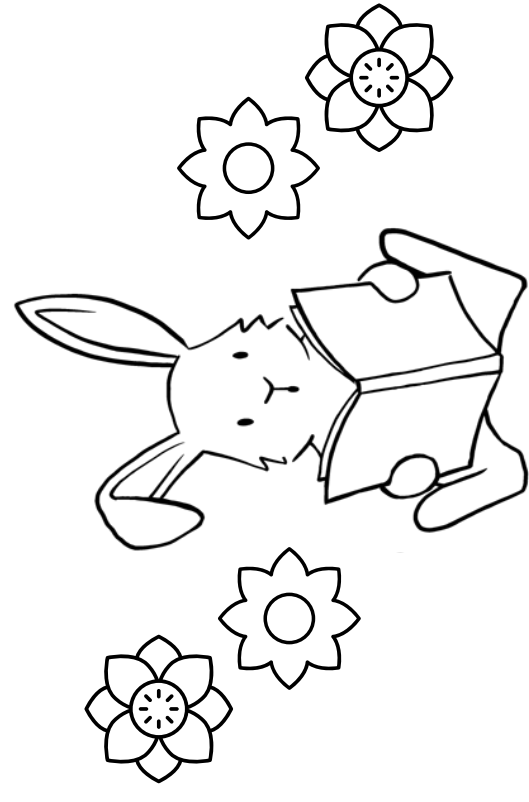
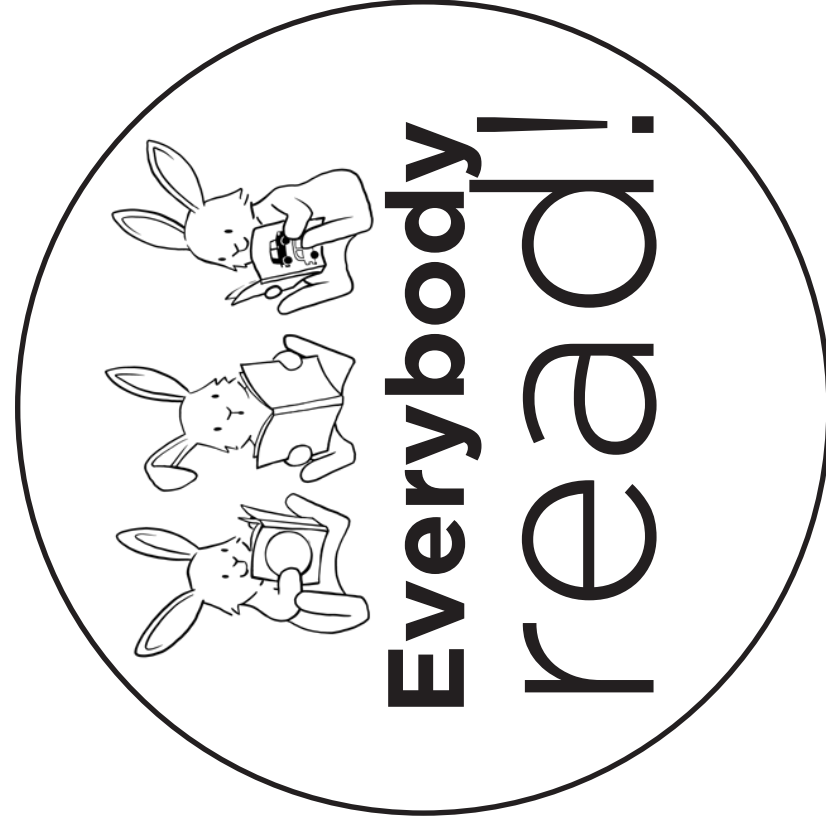


Look at the books I have read!

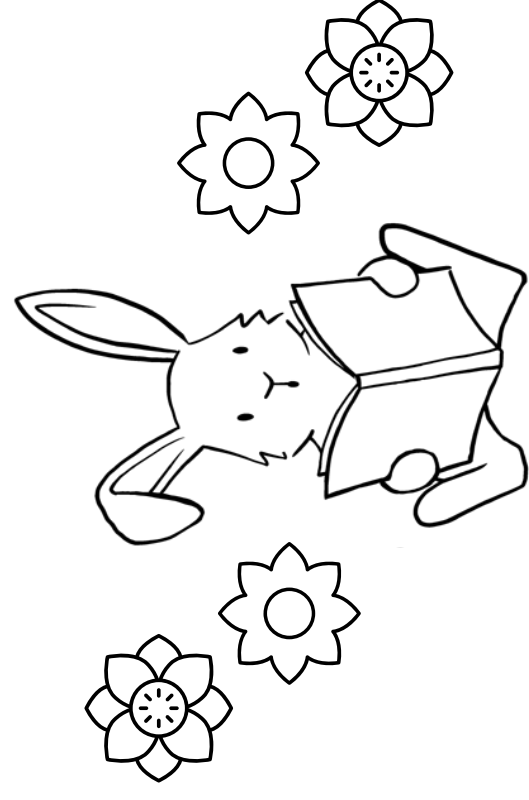
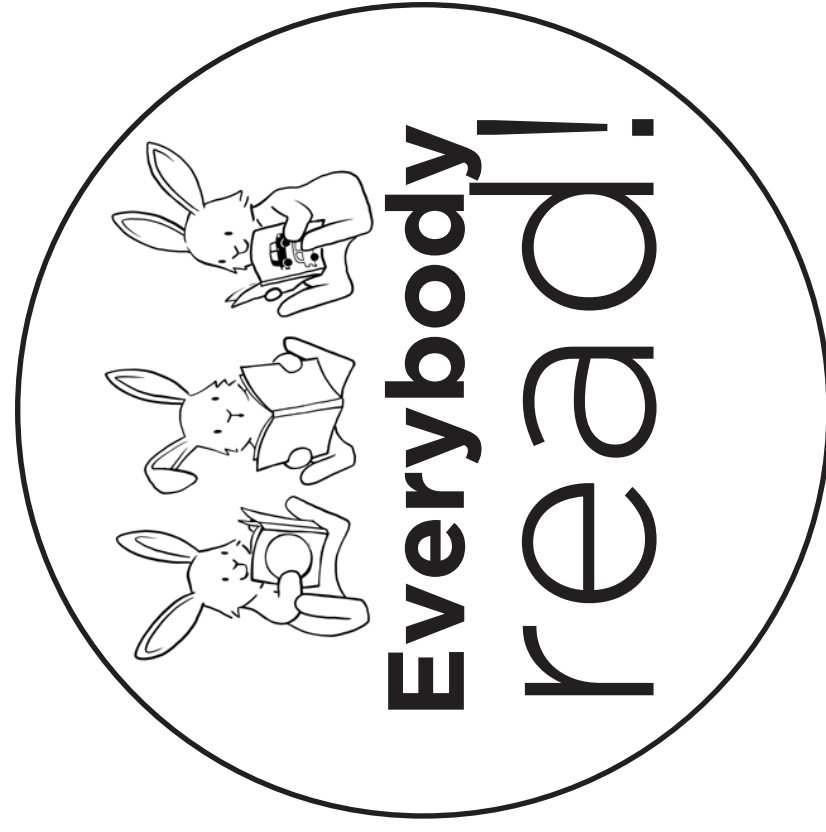




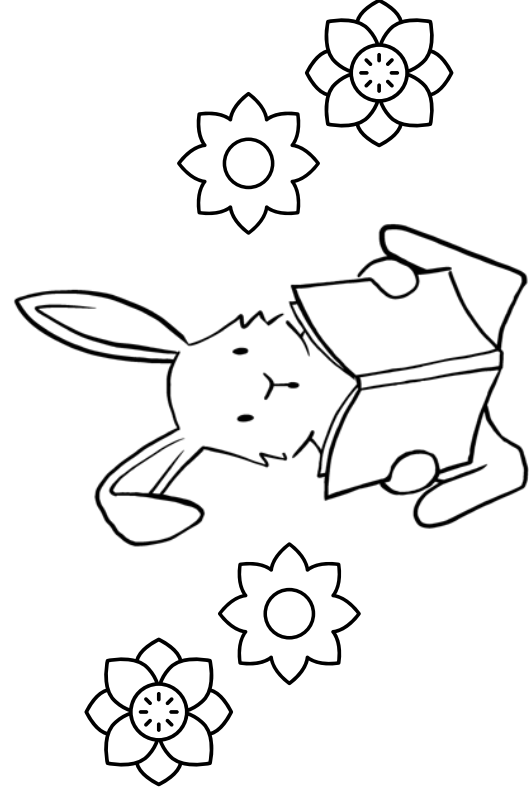
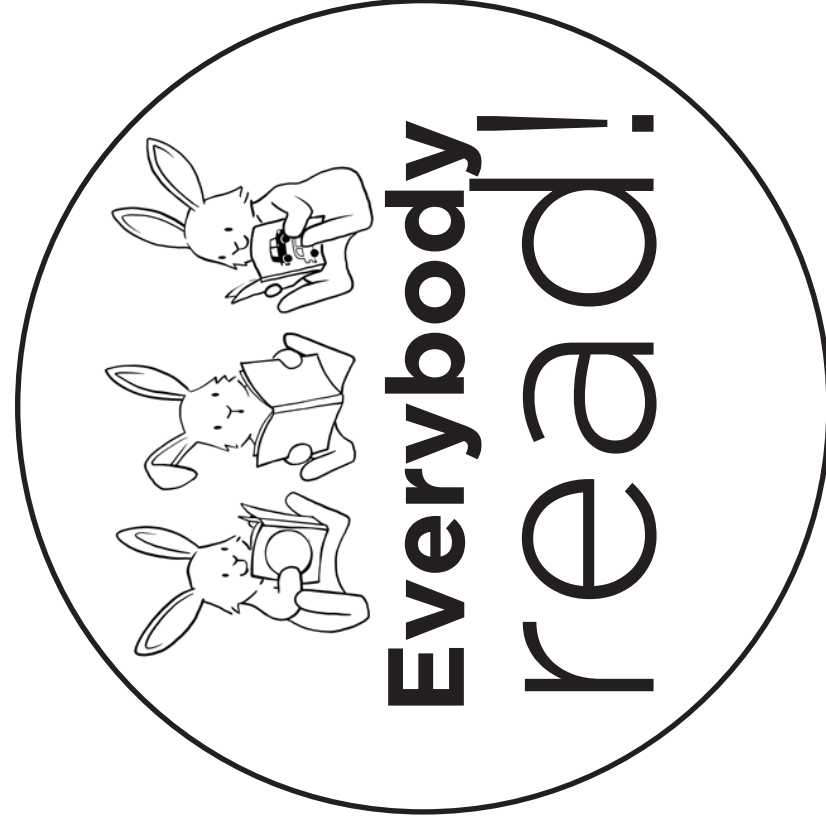
I love
to read.
You love
to read.



I love
to read.
You love
to read.



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to read.
You love
to read.



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