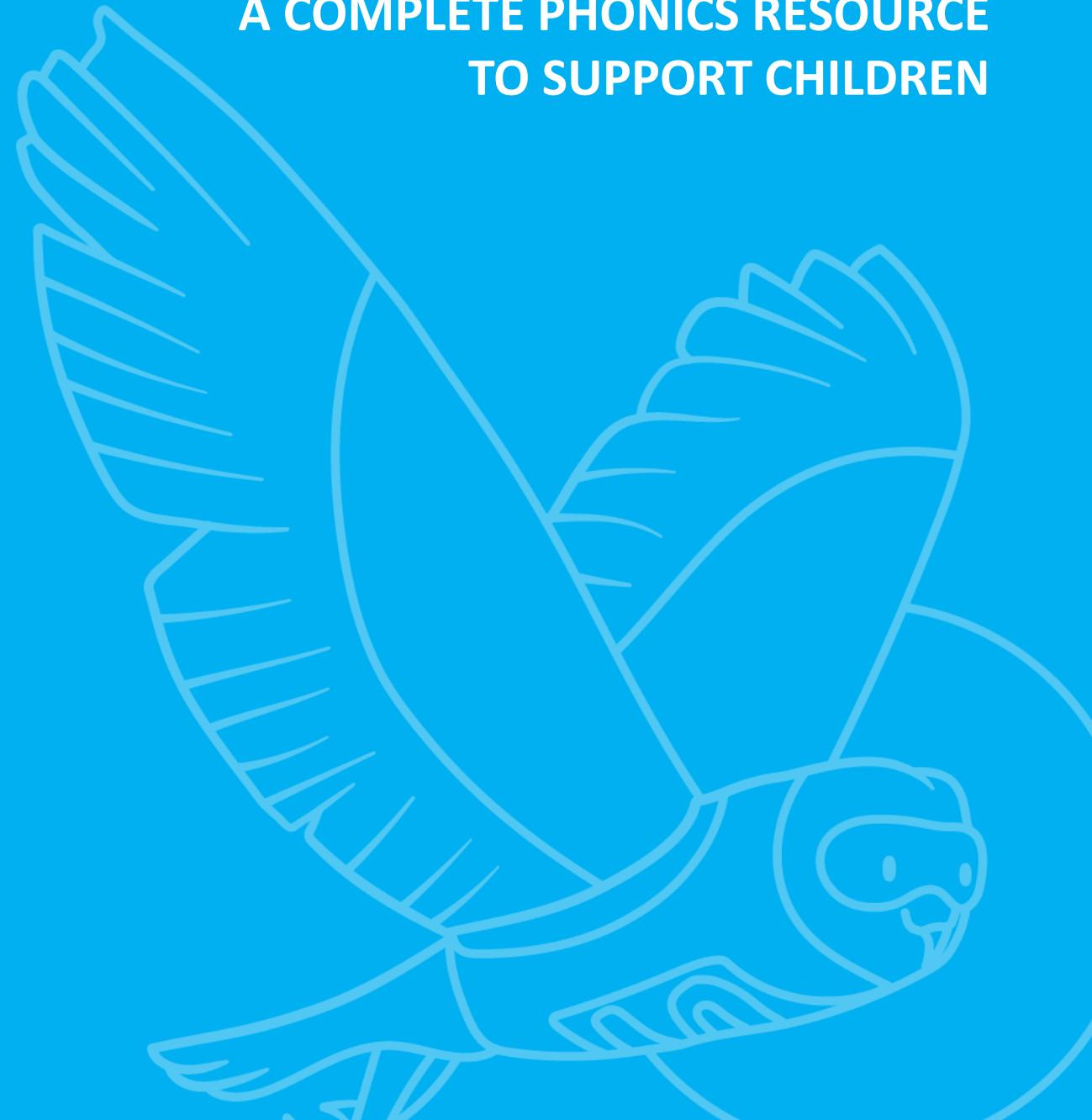




**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

**Teach reading:  
change lives**

**Parent workshop: Year 2 Pathways**



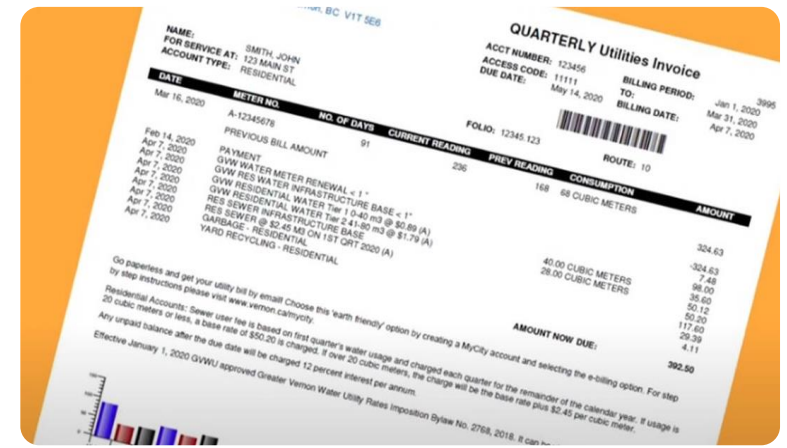
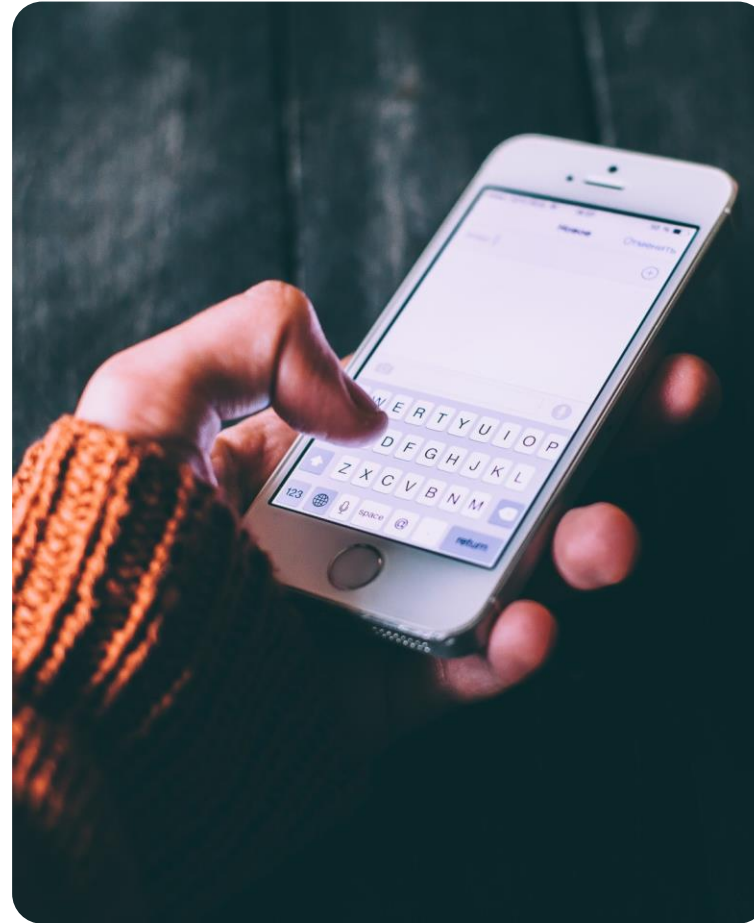


**A love of reading is the biggest indicator  
of future academic success.**

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



# How many times have you already read today?



# Year 2 Pathway



# Little Wandle Fluency



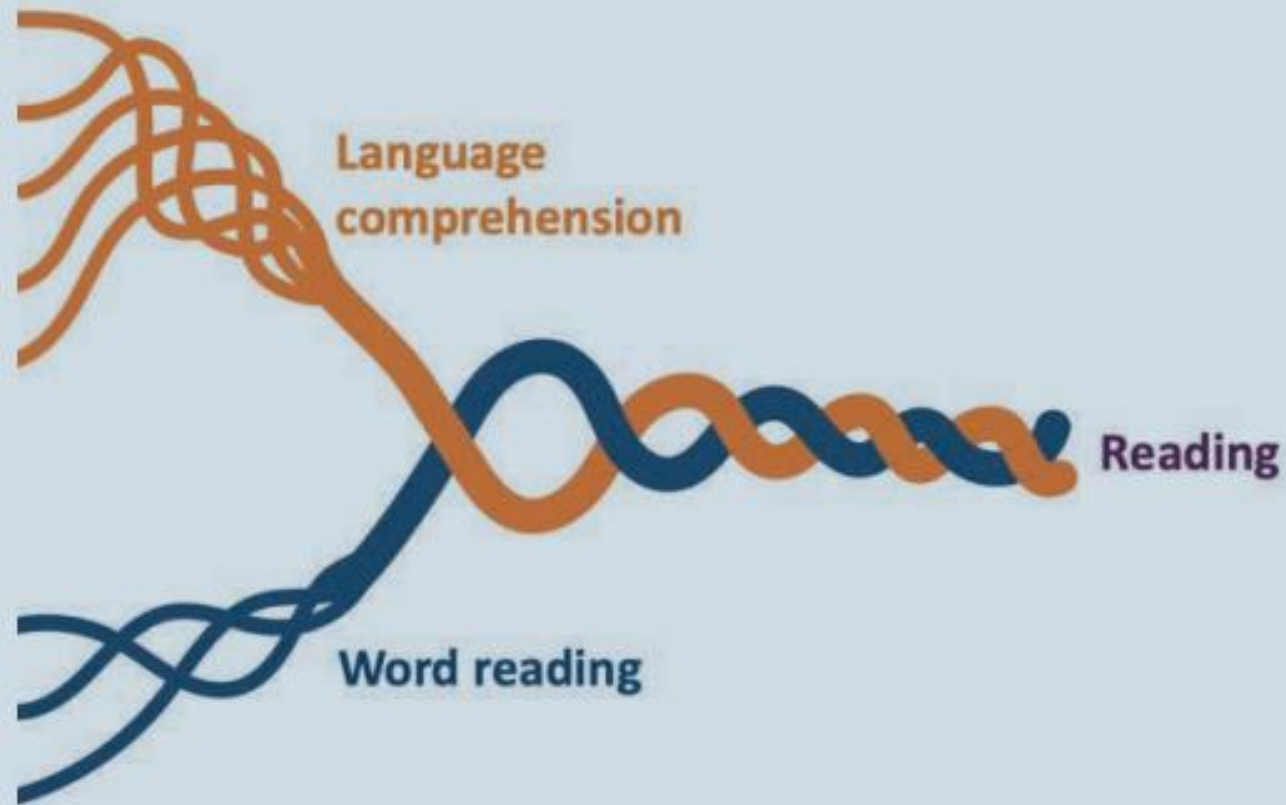
**Our aim is to develop reading fluency by teaching prosody and comprehension to children. Now children have mastered decoding of the text they can now begin to think more about what they are reading as they read.**



## Scarborough reading rope

Activating word meanings  
Language structures  
Background knowledge  
Comprehension monitoring  
Understanding text structure

Letter-sound knowledge  
Accurate word decoding  
Automaticity in decoding



Peggy McCardle, Hollis S Scarborough and Hugh W Catts (2001)

# Little Wandle Fluency



**Each child will read their fluency book three times a week in reading groups.**

Little Wandle Fluency promotes comprehension through:

- pre-read activities which support vocabulary
- bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
- teaching prosody so that way the text is spoken creates meaning
- chatting about the book in a dialogic way that gives children time to think and connect to what they have read • clarifying any misconceptions

# Little Wandle Spelling



The elements of learning to spell alongside a strong foundation based on their alphabetic and phonic knowledge, to spell with confidence children need to develop an understanding of:

- spelling patterns, conventions and rules
- homophones and homographs, including when to use them
- morphology – the study of words and their parts (morphemes include root words and affixes)
- etymology – the study of the history of words
- orthography – the common way in which letters are arranged in a particular sequence
- how to use apostrophes
- word classes.

**Phase 5 Review**

5 weeks

**Bridge to Spelling**

5 weeks

**Spelling**

**Programme**

20 Weeks



# Rapid Catch Up



Our school is using *Little Wandle Rapid Catch-up Programme* to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.

# Rapid Catch-up progression



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

## Rapid Catch-up progression and overview

### Programme progression

The aim of the Rapid Catch-up programme is to rapidly teach children to read. Below is an overview of the GPCs and tricky words covered in each phase of the programme.

#### Phase 2

<b>Length of teaching:</b> four weeks	
<b>New GPCs covered</b>	Week 1 s a t p i n m d
	Week 2 g o c k c k e u r h
	Week 3 b l l f f s s j v w y x z z z
	Week 4 q u c h s h t h n g n k
<b>Tricky words taught</b>	and is l the as put* pull* full* her his has no go to into we me be he of she push* *depending on accent

#### Phase 3

<b>Length of teaching:</b> four weeks	
<b>New GPCs covered</b>	Week 1 ai ee igh oa oo ar
	Week 2 oo or ur ow oi ear
	Week 3 air er double letters
	Week 4 longer words and suffixes -ing and -es
<b>Tricky words taught</b>	was you they my by all are pure sure

#### Phase 4

<b>Length of teaching:</b> four weeks	
<b>Word types covered</b>	Week 1 Adjacent consonants with short vowels
	Week 2 Adjacent consonants with long vowels
	Week 3 Suffixes: -ed /t/, -ed /d/, -ed /d/, -ing, -er, -est
	Week 4 Two-syllable words with adjacent consonants Compound words and multi-syllable words with adjacent consonants
<b>Tricky words taught</b>	said so have like some come love do were here little says there when what one out today

©2022 Wandle Learning Trust. All rights reserved.

#### Phase 5

<b>Length of teaching:</b> 14 weeks		
<b>New GPCs covered</b>	Week 1 /ai/ ay play /ow/ ou cloud /oi/ oy toy	/ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue
	Week 2 /yoo/ u unicorn /igh/ ie pie /igh/ i tiger	/oa/ o go /ai/ a paper /ee/ e he
	Week 3 /oa/ o-e home /ai/ a-e shake /ee/ e-e these	/igh/-e time /oo/ /yoo/ u-e rude cute /oo/ /yoo/ ew chew new
	Week 4 /or/ aw claw /ee/ ie shield /ee/ y funny	/e/ ea head /w/ wh wheel /igh/ y fly
	Week 5 /oa/ oe toe /oa/ ou shoulder /oa/ ow snow	/i/ g giant /i/ ph phone /s/ c ice
	Week 6 /l/ le apple /l/ al metal /v/ ve give	/u/ o-e some /u/ o mother /u/ ou young
	Week 7 /z/ se cheese /s/ se mouse /s/ ce fence	/ee/ ey donkey /oo/ ui fruit /oo/ ou soup
	Week 8 /ur/ or word /oo/ u awful /oo/ oul could	/air/ are share /air/ ear bear /air/ ere there
	Week 9 /or/ au author /or/ aur dinosaur /or/ oor floor	/or/ al walk /or/ a water /ch/ tch match /ch/ ture adventure
	Week 10 /ar/ al half /ar/ a father* /o/ a want	/ur/ ear learn /r/ wr wrist /z/ ze freeze
	Week 11 /s/ st whistle /s/ sc science /c/ ch school /sh/ ch chef	schwa in longer words schwa at the end of words (-or, -our, -re, -a)
	Week 12 /ai/ eigh eight /ai/ aigh straight /ai/ ey grey /ai/ ea break	/n/ kn knee /n/ gn gnaw /m/ mb thumb
	Week 13 /ear/ ere here /ear/ eer deer /zh/ su treasure /zh/ si vision	/i/ dge bridge /i/ ge large /i/ y crystal
	Week 14 /sh/ ti potion /sh/ ssi mission /sh/ si mansion /sh/ ci delicious	/or/ augh daughter /or/ our your /or/ oar roar /or/ ore more
<b>Tricky words taught</b>	their people oh your Mr Mrs Ms ask could would should our house mouse water want again any many where who whole two school call different thought through friend work once laugh because eye busy beautiful pretty hour parents shoe move improve	

\*depending on accent

©2022 Wandle Learning Trust. All rights reserved.

# Timetabling



Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from day 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

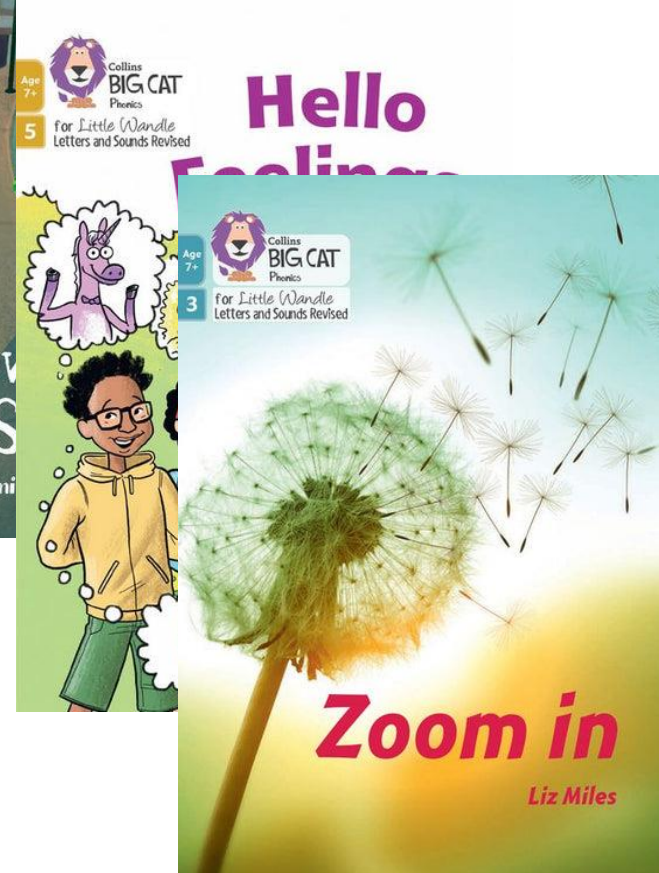
# We use assessment to match your child's reading the right level of book



## Phase 3 GPCs and words

ai	ee	igh	oa	oo
ar	oo	or	ur	ow
oi	ear	air	er	

wait	feel	tight	coat
food	hard	wood	born
hurt	down	join	near
pair	hammer	puppet	rubbish
helmet	morning	garden	fishes
lightning	rooftop		



# 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.





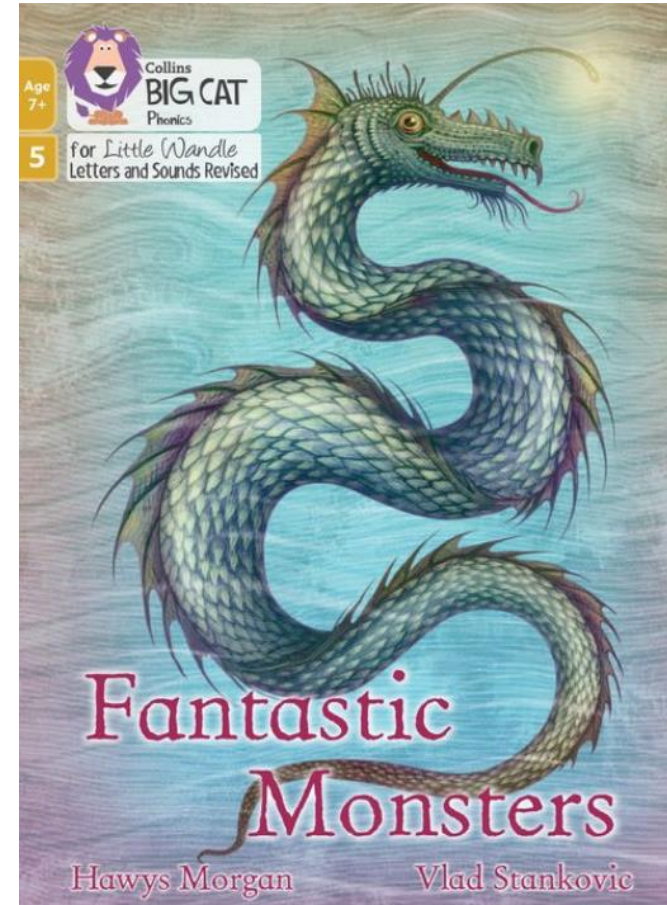
# Reading at home



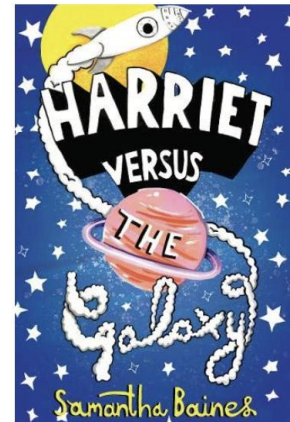
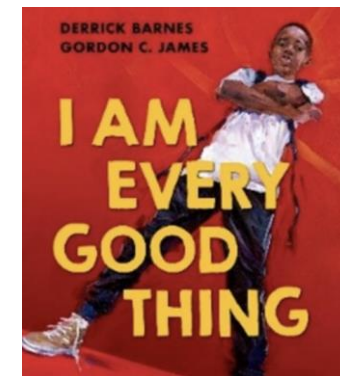
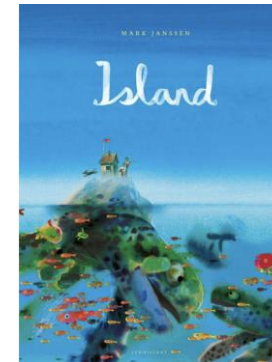
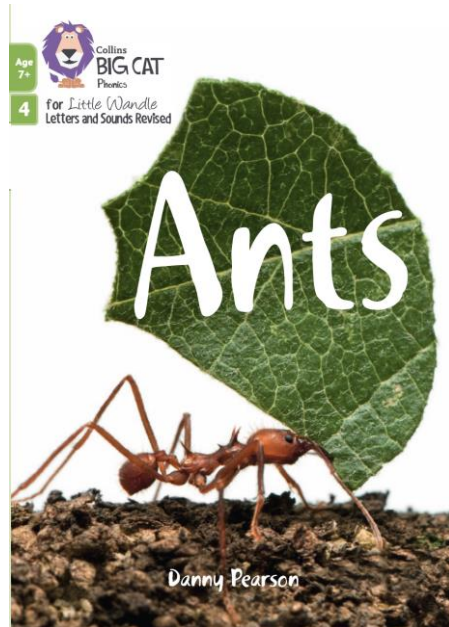
# The most important thing you can do is read with your child

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.

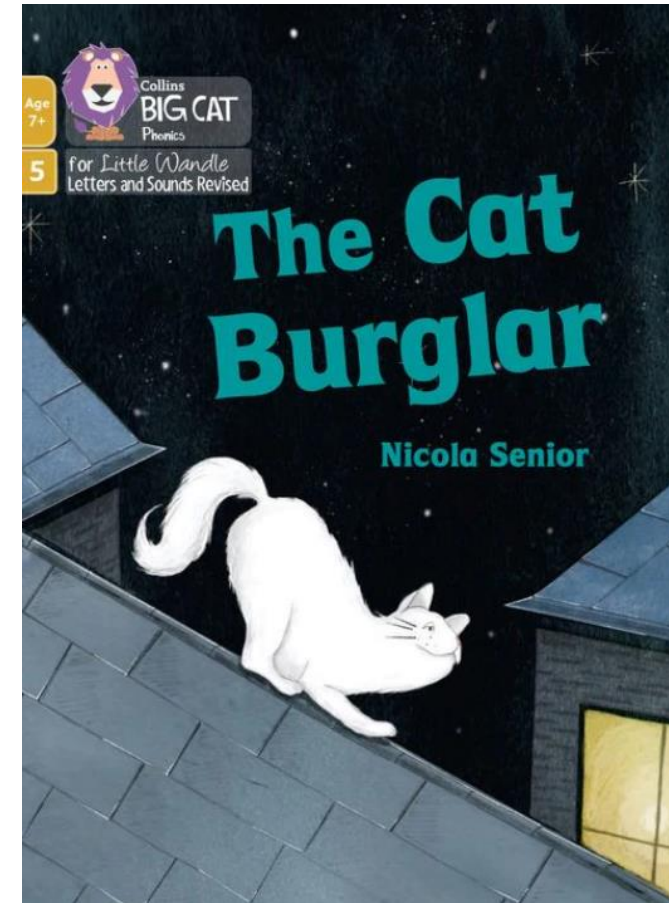


# Books going home



# Reading at home

- You still have an important role to play in supporting your child to become a lifelong reader.
- Continue to listen to your child read (reading with your child).
- It will support them to develop their reading fluency, their prosody, and their confidence.





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

Carl Sagan

