

**Questions and answers from the Little Wandle Phonics presentation –
18th January 2022**

1. Will the e-book the children are looking at in class be available for parents to see online?

Yes. We will be setting up the e-library for use after half term and the class teacher will set a book each week for the child – this will be the book that they will be looking at that week in their group reading sessions. *Please do not read books which haven't been selected for your child.* We will be writing to you again after half term to explain how the e-library works.

2. Will the children in year 1 still have reading buddies from year 6?

Currently we have paused this due to COVID. However, it is a very important way of sharing reading with peers. So, we are hopeful this can start up again in the future.

3. Do we need to join/be a member on the Little Wandle site?

No. Access is free for anyone for the parents/carers support section.
<https://www.littlewandlelettersandsounds.org.uk/> There are also a lot of videos on YouTube to support learning.

4. How do we use the cards i.e. Suki for sequencing? Do we just ask the questions that are on the card whilst reading books?

The questions on the Sequencing Suki cards are suggestions only to support comprehension and understanding of the book (this is an initiative that we have set up and not affiliated with Little Wandle). Some questions may lend themselves to being asked at particular points in the book, and others may be better posed after reading the book in its entirety.

5. Do we get to know individually through email how are the children getting along with their reading skills with the new program?

You will be updated about your child's progress when the usual Parent and Carer Evenings are scheduled throughout the year. If your child requires additional support to build confidence with particular phonemes (sounds) we would send home specific resources to help you to support them at home that would mirror the additional support we would be providing within school. If we were concerned about how a child was progressing with their phonic development, we would contact parents and carers to come in for an additional meeting but only if necessary.

6. Does the Little Wandle also help with handwriting phrases for helping the child to form letters? If so, will the parents be communicated what phrases are used, so we as parents can use the same?

The Little Wandle Scheme focuses on children being able to read printed letters (ball and stick), like those that they would see replicated in their decodable reading books, and the sharing books that they would take home. Our handwriting sessions, in which we teach the children how to form cursive letters that are joined, are delivered entirely separately.

7. You mentioned assessment data gets added to a child's record - does this get shared with parents so we could see how they're performing against benchmark/the Little Wandle scheme or perhaps summarised in a report to track progress?

The assessment data is designed to support teachers in ensuring that those children who need additional support in recognising certain GPCs are identified and put into targeted 1:1 or small group support. We will have this data to hand when writing reports for parents/carers. Please see answer 5 for a more in-depth answer with regards to communication between parents/carers and the class teacher.

8. In the phonics vocab grid are you able to provide a short example against each word e.g. a grapheme-phoneme correspondence to help us adults to identify what that means?

Yes, we can provide a simple explanation of the terminology that makes it easy to comprehend. The glossary will be uploaded to the website alongside the presentation and Q&As.

9. **Will Year 2's also read the mentioned 120 books?**

Children in the current Year 2 cohort will read some of the 120 Little Wandle titles to support their reading expression and comprehension further. The Year 2 cohorts from 2022/2023 onwards will have already read the titles in Reception and Year 1. The children identified in Year 2 who have gaps in their phonics knowledge will do supported groups rather than group reads.