



Little Wandle and the National Curriculum for English – Year 1

The chart below shows how the content and approach of *Little Wandle Letters and Sounds Revised* fulfils the relevant requirements of the National Curriculum for English at Year 1 (2014). In addition to the Reading and Writing requirements shown, *Little Wandle Letters and Sounds Revised* also fully supports the requirements for Spoken Language, creating a supportive environment for children to listen attentively and respond appropriately throughout each phonics and reading session.

National Curriculum for English – Year 1	Little Wandle Letters and Sounds Revised
<p>Reading – word reading</p> <p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading. 	<p><i>Little Wandle Letters and Sounds Revised</i> supports the development of children’s word reading skills by:</p> <ul style="list-style-type: none"> • systematically and consistently teaching children to apply their phonic knowledge when reading words from the very beginning • providing repeated and supportive teaching so that children fully learn each GPC and respond to it speedily, before moving on to learn more • embedding the use of sounding out (where necessary) and blending to read words, and ensuring children are only presented with words they can decode • systematically teaching the reading of common exception words by identifying the ‘tricky bit’ and using phonic knowledge to read the rest • teaching children to read and write words with a full range of common prefixes and suffixes • including words with more than one syllable from early on in the teaching programme • teaching the reading of words with contractions • providing reading books that are 100% decodable for each child at their current level of reading, and many opportunities to read • giving multiple opportunities to read and talk about each book, and focusing on prosody and fluent reading with specific teaching to enable children to build confidence and fluency in reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Little Wandle Letters and Sounds Revised supports the development of children's comprehension skills by:

- fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by:
 - providing many opportunities for children to listen to and enjoy books and stories, in addition to systematic phonics and reading lessons
 - encouraging children to discuss what they read and link it back to their own life
 - including decodable books based on well-known traditional tales and familiar stories
 - building opportunities to join in during every reading session
 - including some rhyming texts, and encouraging playing with words
 - always explaining new vocabulary and giving children chances to use it
- supporting children's understanding of books by:
 - providing books and teaching materials that are relevant to children's lives and interests, and always explaining any contexts that may not be familiar
 - encouraging children to think about the accuracy of their reading and self-correct where necessary
 - building in opportunities within every reading session to talk about the book, including discussing the title, identifying key events, making inferences about characters or information given, and making sensible predictions about what might come next
- giving numerous opportunities to discuss books and talk about them in groups or with partners
- checking that children have understood what they have read and filling in any gaps in understanding.

Writing – transcription**Statutory requirements**

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding -s or -es as the plural marker for nouns and the third-person singular marker for verbs
 - using the prefix un-
 - using -ing, -ed, -er and -est where no change is needed in the spelling of root words
- apply simple spelling rules and guidance, as listed in the National Curriculum English Appendix 1: Spelling
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Little Wandle Letters and Sounds Revised supports the development of children’s writing skills in many different ways throughout phonics lessons and beyond:

- Spelling is taught systematically alongside reading in phonics lessons, with a focus on segmenting sounds in words for spelling as well as blending sounds in words for reading. Children are taught the names of letters alongside letter sounds, and learn to use the appropriate name or sound in different contexts.
- Children’s spelling skills are extended at the same rate as their reading skills, as new GPCs are introduced.
- Children are also taught to spell common exception words, and the spelling of these words is embedded in phonics lessons.
- The reading and spelling of words with prefixes and suffixes is covered fully as part of phonics lessons, and children are taught simple spelling rules in line with those listed in English Appendix 1.
- Children practise writing and spelling in many different contexts, including dictated sentences.

Writing – handwriting**Statutory requirements**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ and to practise these.

Little Wandle Letters and Sounds Revised supports the development of children’s handwriting skills throughout the programme:

- Correct formation of letters is taught from the very beginning, as soon as the relevant letter sounds are introduced, and children are encouraged and supported to use correct handwriting techniques throughout all writing and spelling activities.