

Practice map for Little Wandle Letters and Sounds Revised

Setting up a coaching model of CPD

The Reading Leader:

- identifies who needs coaching
- organises weekly coaching sessions
- identifies an area of phonics/reading to focus on in each session – this could be an aspect of teaching coming up, such as ‘Reading words with graphemes that have more than one sound’
- keeps a log of who attends each session (see page 8).



In the coaching and practice session:




- the Reading Leader models the chosen aspect of teaching or uses the ‘How to’ videos
- teachers and teaching assistants (TAs) practise with each other
- the Reading Leader observes and feeds back.

Developing a reading team

Although the Reading Leader may identify areas of teaching to improve, in a school with truly reflective practice teachers and TAs would identify areas they want to improve and use these as the focus of the coaching sessions.

Coaching sessions: Phonics lessons practice map

	Activity/Prompt card	‘How to’ video	Year group and term	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date
 Revisit and review	Reinforce four recently learned GPCs	Reinforce four recently learned GPCs	R – Au 1 and 2										
	GPCs: Quick review	GPCs	R – from Spr 1 Y1 – all terms										
	Words: Review words, including Procedure for longer words; Quick review	Words	R – from Spr 1 Y1 – all terms										
	Tricky words: Quick review	Tricky words	R – from Spr 1 Y1 – all terms										
 Teach and practise	Phase 2 new GPC Teach: New phoneme Practise: What’s in the box?	Phase 2: New GPC	R – Au 1 and 2										
	Phase 2 new GPC Teach: New grapheme	Phase 2: Teach a new grapheme	R – Au 1 and 2										
	Phase 2 new GPC Teach: New grapheme, including grapheme spotter	Grapheme spotter	R – Au 1 and 2										
	Phase 2 oral blending	Phase 2: Oral blending	R – Au 1 and 2										
	Phase 2 new GPCs (digraphs ch, sh, th, ng, nk)	Phase 2: New GPC (ch, sh, th, ng, nk)	R – Au 2 weeks 3-4										
	Phase 3 new GPCs and oral blending	Phase 3: New GPC and oral blending	R – Spr 1										
	Phase 2 read words Phases 3 and 4 read new words	Read new words	R – Au 1 and 2 R – from Spr 1										
	Phase 2 read tricky words	Read tricky words	R – Au 1 and 2										
Phases 3 and 4 read a tricky word	Read a tricky word	R – from Spr 1											

	Activity/Prompt card	'How to' video	Year group and term	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date	
 Practise and apply	Read the phrase/sentence Read the sentence	Read the phrase/sentence Read the sentence	R - from Au 2 Y1 - all terms											
	Spelling (with grapheme cards), including short 'Grow the code' review at the end of the lesson	Spelling (with grapheme cards) Grow the code (see Year 1 tab)	R - Au 1 and 2											
	Spelling, including short 'Grow the code' review at the end of the lesson	Spelling Grow the code (see Year 1 tab)	R - from Spr 1 Y1 - all terms											
	Oral blending: Can you touch your ... ? What's that noise? Can you do the actions?	Oral blending: Can you touch your ... ? What's that noise? Can you do the actions?	R - Au 1 and 2											
 Review lessons	GPCs and oral blending	Phase 2: Match GPCs to beginning/end of words	R - Au 1 and 2											
	Oral blending and reading words	Oral blending and reading words	Y1 - all terms											
	Change it!	Change it!	R - all terms											
	Sorting games with words: Sort the words by grapheme Sort the words by phoneme Match the words to the picture Quick review	Sorting games with words: Sort the words by grapheme Sort the words by phoneme Match the words to the picture Quick review	R - from Spr 1 Y1 - all terms											
	Alien words	Alien words	Y1 - Phonics screening check revision											
	Write the sentence	Write the sentence	R - from Spr 1 Y1 - all terms											
 Grow the code	GPCs	Grow the code: GPCs	Y1 - all terms											
	Words: Where in the word? Best bets Read longer words	Grow the code: Where in the word? Best bets Read longer words	Y1 - all terms											

Coaching sessions: Keep-up sessions practice map

	Activity/Prompt card	'How to' video	Phase	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date
Individual Keep-up support	Teaching a new GPC	Teaching a new GPC	2										
	Teaching a new GPC and reading words	Teaching a new GPC and reading words	5										
	Precision teaching	Precision teaching	All phases										
	Teaching a digraph/trigraph	Teaching a digraph/trigraph	2 and 3										
	Oral blending: Blend from the box	Oral blending: Blend from the box	2										
	Oral blending: Point to the picture	Oral blending: Point to the picture	2										
	Phase 2: Blending and reading words - super-supported method	Phase 2: Blending and reading words - super-supported method	2										
	Phase 2: Blending and reading words - supported method	Phase 2: Blending and reading words - supported method	2										
	Phase 2: Blending and reading words - whisper method	Phase 2: Blending and reading words - whisper method	2										
	Phase 2: Blending and reading words - independent reading	Phase 2: New GPC (ch, sh, th, ng, nk)	2										
	Phase 3: Reading words	Phase 3: Reading words	3										
	Reading words with speedy digraph recognition	Reading words with speedy digraph recognition	All phases										
	Phase 4: Reading words with adjacent consonants	Phase 4: Reading words with adjacent consonants	4										
	Reading words without overt blending	Reading words without overt blending	All phases										
	Reading longer words	Reading longer words	All phases										
	Reading words with GPCs that have more than one sound	Reading words with GPCs that have more than one sound	5										
Reading tricky words	Reading tricky words	All phases											




	Activity/Prompt card	'How to' video	Phase	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date
Group Keep-up support	Oral blending: Can you touch your ... ? What's that noise? Can you do the actions? Blend from the box	Oral blending: Can you touch your ... ? What's that noise? Can you do the actions? Blend from the box	2										
	Revisit and review: GPCs	Revisit and review: GPCs	All phases										
	Teach and practise: Oral blending	Teach and practise: Oral blending	2										
	Teach and practise: Phase 2: Read words Teacher-led blending	Teach and practise: Teacher-led blending	2										
	Practise and apply: Spelling (with grapheme cards)	Practise and apply: Phase 2 and 3: Spelling with grapheme cards	2 and 3										
	Practise and apply: Spelling	Practise and apply: Phase 3: Spelling	3										
	Review lesson: Phase 3: Sort the words by phoneme	Review lesson: Phase 3: Sort the words by phoneme	3										
	Review lesson: Phase 3: Sort the words by grapheme	Review lesson: Phase 3: Sort the words by grapheme	3										

Coaching sessions: Practice map for Reading practice sessions – wordless books

	Activity	Reading practice video	Year group/term	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date	
 Pre-read: Revisit and review	Four recently learned GPCs	Wordless books – read 1: 00:05-1:50	Reception: Autumn 1 from week 4											
	Quick review: Speedy sounds	Wordless books – read 1: 2:02-2:54												
	Teacher-led blending	Wordless books – read 1: 2:57-5:18												
 Practise and apply	Connect: Discuss the title, front cover and blurb	Wordless books – read 1: 5:20-6:25												
	Read the book: 'Find it'	Wordless books – read 1: 6:28-9:44												
	Connect: Make links back to the first read of the book	Wordless books – read 2: 4:12-4:55												
	Oral blending	(See 'After reading', below)												
	Connect: Make links to nursery rhymes and action rhymes	Wordless books – read 3: 5:54-17:15; 8:15-09:32												
 After reading	Oral blending	Wordless books – read 1: 10:20-11:21												
	Prosody: Use a dialogic talk model to extend vocabulary	Wordless books – read 2: 6:22-7:15												
	Comprehension: Make links with the children's experiences	Wordless books – read 3: 4:55-5:42; 7:15-8:15												




Note: Please refer to the Reading practice session templates for additional information and support.

Coaching sessions: Practice map for Reading practice sessions – blending practice books

	Activity	Reading practice video	Year group/term	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date	
 Pre-read: Revisit and review	GPCs: Review speedy sounds	Blending practice books – read 1: 0:05-0:56	Reception – children who are blending but require more scaffolded support											
	Grapheme chart: Identify GPCs in the book's grapheme chart	Blending practice books – read 1: 0:57-1:55												
	Tricky words	Blending practice books – read 1: 1:57-2:30												
	Connect: Discuss the title, front cover and blurb	Blending practice books – read 1: 2:31-3:48												
	Connect: Make links back to the first read of the book	Blending practice books – read 2: 3:10-4:03												
 Practise and apply	Children: <ul style="list-style-type: none"> • sound-talk and blend each word to read the book • find the image that matches the word, turn the page to check and re-read the word Teacher: <ul style="list-style-type: none"> • 'taps in' as the children read 	Blending practice books – read 1: 3:52-9:11												
 After reading	Teacher models reading the whole book with prosody – children following	Blending practice books – read 1: 10:40-11:52												
	Play 'I-spy' to build phonemic awareness	Blending practice books – read 1: 11:54-12:54												
	Extend vocabulary: Use a dialogic talk model	Blending practice books – read 2: 8:52-12:46												
	Re-teach any words that are not secure with teacher-led blending. Use grapheme cards.	Blending practice books – read 2: 12:47-13:10												
	Comprehension: Make links with the children's experiences	Blending practice books – read 3: 7.40-9.04												

Note: Please refer to the Reading practice session templates for additional information and support.

Coaching sessions: Practice map for Reading practice sessions – decodable books

	Activity	Reading practice video	Year group/term	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date	Week 5 Date	Week 6 Date	Week 7 Date	Week 8 Date	Week 9 Date	Week 10 Date	
 Pre-read: Revisit and review	Quick review: Graphemes	Decodable books – read 1: 0:08-0:41	All year groups as soon as blending											
	Quick review: Tricky words	Decodable books – read 1: 0:42-0:52												
	Read words	Decodable books – read 1: 0:56-2:31												
	New vocabulary	Decodable books – read 1: 2:32-3:45												
 Practise and apply	Reading practice: Children read independently; teacher ‘taps in’	Decodable books – read 1: 4:06-7:20												
	Teacher models reading with prosody	Decodable books – read 2: 6:15-12:16												
	Read the book: Teacher sets expectations for reading with fluency and prosody	Decodable books – read 3: 2:44-3:15												
	Comprehension Teacher: <ul style="list-style-type: none"> introduces the focus reading domain asks prepared question. Children: <ul style="list-style-type: none"> read independently to find the answer 	Decodable books – read 3: 5:52-11:55												
 After reading	Writing a GPC*	Decodable books – read 2: 12:17-13:48												
	Writing a word with the GPC*	Decodable books – read 2: 13:55-15:48												
	Home reading: Teacher sets clear expectations for children when reading at home	Decodable books – read 3: 11:56-12:18												

*Only do these activities if you have time.

Notes: Please refer to the templates and Prompt cards for additional information and support.

Weekly record of Letters and Sounds Revised coaching sessions

Date: _____

Content of coaching session: _____

	Name of practitioner	Attendee (tick)	Observations during coaching	Further coaching required? (tick)	Date of subsequent coaching session	Observation of subsequent teaching and feedback Date and notes	Need to revisit?
Reading team							

