

## Key Mantras of Little Wandle

<b>Mantra</b>	<b>Explanation/ Example</b>
Digraph – two letters, one sound	Use to highlight that a sound is represented by two letters. E.g. 'ai'
Trigraph – three letters, one sound	Use to highlight that a sound is represented by three letters. E.g. 'igh'
Spot the digraph/trigraph	When READING Identify any sounds which are represented by more than one letter in the word before reading the word. E.g. 'ai' in train
Sound talk	When READING Sound out the word before attempting to blend. E.g. t-r-ai-n
Blend	When READING Blend the word together e.g. 'train'
Whisper blend	When READING Child whispers the letters to help them blend when reading as a stage between overtly blending out loud and blending in their head.
Blend in your head	When READING Child is encouraged to blend in their head rather than out loud.
Chunk it up	When READING Split longer words into parts to make them easier to read. E.g. train/ing ladd/er e/vent/ful This may be done by covering part of the word with your hand or the child may use their finger when in a book.
Segmenting fingers	When SPELLING Ask children to hold up their hand ready to count the sounds – use the hand they DO NOT write with.
How many sounds?	When SPELLING Break the word down into sounds and put a finger up for each sound to count them. This helps children to not miss any graphemes when writing (although they may not always choose the correct grapheme it should be phonetically plausible – e.g. selecting 'ay' instead of 'ai'). E.g. train – t-r-ai-n (4 fingers would be up)