

Early Years

Parent Workshop – Reception Phonics

a b c d e f
g h i j k l m
n o p q r s t
u v w x y z

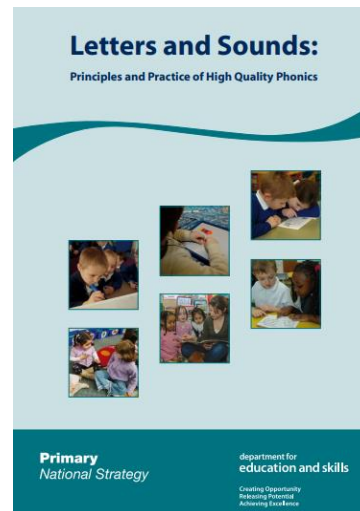
Aims for the session

- Learn about your child's phonic and reading curriculum
- Explore the key skills needed for these
- Learn how to support your child's development in phonics at home



Phonics Curriculum

Letters and Sounds



- UK Phonics Programme
 - Principles and Practice of High Quality Phonics
- A systematic way of teaching phonics from Reception – Year 2+



Letters and Sounds

Phase 1

Nursery: 3- 4 years

Your child will have learnt to:

- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to you, other adults and children
- Tune into sounds
- Listen and remember sounds
- Talk about sounds
- Understand that spoken words are made up of different sounds

Phase 1 is made up of 7 different areas:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration (words that begin with the same sound)
- Voice sounds
- Oral blending and segmenting

This is ongoing throughout Reception in addition to phase 2 and 3 phonics.

Letters and Sounds: Phase 2 and Phase 3

Reception: 4 - 5 years

In Reception, children begin to formally learn the letters to sound correspondence in the English language.

Phonics sessions are fun daily sessions involving lots of speaking, listening and games.

The letter sounds are not introduced in alphabetical order.

The sounds are delivered in the sequenced order of the Letters and Sounds.

Phase 2 (6 weeks)	Phase 3 (12 weeks)
Set 1: s, a, t, p	Set 6: j, v, w, x
Set 2: i, n, m, d	Set 7: y, z, zz, qu
Set 3: g, o, c, k	Consonant digraphs: ch, sh, th, ng
Set 4: ck, e, u, r	Vowel digraphs: ai, ee, igh, oa, oo,
Set 5: h, b, f, ff, l, ll, ss	ar, or, ur, ow, oi, ear, air, ure, er

Phonics and reading in Reception

Literacy

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Phonics and reading in Reception

We want our children to develop a love for reading, so reading is not just about sounding out words and learning tricky words.

Each child will have the following in their book bag:

- **A reading record** - to be filled in by an adult at home when your child has read either the phonics or ORT book to you.
- **A story book** – this is for you to enjoy together at bed time. Your child will change this daily themselves.
- **A phonics reading book** - Initially this will be a lilac book without words, then will have words that correspond to their phonics work. This will be changed once a week by an adult.
- **An Oxford Reading Tree book** – This will have sight words that will be familiar to your child and some other words. It will be in the same colour band as the phonics book. Your child will be able to change this daily if they choose.

Please try and listen to your child every night. Even if it is just for 5 minutes, that has more impact than 30 minutes once a week. Also, please don't listen to them read at night. Leave that for a story that you can read to them.

Letters and Sounds

Phase 4 – 6

Phase 4	Phase 5	Phase 6												
Year 1/2	Year 1/2	Year 2/3+												
This phase consolidates all the children have learnt in the previous phases.	Children will be taught new graphemes and alternative pronunciations for these graphemes. Vowel digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au Split digraphs: a_e, e_e, i_e, o_e, u_e	The focus is on learning spelling rules for suffixes. <table> <tr> <td>-s</td><td>-es</td><td>-ing</td></tr> <tr> <td>-ed</td><td>-er</td><td>-est</td></tr> <tr> <td>-y</td><td>-en</td><td>-ful</td></tr> <tr> <td>-ly</td><td>-ment</td><td>-ness</td></tr> </table>	-s	-es	-ing	-ed	-er	-est	-y	-en	-ful	-ly	-ment	-ness
-s	-es	-ing												
-ed	-er	-est												
-y	-en	-ful												
-ly	-ment	-ness												

Letters and Sounds

Phonics terminology

Terminology	Description	example
phoneme	a single unit of sound	44 phonemes in the English language
grapheme	written form of a phoneme	
digraph	a single sound/phoneme represented by two letters	wh, ch, th, sh
tri-graph	a single sound/phoneme represented by three letters	lgh, air, ear, ure
Split digraph	when a vowel sounds is split by a consonant	a_e, e_e, i_e, o_e, u_e wrote – the o-e here make oe sound split by the t lake – the a-e here make ae sound split by the k Complete – the e-e here make ee split by the t
segmenting	how you spell a word	c-a-t / d-o-g / m-a-t / p-i-g /
blending	how you read a word	cat / dog / mat / pig

What does a phonics lesson look like?

A phonics lesson is usually about 20-30 minutes long

Revisit/review	Some phase 1 phonics. Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme.
Practice	Practice reading, spelling and writing words with new letter.
Apply	Read/write words and captions – segment and blend. Eg: a cat in the hat the dog on the log Dad and Sam

What are the key skills for reading and writing?

1. Learning the letter sounds and names
2. Learning letter formation
3. Segmenting and blending
4. The tricky words
5. Identifying sounds in words

These skills are taught alongside one another.

Segmenting and blending

Segmenting - breaking down words for spelling.
Blending – building words from phonemes to read

c	a	t
•	•	•

d	o	g
•	•	•



Segmenting and blending

i	t
•	•

o	n
•	•

a	t
•	•

a	n	d
•	•	•

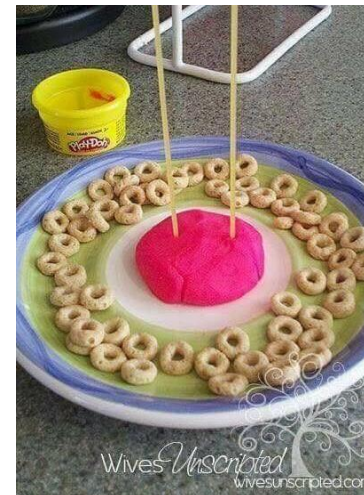
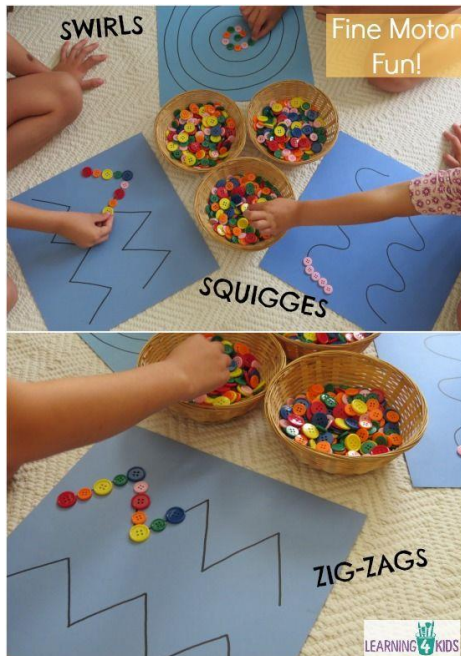
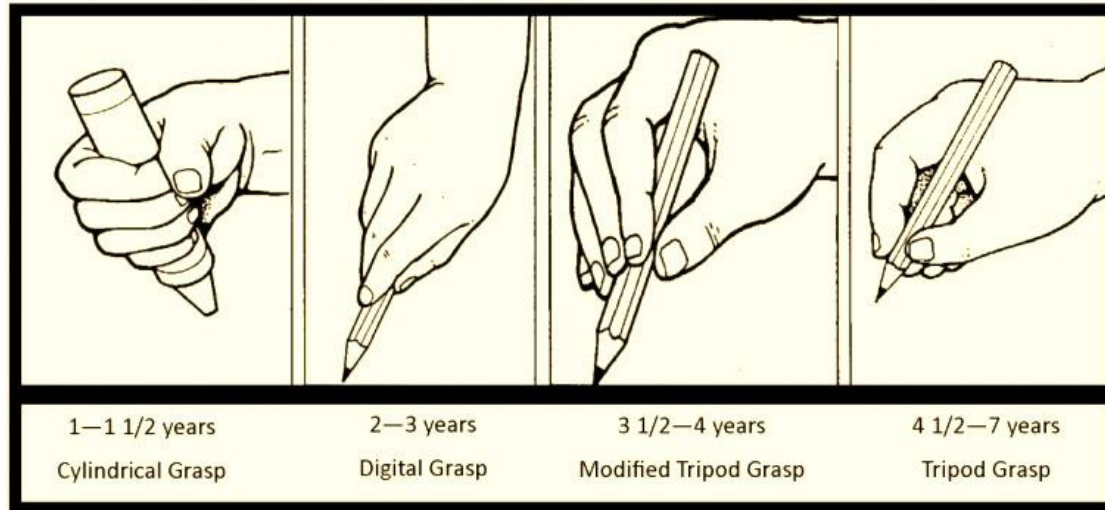
g	o	t
•	•	•

b	a	ck
•	•	-

sh	o	p
-	•	•

Learning letter formation

Pencil grip



Learning letter formation

At The Gateway we use [letterjoin.co.uk](https://www.letterjoin.co.uk) which the children have access to at school. We use it during phonics lessons and the children can use it during Child Initiated Play as well.

<https://www.letterjoin.co.uk/>

In Swans class we teach precursive letter formation to help the children.

a b c d e f g h i j k l m n o
p q r s t u v w x y z

Other ways to help at home?

- ◆ Read stories together. Most powerful way to extend a child's language, vocabulary, imagination.... and awareness of sounds and reading.
- ◆ Listen to your child sound out the letters and sounds from their phonic bag.
- ◆ Talk robotically (very slowly and deliberately) with children to split words into single sounds & digraphs – build into normal routines.
- ◆ Writing games – writing in the air, writing in chalk, magnetic letters, bath paints. Fun practical ways without always using pencil paper.
- ◆ Encouraging the children to use the sound and action when reading and spelling words.
- ◆ **Limit time on Ipads and mobile phones both generally and for phonic games.**
- ◆ With learning any new skill, little and often is the best policy and make it fun.

Questions

