



# 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, reading and writing curriculum.
- Explore the key skills needed for reading and writing.
- 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 in the school: From Nursery – Year 2+
- It uses the *synthetic phonics* method of teaching how to read the sound of letters or group of letters

# Letters and Sounds

## Phase 1

### Nursery: 3- 4 years



**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

Your child will be learning 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

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

# Letters and Sounds

## Phase 4 – 6



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

# 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 phonic lesson look like?

<b>Revisit/ review</b>	Flashcards to practice phonemes learnt so far.
<b>Teach</b>	Teach new phoneme.
<b>Practice</b>	Practice reading, spelling and writing words with new letter.
<b>Apply</b>	Read word 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 common exception words (AKA Tricky Words)
5. Identifying sounds in words

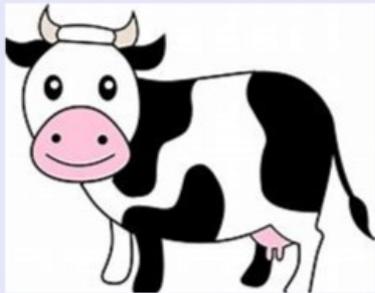
These skills are taught alongside one another.

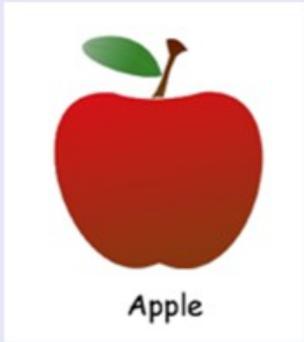


# Learning the letter names and sounds



*Letters are like animals - they have a name and they make a sound.*





Apple

A a



Ant



Arrow



Anchor



Axe



Alligator

sit



sat



nis



tas



Letters can make more than  
one sound.

A a

ant

want

acorn

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  
 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

 bird	 rabbit	 cat	 kitten	 duck	 school	 queen	 chair	 watch	 dog	 ladder	 fish	 coffee	 dolphin	 gate	 egg
b bb *		c k ck ch q *				ch tch *		d dd *		f ff ph *			g gg *		

 hand	 jam	 giant	 cage	 bridge	 leg	 bell	 mouse	 hammer	 lamb	 net	 dinner	 knee	 king	 ink
h *	j g ge dge *				l ll *		m mm mb *			n nn kn *			ng n *	

 panda	 hippo	 rain	 cherry	 wrist	 sun	 dress	 horse	 city	 ice	 treasure	 shark	 station	 chef	 tap	 letter
p pp *		r rr wr *			s ss se c ce *					s *	sh ti ch *			t tt *	

 thumb	 feather	 voice	 sleeve	 water	 wheel	 quilt	 yawn	 zip	 fizz	 sneeze	 laser	 cheese
th *	th *	v ve *		w wh u *			y *	z zz ze s se *				

# 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
-	•	•

# The tricky words / Common Exception Words

## 100 high-frequency words in phases

### Phase Two

#### Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put ( <i>north</i> )

#### Tricky words

the  
to  
I  
no  
go  
into

## 100 high-frequency words in phases

### Phase Three

#### Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

#### Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

# Phonics at home

New sounds will go home every Monday.

Please return the phonic sound books every Thursday in the book bags.

Reading books will be sent home on Monday and Thursday (if they have been returned to school).

High 5 Readers sheets are now coming home every Monday. Please write simple comments, a smiley face, a signature on the sheet to encourage your child to be proud in their own reading progress.

High 5 Readers will be celebrated in school and messages sent home via MM.

In the first few weeks, we are busy learning the letters & their names & practising blending to read. We are also introducing some common exception (sight words)

## Reading at home

### Stage 1 – No words

These are really important as we need to encourage the children to use language to describe the story, characters, setting & encourage prediction. You can also begin to introduce inference & deduction from the pictures eg 'How do you know that Dad is cross?'

Use the sounds of the week to play 'I spy' etc

### Stage 2

Letters – we have books in school that help to support the teaching of letter and their sounds.

### Stage 3

Phonetically decodable books with some high frequency words / common exception words.

We have a range of books that we will send home – some will be completely decodable & some may have a few words in that the children are still learning. If a child is stuck on a word...

If it is decodable, support them to blend the phonemes / sounds to read it

If it is a common exception word / sight word then tell them what it says so that they don't labour over it too much & lose the flow of the story - you can always come back to it again

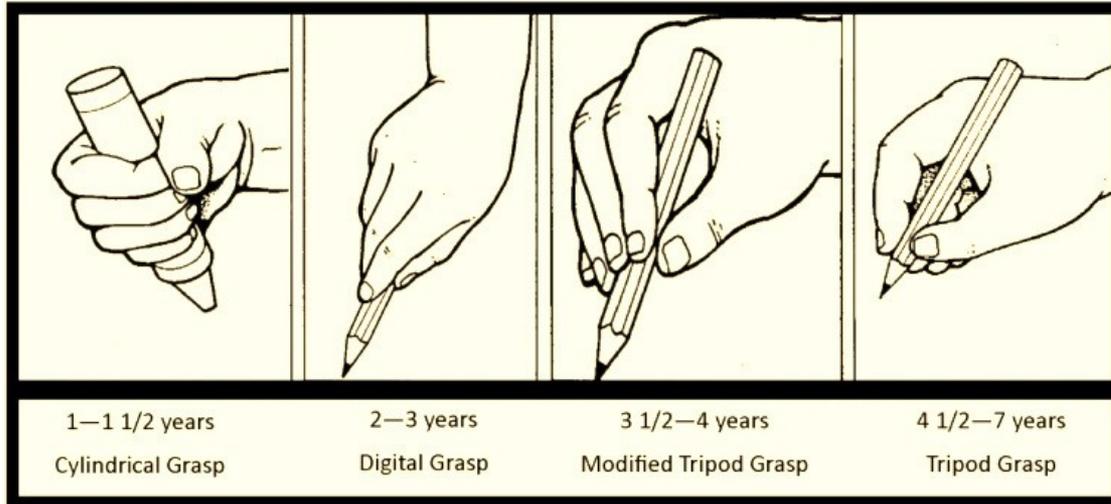


# High 5 Readers

There is a new sheet to replace the Reading Record – for the moment.

# Learning letter formation

## Pencil grip



It is very important that a child holds their pencil in the correct way.

The pencil should be held in the 'tripod' grip between the thumb and first two fingers.

The children are using triangular pencils to help train their grip.

A child needs to form each letter the correct way.

The letter *c* is introduced in the early stages as this forms the basic shape of some other letters, such as *d*, *o*, *g* and *q*.

Particular problems to look for are:

- the *o* (the pencil stroke must be anticlockwise, not clockwise),
- *d* (the pencil starts in the middle, not the top),
- there must be an initial down stroke on letters such as *m* and *n*.

# Learning letter formation



Must have good fine motor skills first – these come from the development of gross motor skills. This is a key development area in Nursery.

Cursive handwriting – proven to support spelling as it is kinaesthetic & supports the flow of writing

Start from the line

# 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 I pads 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

