

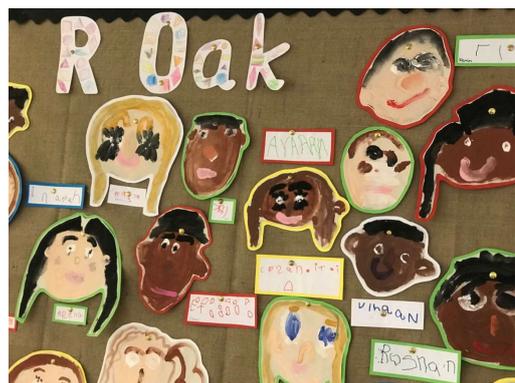
Phonics for Reception Parents

November 2020



**Successful Readers
who Enjoy Reading**

**Successful Writers
who Enjoy Writing**



Did you know?

The English language has

- 26 letters
- 44 sounds
- Over 100 ways to spell those sounds



It's complicated!



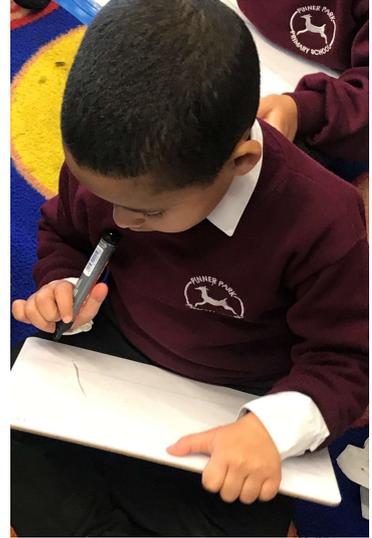
How we read...

Last night after closty, my flimers and I went downtown to the shillybog. It was late and my other flimers were already there. Some of them were trogging and others were lutzing to the blane. I'm not a very good lutzer, but I love to listen to the blane. My friends nelled me a few trogs and pretty soon I was lutzing, too! I don't really sartle it clearly. I woke up this morning in my warban with a terrible kerfufle. My room mate gave me two sloves to vipax, so I should feel twiggle soon. I hope so because I don't want to be late for Lynn's molentale!



The Simple View of Reading

- Grapheme-Phoneme Correspondence (GPCs)
- Word Recognition
- Language Comprehension



Understanding Phonics

All words are
made up of
sounds

cat
chip
sight
phonics



Understanding Phonics

All words are made up of sounds

cat
chip
sight
phonics



Phonemes

Graphemes



abcdef
ghijklm
nopqrst
vwxyz



v sh igh



**In Reception
'The Simple Code'
(One grapheme for each phoneme)**

**Letters and Sounds
Phases 2, 3 & 4**



**The correct
articulation of the
sounds (phonemes)**



Pure Sounds



n

nnnn

nuh



PINNER PARK
PRIMARY SCHOOL

f

ffff

fuh



PINNER PARK
PRIMARY SCHOOL

Please view the
'How to pronounce pure sounds'
video on our school website:

<https://pinnerpark.harrow.sch.uk/phonics.html>



- s, a, t, p
- i, n, m, d
- g, o, c, k
- c/k/ck, e, u, r
- h, b, l/ll
- f/ff, ss
- j, v, w, x
- y, z, zz, qu
- ch, sh, th, ng
- ai, ee, igh, oa, oo
- ar, or, ur, ow, oi,
- ear, air, ure, er



Understanding Phonics

Blending for
reading

chip

Segmenting for
spelling and
writing



cat



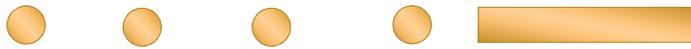
sheep



light



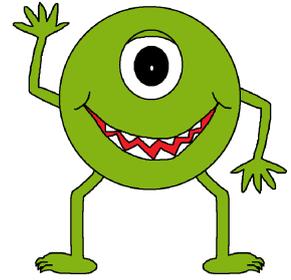
spring



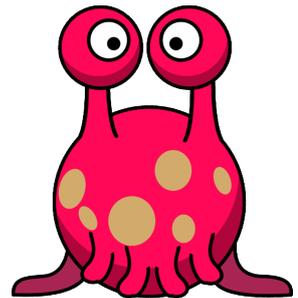
farmer



clights



quorst



Blending and Segmenting

Blending is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h - i - m) and writing down letters for each sound to form the word.



We use
robot arms!



s a s a

t i t i

p n p n



Reading Tricky Words

Tricky Words	Tricky Words	Tricky Words
1 I	11 are	21 go
2 the	12 all	22 no
3 he	13 you	23 so
4 she	14 your	24 my
5 me	15 come	25 one
6 we	16 some	26 by
7 be	17 said	27 like
8 was	18 here	28 have
9 to	19 there	29 live
10 do	20 they	30 give



The Teaching Sequence



- Every day
- 20 minutes
- Letters and Sounds



Phase 1

- Environmental sounds.
- Instrumental sounds.
- Body sounds.
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting.



Phase 2

- 19 letters of the alphabet.
- One sound for each.
- Blending sounds together to make words.
- Segmenting words into their separate sounds.
- Beginning to read simple captions.



Phase 2

- s a t p
- i n m d
- g o c k
- c k e u r
- h b l l
- f f s s
- to
- no
- go
- the
- I



Phase 3

- Remaining 7 letters of the alphabet.
- Graphemes such as ch, oo, th (the remaining phonemes.)
- Reading captions, sentences and questions.



Phase 3

- Teach new Phonemes
 - j, v, w, x
 - y, z, zz, qu
- Consonant digraphs
 - ch, sh, th, ng
- Vowel digraphs
 - ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



Phase 3

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



Phase 4

- No new graphemes/phonemes
- Blending and segmenting longer words
- Adjacent consonants
 - CCVC (swim)
 - CVCC (jump)
 - CCVCC (crisp)



Phase 4

- Tricky words said so have
 like come some
 were there little
 one do when
 out what



Phases 5 and 6



Independent Writing

The children need to know:

- The letter sounds
- How to hear the sounds in words
- A way of writing the letters for the sounds
- What they want to say
- 'We listen for sounds, we write them down.'



Independent Writing

The children need to know:

- The letter sounds
- How to hear the sounds in words
- **A way of writing the letters for the sounds**
- What they want to say
- 'We listen for sounds, we write them down.'



Independent Writing

code = c oa d = coad

kite = k igh t = kight

play = p l ai = plai



End of EYFS

Early Learning Goal - Reading (Expected)

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



End of EYFS

Writing - Expected

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



Reading at Pinner Park

- Daily Phonics
- Shared Reading
- Reading texts daily
- Guided Reading
- Reading Areas



Sharing Books with Children



Please read regularly with your children!



Reading for Enjoyment

- Library visits / Online Resources
- Reading with your child
- Bedtime stories
- The text environment



Questions and Answers

