

Phonics for Reception Parents



Plan for the session

- Initial introduction to phonics (Miss Brazell and Mrs Ohene)
- Opportunity to explore the resources and activities that your children experience in school (Reception team)
- Come back together for hints and tips on how to support your children's phonics learning at home



**Successful Readers
who Enjoy Reading**

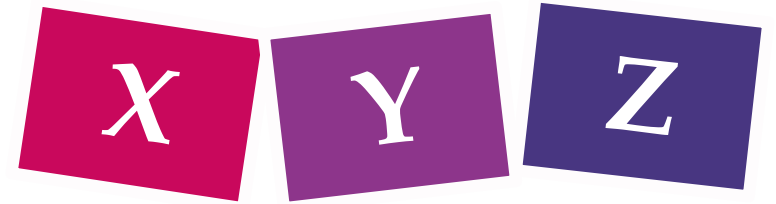
**Successful Writers
who Enjoy Writing**



Did you know?

The English language has

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



It's complicated!



Understanding Phonics

All words are
made up of
sounds
(phonemes)

cat
chip
sight
phonics

In Reception

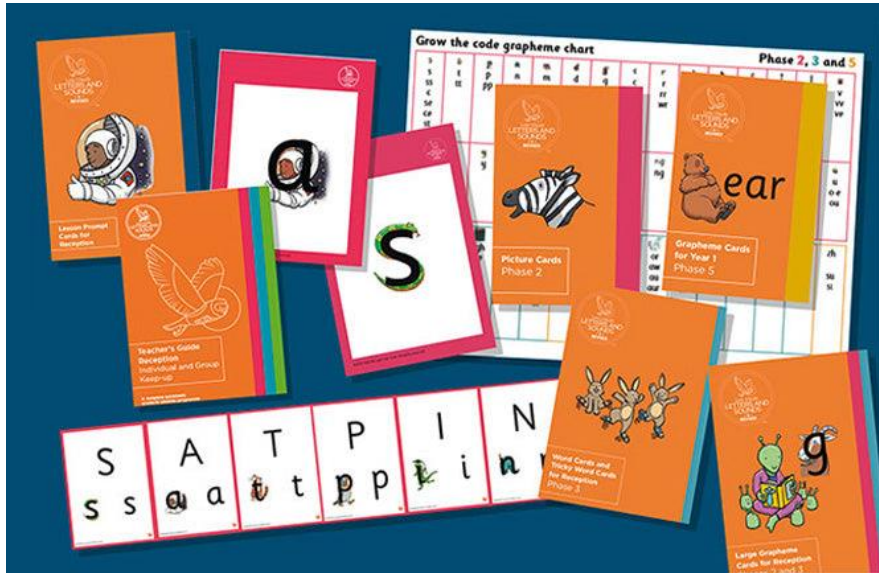
‘The Simple Code’

(One grapheme for each phoneme)

Letters and Sounds
Phases 2, 3 & 4



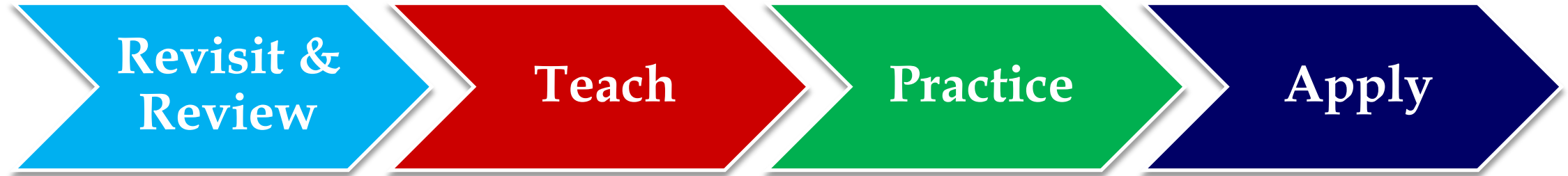
How do we do this?



Little Wandle



The Teaching Sequence



- Every day
- 20 minutes
- Letters and Sounds (Little Wandle)

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

‘Pure Sounds’



n

nnnn



nuh





f



- 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



Blending and Segmenting

Blending is recognising the letter sounds in a written word, for example c-u-p, and putting them together 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 make the word.



**We use
segmenting
fingers!**



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.

- s a t p
- i n m d
- g o c k
- c k e u r
- h b l ll
- f ff ss
- j, v, w, x
- y, z, zz, qu



Phase 3

- Consonant digraphs
- Vowel digraphs



- Reading captions, sentences and questions.
- ch, sh, th, ng
- ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4

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



Rocket Reading – Guided reading in Reception

- Daily sessions of reading/ phonics activities
- Each group read with an adult 3 times a week
- The same book for a week
- 90-95% fluency

- Decoding
- Prosody
- Comprehension



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.'

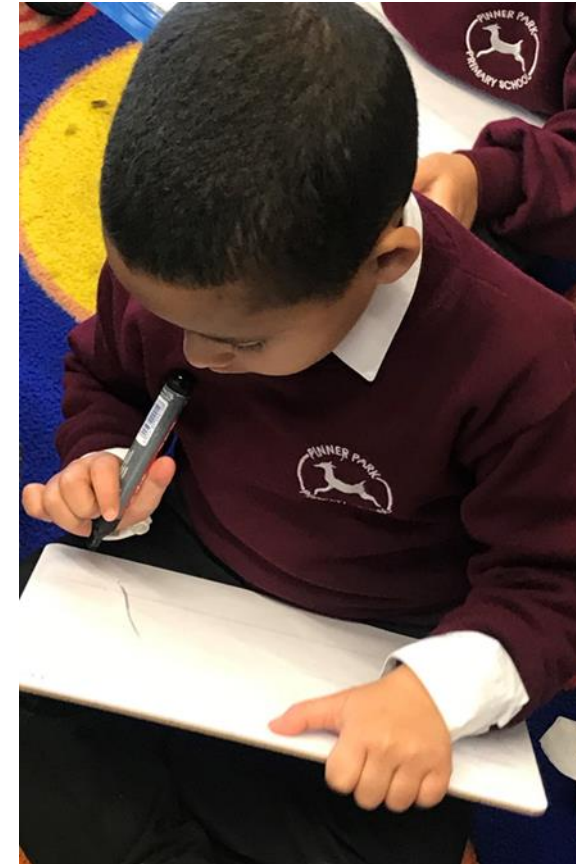


Independent Writing

code = c oa d = coad

kite = k igh t = kight

play = p l ai = plai



Now...

Please make your way around the hall and visit members of the Reception team.

Each staff member has a particular objective related to phonics on their table.



End of EYFS

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



End of EYFS

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Oral blending games

- Can you touch your l-e-g?
- Which is the c-u-p?
- I spy a c-a-t

Games and 'real life' scenarios

- Rhyming games
- Treasure hunt
- Shopping lists
- Phonics steps

Practise the skills they have learnt in phonics

Share books with your children

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

What you can do to help

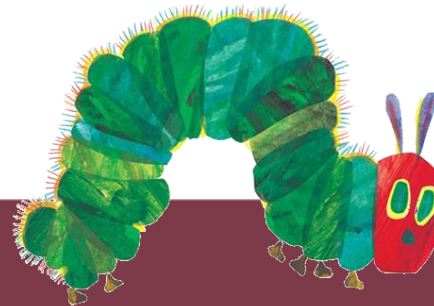
Practising GPC (grapheme phoneme correspondence)



Make learning FUN!

Top resources

- Post it notes
- Highlighters (pens or pencils of different colours)
- Magnetic letters
- Different types of paper to write on or different surfaces altogether (whiteboards, paint, chalk, bath crayons)



Questions and Answers

