



Reception Phonics Workshop

November 2019



Aims of the Session

- To enable parents to better support their children in the learning of phonics.
- To answer questions regarding the teaching and learning of phonics.
- To give you an insight into how the reading scheme works at Dropmore.
- To suggest ways in which you can support your child in their writing.

Learning to read is like learning to run, the more you practise the faster you become. So, practise once a day and then head out and.....

Play, play, play!

Sophie Carter

Terminology



Blend- Saying the individual sounds that make up a word and then merging or blending them together to say the word e.g. c-o-t, cot

Segment- Splitting a word up into individual sounds e.g. sat, s-a-t

CVC Words- Abbreviation used for consonant-vowel-consonant words

Grapheme- Written letters, or groups of letter, which represent one sound, e.g. m, t, sh, or ee

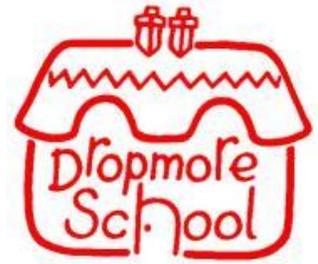
Phoneme- A single sound that can be made by one or more letters e.g. h, b, oo or igh

Pure Sound- Pronouncing each letter sound clearly and distinctly, without adding additional sounds to the end e.g. fff not fuh

Tricky words- Words that are difficult to sound out e.g. said, the, because

Digraph- Two letters that make one sound e.g. ee, oo, ai, sh

Trigraph- Three letters that make one sound e.g. igh, air, ear



Letters and Sounds

In school we follow the phonics programme '**Letters and Sounds**'. It is divided into six phases.

Phase 1

Phase 2

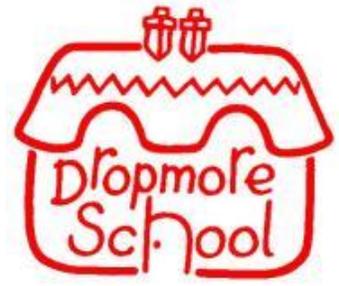
Phase 3

Phase 4

Phase 5

Phase 6

For more information: <http://www.letters-and-sounds.com/>



Phase 2

Sounds

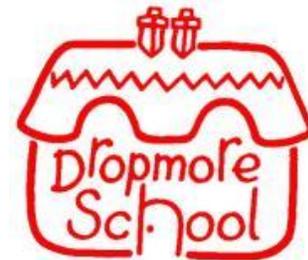
The suggested order for teaching the sounds is:

Set 1	Set 2	Set 3	Set 4	Set 5
s a t p	n m d	g o c k	ck e u r	b f,ff l,ll ss

Blending and segmenting – the children will learn to blend and segment simple words in each set.

Examples of phase 2 words - at, sit, dog, pan, bell,

Examples of phase 2 tricky words – l, the, no, go



Video of all sounds:

<https://www.youtube.com/watch?v=UCI2mu7URBc>



Phase 3

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as digraphs and trigraphs. E.g. 'ee' as in bee
- Practise blending and segmenting a wider range of CVC words
- Read more tricky words and begin to spell them
- To read familiar words on sight, rather than decoding them

Set 6

j v w x

Set 7

y z,zz qu

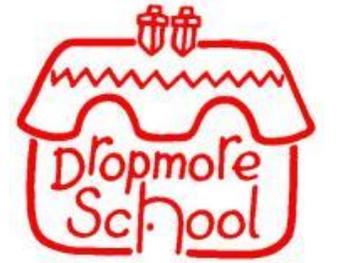
Digraphs

ch sh th ng ai ee oa oo ar or ur
ow oi er

Trigraphs

igh ear air ure

Phase 3



Blending and Segmenting- the children will learn to blend and segment words containing digraphs and trigraphs, such as-

ship

cook

fork

high

beard

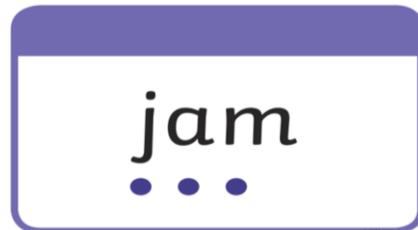
chair

Useful Tip

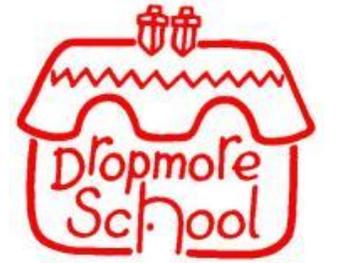
It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters.

E.g. rain should be read as r-ai-n not r-a-i-n

Sound Buttons- These are spots that can be written underneath a **sound** (not each letter) to support reading



Tricky Words- we, was, my, you, all



Phase 4

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to longer and multisyllabic words

help drop joint sandpit children

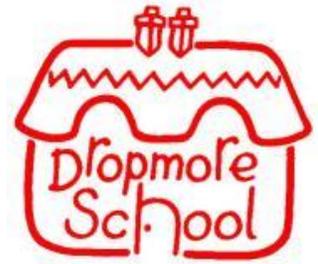
Useful Tip

It is important children learn to read words without blending as soon as possible. Children progress from blending out loud, to blending in their head before reading on sight. The sooner they can read on sight, the quicker their fluency will improve.

Phases 5 and 6

- These are taught when the children move into Year 1
- All children in England undertake a phonics screening check towards the end of Year 1. It gives parents and teachers information on how your child is progressing in phonics and as to whether they may need additional support at this stage so that they do not fall behind in this vital early reading skill

Reading



If you read just one book a day to your child, they will have been read 1825 books by their 5th birthday.

Early Learning Goal:

- 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.



First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

Reading Books

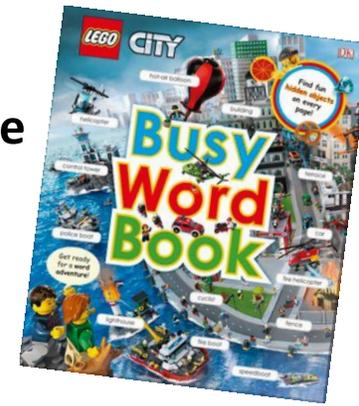


Reception				Year 1			Year 2				KS1 Greater Depth	
Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turq	Purple	Gold	White	Lime	Rainbow
			End of Year			End of Year				End of Year		

Magnetic or
foam letters



Reading for pleasure

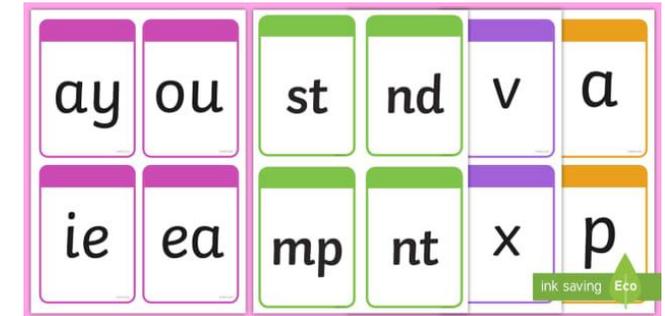


Alphablocks



Supporting
phonics and
reading at
home

Phonics flashcards



Dropmore phonics packs

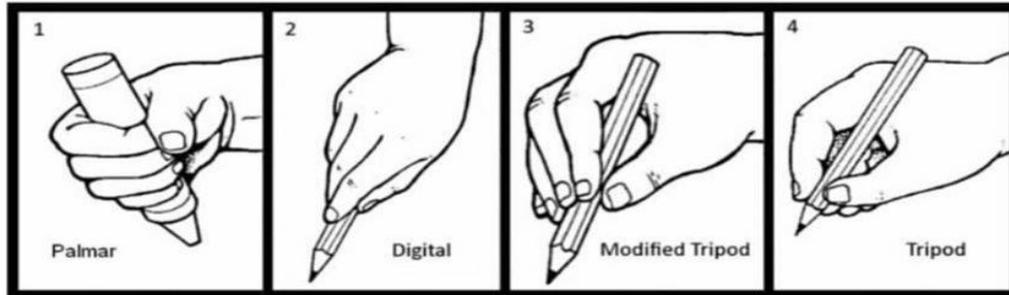
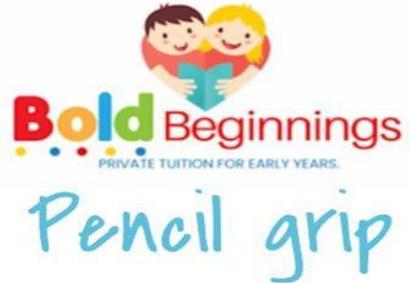
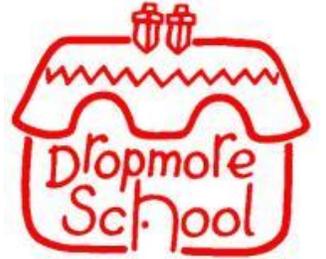
The children will receive phonics packs just before Christmas. Inside there will be flashcards to practice. More information to follow.

Apps such as Teach your monster to read.

Websites such as phonics play.



Writing

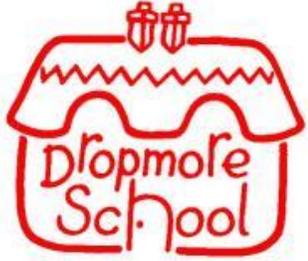


Which pencil grip does your child have?
All children should be aiming for the tripod grip. We give children lots of opportunities to develop their pencil grip through fine motor activities.

Fine Motor Activities to Aid Early Writing Include-

- Pegging washing onto the washing line
- Cutting various materials with scissors
- Manipulating playdough
- Threading beads and pasta

We may suggest that your child uses a pencil grip to help them to hold their pencil correctly. It is important to master an effective tripod grip during Reception.



Writing

Early Learning Goal:

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

Oh saturday I
Went to the
met fodoom.
Iswamandplaidwivsar
I Went on the side

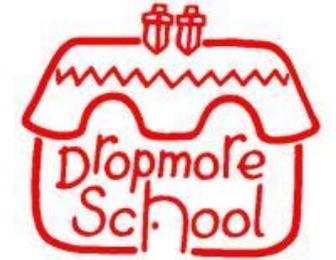


These are examples of independent writing that would fall into the 'expected' range at the end of Reception.

Create a place for your child to write with various pens, pencils and paper



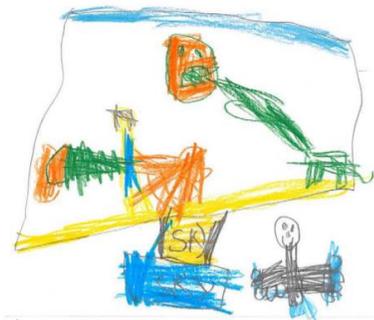
Fine motor skills: scissors, pegging washing, popping bubble wrap



Supporting Writing at Home

Computers/Apps: Phonics play, letter join

Letter rhymes



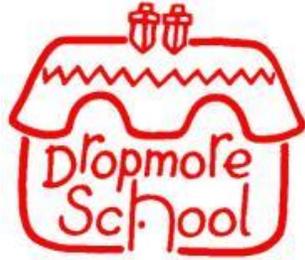
I Watched a
dinosaur movie
It was sooper
exsiting

Be a writing role model

Encourage your child to have a go independently, rather than copying your spelling



Writing for a purpose- shopping lists, scrap books, invitations



Any Questions???

Thank you so much for joining us this morning, we hope that you have found the workshop informative and helpful