

Phonics Workshop
Phase 3
Writing

A quick reminder ...

Phoneme = the smallest unit of sound in a word.

Grapheme = letter.

Blending = children read/say/hear the separate sounds in a word and blend them together to make the whole word.

Segmenting = children say/hear the whole word and say every separate sound they hear

Phase 3

Children learn the phonemes (sounds) made by the following graphemes (letters) ...

j v w x y z zz qu ow ng ch sh
er or ur ar ai ee igh oa oo th
oi ear air ure

The phonemes in blue were learnt before Christmas.

Digraphs are where two letters make one sound.

Trigraphs are where three letters make one sound.

Letter names are also taught this term.

It is very important to articulate these sounds accurately and to make sure there is no schwa ('uh' sound at the end).

Reading and writing words

Children will only be expected to read and write words where the graphemes (letters) make the phonemes (sounds) that have already been taught.

Tricky words are also taught. These are words where the graphemes do not make the taught phonemes. In Phase 3 the tricky words are ...

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

Another quick reminder ...

Children need to read some words by SIGHT, without sounding them out.

Children need to be able to read real words AND alien words.

Short Demo with the class.

Handwriting

This term we are having a big focus on correct letter formation. By the end of the summer, your child should be able to form most letters correctly. You can help with this at home by using the letter formation card we gave out at the home visit. The only way for children to get really good at correct letter formation is to practise, practise, practise ...

Writing

By the end of the year, your child should have attained the Early Learning Goal for writing...

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.

Children's INDEPENDENT writing is used for this.

The Moving and Handling Early Learning Goal (ELG) is used when we assess handwriting. The ELG is what children should achieve AFTER the 40-60 months descriptor (the level children are usually working within when they leave Nursery) ..

40-60 months - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG - Shows good control and co-ordination in large and small movements.

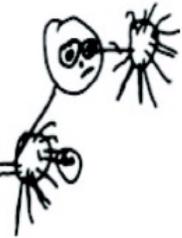
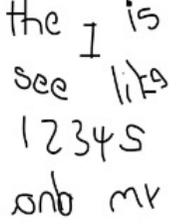
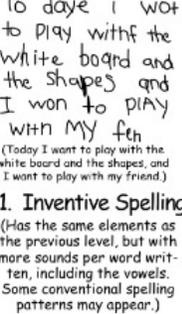
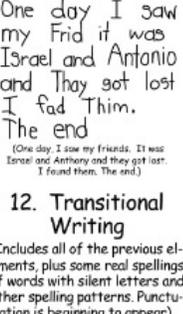
Moves confidently in a range of ways, safely negotiating space.

Handles equipment and tools effectively, including pencils for writing.

Writing progression

When children come up from Nursery, they are usually working at one of these stages, most will attempt to write their names but few will attempt to write other words.



HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>



By the end of the year, we would expect children to be working at one of these stages.

How we teach writing

Every day we demonstrate writing a sentence with the class. Children then have the opportunity to go to the writing table to write a sentence about the same picture. It is okay to use a sound card or to find a word from the word bank.

Every week we have Funky Fingers sessions. Two letter formations are taught, children practise writing their name, using scissors and build up fine motor control muscles.

Every week the children will complete a piece of writing with support from an adult. We will teach them strategies to improve their writing.

Phonics sessions support writing.

Children are encouraged to write independently in all areas of the classroom and outside.

The more writing children do, the better they will get. If your child wants to write at home, encourage them! It will help them to build their confidence and become a better writer.

Useful places

There are lots of apps and ideas available that are helpful for children. Try to make sure you have checked it out first and that the phonemes are correctly articulated. Some American apps and sites don't teach phonics the same way we do and may not be accurate.

Jolly Phonics – apps, videos on YouTube, books etc on Amazon

Nessy website and apps (including Hairy Phonics)

Zat phonics website and app

Phonics Play website

Ruth Miskin videos (YouTube)

Alphablocks videos (BBC – can be found on Cbeebies iPlayer, YouTube and DVD)

Mr Thorne phonics / Geraldine Giraffe (YouTube)

Little Learners Jolly Phonics (YouTube)

Ideas to use at home

We have put out a variety of games and activities we use at school. Please have a go with your child before you go.