

Phonics and writing  
workshop for Reception  
parents

Welcome!



*Help yourself to  
tea and coffee!*

# Aims for today

- ▶ To know the progressive stages of phonics
- ▶ To understand how we teach your child phonics, reading and writing
- ▶ To become more confident with your own knowledge of phonics
- ▶ To get ideas of how you can support your child at home

# What is phonics?

- ▶ A method of teaching children how to read and write.
- ▶ ‘Letters and Sounds’ which is a progressive phonics programme
- ▶ ‘Jolly Phonics’ - actions to help us remember the phonemes (sounds)

# Phase 1

- ▶ Phase 1 is all about hearing sounds.
- ▶ First children need to ‘tune into sounds’.
  - ▶ Hearing sounds in the environment and around them.
  - ▶ Hearing sounds in spoken words
    - ▶ Rhyme
    - ▶ Rhythm
    - ▶ Initial letters and alliteration
    - ▶ Oral blending

# We play...

c-a-t



## ▶ 'I spy'

- Sound talk e.g. 'I spy a c-a-t - cat'
- Initial letter e.g. I spy something beginning with 'c'

## ▶ Silly soup

- ▶ I'm making silly soup, I'm making soup that's silly, I'm going to put it in the fridge, to make it nice and chilly!

## ▶ Pairs

- ▶ Rhyming cards
- ▶ Initial sound and picture

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## Phase 2

- ▶ Linking sounds to letters (saying the phoneme [sound] and recognising the grapheme [letter])
- ▶ Blending sounds to make words e.g. c-a-t
- ▶ Segmenting words to spell e.g. cat > c-a-t
- ▶ Reading and writing tricky words
- ▶ Reading and writing simple CVC words and simple 2 syllable words.
- ▶ Reading and writing simple captions

# Phrases you might hear

- ▶ Phoneme - the spoken sound
- ▶ Grapheme - the written letter
- ▶ GPC (Grapheme - phoneme correspondence) - linking a letter to a spoken sound
- ▶ Tricky words (irregular words) - words that cannot be sounded out phonetically e.g. the, me, by

- ▶ Blending - putting the sounds together to read


c-u-p → cup 

- ▶ Segmenting - breaking a word up to spell

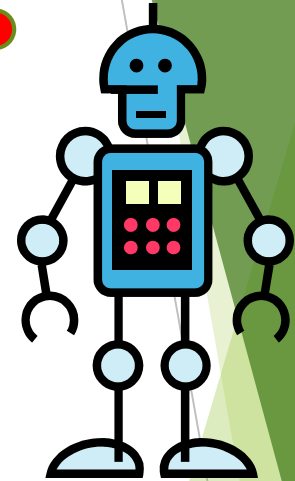
 cup → c-u-p



# We use...

- ▶ Sound buttons (reading)
- ▶ Robot sound talk
- ▶ Mr Slow 
- ▶ Phoneme fingers
- ▶ Pictures and words to match
- ▶ Phoneme frames

cat



c a t

# Phase 3

- ▶ Lots more sounds to learn!
- ▶ Letter names
- ▶ Reading and writing tricky words
- ▶ Introduction of ‘digraphs’ and ‘trigraphs’
  - ▶ E.g. ‘ai’, ‘ee’, ‘igh’, ‘ear’
- ▶ Reading and writing sentences and questions.

# Early stages of writing and how you can help

- ▶ Giving meaning to marks
  - ⦿ Write in front of your child e.g. shopping lists, letters, emails.
  - ⦿ When your child has made marks - ask them what it says!
- ▶ Understanding that print has a meaning.
  - ▶ Point out print in the environment and read what it says.

- ▶ Fine motor skills and strength.
  - ▶ Pegs, tweezers, threading, keys, wind up toys, playdough, weaving, bottles and tops, lego, puzzles
- ▶ Pencil grip and control - this can only be achieved effectively if your child has good fine motor control and strength.
  - ▶ Consistently remind and correct pencil grip - bad habits are hard to break!



# How you can support your child

- ▶ Be positive! Mistakes can mean learning.
  - ▶ Use whiteboards or messy play - there is less fear because mistakes can be rubbed out easily.
- ▶ Write for a purpose
  - ▶ E.g. shopping lists, birthday cards, letters, emails, homework feedback! Children will see the value in knowing how to write if they can see a reason behind it.

# Resource pack

- ▶ Whiteboard and pen
  - ▶ Nelson letter formation sheet
  - ▶ Phase 2 high frequency words
  - ▶ Phase 2 sound mat
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- ▶ As we start new phases we will send home further resources to add to your packs!

# Your turn!

- ▶ Work with your child on some of the activities around the hall.
- ▶ Remember to be positive and enthusiastic - this will rub off on your child.
- ▶ Please come and ask questions about anything at all!