

Phonics workshop

26.2.2020



Phonics in Reception



Letters and Sounds Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

environment

instrument

body percussion

rhythm and rhyme

alliteration

voice sounds

Oral blending and
segmenting

*Phase 1 is generally covered in Nursery and also the beginning six weeks of Reception.
However these are activities that we should constantly be doing!*

Turning different instruments into drums!

Rhyming stories

Clapping syllables!

Exploring with and making your own instruments!

Sound lotto!

I spy!

Making different sounds with your voice!

Vocabulary

Grapheme -A **grapheme** is a letter or a number of letters that represent a sound - b, j, ch, sh, ure

Phoneme –The sound the letter or letters make.

Digraph – Two letters to make one sound eg sh

Trigraph - Three letters to make on sound eg igh

ai, ay, a-e or c, k, ck

same phoneme but different grapheme

Phase 2

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss



Phoneme - The smallest unit of sound. ... **Phonemes** can be put together to make words.

Set 1

Set 1: s, a, t, p



at, a, sat, pat, tap, sap, as

Segmenting and blending begins!

Phase 2

Set 2

i it, is, sit, sat, pit, tip, pip, sip

n an, in, nip, pan, pin, tin, tan, nap

m am, man, mam, mat, map, Pam, Tim, Sam

d dad, and, sad, dim, dip, din, did, Sid

Letters and Sounds Phase 3

Set 6: j, v, w, x

Set 7: 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*

Digraph - a combination of two letters representing one sound.

Tricky words

I	go	the	he
she	we	me	be
to	no	was	you
they	all	are	my
her			

Alien words Spring 1

pib



twinkl.co.uk

These nonsense words are letter sequences that follow regular phonetic rules and are pronounceable, but have no meaning.

vus



twinkl.co.uk

Alien words help assess children solely based on their decoding skills and not if they have memorised a word.

Phase 4 Recap! Summer in Reception Recap in year 1

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Reading books

Step 1

Look at the front cover - talk about the picture . What do we think this is about and read the title.

Step 2

Go through the sounds and words
Ask questions from the start of the book

🐾 Before reading 🐾

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

v x y z qu ch sh th ng nk

- Read the words together.

fox van zips shop chops
bang thanks

Common exception words:

to the he

Check understanding

- Ask your child:
 - What do these words mean?

fix zips zigzags Yak

- Explain that in this book **zips** means goes fast.

Talk about it

- Look at the cover together and read the title. Ask your child:
 - What do you think this story will be about? (e.g. *a fox that mends things*)
 - Where do you think the story is set? (e.g. *in the mountains*)
 - Would you like to be in a van on that road? Why? (e.g. *no, it looks scary, high up*)
- Now read the book. Enjoy looking at the pictures and talking about them.

Step 3
Begin reading
the book.

Children can use the pictures to help them understand the story. This sometimes helps with reading the words.

Sound out unfamiliar words or read words from sight

Stop and regularly ask children questions to check understanding, predictions, what has happened so far, how they are feeling

Writing

- Name writing
 - Lists
 - Cards
 - Anything
-
- Really important we use our sounds – We don't expect to see things spelt correctly

How to support at home

The best practise is
quick and often

You Tube

- Mr Thorne Phonics – Flashcards are great!

<https://www.youtube.com/user/breakthruChris>

- Phonicsplay.com
- Phonicsgamer
- <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>
- Read as often as you can

Phonics play

www.phonicsplay.co.uk

- Obb and Bob – Alien word games
- Sentence substitution

Reading books

Big cat phonics book – Yellow reading dairy – Change daily

- Library book each week for pleasure
- Reading to your child at home builds vocabulary, comprehension and develops imagination

- You will be sent a key word mat
- A letter formation mat

You can also print flashcards out and other phonic resources out at <http://www.letters-and-sounds.com/>

We will be running further parent workshops for the EYFS in Spring which will talk more about the EYFS goals and how you can support at home.

If you would like any more support or ways to help at home please email the info@deerparkschool.org.uk

Tell us what you would like and address it to Miss Levene

Homework in EYFS

Key words, reading, talking, playing, Tapestry, simple writing , practical maths and exploring.



Thank you for
listening

Any questions?