



# Phonics Meeting

Delivered online this year!

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience and future life.

## How you can help:

### Talk, talk, talk with your child

Strong research suggests that children's **vocabulary at age five** is a very strong predictor of the qualifications achieved at school leaving age and beyond. So put away the phone and get talking now!



At Meadows we use a government scheme called '**Letters and Sounds**' as our main teaching resource.

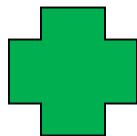
We also dip into other schemes to make a learning fun and enjoyable for the children!



# Phonics is...

Phonics helps children to develop reading and spelling:  
e.g. **cat** can be 'sounded out' by saying c-a-t for both reading and spelling.

Skill of  
segmentation  
and blending.



Knowledge of  
the alphabetic  
code.



# Phonics Consists of:

- Identifying sounds in spoken words.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Although there are 26 letters in the English alphabet, there are **44** sounds. The children have to learn them all!





# What is a Phoneme

This is the smallest unit of sound  
in a word.

How many phonemes can you

hear in cat? (3)

balloon? (5)

SAY THE PURE SOUNDS ONLY –  
don't say “puh” say “p”

# What is a Grapheme?

These are the letters (we write or read) that represent the phoneme: (we use a pre - cursive font)

f, ll, ee, igh, ch





## What are digraphs and trigraphs?

This is when 2 letters (digraph), or 3 letters (trigraph) represent just 1 sound:

‘er’

‘ee’

‘oo’

‘ch’

‘igh’

‘ear’

# Teaching order

s a t p

i n m d

g o c k

ck e u r

h b f ff l ll 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

In Reception we  
only teach these  
spellings for each  
sound. Alternative  
spellings are taught  
in Year 1 & 2.



The books your child brings home should help them to practise the sounds as they are taught.



There are some fabulous websites that you can  
use to help you support your child at home.  
This one is called 'alphablocks' – click the  
picture to try it out!

Some websites can help with phonics – but magnetic fridge letters and book sharing are great too! See the resource pack we have put together on our website to help you....



Spot letters when you are outside / play 'I spy' games when you are out and about or in the car.

# Book Bands

White – no words

Lilac – repetition ( not phonics , use pictures to predict)

Pink- Phonic based

Red

Yellow

Blue

Green

Please read, read, read with your child as this is the most important 'homework' you can do! Share and enjoy books together at bed time and anywhere else – not just our scheme books!

Reading challenges coming soon!



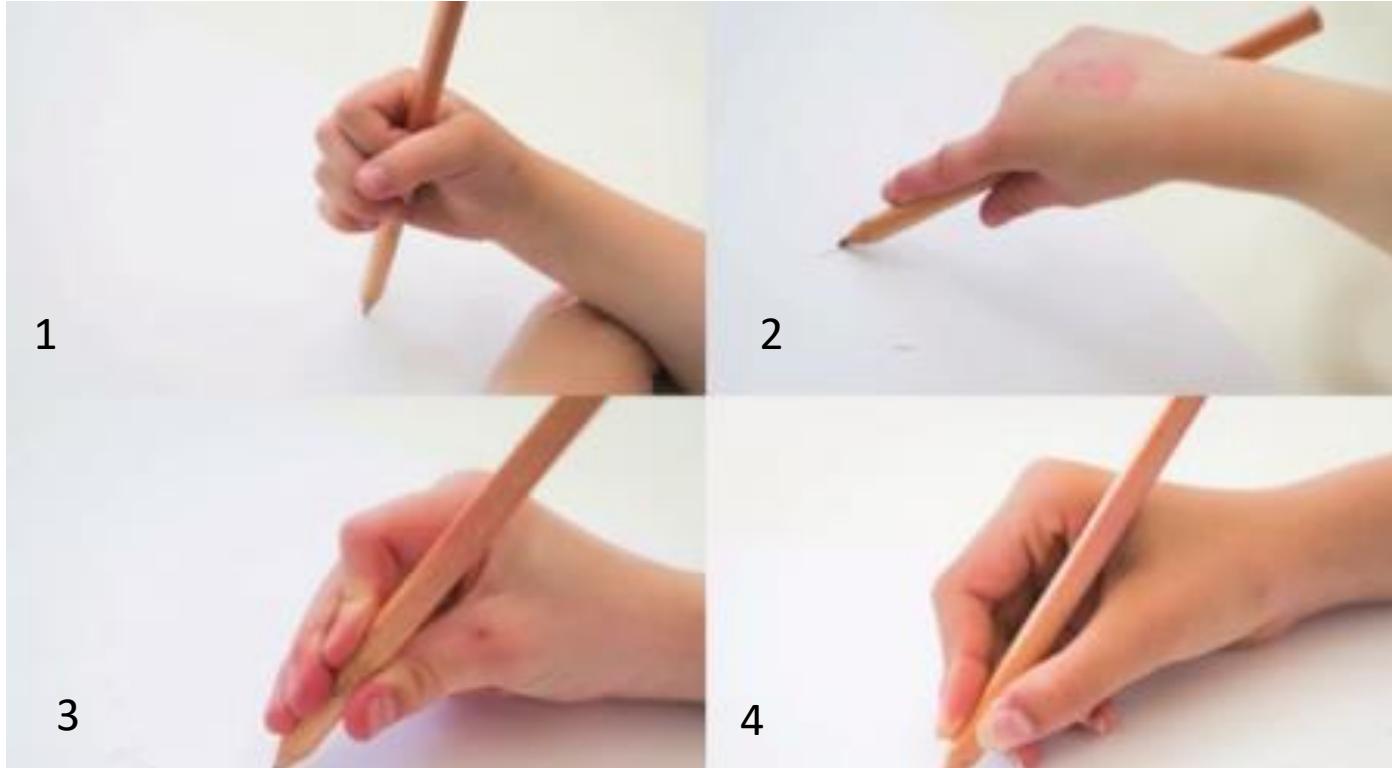
# Writing



a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Letter formation is really important. We use RWI Inc mnemonics to help us. We add a 'flick' or outstroke too as we learn pre-cursive.

THESE SHOW THE STAGES OF CORRECT PENCIL GRIP – AIM FOR 4



Practise, practise, practise – encourage your child to see the importance of writing and let them see **you** writing at home! Don't expect perfection – encourage all attempts to 'mark make' (collect a 'writing box' to use at home/ chalks outside/ crayons in bath/ chalk boards etc. etc.)



# Dough Disco and Funky Fingers!



In order to write your child needs good fine motor and gross motor control:

- strengthen upper body shoulders/ arms helps writing – we encourage children to lie on the floor and write on paper stuck underneath a table!)

Lego/ threading/ jigsaws/ playdough – all help fine motor control – which helps holding and controlling a pencil - we do dough disco in school which is great fun and helps with writing too!



At the end of Reception the children are assessed on achieving 'The Early Learning Goals' This is what they need to be able to do:

### **Comprehension:**

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; ELG Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems & during role-play

**Word Reading:** Read words consistent with their phonic knowledge by sound-blending; Eg h-a-t. Read at least 10 digraphs (*Eg th sh ch ee or igh*). Say a sound for each letter in the alphabet. ELG Read some common exception words, such as 'I' 'do' 'no' 'me'

The Early Learning Goal for **writing**:

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.

Write recognisable letters, most of which are correctly formed.

On this web page we have compiled a list of helpful resources.

**Thank you for your support!**

