



Phonics workshop

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 Little Wandle 'Letters and Sounds' revised as our main teaching resource.



More information can be found here – but we will talk you through all of the information during this powerpoint

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonics Consists of:

- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Although there are only 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)



PURE SOUNDS ONLY PLEASE!

It is important to say the sounds correctly.
For example, 'p' is 'p' and NOT 'puh'!

Have a go at saying these phonemes – remember
not to add 'uh' on the end

This video will show you how:





What is a Grapheme?

These are the letters (we write or read) that represent the phoneme: **f, ll, ee, igh,**

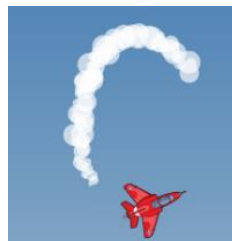
The children are taught how to write the grapheme – we have been putting these on the newsletter for you to use at home.

For example,



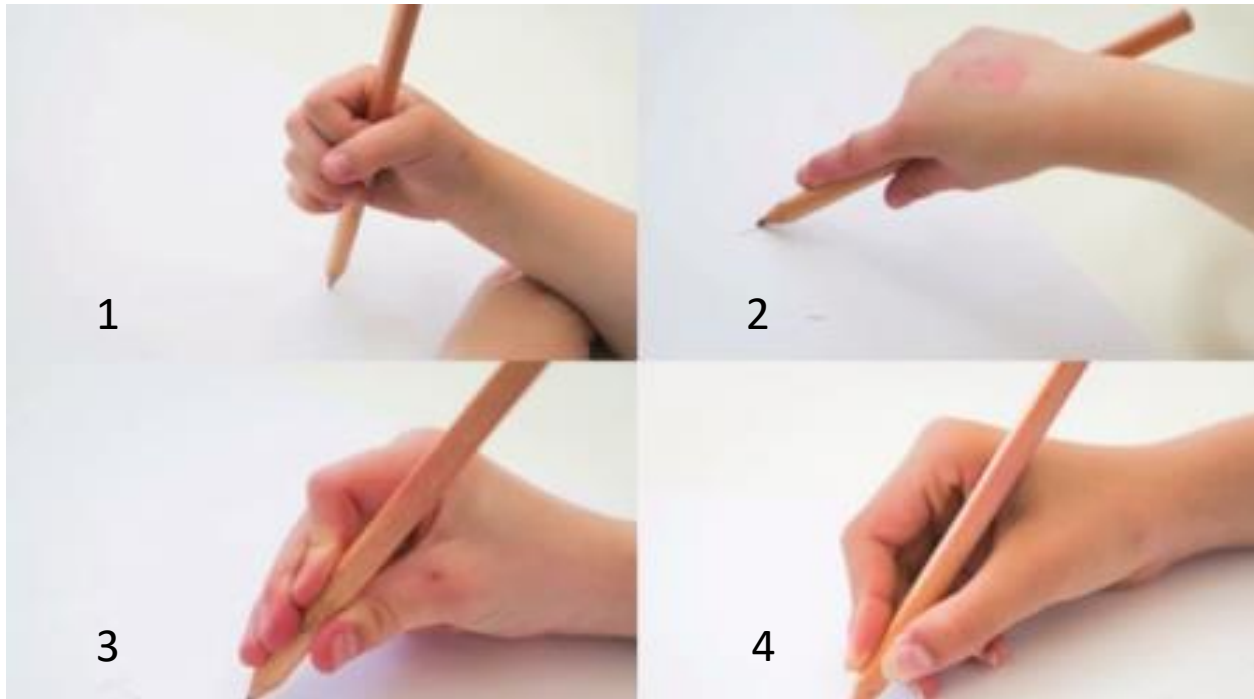
“From the tiger’s nose to it’s tail, then follow the stripe across the tiger.”

This is a great website to show you how to draw the letter shape:



<https://www.ictgames.com/mobilePage/skyWriter/index.html>

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



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/ chucks outside/ crayons in bath/ chalk boards etc. etc.)



Blending

Blending is the skill that children need to be able to read. By saying the pure sounds – you can see how we blend to read ‘cat’

As ‘c’ – ‘a’ – ‘t’

Watch this video to see how we teach blending:





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 f l

ff ll ss

j, v, w, x

y, z, zz, qu

ch, sh, th, ng nk

This is the order in which we teach the sounds in Reception. It is very fast paced (1 set of sounds a week – so if your child is absent they could miss a lot of these!

Then onto phase 3: (in Spring Term)

ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er



The books your child brings home should help them to practise the sounds as they are taught in this order. Use your log in to Rising Stars to help!

Tricky Words

We also teach the children 'tricky words'. These are taught alongside the sounds each week BUT, they cannot be sounded out using the phonemes. They have to be taught as a whole word and recognised – try cutting them up and sticking them onto the fridge or playing snap with them!



This video will show you how we teach these tricky words



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!

PhonicsPlay.co.uk



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....

Book Bands

We have very carefully matched all of our books to the order we teach the sounds. This will help your child to practise the sounds they know.

Pink 1, 2

Red 1, 2

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!





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 our school web page (Reception classes) we have compiled a list of helpful resources.

Thank you for your support!

