

Phonics and Writing workshop
for Reception parents

Welcome!

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?

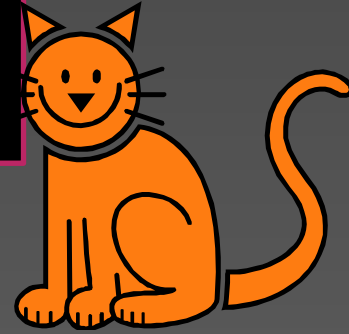
- A method of teaching children how to read and write.
- 'Letters and Sounds' which is a progressive phonics programme
- 'Jolly Phonics' - actions to help us remember the phonemes (sounds)

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 1 - Your turn!

- “A Robot came to tea!” The robot can only understand if people talk like a robot. Invite him “S-i-t d-o-w-n” He might ask “C-a-n I h-a-ve of c-u-p o-f t-ea?”
- “Old MacDonald had a farm” secretly choose an animal. Instead of naming the animal, make the noise it would make. Who can guess what it is!
- Shopping list- in the bag are different items. If they begin with the same sound you can keep it, if not, it needs to go back in the bag!


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

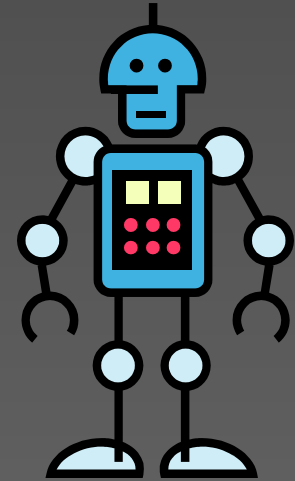
 cup → c-u-p

We use

- ◉ Sound buttons

cat

- ◉ Robot sound talk



- ◉ Phoneme fingers



- ◉ Pictures and words to match

- ◉ Phoneme frames



Phase 2 - Your turn!

- ◉ Buried treasure- which words are treasure and which ones are rubbish?
- ◉ Sound meat balls. Spoon out the meatballs- can you recognise the sounds on them?
- ◉ Cross the river! The only way to cross the river to avoid the crocodile is by making a CVC word bridge (eg cat, pet)

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.

Phase 3 – your turn!



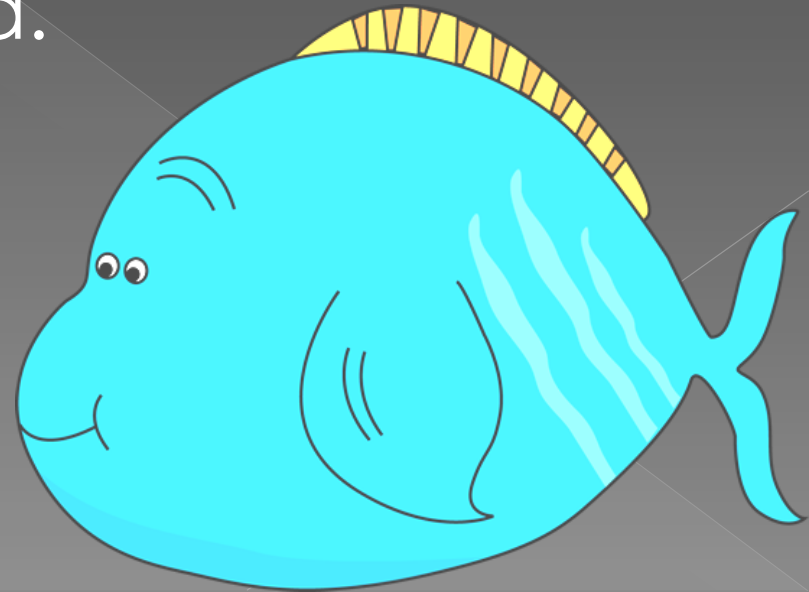
- Football phonics- can you make a word using the graphemes on the football combined with one on the goal?
- Wordy washing line- can you rearrange the pegs to make a word?
- Flipping phonics- flip the pancakes and read the words.

Phase 4

- No new sounds
- Consonant clusters introduced
 - > CVCC (Consonant, vowel, consonant, consonant) e.g. lamp
 - > CCVC e.g. stop
 - > CCVCC e.g. spent
- Reading and writing tricky words

Phase 4 – your turn!

- ◉ Code breaker. Use the codes to work out what words are being spelt.
- ◉ Phonic fishing – walk around the pond, when the music stops, catch a fish and read out the tricky word.



Early stages of writing and how you can help

- Giving meaning to marks
 - Write in front of your child e.g. shopping lists
 - 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!**

Developing writing

- ◉ Letter formation
 - > **Magic writing fingers - sand, flour, glitter, jelly, baked beans, sauce**
 - > **Emphasise and correct letter formation - bad habits are hard to break!**
- ◉ Using phonics – representing initial sounds in writing. Segmenting to spell simple words. Writing tricky words.

- Writing sentences – children often need to say their sentence before they write it or the words blend into one or get muddled!
- Punctuation e.g. Full stops, capital letter at the beginning, finger spaces.
 - > **Model when you are writing – speak your punctuation**
 - > **Remind them!**

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, pen, rubber
- ◉ Letter strip
- ◉ Phase 3 sound mat
- ◉ Letter flashcards
- ◉ Nelson letter formation sheet
- ◉ Reception key words
- ◉ Phase 2 captions for reading or writing

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!