

# Phonics in the Early Years

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Parent Workshop – 4<sup>th</sup> October 2022

# The Curriculum & Expectations

## Literacy

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

## Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## Literacy

### 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.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



# The foundations of reading...is phonics!

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# Foundations for Phonics

It is **ALL** about the pre reading skills, the speaking and listening skills done with our **ears** which then provides the children with solid foundations ready for '**reading with our eyes!**'

These next slides will take you through step by step of a child's reading journey...



# Nursery – ‘Foundations for Phonics’

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- The old ‘Phase 1’ phonics
- Tuning into sounds
- Distinguishing between different sounds
- Listening & Attention





Alliteration  
(hearing  
initial sounds)

- Match two items that have the same initial sound
- Select an object for alliterative 'silly soup'
- Suggest a person/object when given an initial sound
- Can verbalise the initial sound of a word



Oral blending  
& segmenting

- identify which picture the adult has sounded out (they need to blend and pick picture)
- identify which word the adult has sounded out (same as above but no picture prompt)
- Sound out and clap/robot CVC's (segment)
- lots of physical activities to embed this (SEE SEPARATE BOOKLET)

These 2 areas involve NO visual links with letters! It is all just listening, attention and speaking!

Training the brain to link sounds together to make words (oral blending - pre reading) and to break sounds up (oral segmenting - pre spelling)

# Hearing Initial sounds Blending & Segmenting

Hearing sounds & blending and segmenting become **primary** skills for reading.

It starts off as 'oral blending and segmenting' and then develops into just 'blending and segmenting' for reading and writing.

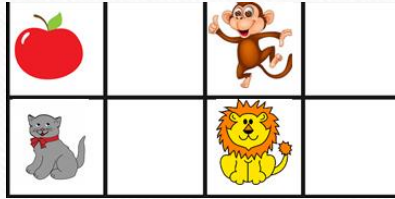
**Blending and segmenting** is a skill children will continually use and apply throughout their reading and writing journey!



This is where some parents start to find it a bit of a minefield! Hopefully the next few slides to help you to understand the difference between the two a little bit more!







# Hearing initial sounds

**STAGE 1:** Initial sound picture cards.  
Parents to **model and encourage** children to listen and hear the initial sound. Parents to stretch and bounce out the sounds

- Stretchy (stretchy and bouncy explain in a couple of slides)
- Bouncy
- Want the children to separate the repeated sound from the word
- ***'what can you hear in c-c-c-c-c-cat?'***
- **Yes can you hear the c in cat?!**

**STAGE 2:** Still initial sound picture cards. Parents to **just say the word** and children to listen and hear the initial sound.

- ***'what can you hear in cat?'***
- Want the children to hear c in cat instead of c-c-c-cat.
- Again model this to begin with but above is your aim!

**STAGE 3:** Initial sounds but without pictures or objects as prompts

- Games like I spy
- Use a puppet to ask them questions – *what can you hear at the beginning of fish?*

Stick with 1 sound to begin with. E.g all s words.  
(Alliteration)





# Oral Blending

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and how /c/ /a/ /t/ becomes cat.

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## Stage 1: Blending with Pictures

- With pictures/objects in front of them
- ***‘where is the c-a-t’*** and you want them to point to the cat. You may have to repeat a couple of times for them to find it.

## Stage 2: Blending without pictures

- Hide the pictures/objects from your child.
- ***‘what picture I am looking at/hiding/thinking of? Listen... c-a-t’*** and you want them to say *cat* without having to look at the sheet for prompting. Again you may have to repeat a couple of times for them.

# Oral Segmenting

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**Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into the sounds that make it up; c-a-t.**

*Children will enjoy spelling if it feels like fun and if they feel good about themselves as spellers. We need, therefore, to be playful and positive in our approach – noticing and praising what children can do as well as helping them to correct their mistakes.*

- Hearing the sounds in a word.
- For example, if the picture is a pig, your child needs to say **p-i-g**.
- To support them with this, count the sounds, then hold fingers up and point/press as you say each sound. You may need to do it with them to start!





# Teaching your children in Nursery...

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- A selection of 8 games to teach, practise and apply these skills.
- **Why only 8?**
- Share the Nursery Sway



Any Questions so far?

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# Reception Phonics – Little Wandle

## The Progression

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- Phase 2 -Single letter sounds
- Reading CVC words (pig, cat, lip)
- Phase 3- digraphs and trigraphs
- Reading words with those sounds
- Phase 4- longer words








# Grapheme mat

## Phase 2

S s s	T t t	P p p	N n n	M m m
D d d	G g g	C c c	K k k	ck ck
R r r	H h h	B b b	F f f	L l l
J j j	V v v	W w w	X x x	Y y y
Z z z	qu qu	th th	sh sh	ch ch
ng ng	nk nk			
A a a	E e e	I i i	O o o	U u u

# Phase 2 grapheme information sheet











































## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.



# Grapheme chart

## Phase 2 and 3

 s	 t	 p	 n	 m	 d	 g	 c	 r	 h	 b	 f	 l	 j	 v
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	k	rr		bb	ff	ll		vv
							ck							
							cc							
 w	 x	 y	 z	 qu	 ch	 sh	 th	ng	nk	 a	 e	 i	 o	 u
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or	 ur	 er	 ow	 oi	 ear	 air	
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

Phase 3 –  
expect  
after  
Christmas  
for  
reception

# Rhyme association with each letter taught...

- When we teach a letter, we teach a rhyme. This helps letter formation.
- So when children are writing and can hear an initial sound, to begin with, they can use the rhyme to help form the letter.
- Children will use this sound mat as a prompt to help them find and then form each letter sound they hear



Grapheme mat Phase 2

S	T	P	N	M
s s	t t	p p	n n	m m
D	G	C	K	ck
d d	g g	c c	k k	ck ck
R	H	B	F	L
r r	h h	b b	f f	l l
J	V	W	X	Y
j j	v v	w w	x x	y y
Z	qu	th	sh	ch
z z	qu qu	th th	sh sh	ch ch
ng	nk			
ng ng	nk nk			
A	E	I	O	U
a a	e e	i i	o o	u u










# Example lesson

## Weekly grid Reception phase 2

Autumn 1 week 5

Lesson focus	 Revisit and review	 Teach and practise							 Practise and apply		
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Spelling	Oral blending game	 Reading practice
h helicopter	s t p d g o c k u e r	Open your mouth and breathe out sharply h h h	hat hammer house helicopter	h helicopter 	Down, up and over the helicopter.	<b>Review:</b> r-a-n d-u-ck t-e-n  <b>New:</b> h-a-t h-u-g h-o-t	ran duck ten red hat  <b>Independent:</b> dog cup	<b>New:</b> <u>the</u> *  <b>Review:</b> I is	dog	<b>Can you touch your ... ?</b> l-e-g ar-m h-ea-d ch-i-n f-oo-t	

Blending for reading  
—**now** reading with  
our eyes!

# Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



# Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Find them on a mat.
- Write them down.



# Links with Home & Reading Books

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- **SWAY** on the website, **Little Wandle Videos**
- This week children in reception will be coming home with **either** a lilac wordless book, phonic pack or decodable reading book.
- Majority will come home with a phonic pack – building those pre reading skills to create a positive start with reading books
- **NURSERY children** will have the library sharing book to practise their book handling skills. Phonic packs will start with nursery children as and when they are ready.



# Home School Links Book

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- Share reading done with your child
- Any concerns, please speak to us don't write it in the HSL book
- **Every 6 weeks** we will write a teacher review in the HSL book

# Links with Little Wandle and reading books – Reception Children

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- Starting this week – 2 to 3 reads a week
- Most will be on wordless books but reading single words linked directly to the text
- Some may be on books with words because they can confidently read CVC words



Collins  
**BIG CAT**



TM



# Reading Sessions for Reception Children

**3 sessions a week:** decoding, vocabulary/prosody, comprehension

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- **Decoding session** – teach, practise our decoding skills and together read the book
- **Vocabulary session** – continue to teach and practise our decoding (primary focus at the stage) discuss specific vocabulary, link to photos and experiences. Prosody session develops as the children's blending becomes secure. The vocabulary part of the session then goes in with the decoding!
- **Comprehension session** – understanding what we have read and talking about. Answers questions and finding answers.

# Ebook & EvidenceMe (reception)

- The book they do this week will be shared with you via EvidenceMe.
- You will get this every week. A blurb of what your child has focused on and the title of the book.
- Collins Ebook – get the app if you can
- Username and password will be on a sticker in the front of HSL book





We use assessment to match your child the right level of book

**Little Wandle Letters and Sounds Revised Reception  
Child assessment**

**Autumn 1**

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck



*Every 6 weeks children will be assessed*

# Reading Books


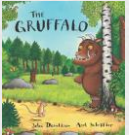


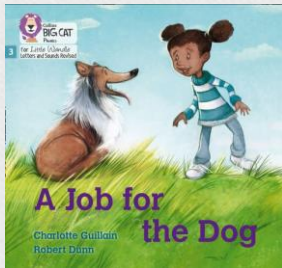
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- Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.
- Celebrate their success!!





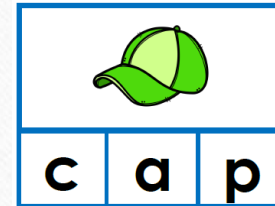
# Reading at home

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- Library Book (all)  
  - Phonics pack - for you to do with your child. They will need your support to play it. Instructions will be with the pack (reception and nursery when ready) 
  - Decodable book (physical copy) (reception) 
  - Little Wandle Ebook (reception) 

# Phonic Packs

- Blending (Bronze)
- Sorting initial sounds (Bronze)
- Zap those gaps sheet
- Reading words (Silver)
- Reading captions (Gold)

May have a Lilac Book as their physical book to handle independently



a cat in a  
hat



pat a dog

- Pink Books – start of the book banding system
- *Red books, yellow books apply phase 3 sounds*





# Just to finish and add to the mix...Common exception words!!!

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- Common exception words – otherwise known as tricky words. We call them red words because they are tricky. They are tricky because they **cannot** be sounded out, there is a tricky bit in the word. E.g. the, was, so....
- Children in Reception start to learn these words and they will continue to learn new common exception words right through into KS2.
- They will be given these tricky words on cards to keep and practise at home as they are taught in the phonic lessons.

# Reading hints and tips...



- **Once is not enough**

Encourage your child to re-read favourite books and poems. Re-reading helps kids read more quickly and accurately.

- **Dig deeper into the story**

Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?" or "How do you think Max feels now?"

- **Take control of the television**

It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.

- **Be patient**

When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.



- **I read to you, you read to me**

Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

- **Gently correct your young reader**

When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.

- **Talk, talk, talk!**

Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.