

PHONICS IN THE EARLY YEARS

Parent Workshop - 20th September 2023

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!





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'

- 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.

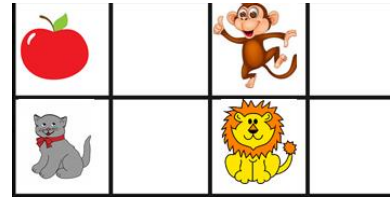
It starts off as 'oral blending and segmenting' and then develops into just 'blending and segmenting' for reading and writing. **Blending and segmenting** is a skill children will continually use and apply throughout their reading and writing journey!



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-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 BLENDED



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.

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



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!





















ANY QUESTIONS SO FAR?



RECEPTION PHONICS – LITTLE WANDLE

The Progression








- 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

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 l	 e	 u	 r
 h	 b	 f	 g	 j	 v	 w	 x
 z							

Sound Mat (no cap let)

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
ss	tt	pp	nn	mm	dd	gg	ck	rr	h	bb	ff	ll	j	vv
							cc							
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	

Phase 3 Sound Mat

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

Tricky

is I the as and has
his her go no to into
she he we me be of

Tricky

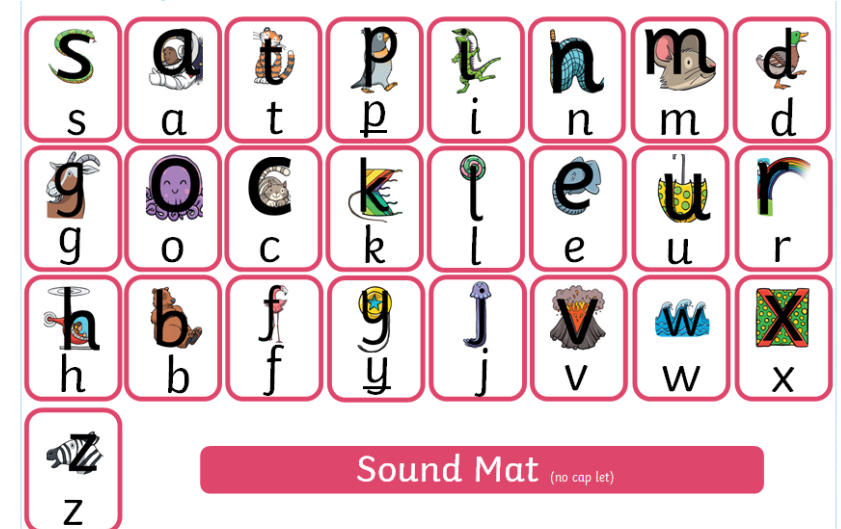
was you they my by
all are sure pure

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



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 ck 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.	Review: r-a-n d-u-ck t-e-n New: h-a-t h-u-g h-o-t	ran duck ten red hat Independent: dog cup	New: <u>the</u> * Review: I is	dog	Can you touch your ... ? 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.



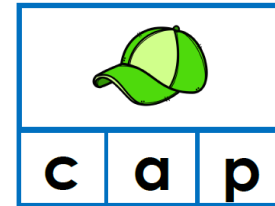
LINKS WITH HOME & READING BOOKS

- **SWAY** on the website - will send link reminders to begin with - *share what to expect*
- This week children in reception will be coming home with **either** a 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

WHAT ARE PHONIC PACKS??

- Blending (Bronze)
- Sorting initial sounds (Bronze)
- Zap those gaps sheet (letter recognition)
- 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

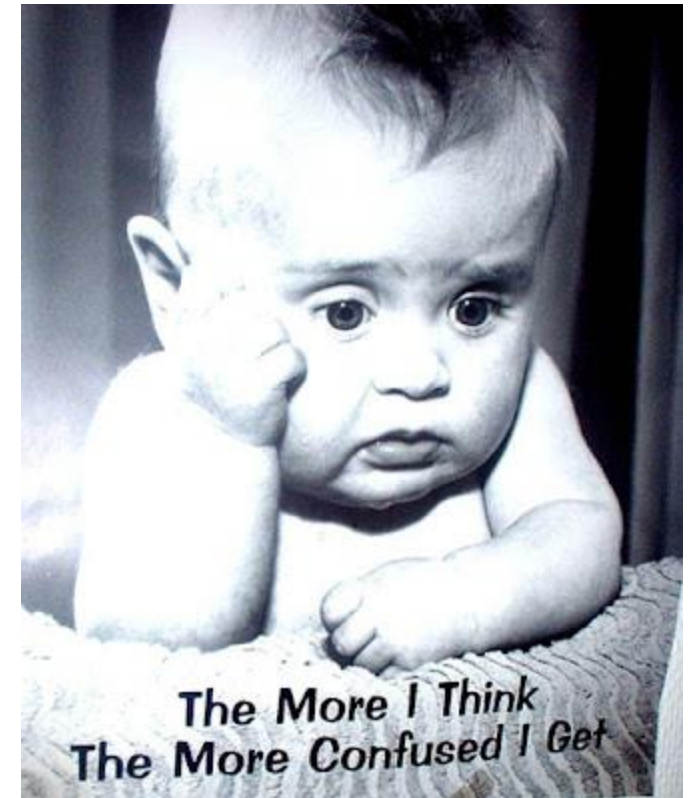
Each pack comes with instructions stuck in the home school links books

Then onto books....

- Little Wandle Phase 2 / Pink Books - start of the book banding system
- Little Wandle Phase 3 / Red books, yellow books apply phase 3 sounds

FORGET AFTER THIS SESSION WHAT YOU ARE SUPPOSED TO DO?

- Working on creating resources to add to our website -share website
- Already lots of really useful resources and a demonstration video too
- looking to increase these! Keep a watch out! <https://www.kingsfield.staffs.sch.uk/curly-caterpillars/>
- Each pack comes with instructions stuck in the home school links books 😊



HOME SCHOOL LINKS BOOK

- Getting or got one this week!
- Share reading or the phonics pack done with your child - please record so we know if you have done it and we can celebrate with your child as well as change the pack on a weekly basis.
- 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

- Starts in a few weeks time - 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
- Flashcards really helpful - make sure own or buy <https://collins.co.uk/collections/little-wandle-letters-and-sounds-revised-phonics-flashcards>

MORE INFORMATION will come out nearer the time and a reading workshop will be

Delivered 18th October 2023 - **GET IT IN YOUR DIARY!**



Collins
BIG CAT



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ANY QUESTIONS?

Thank you for coming!

Feedback questionnaire will go out later, it would be much appreciated if you can fill it in! Nice and quick!



Thank
You!