

EYFS

phase 3 phonics
writing and
phonics

January 2024 ~ A Cheetham

































Phonics Vocabulary















- The children will continue to use the vocabulary mentioned in our last workshop.
- As well as identifying digraphs (two letters making one sound) the children will now be introduced to trigraphs (three letters making one sound)

What sounds are in Phase 3?





































- ll, ss, ff, zz, qu
- Consonant digraphs – ch, sh, th, ng
- Vowel digraphs/trigraphs – ai, ee, igh, oa, oo and oo, ar, or, ur, ow, oi, ear, air and er.

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

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

What we will cover next...

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

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Sounds to note

As the children progress through the phase, there are certain sounds that can be said in different ways or have particular rules to help us remember them.

- 'qu' – When learning this sound, children are told we never see a 'q' without a 'u' so its always a digraph.
- 'th' – Sounds very similar to 'f' and 'ff' so we make sure our tongue sticks out when we say the sounds. We can also say it two different ways – 'this' and 'that'.
- 'oo' – Can be pronounced long like 'moon' or short like 'book'.
- 'ur' and 'er' – Are both pronounced the same, however 'er' is normally found at the end of words whereas 'ur' can be found anywhere.

Using sound buttons

- During our daily phonics lessons, children are always encouraged to put sound buttons on their words to reinforce the sounds.
- When identifying a trigraph, we underline the three letters making the one sound. (igh, ear, air and ure)
- *How we use them during phonic lessons*

que•en

chair

b•o•x

•fear

Sound button activity...

Chunking method for longer words...



**Phases 3 and 4: Reading
longer words**

High Frequency and Tricky words

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

was you they my by all
are sure pure

*initially 'her' is a tricky word until the children learn the 'er' sound.

Games to practise tricky words...

- <https://www.kingsfield.staffs.sch.uk/flashcard-and-tricky-word-games/>

What will be moving on to...

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Reading Books Recap

Reading Practice Books carefully matched so children can read fluently and independently.

Reading sessions begin with some quick sounds and words practice.

Each reading session has a specific focus

- 1. Decoding.
- 2. Prosody (intonation, expression). Early stages may be another decoding
- 3. Comprehension

Reading Books Recap

- Know which words are the tricky words and which are the decodable (it tells you at the front)
- Re read each sentence and encourage the children to do this. Helps to build fluency.
- Take it in turns to read a page each if your child is more reluctant or tired. You can still model to them.

Lets have a go!

What else can I do at home?

- Keep checking the weekly sway of what your child has covered each week in phonics
- Read your child's evidence me about the reading they have done, any particular focus they may have had.
- Practise the tricky words – use the games
- Share the library book for general love of reading!
- Gap grids – practise these if your child has one please 😊
- Website has a wealth of information and support!<https://www.kingsfield.staffs.sch.uk/phonics-at-home/>

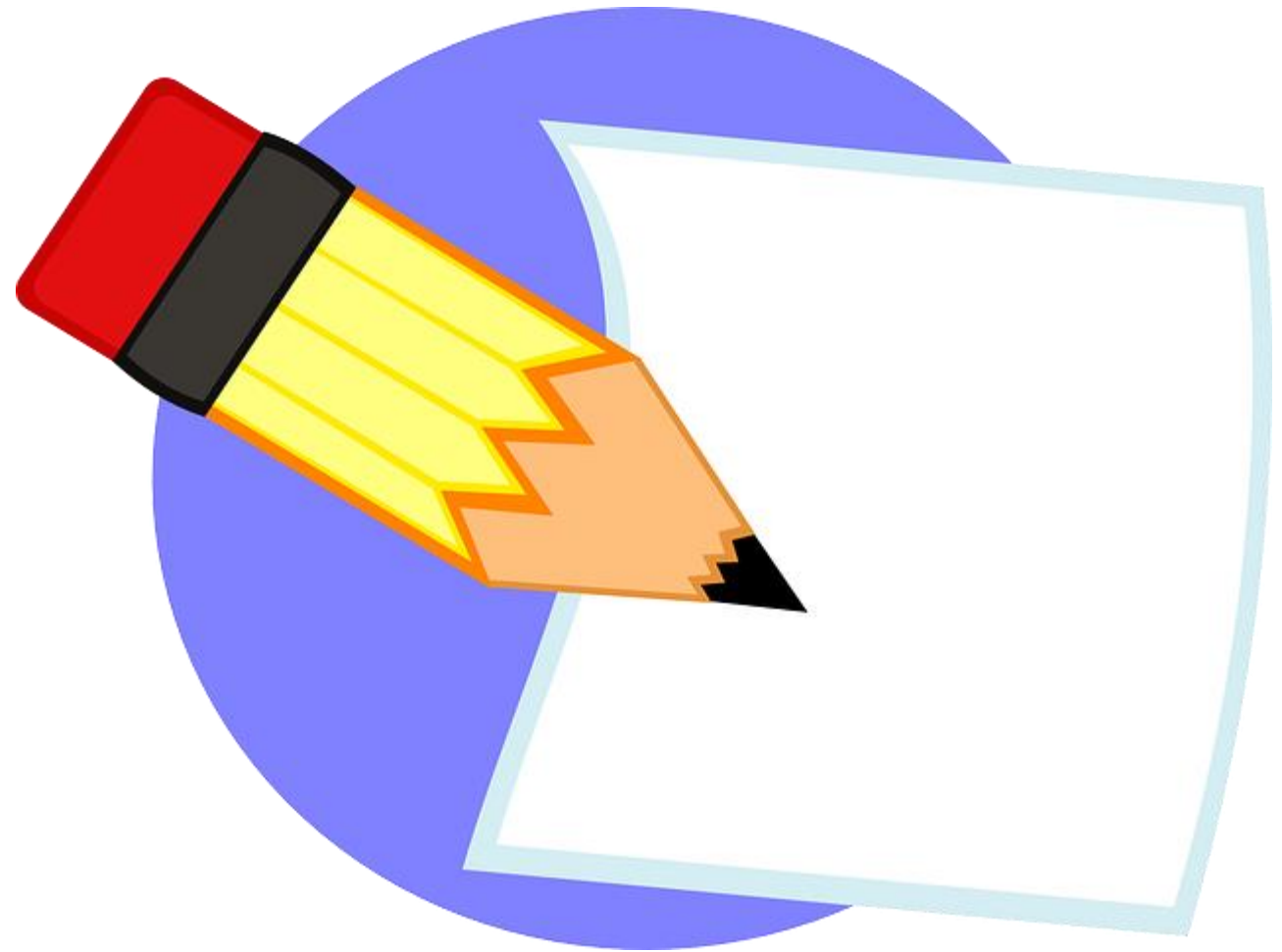


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Amazon UK



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Little Wandle At Home
Phonics Flashcards F...
Amazon UK

Writing...



Writing is very tricky!

Before children can hold a pencil or write, they must be physically ready.



Large physical movements

(gross motor skills)



Digging is great fun!



Large Motor Skills *Strengthening the upper body- wide circular movements from the shoulder*



Small physical movements (fine motor skills)



More ideas...





Promoting Independence



As young children develop the muscles in their hands, they develop the strength they need for the fine motor skill needed for writing.

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers.

Gross Motor Skills

- climbing
- jumping
- balancing
- skipping
- batting
- swinging
- throwing
- skywriting
- writing on backs
- water/paintbrushes
- chinks outside
- steamy windows
- BIG painting/drawing



Fine Motor Skills

- sewing
- threading
- tap a shape
- jigsaws
- playdough
- lego/building
- drawing
- colouring
- cutting/sticking
- patterns
- painting
- letter shapes
- computers

Writing in Reception

Children are encouraged to write as part of their purposeful play.

They write in a variety of role play situations that match their interests and stimulate talking.

They experiment with writing by making marks, personal writing symbols and conventional script.

They are given lots of praise and encouragement to have a go.

Pencil Grasp Development

Stay At Home Educator

Cylindrical Grasp 1-1/2 years



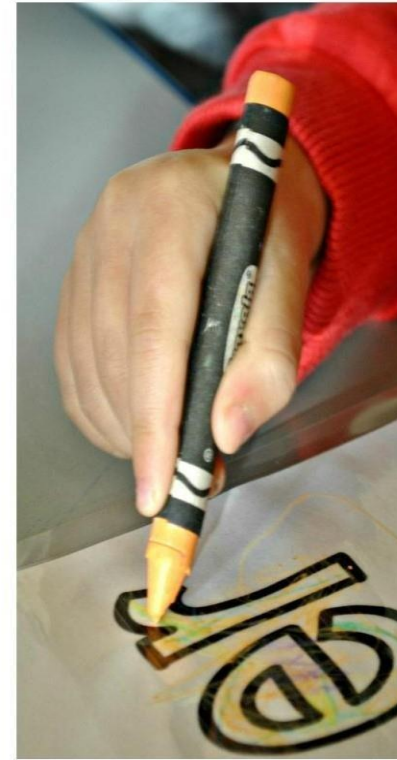
Digital Grasp 2-3 years



Modified Tripod Grasp 3 1/2-4 years



Tripod Grasp 4 1/2-7 years



Writing Statements

By the end of Nursery –

- 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

Reception –

- 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.

ELG – end of reception-

- Write recognisable letters, most of which are correctly formed.
- 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.

Small sentence(s)...



I went to
Landa I saw a dog
bong I went to
the moose
m

It is crawling
and is moving
and is crawling
everywhere
and is got five
legs.



caterpillars et
legs. They
have lots
of legs. He
makes a cacophony.



























Understanding how to write a sentence...

There are many skills involved that we take for granted because we have been doing it for so long. But for the children it's all new, and there's a lot to learn:

- *Deciding what I want to say before I begin to write
- *Where to start writing?
- *Remember what first word was - listen for sounds in the word, is it a word I already know?
- *Leave a space before I begin to write the next word, otherwise it will look like one big long word and nobody will be able to read it
- *Say the sentence again - remember what I've already written, decide what is the next word is, listen for the sounds again
- *Where to go when you reach the end of the line
- *Read the whole sentence. Did it make sense? Did I miss any words out? Put a full stop at the end.

Handwriting

- We model how to form letters correctly, so that children can eventually acquire a fluent and legible handwriting style. These skills develop over a long period of time.

								
Follow the cat's helmet down into its tail.	Down the bear's back, up and round its tummy.	Curly around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and curl down its trunk.	Down the flamingo to its foot and across its wings.	Round the goat's face and curl under its chin.	Down, up and over the helicopter.	Down the iguana dot its tail.
								
Follow the jellyfish's head.	Down the kite, up to the top corner and down to the bottom corner.	Down the lollipop stick.	Down, up and over the mouse's ears.	Down, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the rat to the tail.
								
Follow the snake's head to tail.	Down the tiger and across its neck.	Down and around the umbrella, and back to the ground.	Down to the bottom of the volcano and back up to the top.	Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again, across the box to the bottom.	Down, around the yo-yo and curl round the string.	Across the top of the zebra's head, zig-zag down its neck and along.	

Thank you! Any questions?

