

Reception Phonics Workshop



WEDNESDAY 21ST SEPTEMBER 2022

What is phonics?



- In a nutshell... it is how we teach children to read and write!
- Children are taught to read and write by learning to correlate sounds with symbols (letters)
- When reading, children are taught to 'blend' individual sounds together to read words.
- Children are also taught to 'segment' words into their individual sounds which helps children to know which letters to use when they are writing words.

Little Wandle



- We use a programme called **Little Wandle** to teach phonics
- It is a government validated scheme
- Each scheme follows a slightly different progression of teaching sounds
- Specific books matched to each child's specific phonic knowledge based on the progression of teaching in Little Wandle

How we teach phonics



- Daily sessions (10-20 minutes built up throughout the year)
- Revisit previously taught sounds at the start of each session
- Keep-up for children needing extra support
- Videos posted on Tapestry for children to watch at home
- Teaching correct pronunciation of phonemes – **this is vital**

Phonics terminology

Word	Meaning
Phoneme	The smallest unit of sounds within a language
Grapheme	The symbols (written letters) that are used to represent a phoneme
Blend	When two or more phonemes are joined together to make a word
Segment	Breaking up spoken words into their separate sounds (phonemes)
Digraph	Two letters (graphemes) which make one sound (phoneme) e.g. sh, th, ch
Trigraph	Three letters which make one sound e.g. igh, air, ure
CVC	An abbreviation for a word containing three sounds – consonant, vowel, consonant e.g. cat, sheep, light

Mnemonics

(a system which helps remembering something)

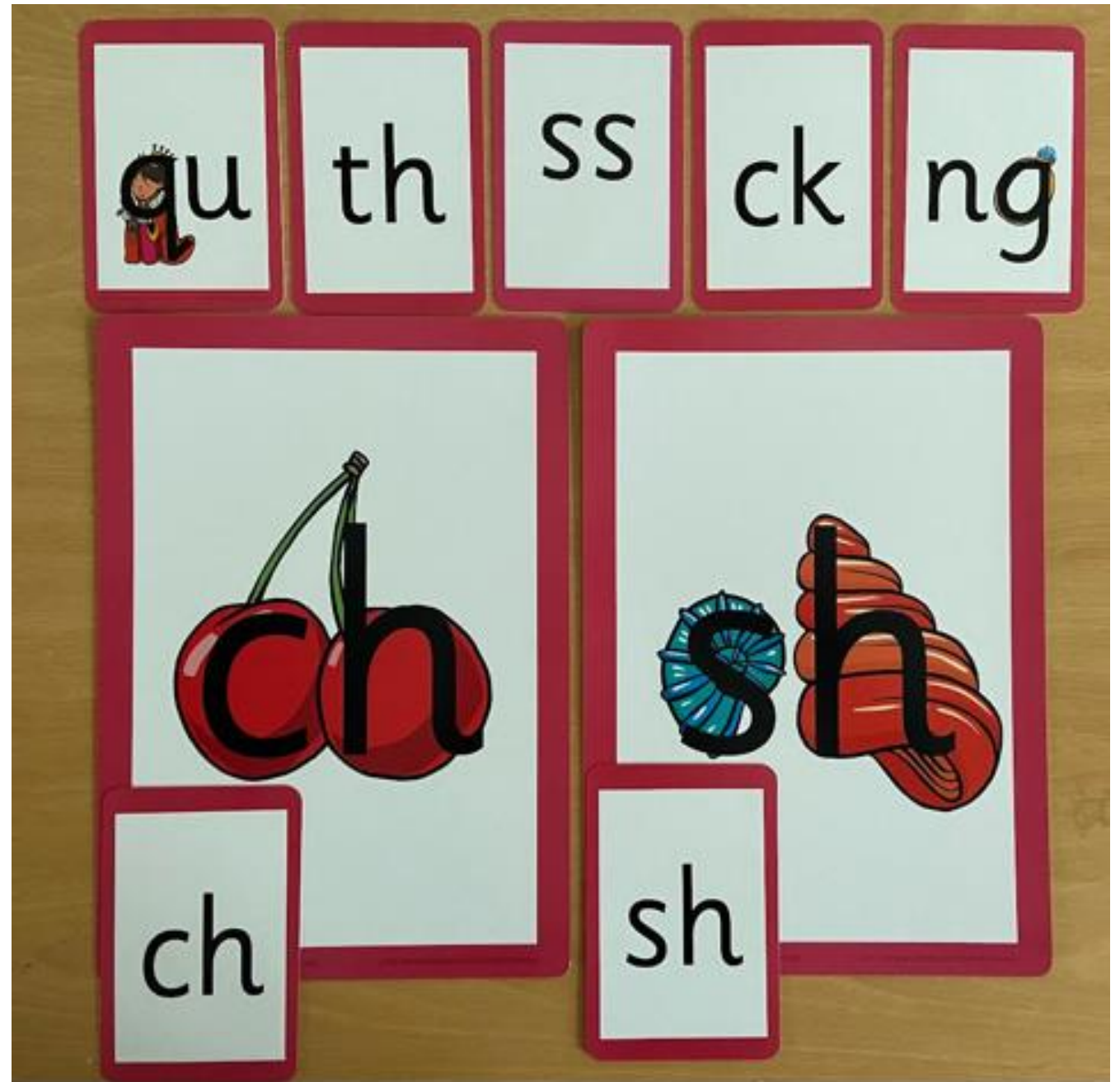
e.g. pictures



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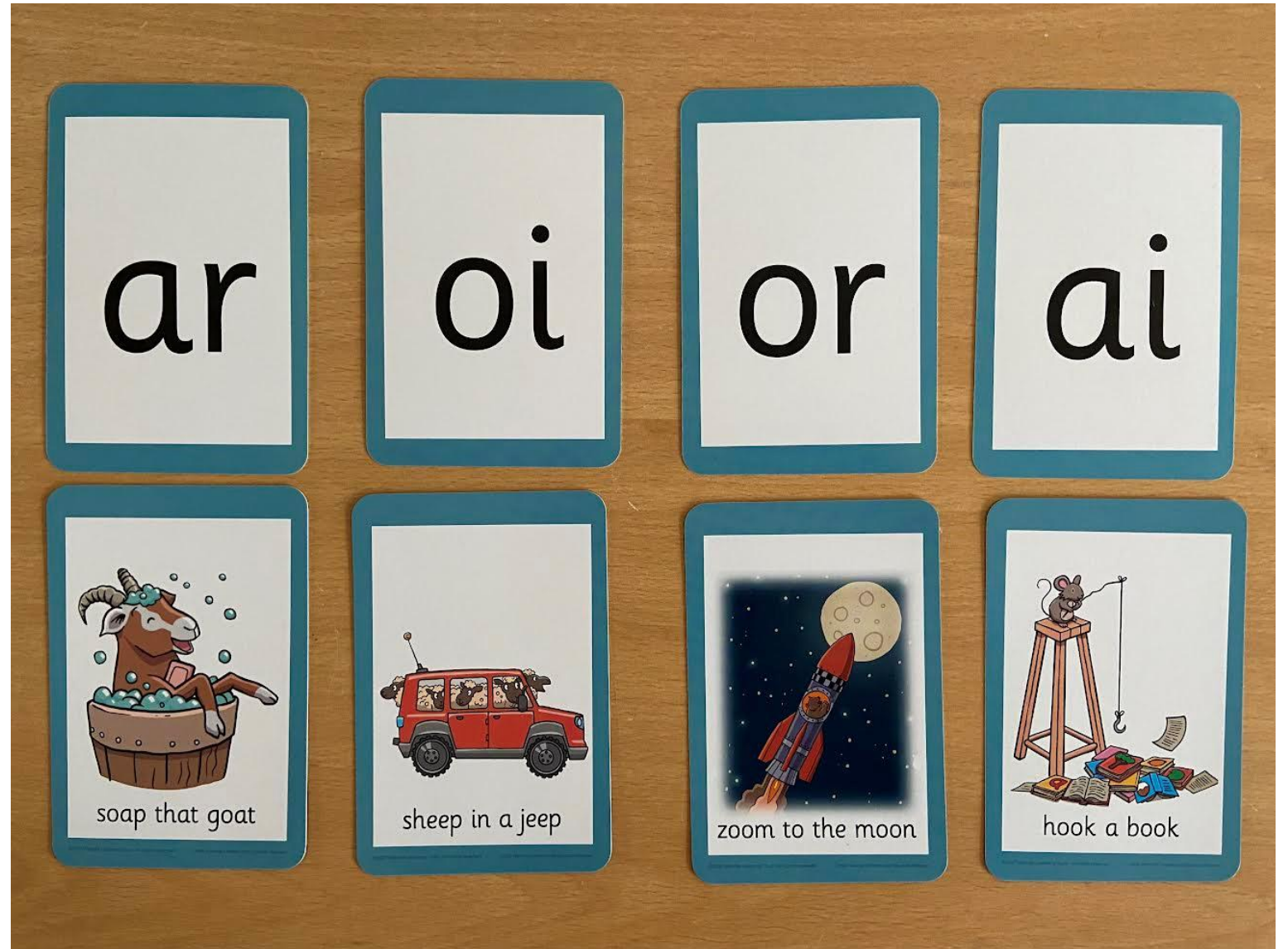
e.g. pictures



Mnemonics

(a system which helps remembering something)

e.g. pictures



Sound buttons



Sound buttons

Can you put sound buttons under the following words to break it up into phonemes:

bitter

lightning

shop

cramp

Sound buttons

Can you put sound buttons under the following words to break it up into phonemes:

bitter

lightning

shop

cramp

Tricky words

go

R Au2

the

R Au1

is

R Au1

to

R Au2

Phoneme pronunciation



**Phase 2 sounds taught in
Reception Autumn 1**

Phonics progression

- Half-termly assessments

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -ed /d/ -er, -est • longer words 	Review all taught so far



Half-termly assessments

Little Wandle Letters and Sounds Revised Reception Teacher's mark and record sheet

Child's name: Joe Bloggs
Date: 20.10.22 Class: RES

Autumn 1

GPCs

Mark '✓' 'M' or 'I'
Mark a tick by those GPCs read automatically.
Write 'M' by those GPCs where the mnemonic was needed as a prompt.
Place a line 'I' by any GPC that the child could not read.

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

Oral blending

Mark '✓' 'P' or 'PN'
Mark a tick next to the word if the child correctly sound-talks the word and blends.
Write 'P' and mark a tick next to the word if the child correctly sound-talks the word and points to the picture. (See the 'Oral blending' worksheet for pictures to support this.)
Write 'PN' next to the word if the child does not sound-talk the word but points to the correct picture.

h-a-t
d-u-ck
c-u-p

Words

Mark '✓' or 'I'
If incorrect, write how the child read the word above the word.

's' unknown so didn't attempt sat	I	'm' and 'n' unknown so didn't attempt man	I	hug	✓
'd' unknown so didn't attempt red	I	peck	✓		

- Take place in the last week of each half term

- Children are read with individually

- Copy of assessment sheets are sent home

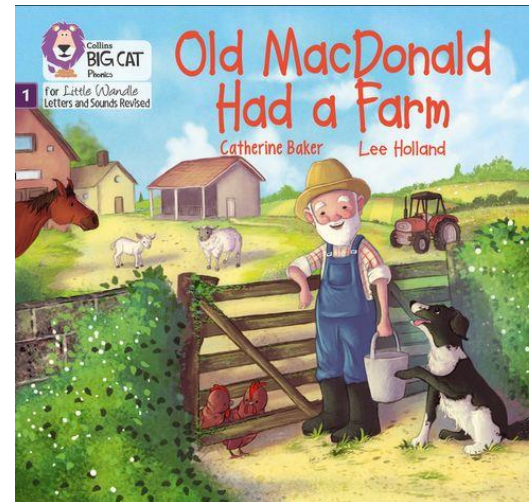
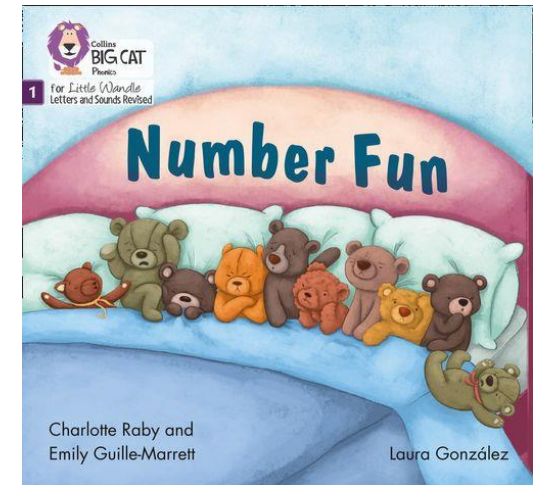
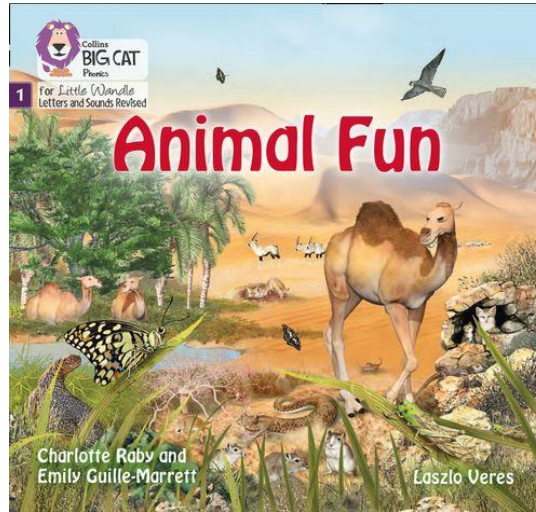
- Colour coded in-line with marking code

Reading books

Reading books will be given when...

- Your child has a secure knowledge of graphemes (s a t p l n m d g o c k)
- **AND** Your child can confidently blend graphemes into words

Prior to this they may have a wordless book which aid in developing language skills and teach children the process of reading and how to handle books carefully



Reading books



Reading practice books



- Correct phonic stage for your child
- Can be read fluently and independently
- Develops fluency and confidence in reading

Books to share



- To read and enjoy together
- Chosen by the children
- Reading for pleasure
- Becoming lifelong readers

Reading sessions

- 3 times a week
- Lead by teacher or teaching assistant
- Taught in small groups
- Books are sent home after 3rd reading session (to be brought back on Monday)



Reading sessions

1. Decoding

First read familiarising themselves with the text

2. Prosody

Reading with expression and intonation

3. Comprehension

Answering questions about the book

When children take their book home to read, they should be **95% fluent**.

Therefore, 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!

End of Year Expectations

Early Learning Goals (ELG)

Literacy

Comprehension ELG Children at the expected level of development will:

- 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 ELG Children at the expected level of development will:

- 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.

Writing ELG Children at the expected level of development will:

- 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

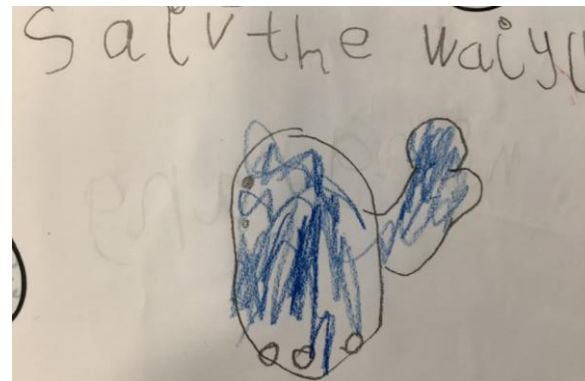
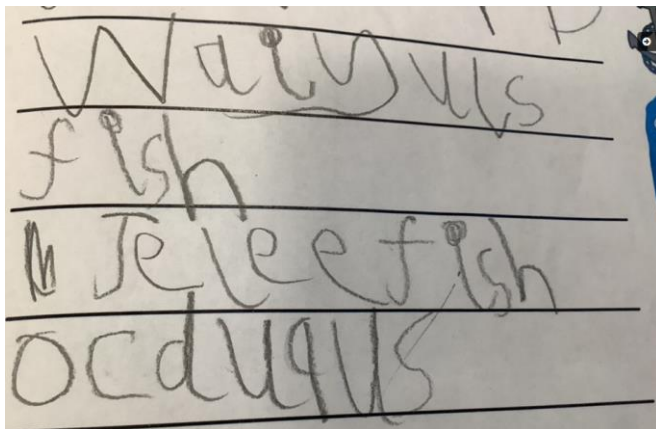
Writing

- Writing for a purpose
- Don't worry about correct spelling (tricky words)
- Correct letter formation

		ABCDEFGHIJ KLMNOPQ RSTUVWXYZ	abc		●			
Say your sentence out loud	Sound talk each word with your segmenting fingers	The first letter in your sentence is a capital letter	Write your letters with the correct formation	Put a finger space between each word	A full stop goes at the end of your sentence	Read your sentence back to check it makes sense.	Did you remember your sentence?	Are you holding your pencil correctly?



HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
1. Pictures	2. Random Scribbling	3. Scribble Writing <small>(Written in linear fashion to mimic real writing.)</small>	4. Symbols That Represent Letters
5. Random Letters <small>(No relationship between sounds of letters and what the child is trying to say.)</small>	6. Letter Strings <small>(Progresses from left to right and top to bottom when the child "reads" his writing.)</small>	7. Letter Groups <small>(The groups have spaces in between to resemble words.)</small>	8. Environmental Print <small>(Child copies print found in the room, often without knowing what the words are.)</small>
9. Beginning Sounds <small>(Child begins to write simple sentences using sight words and just the beginning sounds of words.)</small>	10. Early Inventive Spelling <small>(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</small>	11. Inventive Spelling <small>(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</small>	12. Transitional Writing <small>(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</small>



Going forward...



Continue to secure recognition of graphemes and tricky words at home (display these around the home e.g. stairs, on the fridge)

- Re-watch tapestry videos for those graphemes children are unfamiliar with (in response to half-termly assessments)
- Ensure correct pronunciation to support blending
- Promote a love of reading to enable children to become lifelong readers (do children see you reading for pleasure?)
- Visit the library!
- Let your child 'show off' their reading to you and praise praise praise all the way!
- Play games at home e.g. bingo
- Speak with your child's class teacher for specific questions relating to your child's progress (email, tapestry or end of the day)
- Little Wandle have a parent pack which is available to purchase from their website.

Be cautious of:

- Using phonics app (these will follow different progression of phonemes to Little Wandle and pronunciation is not always accurate)
- Modelling correct pronunciation of phonemes
- Alternate pronunciations of graphemes. Be careful.... a is not for acorn



Big Cat Phonics for Little Wandle Letters and Sounds Revised - Big Cat Phonics for Little Wandle Letters and Sounds Revised - Little Wandle at Home First Phonics Flashcards for Reception

Format: Other
Publication Date: 12-09-2022
ISBN: 978-0-00-856373-8

Retail Price RRP £6.99

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