



Things we will cover:-

- How do we teach Phonics?
- The sounds- reading and writing
- Reading book scheme
- Writing expectations throughout the year and Early Learning Goal expectations
- What can you do to help?



Phonics Workshop

Reception



How do we teach Phonics?

Read Write Inc. Phonics

- Read, Write, Inc
- What are the sounds?
PURE sounds
 - Set 1 (32 sounds)
 - Set 2 (12 sounds)
 - Set 3 (18 sounds)
 - Phase 5 and beyond (other alternative sounds)

- How can I check I am saying them right?

<https://www.youtube.com/watch?v=sjIPILhk7bQ&t=63>

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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The sounds reading and writing

<u>shell</u> ...	<u>fish</u> ...
<u>shock</u> ...	<u>cash</u> ...
jam ...	Jill ...

- My turn, your turn
- Fred fingers
- Sound buttons
- Read, Write, Inc books
- Tricky, red words
- Hold a sentence

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

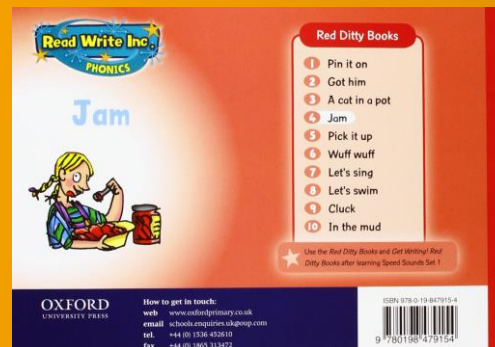
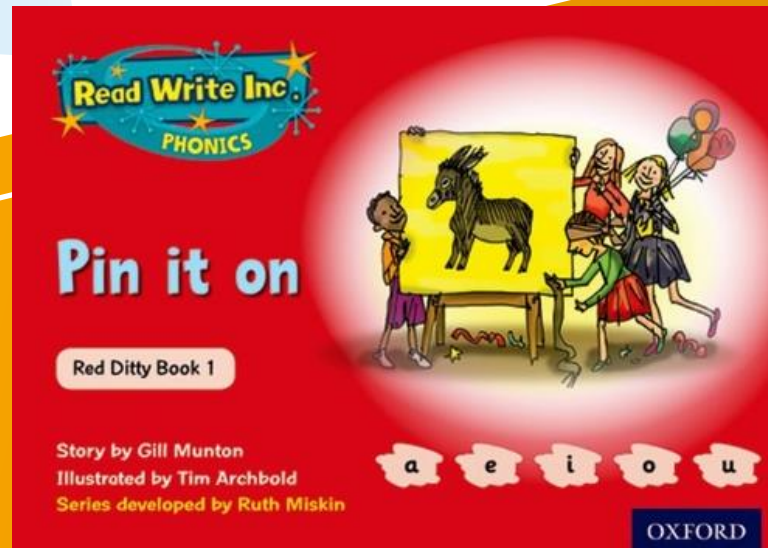
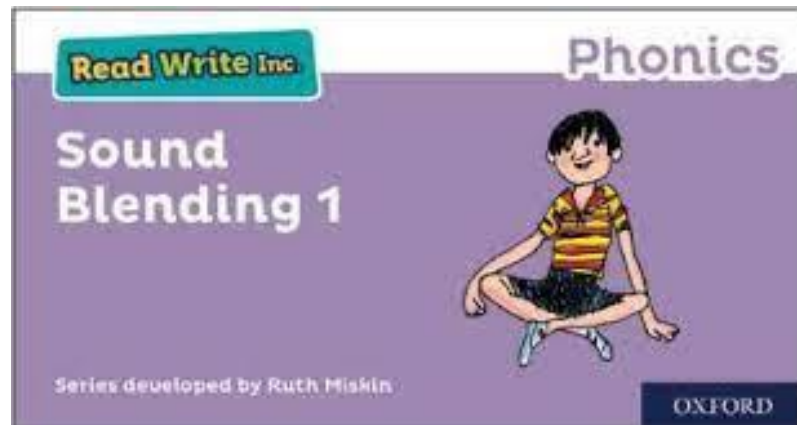
a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Handwriting

- m Maisie, mountain, mountain
- a round the apple, down the leaf
- s slither down the snake
- d round his bottom, up his tall neck and down to his feet
- t down the tower, across the tower
- i down the body, dot for the head
- n down Nobby, over his net
- p down the plait and over the pirate's face
- g round her face, down her hair and give her a curl
- o all around the orange
- c curl around the caterpillar
- k down the kangaroo's body, tail and leg
- u down and under, up to the top and draw the puddle
- b down the laces to the heel, round the toe
- f down the stem and draw the leaves
- e lift off the top and scoop out the egg
- l down the long leg
- h down the head to the hooves and over his back
- r down his back and then curl over his arm
- j down his body, curl and dot
- v down a wing, up a wing
- y down a horn, up a horn and under his head
- w down, up, down, up
- z zig-zag-zig
- q round her head, up past her earrings and down her hair
- x down the arm and leg and repeat the other side

Reading Expectations



Ditty 1 Pin it on

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

pin	on	not	leg
chin	tum	yes	

Ask children to read the root first and then the whole word with the ending.

that → that's



sit

Writing Expectations - Reception

Early Years Foundation Stage Writing Assessment

Writing Assessment										
Date:										
Fine Motor										
Nursery checkpoints linked to Fine Motor										
Uses one handed tools and equipment. <u>E.g.</u> making snips in paper with scissors.										
Uses a comfortable grip with good control when holding pens and pencil.										
Shows preference for a dominant hand.										
Reception checkpoints linked to Fine Motor										
Is developing the foundations of a handwriting style which is fast, accurate and efficient.										
Is developing his/her fine motor skills so that he/she can use a range of tools competently, safely and confidently <u>e.g.</u> pencils for drawing and writing.										
Fine Motor Early Learning Goal										
Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)										
Writing										
Nursery checkpoints linked to writing										
Uses some of his/her print and letter knowledge in his/her early writing, <u>e.g.</u> writing a pretend shopping list that starts at the top of a page; write 'm' for mummy.										
Writes some or <u>all</u> of his/her name.										
Writes some letters accurately.										
Reception checkpoints linked to writing										
Can form lower-case and capital letters correctly.										
Is able to spell words identifying the sounds and then writing the sound with the letter/s.										
Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.										
Re-reads what he/she has written to check it makes sense.										
Writing Early Learning Goal										
Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG).										
Write recognisable letters, most of which are correctly formed (ELG).										
Writes simple phrases and sentences that can be read by others. (ELG).										

Early Learning Goal Expectation

Statutory ELG: Writing

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.

Children should be writing simple sentences independently, that include capital letters at the beginning, full stops at the end and spaces between words. Words do not need to be spelt correctly, but should be phonetically plausible. Sentences need to include a few *tricky* words spelt correctly, e.g. *was*, *are*, *he*, *they*. Children should be able to read back what they have written.

catapillars et
lefts. They
hav lots
of legs. He
macs a cacook.

Lost-flute Wit Cat.
it is a gr her name
is Diamond.

I Watched a
dinosaur Movie
it was sooper
exsiting

How can you help your child?

- <https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>
- Help your child with reading: listen to them read and focus on bringing out a 'love of reading'. Also reading stories to your child allows them to develop language, listening skills and comprehension. Encourage making predictions of what might happen next.
- Help your child with writing: support with letter formation





Thank You!

Your time is appreciated.

Any Questions?

Glossary

Blend: Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

consonant Most letters of the alphabet (excluding the vowels: a,e,i,o,u).

CVC words: Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include:

- VC words e.g. on, is, it.
- CCVC words e.g. trap and black.
- CVCC words e.g. milk and fast.

Digraph: Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph:

- Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day.
- Consonant digraph: two consonants which can go together, for example shop or thin.
- Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

Grapheme: Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.



Phoneme: A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

Pure sound: Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end
e.g. 'f' not 'fuh.'

Segment: This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.

Tricky words: Words that are difficult to sound out e.g. said, the, because.

Trigraph: Three letters which go together make one sound e.g. ear, air, igh, dge, tch.

Vowel: The letters a, e, i, o, u

