

Reception Phonics Workshop

Mrs Akram


What is Phonics?

- ▶ How schools teach learning to read in EYFS, YR1&2
- ▶ Ranikhet we follow a scheme called Letters and Sounds.
- ▶ We follow a staple diet, which is a systematic way of teaching phonics.
- ▶ Phonics focuses on learning the sounds the letters make.
- ▶ There are 6 phases- Phase 2-4 is taught in Reception.
- ▶ While there are 26 letters in the alphabet, they are translated into 44 different sounds. <https://www.youtube.com/watch?v=-ksblMiliA8>
- ▶ **WHY?** By the end of Reception children should know the sounds that the letters make in order to meet Early Learning Goals of being able to “read and understand simple sentences” and “write sentences that are phonetically plausible”.

Example of phonetic writing

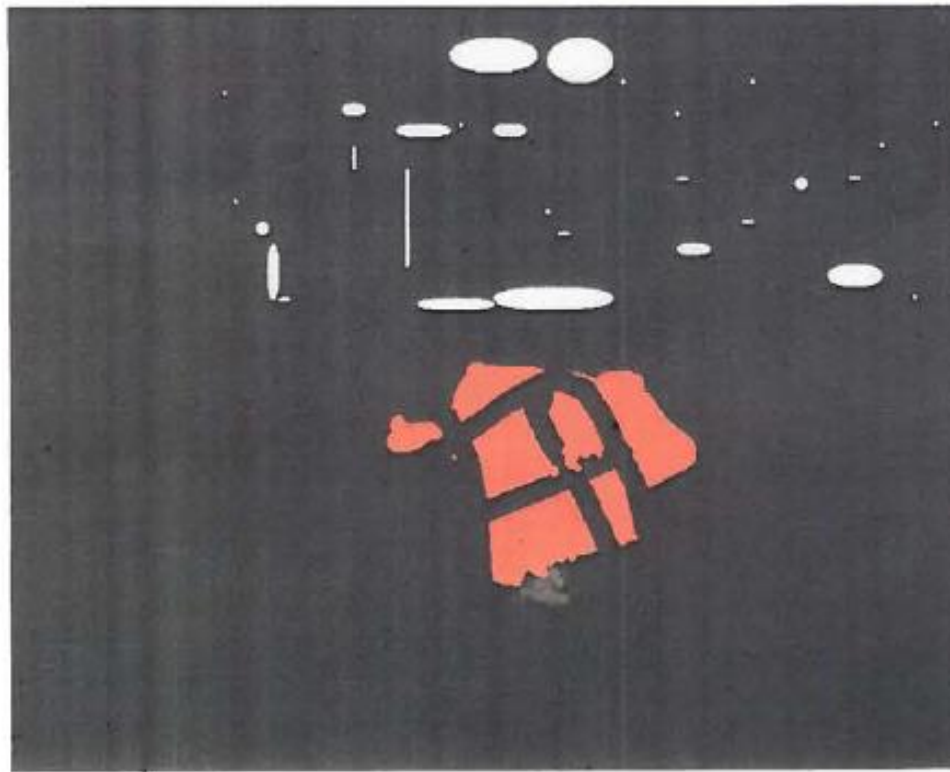
I got a To ferree
can be d. Put my tooz I
bed. PLEASE giv'er a my
Love from Bikel

When independent writing of any kind starts, it is usually better to be described as 'writing a code' for the child's own use.




I Watched a
dinwson Movee
It was sooper
exsiting

Expected writing at the end of Reception















The litol bair looct owt of his windoa

Phonics lessons

- ▶ We follow a systematic approach to teaching phonics.
- ▶ **Revisit and review sounds/tricky** words (flash cards)
- ▶ **Teach**- the sound e.g. sh (my turn your turn) tricky word (the)
- ▶ **Practise** - saying and forming the sound using **rhymes. (blending for reading)**
- ▶ Shop
- ▶ Shoz 
- ▶ **Write** - **Ship children segment on fingers, count sounds.**
- ▶ **Apply** - reading and writing the sound in words and sentences.

Rhymes for writing the sounds

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p> 	<p>b</p> 	<p>c</p> 	<p>d</p> 	<p>e</p> 	<p>f</p> 
<p>Around the apple and down the leaf.</p>	<p>Down the laces to the heel and around the toe.</p>	<p>Curl around the caterpillar.</p>	<p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>Lift off the top and scoop out the egg.</p>	<p>Down the stem and draw the leaves.</p>
<p>g</p> 	<p>h</p> 	<p>i</p> 	<p>j</p> 	<p>k</p> 	<p>l</p> 
<p>Around the girls face, down her hair and give her a swirl.</p>	<p>Down the head, to his hooves and over his back.</p>	<p>Down the body and dot for the head.</p>	<p>Down his body, curl, dot for his head.</p>	<p>Down the kangaroo's body tail and leg.</p>	<p>Down the long leg.</p>

Writing Lines

- ▶ Children this term in Reception will be introduced to handwriting lines.
- ▶ Not expected to join but being able to differentiate between ascenders (tall letters), descenders (dangly letters) and short letters.

‡

Date:

1. Practise writing the sound of the Day:

Handwriting practice lines consisting of four horizontal lines: a top red line, two middle blue lines, and a bottom red line.

‡

Date:

1. Practise writing the sound of the Day:

‡

Date:

1. Practise writing the sound of the Day:

‡

Date:

1. Practise writing the sound of the Day:

Phonics language

- ▶ Phoneme- unit of sound (saying the sound) e.g. c-a-t has three phonemes.
- ▶ Grapheme- the written symbol that represents a sound writing letter/s that make the sound.
- ▶ Diagraph- two letters that make one sound e.g. ai rain, oo moon, oa boat.
- ▶ Trigraph- three letters one sound e.g. igh light ure sure.
- ▶ Blending- linking sounds to read.
- ▶ Segmenting- breaking down sounds in words to spell them.

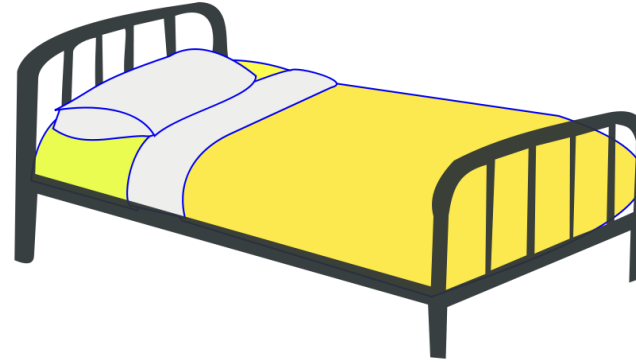
Blending

- ▶ c- a- t = cat
- ▶ s- i- t = sit
- ▶ f- r- o- g = frog
- ▶ r-oa-d = road
- ▶ Sh- i-p= **sh**ip



Segmenting

▶ bed = b- e - d



▶ net = n-e-t

▶ ship = sh- i- p



▶ Chair = ch- air

Where it gets tricky

- ▶ I
- ▶ Go go
- ▶ The the
- ▶ Into
- ▶ No no

Phase 2

Sounds								Tricky Words	
s	a	t	p	i	n	m	d	I	no
g	o	c	k	ck	e	u	r	the	to
h	b	f	ff	l	ll	ss		into	go



ink

Phase 3

Sounds								Tricky Words	
j	v	w	x	y	z	zz	qu	we	me
ck	sh	th	ng	ai	ee	igh	oa	all	are
oo	oo	ar	or	ur	ow	oi	ear	they	my
air	ure	er						her	was
								be	you
								she	he




ink

How to help at home

- ▶ Practise! Practise! Practising sounds and their letter formation is key.
- ▶ Robot talk is essential- do it at home as a game, to give instruction, during car journey.... I can see a S-u-n
- ▶ Sound mats/books- little and often
- ▶ Matching games
- ▶ I spy
- ▶ Websites and apps
- ▶ Phonics homework
- ▶ Reading

Phonics Homework


1



c		p
---	--	---

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2



b		d
---	--	---

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3



d		g
---	--	---

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4



h		t
---	--	---

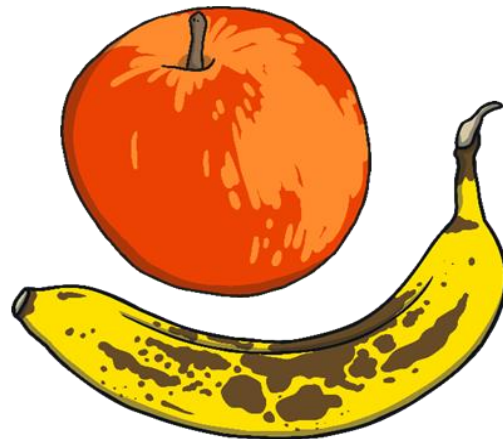
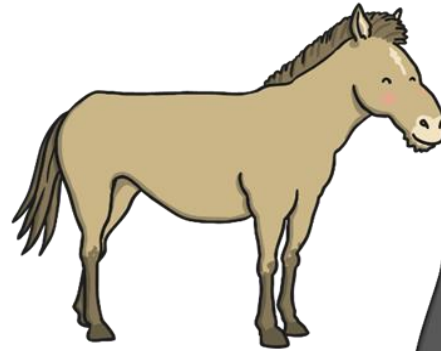
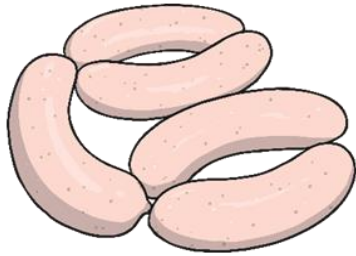
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Phase 1 Activity

Find the Starting Sounds

Can you find three things beginning with 'sss'?

How many things begin with 'h'?



Useful resources

- ▶ <http://www.phonicsplay.co.uk>
- ▶ <http://www.letters-and-sounds.com>
- ▶ [www://bbc.co.uk/schools/wordsandpictures](http://www.bbc.co.uk/schools/wordsandpictures)
- ▶ http://ictgames.com/phonemeFlop_v4.html
- ▶ <http://bbc.co.uk/bitesize/ks1/literacy/phonics/play/popup.shtml>
- ▶ <http://www.topmarks.co.uk/English-games/5-7-years/letters-and-sounds>
- ▶ Mr Thorne does Phonics

Apps

- ▶ Teach your Monster to Read
- ▶ Meet the Alphablocks
- ▶ Twinkle Phonics Suite (British Phonics)#jolly phonics lessons
- ▶ ABC Star—Letter tracing
- ▶ Busy Things- Phonics

Book Talk Project

Friday - Wednesday

Talk about the book

Show them the title of the book (on the front cover) and tell them the name of the author. Explain that the author wrote the book.

Describe the pictures

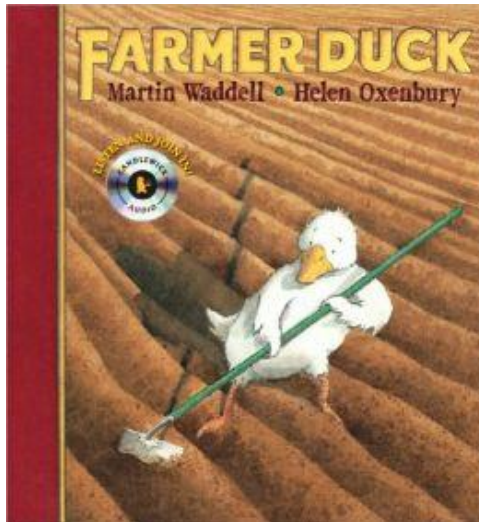
Look at each of the pictures and ask them to describe what they can see

Sharing Books

Here are some ideas to help talk about the story and to connect the story to the child's own experiences.

The child needs to know the story quite well so if he/she doesn't, read it a few times.

Choose some of these activities to do. (Do the rest next time.)



Retelling the Story

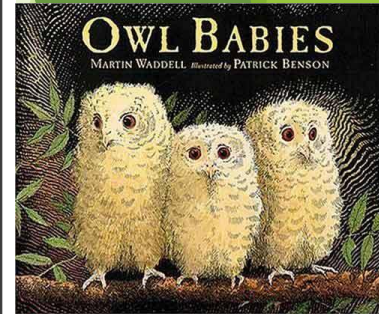
Encourage them to re-tell the story by asking some of these questions.

Who is in the story?
What happened first?
What happened next?
What happened after that?
What happened at the end?
What do you think happened to the farmer at the end of the story?

Talk about Feelings

How do you think the farmer felt when he was bumped out of bed?

How do you think the duck was feeling at the end of the story?

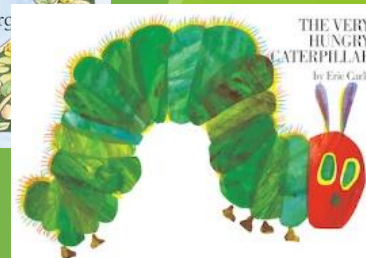
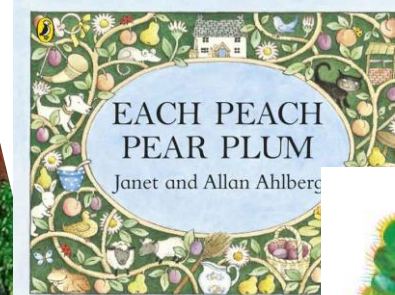


Talk about what these words mean.

lazy
fetched
crept
creaked
squeezed
wriggled
bounced

Things to talk about

When the cow, the sheep and the hen made their plan to help the duck, how do you think they could understand each other?



Questions ??

Thank you

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect against the white background.

