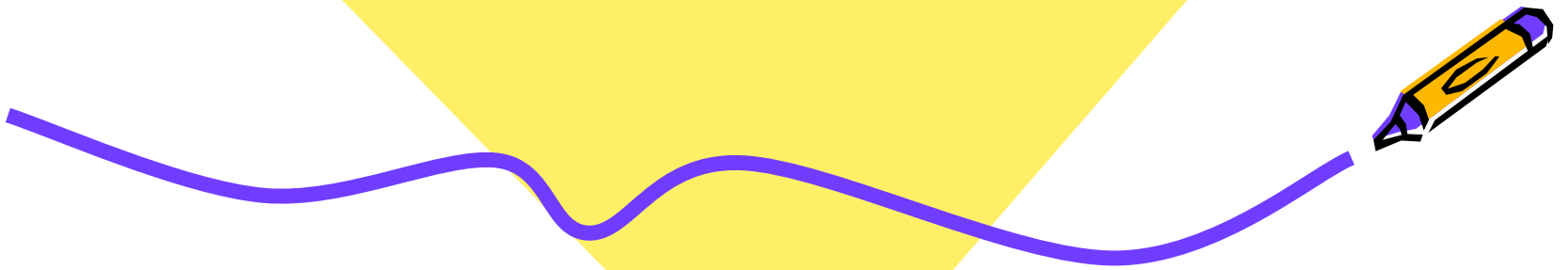




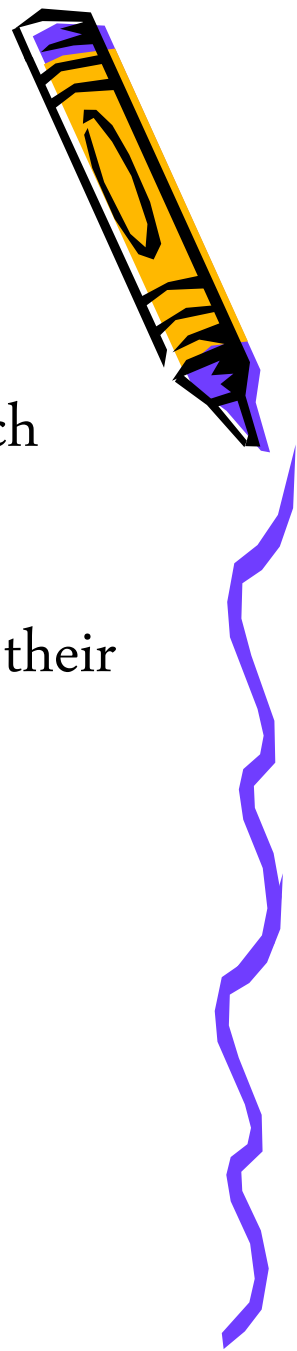
Foundation Stage

Phonics Session



# Aim

- To provide parents with information about how we teach reading and writing through phonics.
- To provide parents with ideas of how they can support their child's learning and development in these areas.



# End of Year Expectations

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking to others about what they have read.

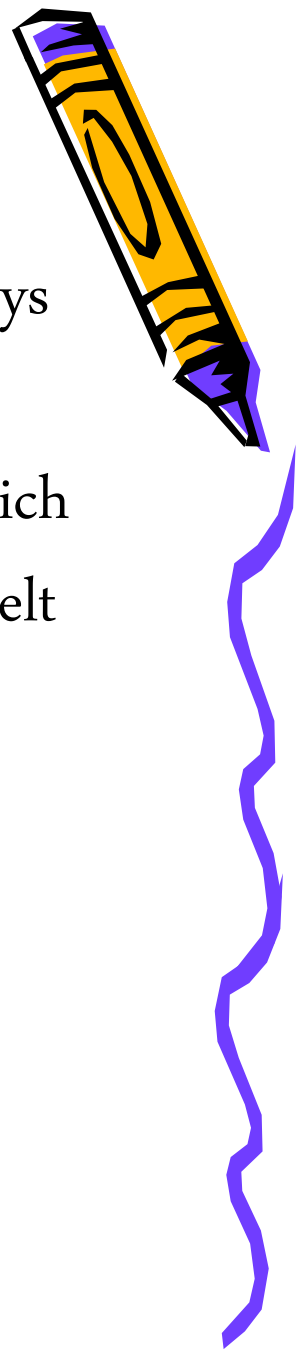
*(Reading Early Learning Goal)*



# End of Year Expectations

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

*(Writing Early Learning Goal)*



# Phonics



- **Phoneme**- smallest unit of sound within a word.

e.g. cat = 3 phonemes (c-a-t)

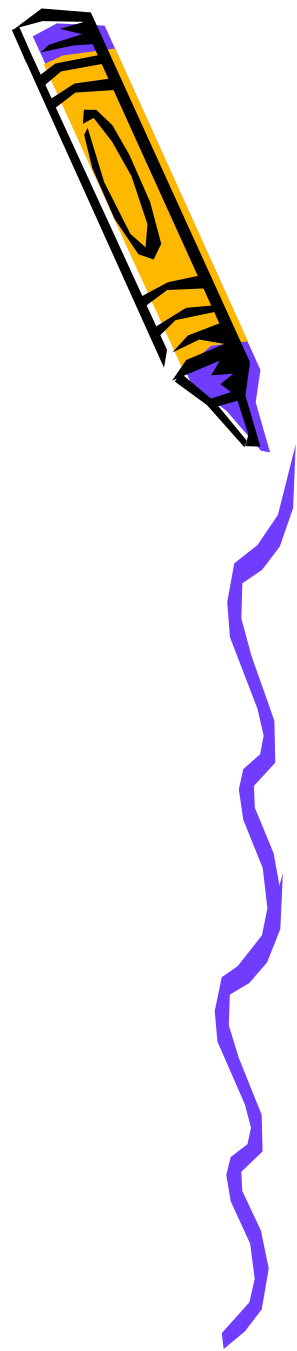
chat = 3 phonemes (ch-a-t)

- **Grapheme** is the letter, or letters, representing a phoneme.

e.g. c, k, ck, ai, ay, a-e



# Phonics



- **Digraph**- 2 letters making 1 sound

e.g. ch (**ch**ip), ll (be**ll**), ck (du**ck**), ai (**rai**n),

- **Trigraph**- 3 letters making 1 sound

e.g. igh (**ligh**t), air (**hair**)



# Phonics



- **Vowel digraph-** contains at least one vowel.

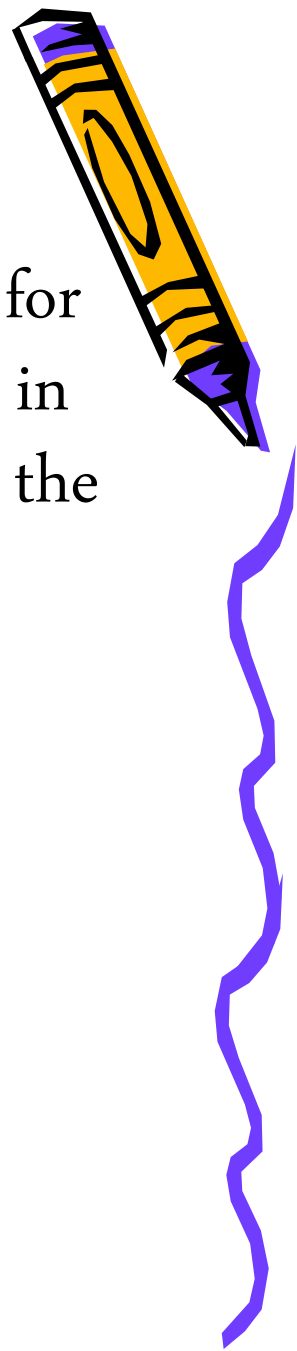
e.g. ar, ow, ee, ur,

- **Split vowel digraph-** a digraph where the two letters making one sound are not adjacent to each other.

E.g. a-e in snake, o-e in rope



# Blending or decoding



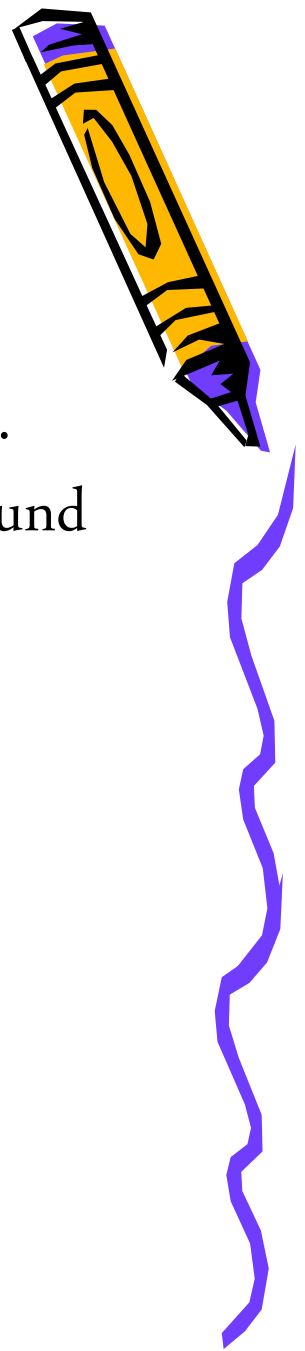
- Recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.
- Encourage children to say individual phonemes quickly so they can hear the whole word.





# Segmenting or encoding

- Identifying the individual sounds in a spoken word (e.g. 'him' = h – i - m) and writing down letters for each sound to form the word.
- Encourage children to talk like a robot.



How would you blend/segment these words?

dog

clown

king

clap

farmer

farmyard

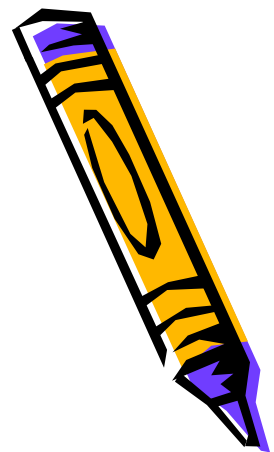
light

toast

chair

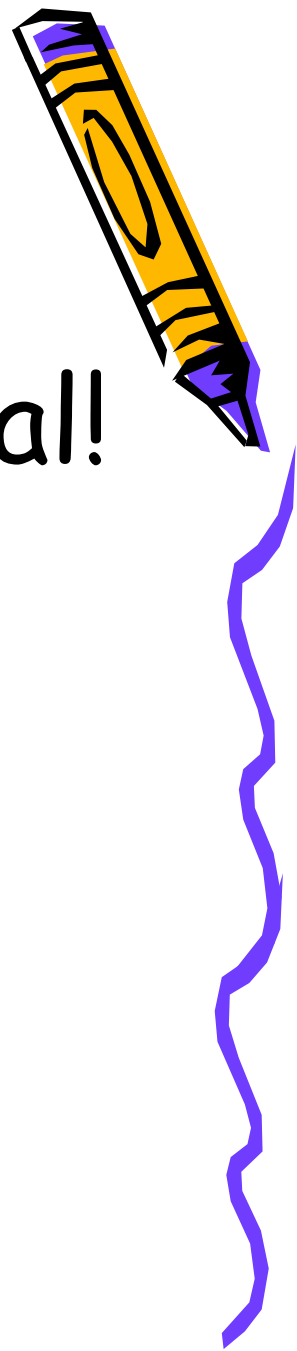
shower

How many phonemes are in each word?



Correct articulation is vital!

Video



# Teaching order

- Set 1: s, a, t, p
- Set 2: i, n, m, d
- Set 3: g, o, c, k
- Set 4: ck, e, u, r
- Set 5: h, b, f, ff, l, ll, ss
- Set 6: j, v, w, x
- Set 7: y, z, zz, qu



at      pit      nap

sat      tip      am

pat      pip      man      sad

tap      sip      mam      dim

**What 2 or 3 letter words can you make**

**with**      sap      an      at      dip

**s, a, t, p, i, n, m, d?**      map      din

as      nip      Pam      did

it      pan      Tim      Sid

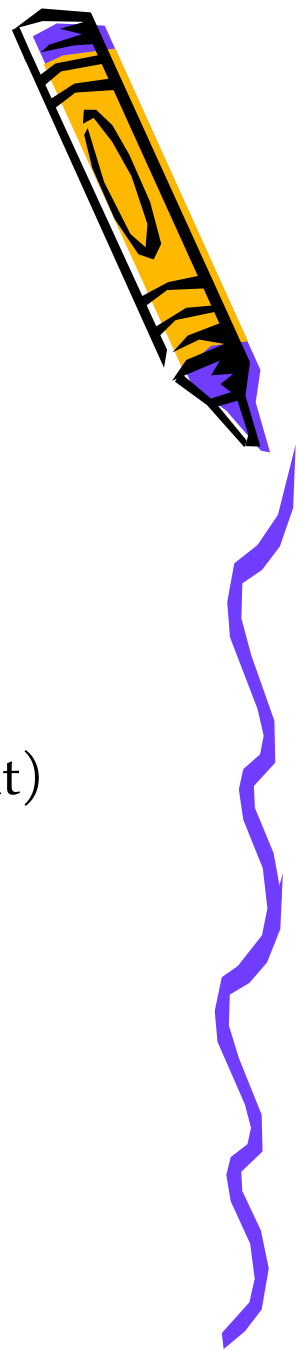
is      pin      Sam      And

sit      tin      dad      tan



# Teaching order continued

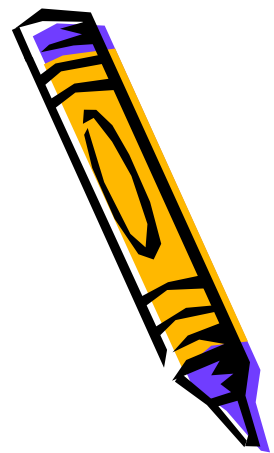
- **ch** (chip), **sh** (shop), **th** (this/thumb), **ng** (ring)
- **ai** (rain), **ee** (sheep), **igh** (light), **oa** (boat), **oo** (book/moon)
- **ar** (shark), **or** (fork), **ur** (burn), **ow** (owl), **oi** (point)
- **ear** (year), **air** (hair), **er** (hammer)
- Adjacent consonants



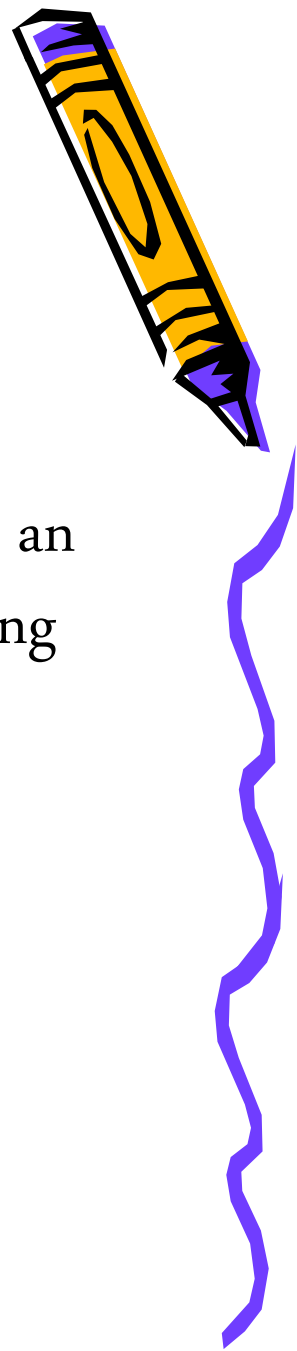
# Jolly Phonics

- We use 'jolly phonics' to teach the letters to children.
- Multi-sensory approach.
- Find more information at:

[www.jollylearning.co.uk](http://www.jollylearning.co.uk)



# Literacy throughout the week

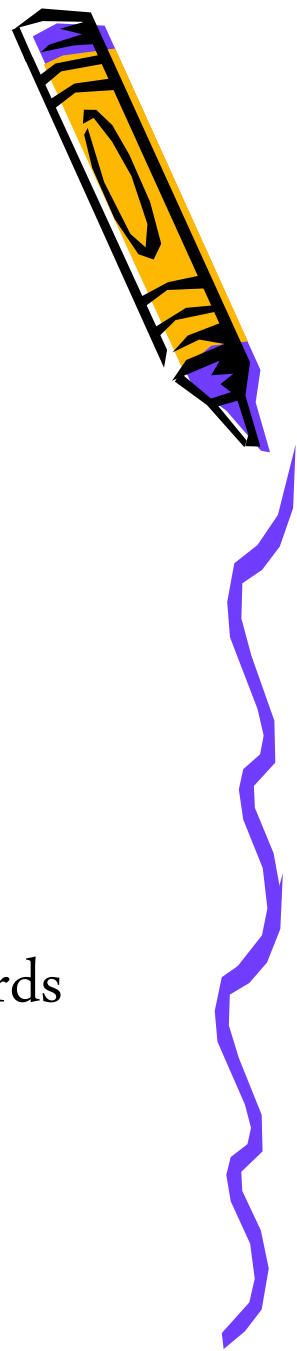


- Shared reading and writing as a whole class.
- Adult directed activities (working in a small group with an adult)- speaking and listening, phonics, writing or reading focus.
- Reading books- individually/group
- Daily phonics session
- Story scribing



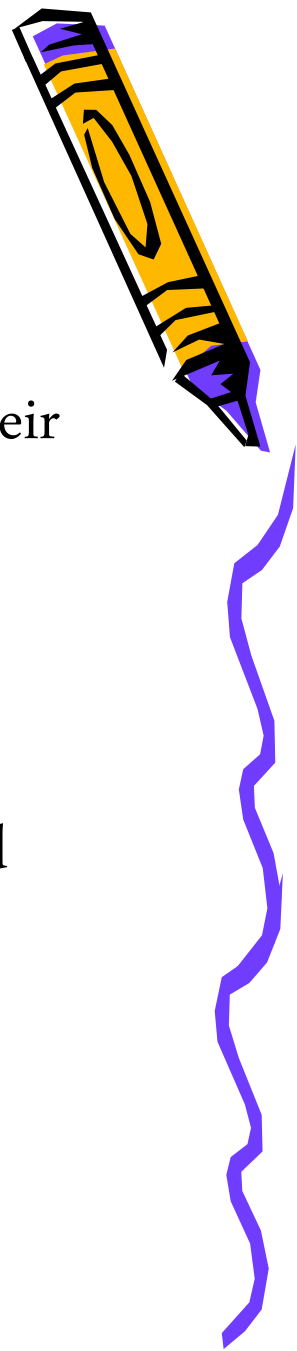
# Daily phonics sessions

- Introduce to new phonemes
- Practise previously learnt phonemes
- Practise letter formation
- Practise skills of blending
- Practise skills of segmenting
- Learn and practise high frequency words and tricky words





# High frequency words (HFW) and Tricky words



- HFW- words that children come across frequently in their reading and writing.

e.g. in, at, and, had, get

- Tricky words- HFW that cannot be decoded or encoded easily.

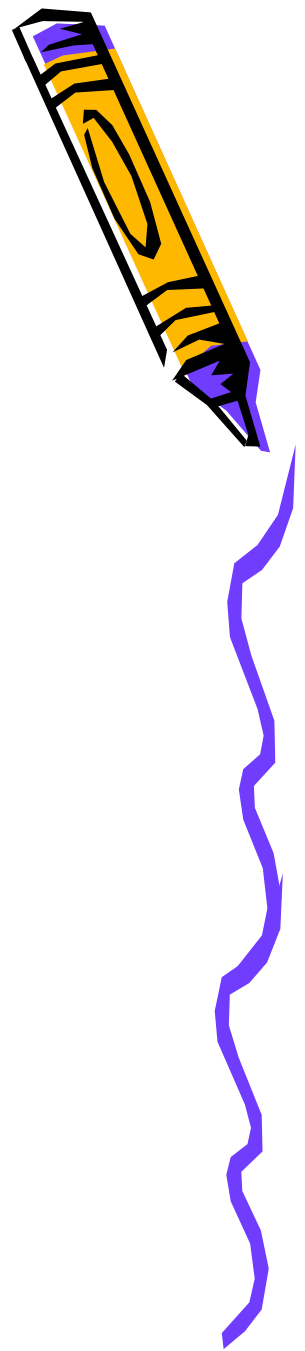
e.g. the, to, go, no, said,



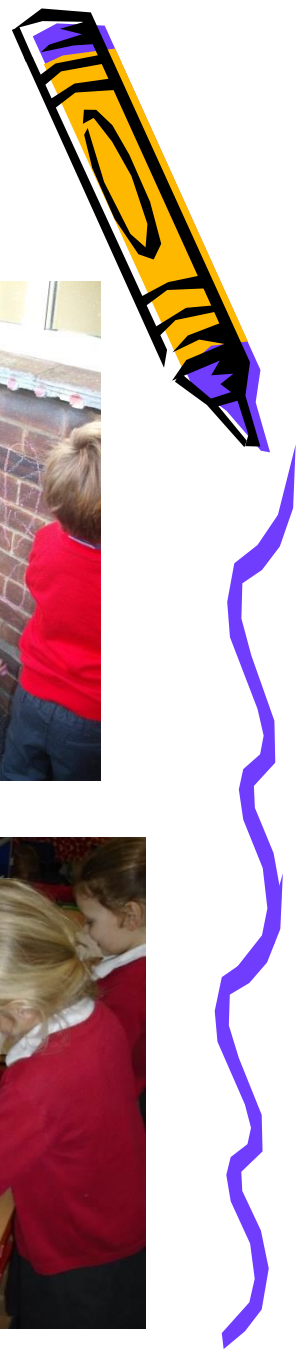
# Which of these words are taught in reception as tricky words?

(some words that are taught as tricky words in reception become fully decodable later on)

the	he	you	have	were
to	she	they	like	there
I	we	all	so	little
no	me	are	do	one
go	be	my	some	when
into	was	said	come	out
				what



# Phonics, reading and writing inside the classroom and outside in the garden



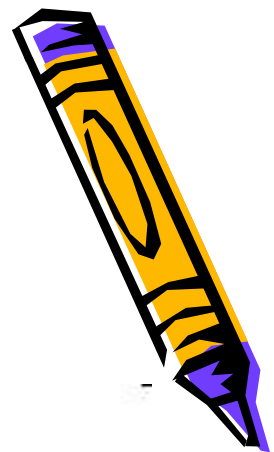


# Mark Making





# Recognisable letters



Handwritten letters in blue and red ink, including 'y', 'a', 'n', 'r', 'm', and 'z'.



Simple regular words and making phonetically plausible attempts at more complex words.



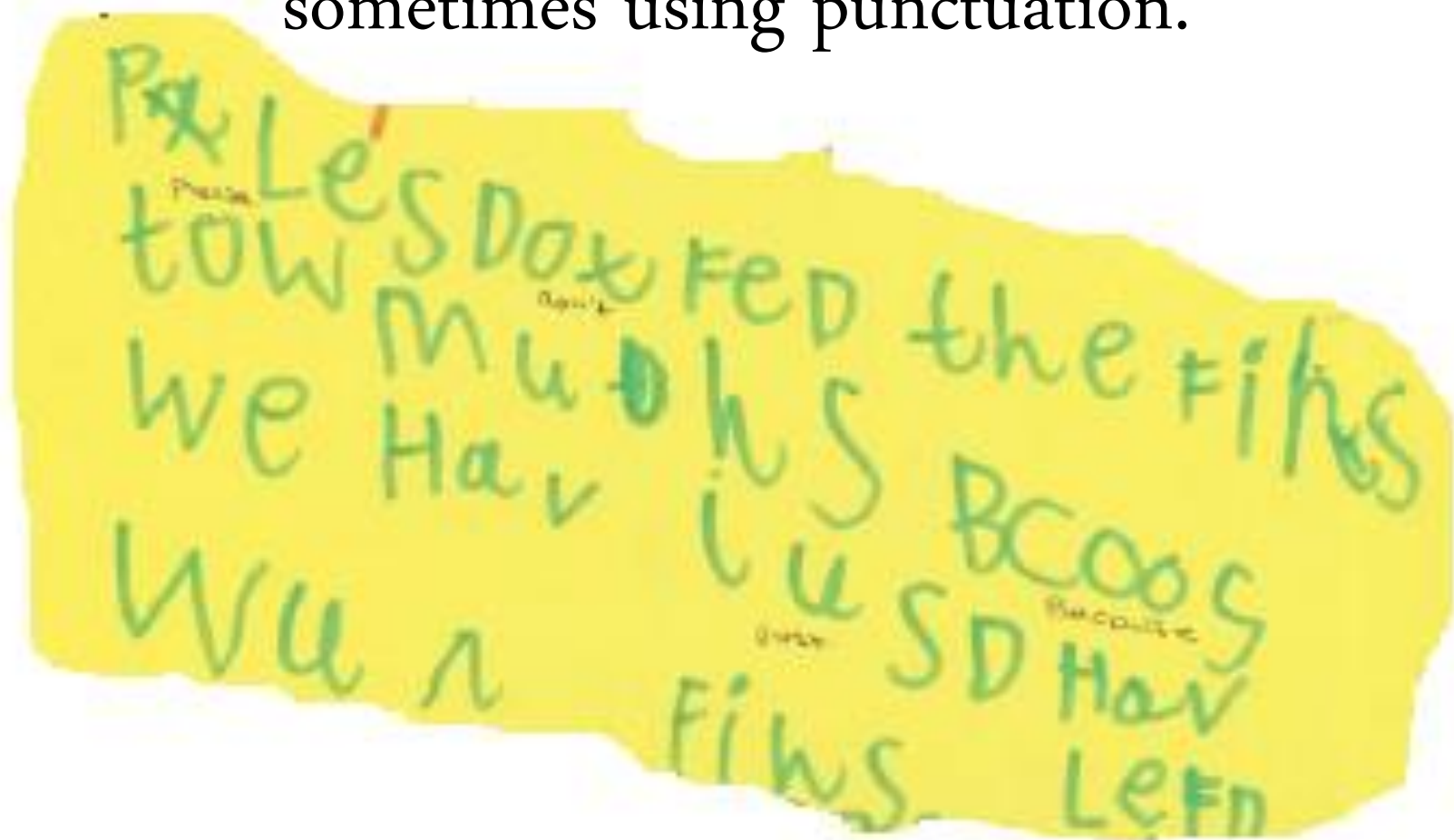
Handwritten black scribbles that appear to be an attempt at writing the word 'help'.

Handwritten red words 'cat' and 'dog' stacked vertically.





Writing simple or more complex sentences,  
sometimes using punctuation.







Before you can write you need to be a talker  
and a thinker.

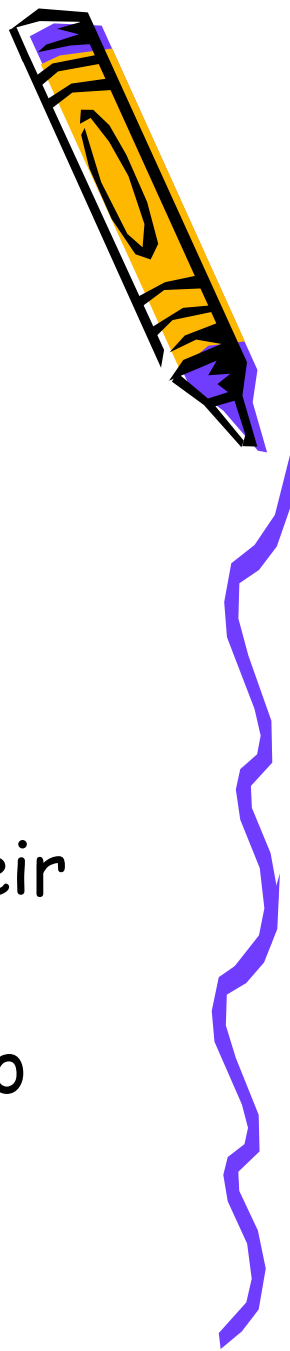
Lots of oral retelling- story maps and actions

Children don't write for the sake of writing  
there needs to be a purpose.



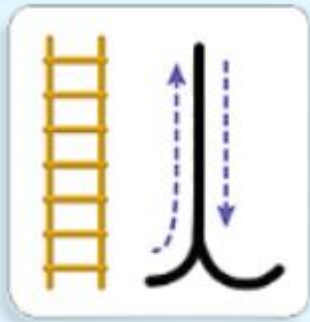
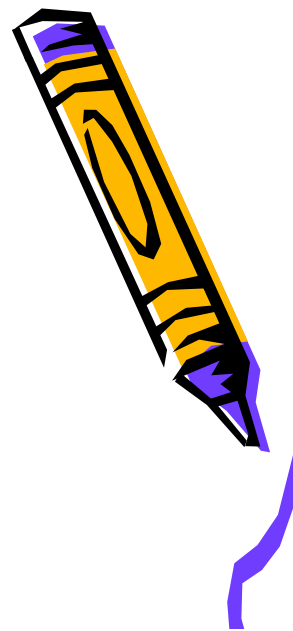
# Encouraging writing for a purpose

- Shopping lists
- Thank you cards
- Invitations
- Christmas cards
- Writing their own comment in their reading diary
- Writing a diary when on holiday to share with the class

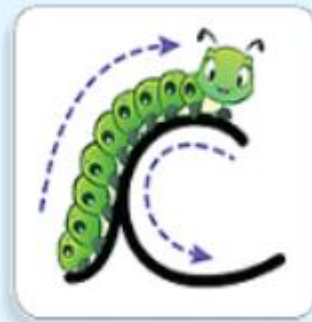


# Letter Formation

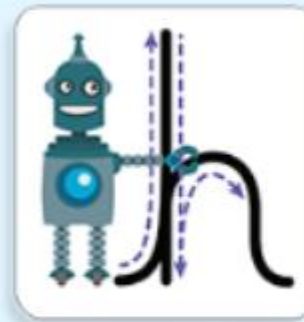
[www.letterjoin.co.uk](http://www.letterjoin.co.uk)



Long ladder letters



Curly caterpillar letters



One armed robot letters



Zig-zag letters



# Supporting your child's handwriting at home

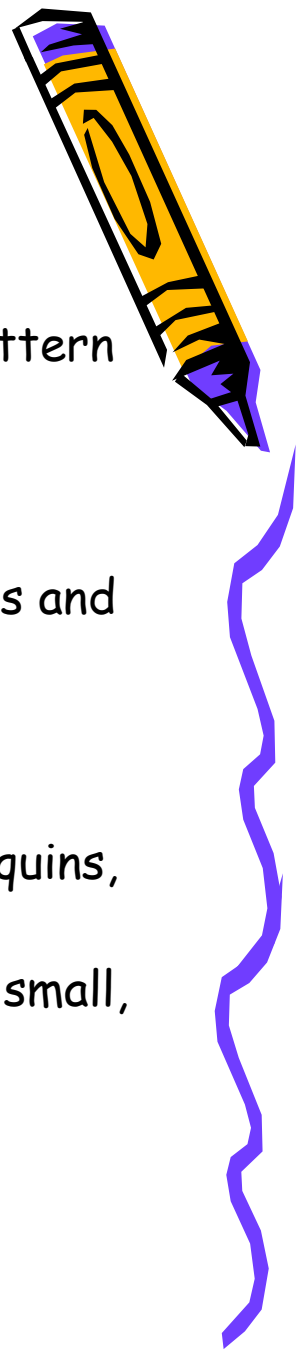
Encourage your child to hold their pen/pencil correctly; thumb and forefinger gripping the pencil and middle finger supporting.

Make sure you know how we are teaching your child to form letters at school. Demonstrating an alternative formation really isn't helpful at this stage!

Apart from the capital letter at the beginning of your child's name, teach them only lower case letters.



# Making handwriting fun



- Air writing (imaginary letters or words in the air)
  - Writing on a partner's back (partner feels for the correct pattern in letters or words)
  - Modelling with malleable materials like playdough and clay
  - Drawing in sand and sand and water play in general, including sieving, pouring and picking up toys using tools e.g. fishing rods and cranes
  - Sewing and weaving
  - Chopping and peeling when cooking
  - Develop the pincer movement by using tweezers to pick up sequins, beads and feathers, sprinkling glitter, sand and salt
  - Drawing with chalk, dry wipe pens, felt tip pens and paints on small, large boards and easels and on small and large paper
  - Playing with magnetic letters
- Tracing/copying letters/words written on paper



# Useful resources to have at home

Corn flour

Mark making tools: pens, pencils, chawks, paint brushes.

Tweezers

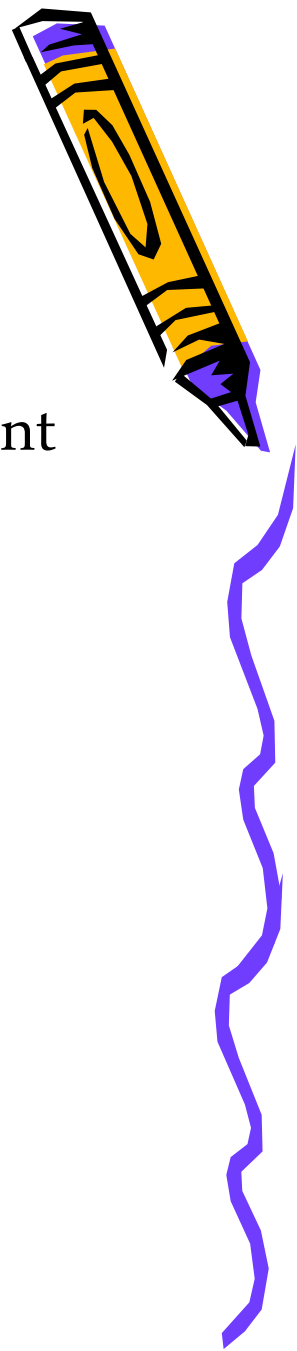
Beads or pasta

Sand/ glitter

Jelly

Baby lotion

Regular trips to the play park

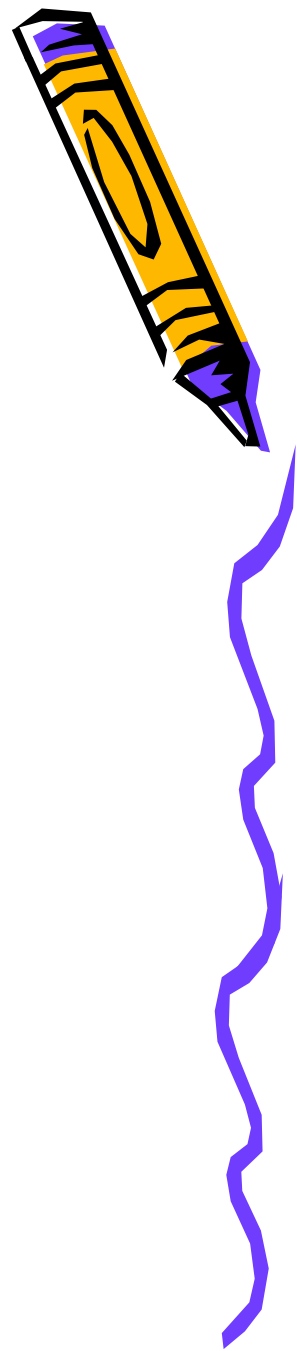


# Reading

- Understanding alongside decoding words
- Simple books with pictures
- Phonetically decodable texts
- Longer and more complex texts

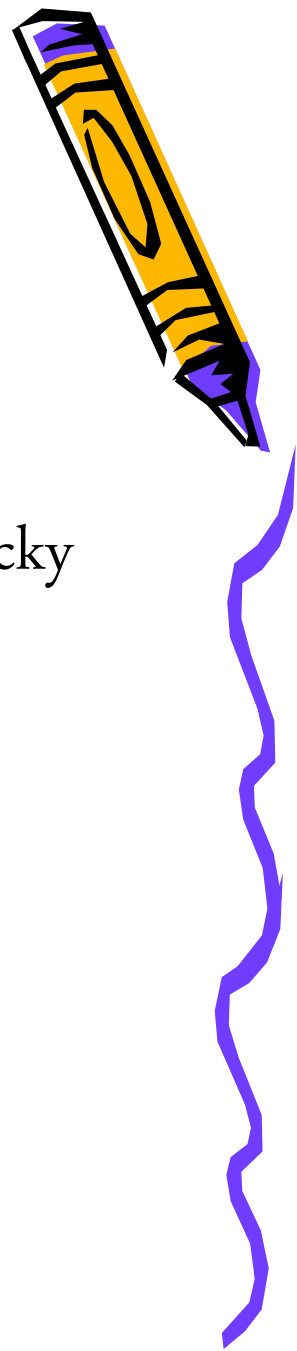


Please read with your child everyday (as well as practising high frequency and tricky words) and record the date, title and any comments in their reading diary.





# Ideas to support your child at home



## Handouts:

- Parent information booklet (includes high frequency/tricky word lists, ideas for reading and writing)
- Letter formation (given during Home Visit)
- Jolly phonic chart
- Jolly phonic actions



Feel free to stay and look at the activities and resources.

Please come and speak to us if you have any questions.

We look forward to seeing you for the classroom session on Thursday 2nd November!

