WELCOME TO

Reception Literacy workshop

Today's session

Phonics



Reading



Writing

Communication and language

Early learning goals (end of reception)

Communication and language is the golden thread to all areas of learning and plays a fundamental role in children's early literacy skills.

Communication and language

Early learning goals (end of reception)

Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and language

Early learning goals (end of reception)

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Rooted in reading

- Daily Phonics lessons
- Keep up sessions
- Individual readers
- Guided reading groups
- A weekly theme linked to a high quality text
- Children vote for their favourite story at the end of the day



What is phonics?

- Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down.
- Although there are 26 letters in the English alphabet, there are 44 speech sounds which are introduced in phases.
    - Phases 2 to 5
- Its aim is to get children reading and writing quickly and independently.

Little Wandle Letters and Sounds Revised



Our school has chosen

Little Wandle Letters and Sounds Revised as

our systematic, synthetic phonics (SSP)

programme to teach early reading and spelling.

Gradually your child learns the entire alphabetic code

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck 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 • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	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 • 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 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*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.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

Teaching order in reception

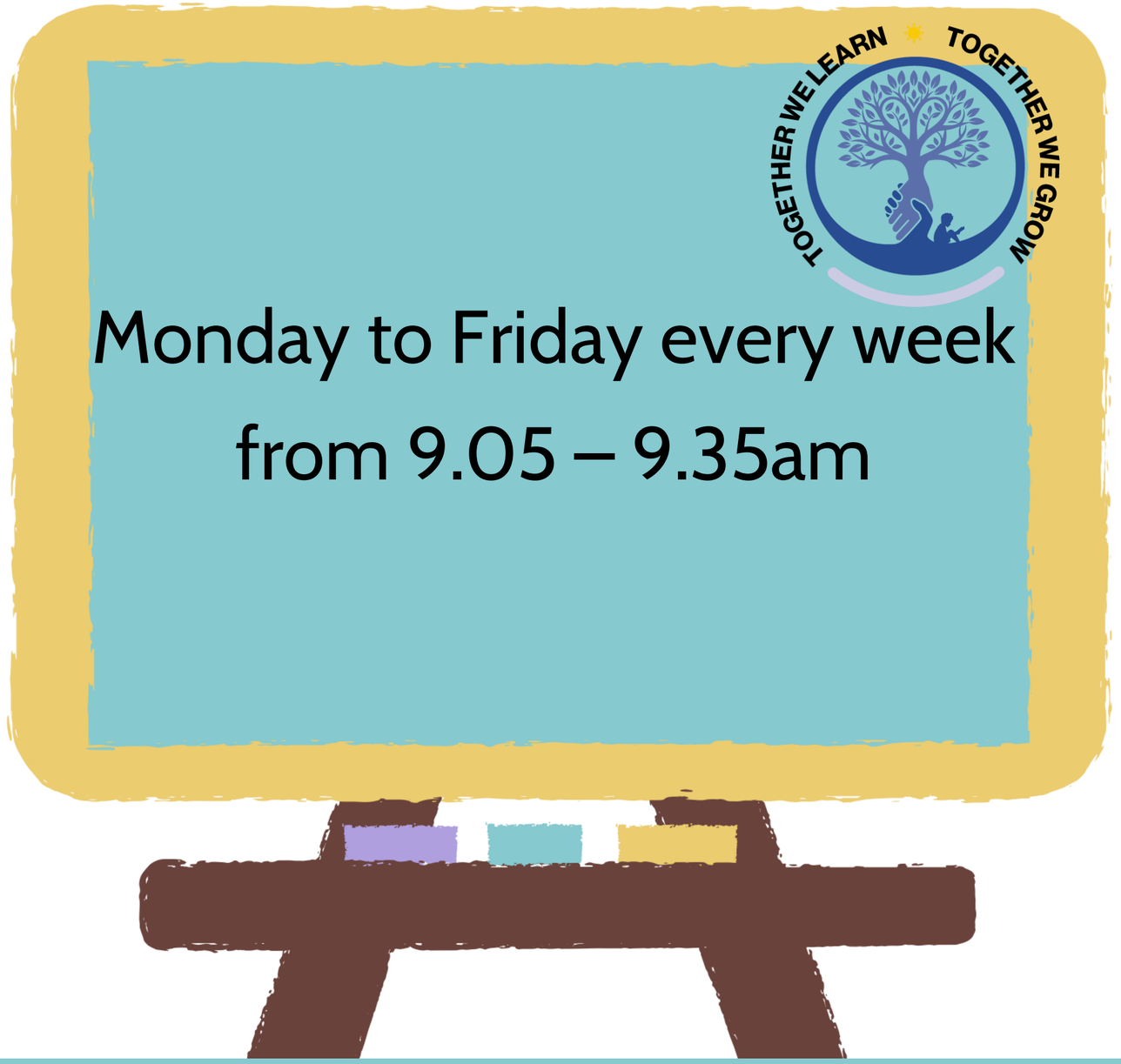
Phase 2 grapheme information sheet — Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the '**a**' sound at the back of your mouth **a a a**	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press **t t t**	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say **p p p**	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the '**i**' sound at the back of your mouth **i i i**	Down the iguana's body, then draw a dot [on the leaf] at the top.
n n		Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down the stick, up and over the net.

Phase 2 grapheme information sheet — Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing **vvvv vvvv**	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say **w w w**	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	 box	Mouth open then push the **cs**/**x** sound through as you close your mouth **cs cs cs** (**x x x**)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say **y** without	Down and round the yo-yo, then follow the string round

When is Phonics taught?



Supporting your child with phonics



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.

Phonics vocabulary

Phoneme: the sound

Grapheme: the written letter

Segmenting: breaking a word up into its component sounds

Blending: running sounds together to make a word

CVC: c = consonant (b/c/d/f), v = vowel (a/e/ee)

Phonics vocabulary

Digraph: two letters are used together to make one sound.



Trigraph: three letters are used together to make one sound.



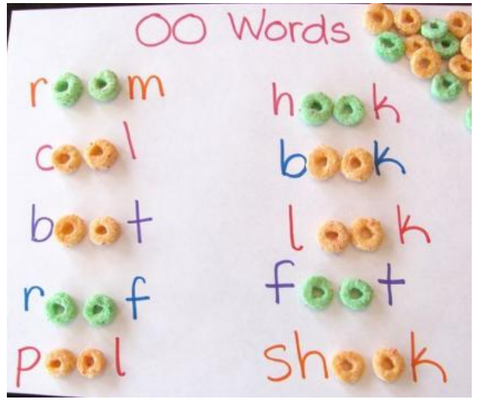
Phonics vocabulary

Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, as, go, no, to, into, she, he, of, we, me, be.



What is special about a phonics lesson?



- Fast paced 30 minute lessons
- Revising previous sounds
- Teach a new sound



- Practise – segmenting and blending, letter formation
- Application to reading and writing
- Lots of praise and enjoyment

One of the most important thing you can do is read with your child at home

Parents taking the time to read a book and have a conversation with their child had a positive impact a year later on a child's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills



The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Read to your child

- Make the story sound as exciting as you can by changing your voice
- Talk with your child as much as you can
- Introduce new and exciting language
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see
- Encourage your child to make simple predictions



Reading at home

- One reading book that is matched to children's phonics ability
  - Picture books
  - Word books
  - Phonics books
- High frequency word lists in reading diaries
- Reread a range of books to develop children's vocabulary development

Writing

- Developing fine motor strength and pencil control
- Children begin by mark marking
- They begin to ascribe meaning to these marks
- Increasingly use phonic knowledge and letter formation in their writing
- Write simple “CVC” words as knowledge increases
- Write simple phrases and sentences

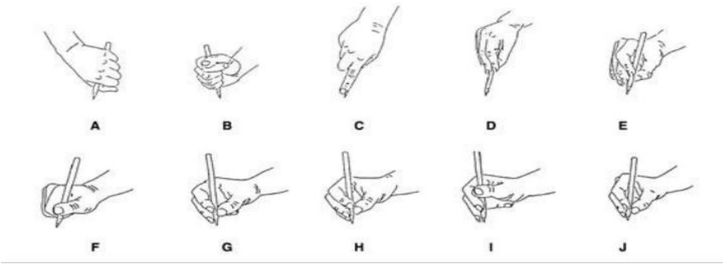
Physical

ELG: Fine Motor Skills

Children at the expected level of development will:

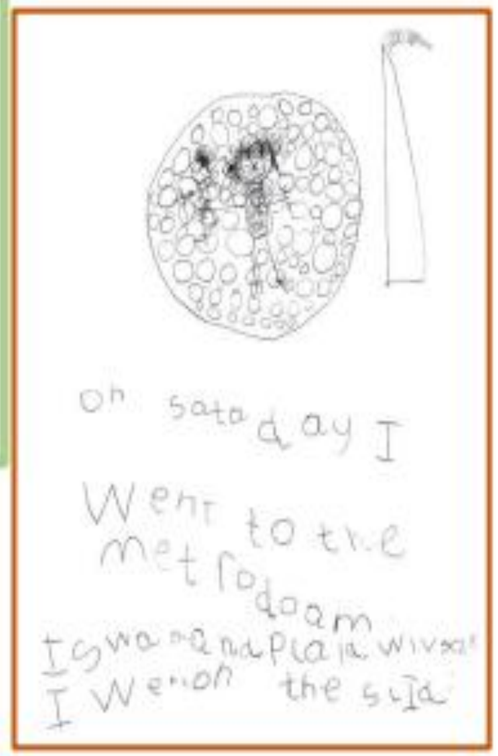
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

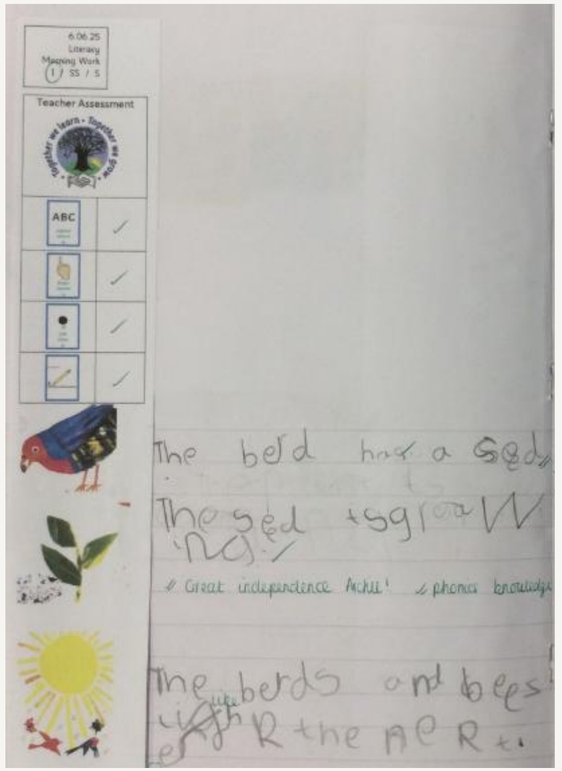


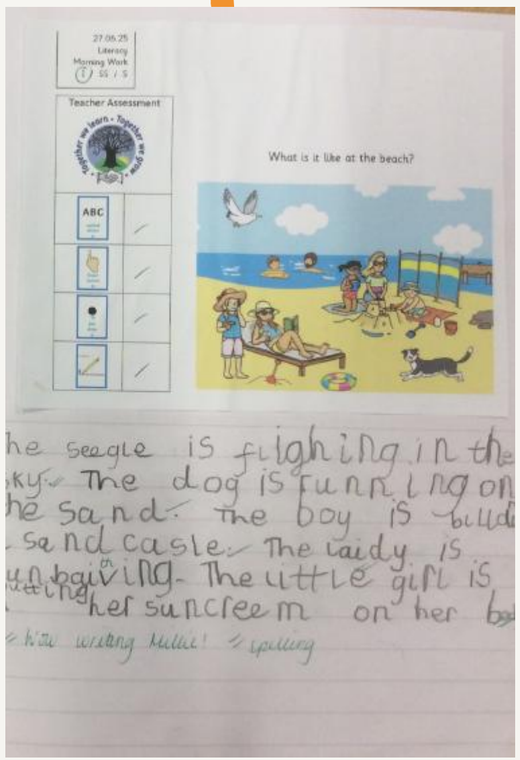


Writing examples end of Reception









Writing at home

- Reinforce correct letter formation (using the Little Wandle Rhymes)
- Encourage correct pencil grip
- Let them see you writing
- Do not spell everything out for them
- Say the word
- Segment the sounds
- Count the sounds
- Write them down
- Develop fine motor skills by cutting, sewing, dot-to-dots etc.
- Encourage independence
- Writing- use rhymes, write in sand, big paintbrushes

Literacy

Early learning goals (end of reception)

Word reading

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

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.

Comprehension

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.



Phonics information – Website



IN THIS SECTION

LITERACY WORKSHOP

HOME › LEARNING FOR LIFE › YEAR GROUP PAGES › RECEPTION › PHONICS

PHONICS

At Leasowes, we follow Little Wandle Phonics

Click on this link to view a host of useful videos and documents for parents about:

- How to say the sounds pupils are taught
- How Little Wandle Phonics is taught
- Reading Little Wandle books at home

Flashcard games to play at home

You can purchase official Little Wandle home flashcards. There are two packs for Reception and one for Year 1.

Reception Autumn term - click here

Reception Spring term - click here

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Find other alphabet songs on

- YouTube
- British Council- Learn English Kids- Alphabet Song

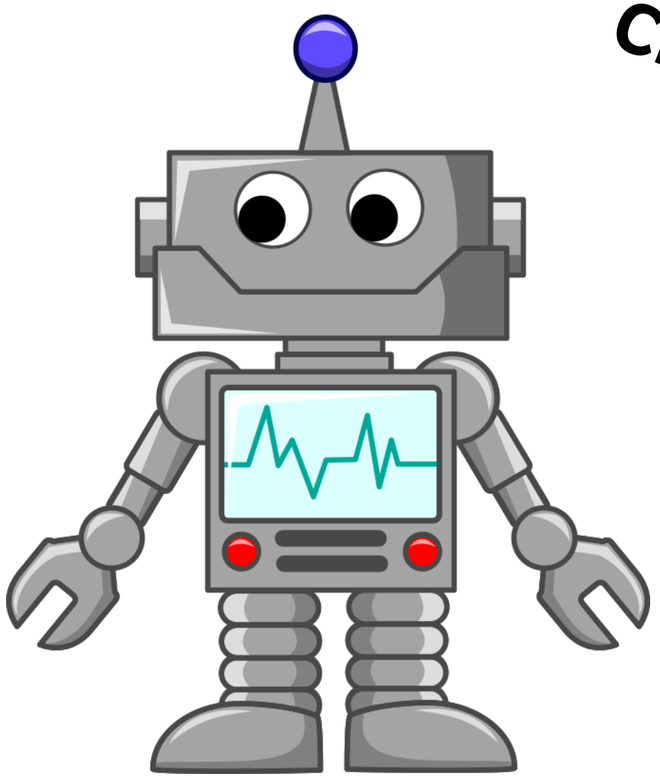
Segmenting and blending games

Segmenting: breaking a word up into its component sounds (spelling)
Blending: running sounds together to make a word (reading)

Action game
"Can you j-o-g?"

Choose an object

CVC Bingo



I-spy
"I spy the word b-a-t"

Enjoy some phonics activities with your child!

All phonics resources and todays PowerPoint can be downloaded via our school website.