

# Welcome to Reception

## Introduction to phonics



# Areas of Learning and Development

- Personal, Social and Emotional Development
- Creative Development
- Physical Development
- Knowledge and Understanding of the World
- Problem solving, Reasoning and Number
- Communication, Language and Literacy



# Communication, Language and Literacy

- Language for communication
- Language for thinking
- Linking sounds and letters
- Reading
- Writing
- Handwriting



It is now a **requirement** that reception children are taught 20 mins of letters and sounds per day.



It is **recommended** that Year 1 and 2 children also receive 20mins per day.

# Linking sounds and letters

## ELGs

- Hear and say the sounds in words in the order in which they occur.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

# Reading

## ELG

- Read a range of familiar and common words and simple sentences
- Read left to right, top to bottom
- Recall narratives in the correct sequence using story language.

# Writing

## ELG

- Use their phonic knowledge to write simple regular words and make attempts at unknown words.
- Writing for different purposes.
- Write own names, captions, labels, and simple sentences.

# Handwriting

## ELG

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.





# Letters and Sounds programme

Phonics and reading skills are now taught in 6 distinct phases. These phases are set out in the letters and sounds document.

## Phase 1

Showing an awareness of rhyme and alliteration.

- \* Distinguishing between sounds in the environment and phonemes.
- \* Exploring and experimenting with sounds and words.
- \* Discriminating speech sounds in words.
- \* Beginning to orally blend and segment phonemes.

# Phase 2

Phase 2 ( up to 6 weeks)

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/l ss

*Tricky words- the, to, no, go*

# By the end of Phase 2 they should be able to...

- Find the 19 letters when given the sounds
- Give the sound when shown a letter
- Orally blend and segment vc and cvc words
- Read the 5 tricky words- the, to, I, no, go
- *May be able to apply this knowledge to write captions eg The cat sat on the mat.*
- *May be forming all the letters correctly.*

## Phase 3 (up to 12 weeks)

- Approx 12 weeks
- Main purpose is to teach another 25 graphemes, mostly comprising of two letters e.g. **oa**.
- Continue blending and segmenting and apply to writing 2 syllable words and captions.
- Learn letter names
- More tricky words and how to spell them.

## Phase 4 ( up to 6 weeks)

- Main purpose is to consolidate children's knowledge of graphemes in spelling and reading words containing adjacent consonants e.g. **Lift, jump, milk, thump** and polysyllabic words e.g. **children, windmill**
- Automatic reading of decodable and tricky words is the ultimate goal.
- Phase 5 in year 1

# So...

## how is this taught in school?

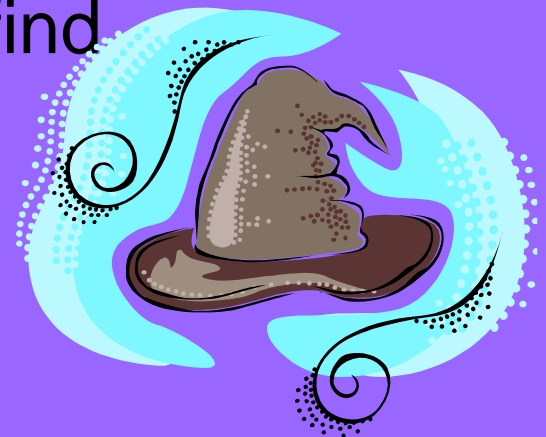


- Daily phonics lessons
- Jolly phonics
- Adult focused activities
- Independent learning.

# What can I do to help my child?

## Phonics books

- Draw, write ( you or child), stick in words and objects with the phoneme of the day in them. Can be at start, middle or end of word.
- Do it every day and recap on previous days letters (if you can find the time)
- Ensure correct formation and pronunciation. --→ Have listen



## Key words

- These are words that are either one of the “high frequency” words that children have to know by the end of Reception OR “tricky words” that can’t be decoded and need to be learned by sight.
- New key words will appear in your child’s word pot on a regular basis. New words will only be added if children know the existing words they have been given
- If they can read them, then they can begin to spell them.



## How to support reading at home:

- Show good reading methods and attitude with library books or own books.
- Read simple captions and labels with your child.
- Once a good number of phonemes/graphemes and key words are known reading books will be issued (usually towards the end of Spring Term)



# Where can I go to find out more?

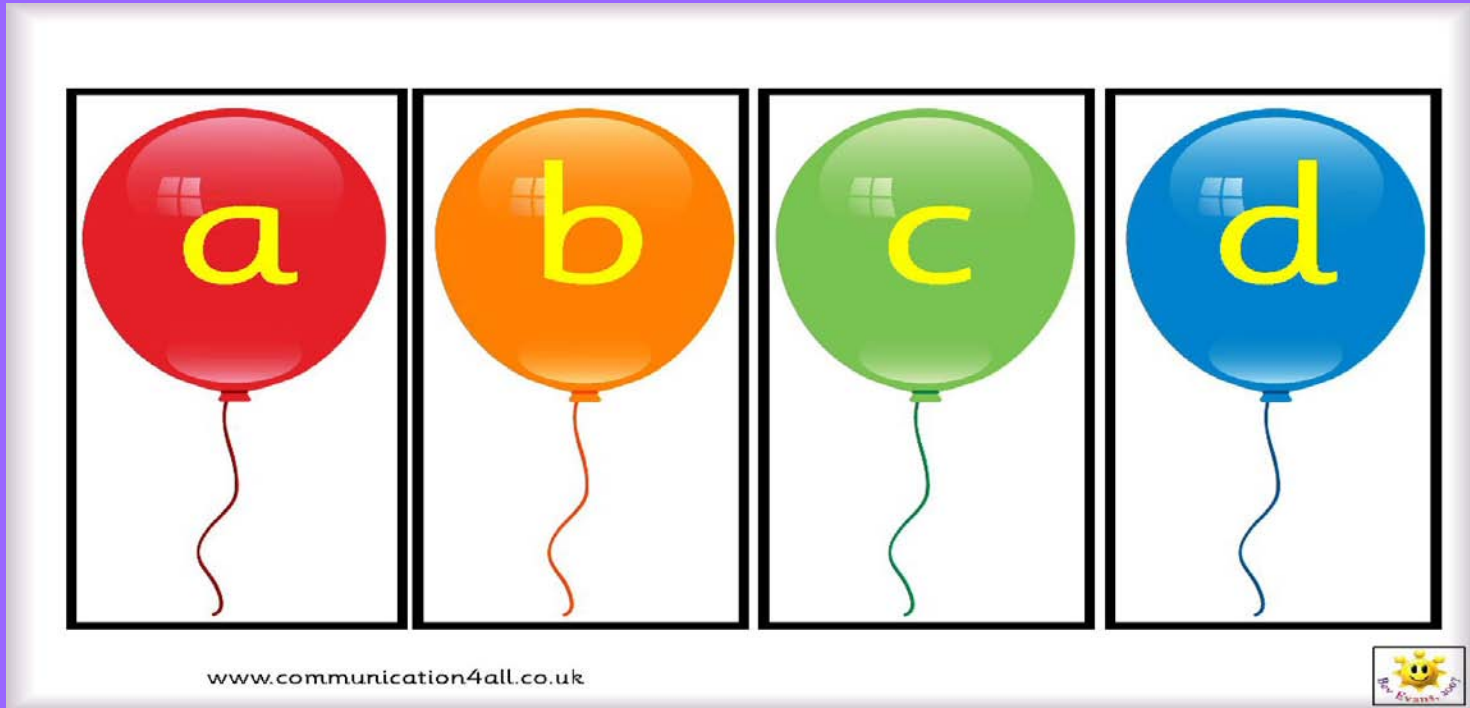
www.nationalstrategies.standards.dcsf.gov.uk/node/84969

The screenshot shows a web browser window displaying a page from the DCSF website. The page title is "Letters and sounds: Principles and practice of high quality phonics". The breadcrumb trail indicates the path: Primary > Continuous Professional Development (CPD) > Communication, Language and Literacy Development (CLLD). The page is divided into several sections:

- In this section:** A list of related articles including "Background – Reversal theory", "Co-coaching directory", "Initial teacher training (ITT)", "Mentoring and coaching in Initial Teacher Education: review and development", "The National Framework for Mentoring and Coaching Implications for ITT and CPD", and "Why bother with co-coaching in ITT?".
- Attachments and resources:** A list of downloadable resources including "Letters and Sounds: Phase one" through "Phase six", "Letters and Sounds: Notes of Guidance for Practitioners and Teachers", "Letters and Sounds: Phase three", "Letters and Sounds: Phase four", "Letters and Sounds: Phase five", "Letters and Sounds: Phase six", "Letters and Sounds: Appendices", and "Letters and Sounds: Acknowledgement".
- Main content:** Includes a "What is it?" section with a sub-heading "The Primary National Strategy's new phonics resource Letters and sounds: Principles and practice of high quality phonics, replaces Progression in phonics and Playing with sounds which are being withdrawn. Letters and Sounds is a high quality phonics resource which encapsulates the recommendations of the Independent review of the teaching of early reading and meets the DCSF published core criteria which define a high quality phonics programme." and a paragraph starting with "Both the Primary Framework and the Early Years Foundation Stage (EYFS) mark significant steps in the drive to raise standards and personalise learning so that all our children achieve their full potential. Letters and Sounds, with its alignment to both documents, gives early years practitioners and teachers a powerful phonics teaching tool to ensure that by the end of Key Stage 1 children have developed..."

The page also features a navigation menu at the top with links for Home, Early Years, Primary, Secondary, Inclusion, Leadership, CPD, Groups, and Discussions. A toolbar below the breadcrumb trail offers options to Send, Print, Bookmark, and Rate this publication. The browser's address bar shows the URL www.nationalstrategies.standards.dcsf.gov.uk/node/84969.

<http://www.letters-and-sounds.com/phase-2-games.html>



This is great for some games children can play at home that they have already had experience with at school!

ANY QUESTIONS?



# THANK YOU

Please make sure you have a  
phonics booklet...

