

PHONICS IN RECEPTION

Welcome!

Session aims:

- Introduce phonics
- The phases taught in EYFS
- Teaching core words
- Activities and ideas to use at home
- Progression



CRACKING THE CODE

- 26 letters of the alphabet
- 44 sounds in the English Language
- 144 different ways we put letters together to represent the sounds

TECHNICAL TERMS

- A letter consists of a sound, a shape and it has a capital letter and a lower case form
- A phoneme is the letter sound
- The letter sound is the first thing the children need to recognise
- The letter shape is a grapheme
- We teach the children a cursive script from Year R

HOW DO WE TEACH CHILDREN TO READ?

- Beginner readers should be taught three things:
 - grapheme-phoneme correspondence in a clear sequence
 - to blend phonemes (sounds) in order to read words
 - to segment words into their phonemes for spelling
- We also need to teach children words that are exceptions to these rules
 - often called high frequency words or tricky words like ‘said’ or ‘was’.

HOW WE INTRODUCE PHONICS

- We use Jolly Phonics actions and songs which are multisensory and fun
- We follow the Read, Write Inc programme to ensure progression



PHASE 1

- tuning into sounds (auditory discrimination)
- listening and remembering sounds
- auditory memory and sequencing
- talking about sounds
- developing vocabulary and language comprehension

PHASE 2

- introduces 19 grapheme-phoneme correspondences, beginning with m, a, s, d, t, l, n, p
- decoding and encoding taught as reversible processes
- as soon as children have a small number of grapheme/ phoneme correspondences, blending and segmenting can start e.g. pat, in, sip •
- ‘tricky words’: the, to, no, go, I

PHASE 3

- teaches 25 graphemes
- children will be able to represent about 42 phonemes by a grapheme
- Single phonemes j, v, w, x, y, z, zz, qu
- Consonant digraphs ch, sh, th, ng
- Vowel digraphs ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

PHASE 3

- Words to read in phase 3:
- chip, shop, thin, ring, pain, feet, night, boat, boot, look, farm, fork, burn, town, coin, dear, fair, sure
- Move towards more plausible spelling attempts and develop spelling of HFW e.g. he, she, we, me, be, was

PHASE 4

- To consolidate all the learning in phases 2 and 3
- No new GPCs (grapheme-phoneme correspondence) to learn
- Develops children's skills knowledge and skills of blending and segmenting words with adjacent consonants, e.g. stairs, tent, brain
- Read multi syllabic words e.g. lunchbox, desktop
- High frequency words: said, have, like, so, do, some, come

SEGMENTING AND BLENDING USING FRED FINGERS

Sound Buttons

c

a

t

sh

i

p

r

i

nk

USEFUL WEBSITES

- Games
- <http://www.phonicsplay.co.uk/>
- <https://www.bbc.co.uk/cbeebies/shows/alphablocks?page=2>
- Tricky Words
- <https://www.youtube.com/watch?v=TvMyssfAUx0>
- Pronunciation
- https://www.youtube.com/watch?v=BqhXUW_v-ls
- RWI
- <https://global.oup.com/education/content/primary/series/rwi/?region=uk>

THANK YOU

- A huge thank you for coming
- Phonics is one part of learning to read
- Daily reading at home is so important
- Reading opens doors