

Phonics

Handwriting & Reading

Early Learning Goals - end of Reception Year

LITERACY

Comprehension

- ▶ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- ▶ Anticipate key events in stories
- ▶ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

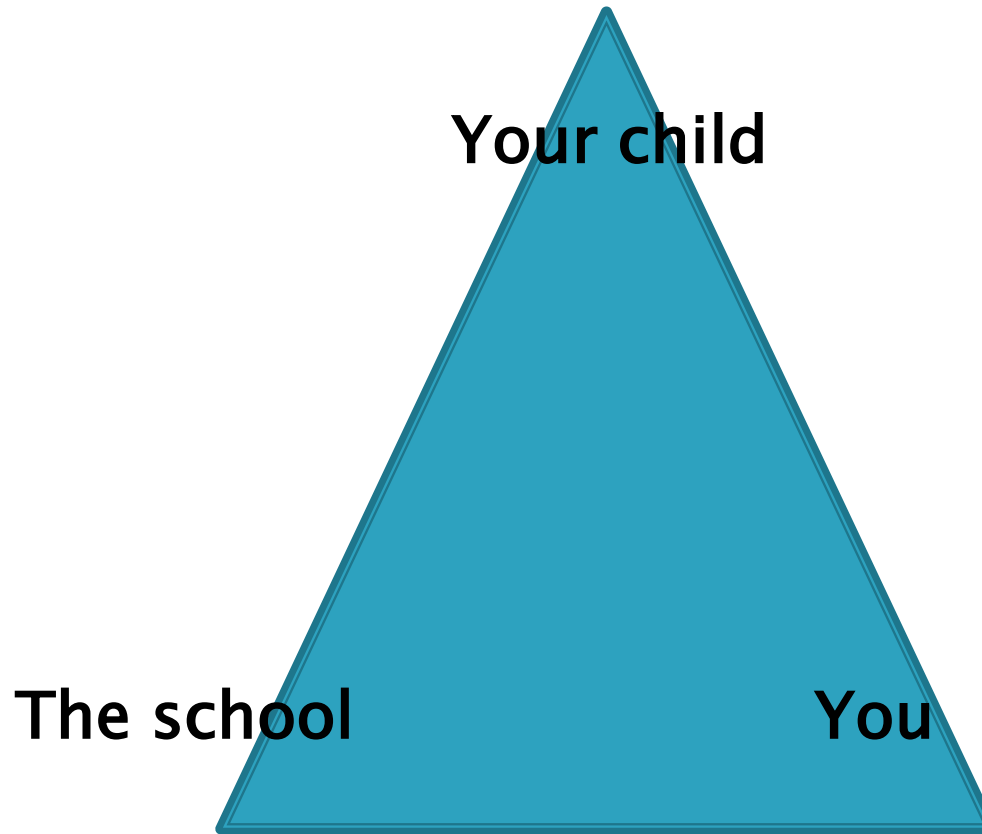
Word Reading

- ▶ 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.

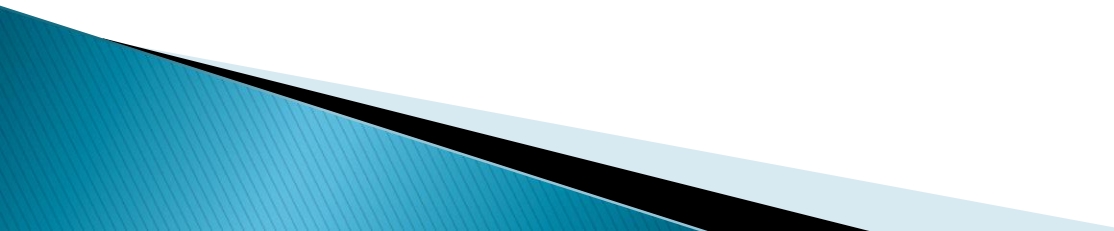
Writing

- ▶ 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.

Becoming a reader



What is phonics?

- ▶ The way we teach your child to read and write by linking the sound a letter makes with its symbol eg a
 - ▶ Begins in Nursery with lots of rhyme and song
 - ▶ Moves on to more formal introduction of the sounds that letters or groups of letters make (Letters and Sounds)
 - ▶ Children in Reception have a daily phonics session
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- ▶ Essential Letters and Sounds is organised into 6 phases - the first 5 phases are covered by Summer Term Year 1 (Phonic Check)
- ▶ Year 2 cover phase 6 - spelling

Phonics Terminology

Phonemes: The sounds that are found within a word

Grapheme: The way we write down a sound

Digraph: Two letters that make one sound

Trigraph: Three letters that make one sound

Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out

Tricky words: Words that cannot be decoded.

Spelling: Writing words using the correct letters in the right order to be read by others.



- Every letter has a name
- Every letter has a phoneme - sound
- Every letter has a mnemonic - picture
- Every letter has a formation phrase

PURE SOUNDS

This video shows you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'.

[Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#)

Oxford **OWL**



What is segmenting and blending?

Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out

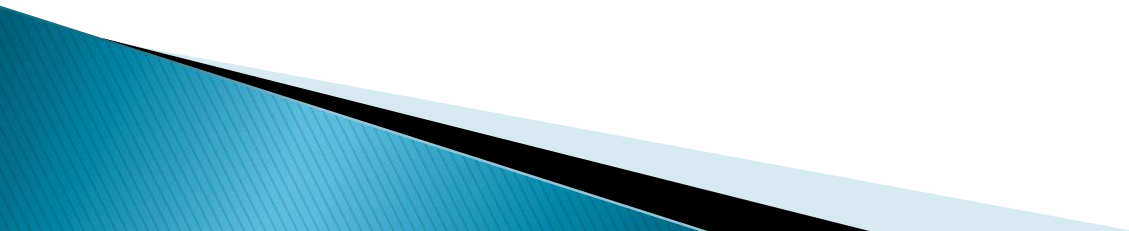
Oxford**OWL**

How to blend
sounds to read words



[Phonics: How to blend sounds to read words | Oxford Owl – YouTube](#)

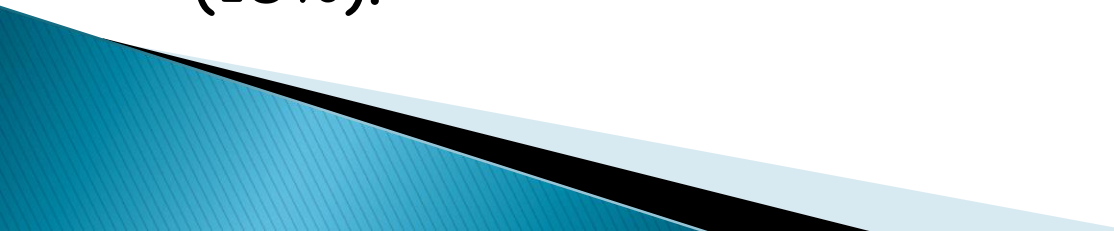
What does a Phonics lesson look like?



Being ready to read

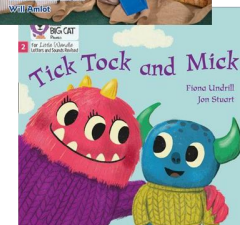
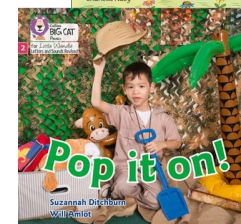
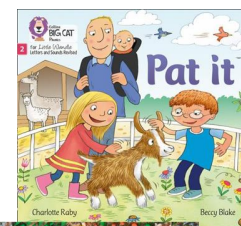
- ▶ Signs that your child may be ready to begin learning early reading skills
- ▶ There are no hard and fast rules about this but if your child can do these things then it may be that they are ready to begin learning early reading skills:
 - ▶ listen to a story and retell bits of it
 - ▶ recognise some letter sounds (like the first sound in their name)
 - ▶ match some words (like Mum) when they see them in different places
 - ▶ concentrate for 5-10 minutes.

Reading


- ▶ Integral to children's learning across the curriculum.
 - ▶ Improves a person's happiness and wellbeing.
 - ▶ Only 50% of families in the UK read with their child.
 - ▶ One in four children don't reach the expected level of reading by the age of 11. Many of these children will struggle to keep up at secondary school.
 - ▶ Further research, conducted in 2015, found that similar percentages of 15-year-olds across the UK do not have a minimum level of literacy proficiency (18%).
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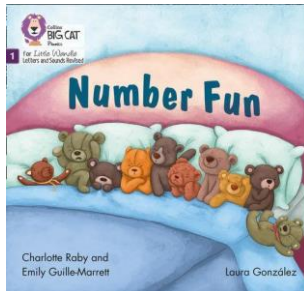
The reading practice book

- It is the school's role to teach reading.
- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.
- To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words.
- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.



How to read with your children

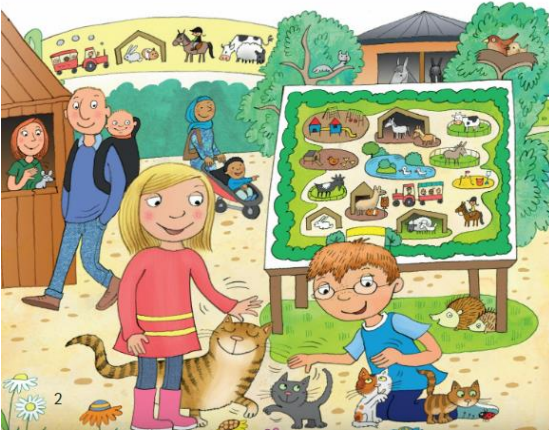
- ▶ Turn off televisions, radios, computers and tablets.
 - ▶ Take time to look at each page.
 - ▶ You don't need to make sure your child gets every word right. It is ok for both of you to make mistakes!
 - ▶ Let them talk to you about the pictures. This helps them look for meaning and to think about what they see happening on the page.
 - ▶ Don't forget to smile. If you feel comfortable try pulling funny faces, making animal noises and putting on character voices - these always make children giggle!
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Books without words



pat



pat



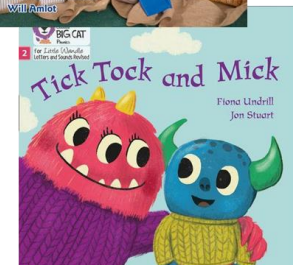
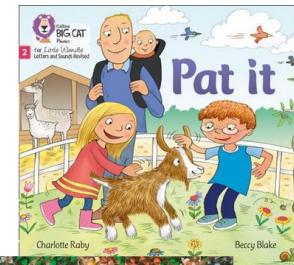
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sit



Books with words



Questions you can ask

- ▶ Ask questions when you are reading together. For example: What do you see on this page?
 - ▶ How do you think the characters feel?
 - ▶ What do you think is going to happen next?
 - ▶ When you have finished, talk about how your child feels about the book: What did they like? What didn't they like?
 - ▶ What can they remember about what happened?
 - ▶ Who was their favourite character? Why?
 - ▶ Link the story to their own experiences.
 - ▶ Can they remember when they did something similar?
 - ▶ Most importantly, have fun!
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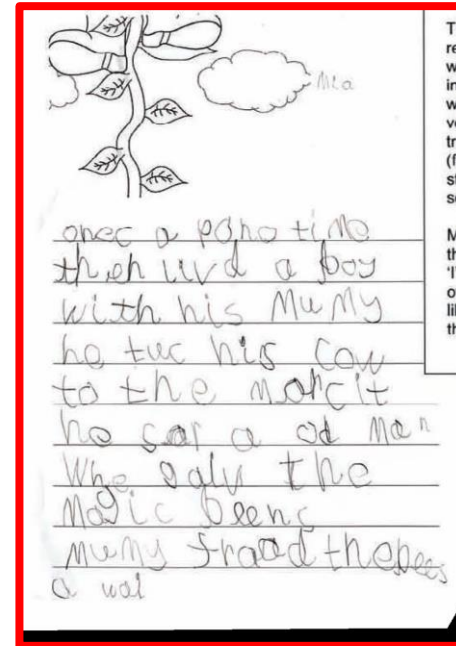
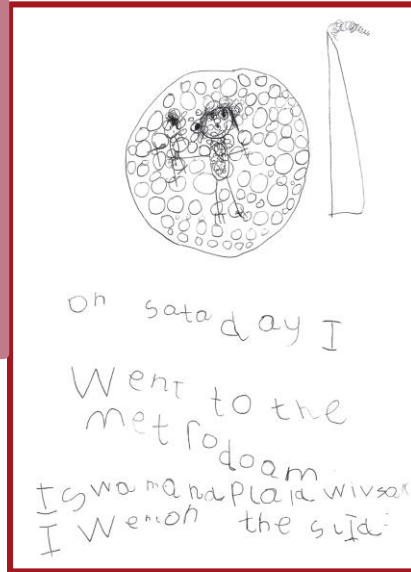
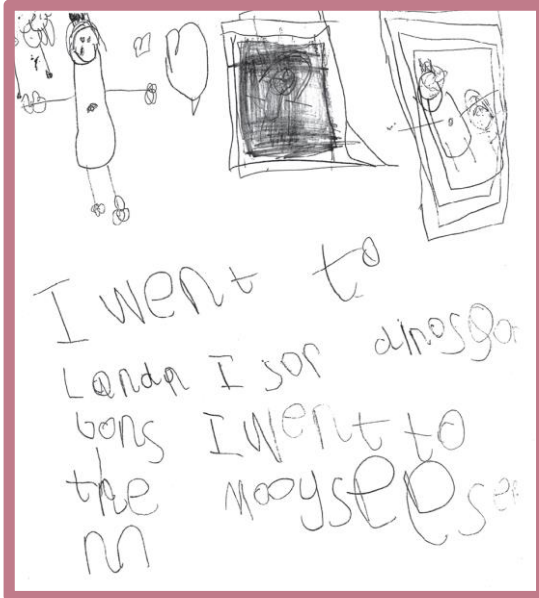
The sharing book

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading.
- **Parents/carers should not expect their child to read this book independently and certainly should not try to get their child to do so.**
- *The book is for the parent/carer to read to or with the child.*

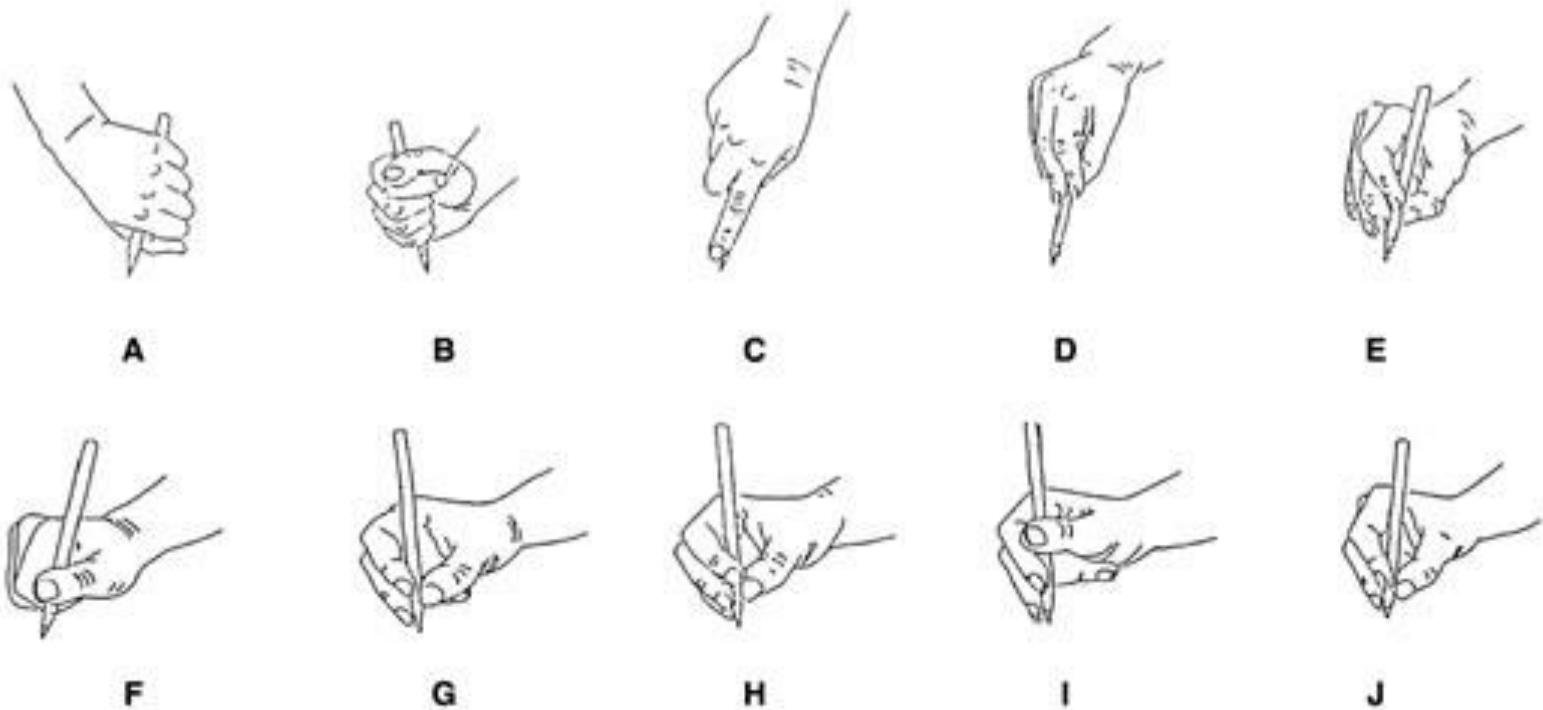
The goal is enjoyment.



End of Reception Year



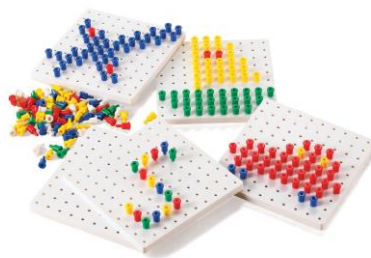
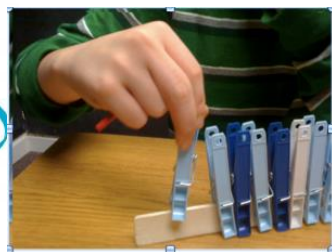
caterpillars et
legs. They
have lots
of legs. He
makes a cacoon.
mya



A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

Figure 2 - Pencil grip postures¹⁶

Strengthening their fine motor skills/ pre-writing skills



Phonic Check

- ▶ June
- ▶ 40 words to be read
- ▶ 20 real words, 20 nonsense/alien words

	voo
	jound
	terg
	fape

river
diving
beehive
midnight

Leaflets to take with you:

- ▶ BookTrust reading information leaflet.
- ▶ Greenfields reading leaflet.
- ▶ Letter formation to follow.