

Phonics and Writing workshop  
for Reception parents

Welcome!

## Aims for today

- To know the progressive stages of phonics
- To understand how we teach your child phonics, reading and writing
- To become more confident with your own knowledge of phonics
- To get ideas of how you can support your child at home

...engage in symbolic play, when a stick can become a wand or a scarf a winding river. I will begin to learn that 'this' can stand for 'that' in the same way that a written word represents a spoken word.



....develop fine motor skills to turn pages. Playing with play dough, using tweezers, threading, winding and weaving are just some things that can help me do this.



.....play games that involve matching to prepare me for learning my letters. (Matching animals to pictures in the book or finding matching buttons to make eyes for a picture can be part of my play.



...have lots of opportunities to socialise and talk with others, developing a good oral language and speaking clearly while playing together.



.....be read books full of beautiful language, rhymes and rhythms. Hearing new words will broaden and expand my vocabulary and grow my love of books.

## BEFORE I CAN LEARN TO READ I MUST ...

.... have opportunities for pretend play to help me understand stories. Let me dress up so I can develop empathy for different characters and have resources to reenact my favourite parts.



# What is phonics?

- ◉ A method of teaching children how to read and write.
- ◉ 'Letters and Sounds' which is a progressive phonics programme
- ◉ 'Jolly Phonics' - actions to help us remember the phonemes (sounds)

# Phase 1

- Phase 1 is all about hearing sounds.
- First children need to ‘tune into sounds’.
  - > Hearing sounds in the environment and around them.
  - > Hearing sounds in spoken words
    - Rhyme
    - Rhythm
    - Initial letters and alliteration
    - Oral blending

# We play...

## ◉ 'I spy'

- Sound talk e.g. 'I spy a c-a-t - cat'
- Initial letter e.g. I spy something beginning with 'c'

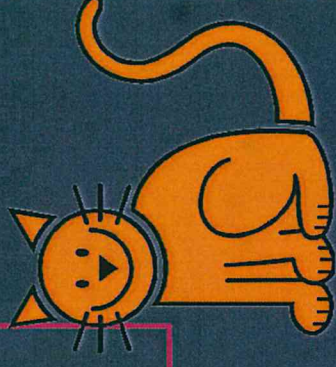
## ◉ Silly soup

- > I'm making silly soup, I'm making soup that's silly, I'm going to put it in the fridge, to make it nice and chilly!

## ◉ Pairs

- > Rhyming cards
- > Initial sound and picture

c-a-t



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## Phase 1 - Your turn!

- ◉ “Old MacDonald had a farm” secretly choose an animal. Instead of naming the animal, make the noise it would make. Who can guess what it is!
- ◉ Shopping list- in the bag are different items. If they begin with the same sound you can keep it, if not, it needs to go back in the bag!
- ◉ “A Robot came to tea!” The robot can only understand if people talk like a robot. Invite him “S-i-t (sit) d-ow-n (down)” He might ask “C-a-n (can) I g-e-t (get) a c-u-p (cup) o-f (of) t-ea (tea)?”

# Phrases you might hear

- Phoneme – the spoken sound
- Grapheme – the written letter
- GPC (Grapheme – phoneme correspondence) – linking a letter to a spoken sound
- Tricky words (irregular words) – words that cannot be sounded out phonetically e.g. the, me, by

## Phase 2

- Linking sounds to letters (saying the phoneme [sound] and recognising the grapheme [letter])
- Blending sounds to make words e.g. c-a-t
- Segmenting words to spell e.g. cat > c-a-t
- Reading and writing tricky words
- Reading and writing simple CVC words and simple 2 syllable words.
- Reading and writing simple captions

- **Blending** – putting the sounds together to read

c-u-p



cup



- **Segmenting** - breaking a word up to spell



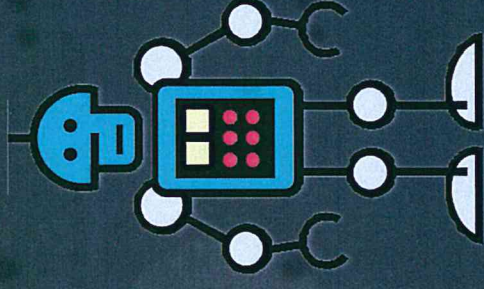
cup



c-u-p

# We use

- Sound buttons
- Robot sound talk
- Phoneme fingers



- Pictures and words to match  
**cat**



- Phoneme frames

## Phase 2 - Your turn!

- ◉ Buried treasure- which words are treasure and which ones are rubbish?
- ◉ Sound meat balls. Spoon out the meatballs- can you recognise the sounds on them?
- ◉ Cross the river! The only way to cross the river to avoid the crocodile is by making a CVC word bridge (eg cat, pet)

# Phase 3

- ◉ Lots more sounds to learn!
- ◉ Letter names
- ◉ Reading and writing tricky words
- ◉ Introduction of 'digraphs' and 'trigraphs'
  - > E.g. 'ai', 'ee', 'igh', 'ear'
- ◉ Reading and writing sentences and questions.

## Phase 3 – your turn!



- Football phonics- can you make a word using the graphemes on the football combined with one on the goal?
- Wordy washing line- can you rearrange the pegs to make a word?
- Flipping phonics- flip the pancakes and read the words.

## Phase 4

- No new sounds
- Consonant clusters introduced
  - > CYCC (Consonant, vowel, consonant, consonant) e.g. lamp
  - > CCYC e.g. stop
  - > CCYCC e.g. spent
- Reading and writing tricky words

## Phase 4 – your turn!

- ◉ Code breaker. Use the codes to work out what words are being spelt.
- ◉ Phonic fishing – walk around the pond, when the music stops, catch a fish and read out the tricky word.
- ◉ Dice games – using the dice with initial or final sounds to create your own words.



# Early stages of writing and how you can help

- ◉ Giving meaning to marks
- ◉ Write in front of your child e.g. shopping lists
- ◉ When your child has made marks – ask them what it says!
- ◉ Understanding that print has a meaning.
  - > Point out print in the environment and read what it says.

- Fine motor skills and strength.
  - > **Pegs, tweezers, threading, keys, wind up toys, playdough, weaving, bottles and tops, lego, puzzles**
- Pencil grip and control – this can only be achieved effectively if your child has good fine motor control and strength.
  - > **Consistently remind and correct pencil grip – bad habits are hard to break!**

# Developing writing

- Letter formation
  - > **Magic writing fingers** - sand, flour, glitter, jelly, baked beans, sauce
  - > **Emphasise and correct letter formation** - bad habits are hard to break!
- Using phonics – representing initial sounds in writing. Segmenting to spell simple words. Writing tricky words.

◉ Writing sentences – children often need to say their sentence before they write it or the words blend into one or get muddled!

◉ Punctuation e.g. Full stops, capital letter at the beginning, finger spaces.

- > **Model when you are writing – speak your punctuation**
- > **Remind them!**

# How you can support your child

- Be positive! Mistakes can mean learning.
  - > Use whiteboards or messy play – there is less fear because mistakes can be rubbed out easily.
- Write for a purpose
  - > E.g. shopping lists, birthday cards, letters, emails, homework feedback! Children will see the value in knowing how to write if they can see a reason behind it.

## Your turn!

- Have a look around, have a go at the activities
- Please come and ask questions about anything at all!