



Reception Phonics Workshop

Mrs Elliott

13th September 2023



Phonics is:

making connections between the sounds
of our spoken words and the letters that
are used to write them down.



Today's Overview

- Our **phonics and reading rationale**
- What our **daily phonics** lessons look like
- **Keep-up** sessions
- **Share-a-Story** and **wordless books** (how you can support at home)
- Next workshop **dates**

Our Phonics and Reading Rationale

- We want **all** children to be able to become fluent, confident readers and writers so that they develop a love of reading and writing as they move through the school.
- All schools must follow a systematic synthetic programme for the teaching of phonics and early reading.
- We want to ensure we are following a **consistent approach** which integrates research about the science of learning.



Our Phonics and Reading Rationale

- Following research, we decided to follow the *Little Wandle Letters and Sounds Revised* programme.
- This programme has been accredited by the Department for Education.



Our Phonics and Reading Rationale

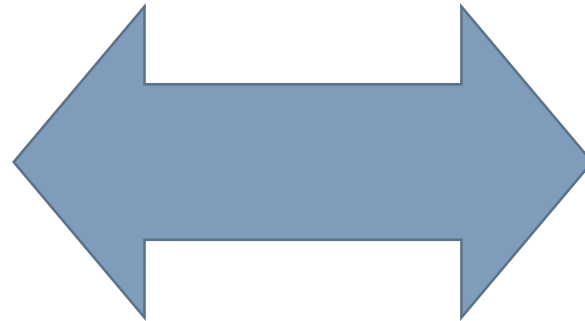
- Last year, we invited Little Wandle into our school to see our delivery of phonics and the teaching of early reading.
- After a rigorous and thorough assessment of our teaching, organisation and leadership around phonics and reading, we were incredibly proud to be awarded the accolade of 'Champion School'.
- We were only the tenth school in the country to be awarded this, and the first school North of Bradford.



What is phonics?

- Phonics is simply the code that turns written language into spoken language and vice versa.

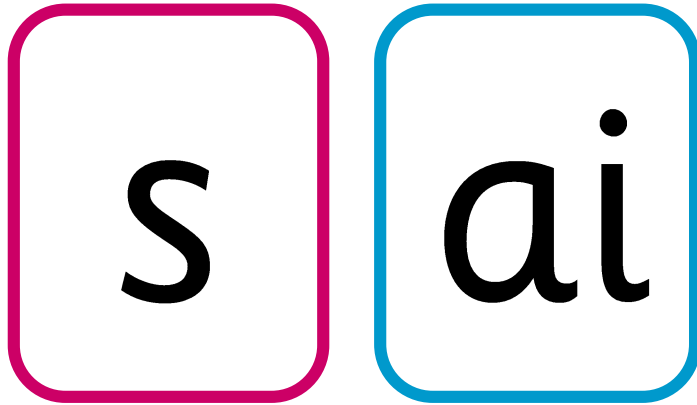
Grapheme to phoneme
correspondence
Blending
Reading



Phoneme to grapheme
correspondence
Segmenting
Spelling

Key Words: phoneme and grapheme

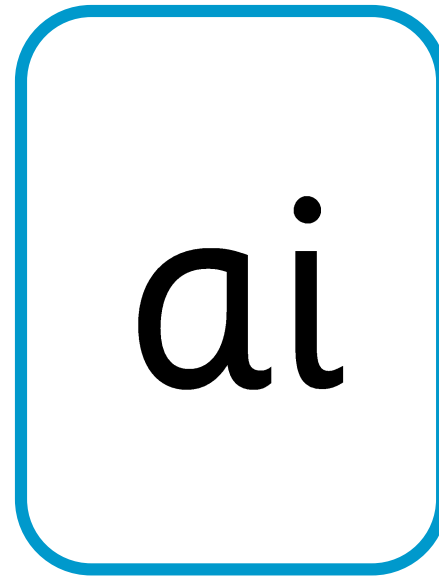
- The smallest unit of sound that can be identified in words. We use the term '**phoneme**' but also call it a 'sound'.



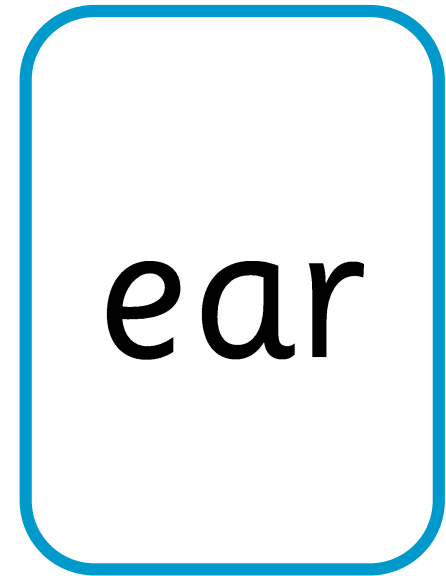
- A **grapheme** is a letter or group of letters used to represent a particular phoneme (sound) when writing. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.
- **Grapheme–phoneme correspondence**, the sound–letter relationship between each element of the alphabetic code.

Key Words: digraph and trigraph

- A **digraph** is a grapheme using two letters to represent one phoneme (sound). With children, we frequently reinforce it with the mantra 'two letters, one sound'.
- A **trigraph** is a grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'.



ai

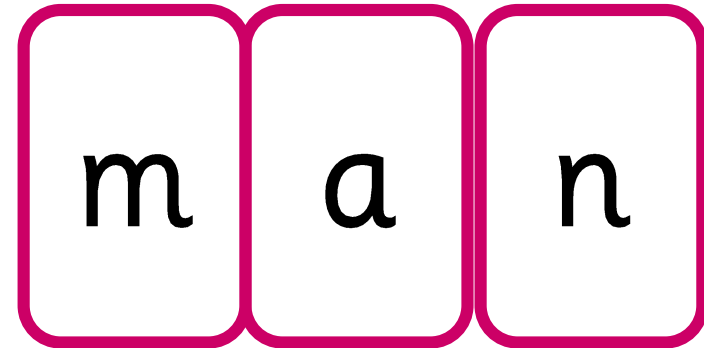


ear

Let's practise some GPCs.

Blending

- When we blend, we combine individual phonemes into a whole word, working all the way through from left to right.
- Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs lots of practise.
- We practise by blending orally e.g. b-a-t, bat and then by using our GPCs.
- Blending sounds into a word is not just saying them more quickly, nor mixing them together like paint.
- We join the phonemes into one continuous stream of sound to make a spoken word.



How we teach blending

Tricky Words

- Almost all words can be worked out using our alphabetic code. There are sometimes words with GPCs that we haven't learnt yet that we see often in our books.
- We show the children which part of the word is the tricky part.

is

the

	Reception	Year 1
Autumn 1	is I the	Review all taught so far.
Autumn 2	put pull as and has his her go no to into she push he of we me be	their people oh your Mr Mrs Ms ask could would should our house mouse water want
Spring 1	as you they my by all are sure pure	any many again who whole where two school call different thought through friend work
Spring 2	Review all taught so far.	once laugh because eye
Summer 1	said so have like some come love do were here little says there when what one out today	PSC – no new tricky words.
Summer 2	Review all taught so far.	busy beautiful pretty hour move improve parents shoe

- Eventually, most tricky words become decodable because we have learnt the GPC.

Daily Phonics Lessons: What they look like
















- We teach phonics for around 30 minutes a day (although the lessons are shorter at moment as we are just starting the programme).
- Within each session we *revisit and review* sounds and words we already know, *teach and practice* pronunciation phrases and play 'What's in the Box'. We also *learn a new GPC and formation phrase*, *orally blend* words and *read words with our new GPC*. We will look at *tricky words* (words with GPCs we may not know yet) and *practise and apply* our knowledge and skills in an *oral blending game*.
- Each Friday, we review the week's teaching to help the children become fluent readers.

Teaching Order

- We usually teach four new sounds a week and have a review lesson on a Friday.
- You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.











Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 	 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.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 	 iguana	Pull your lips back and make the i sound i i i	Down the iguana and dot the leaf.

Writing

- We teach the children how to form the graphemes (letters) using print.
- They will learn to join from Year 2.
- The formation phrases will help you to help your child practice their letter formation in the way they have been taught.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k		Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.

Daily Phonics Lessons: Coverage

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">• words with s /s/ added at the end (hats sits)• words ending s /z/ (his) and with s /z/ added at the end (bags)	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.

Daily Phonics Lessons: Coverage

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Daily Phonics Lessons: Coverage

Summer 1

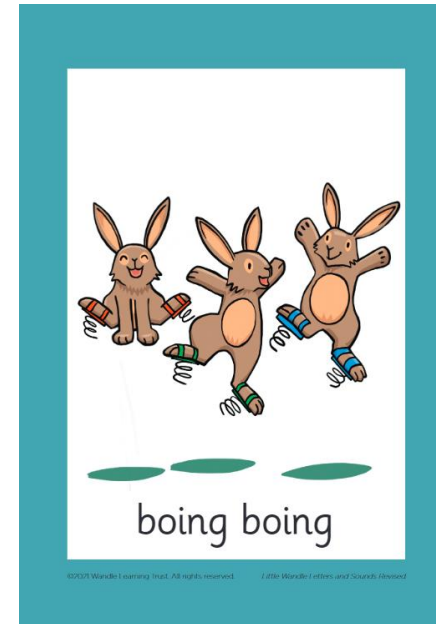
	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

How we make learning stick

- There are specific resources for the Little Wandle Programme which the children will be very familiar with.
- Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.



How we make learning stick

- Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned.
- We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.



Keep Up

- Any child who needs additional practice has Keep-up support, taught by a fully trained adult.
- Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Some Keep-up sessions will be more regular, focusing on specific needs such as blending. Others may just be additional practice of the GPC that was taught in the morning.



**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



Share a Story book

- Research has shown that reading a book and chatting had a positive impact a year later on children'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.



Share a Story book

- On Friday, each child will choose their first book from the Share a Story library and bring it home in a special bag with their name on.
- This is for you to read to them and enjoy the story together, discussing what is happening and what you can see in the pictures.
- Please can these books be returned the following week (in the special bag), before Friday when they will bring a new book home.



Wordless books

- The first 'reading books' the children will bring home will be wordless books. They will bring these home before our reading workshop.
- These are very discussion based and different from the usual school reading book you might expect.
- Here is a bit of guidance of how to best support your child with these at home.
- <https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/reception-2/reading-reception/>

Dates for your diary

- Maths workshop – 18.10.23
- Reading workshop – 15.11.23
- Both events include a ‘stay and play’ and will run from **2:30-4pm**





Thank you!

Any questions?