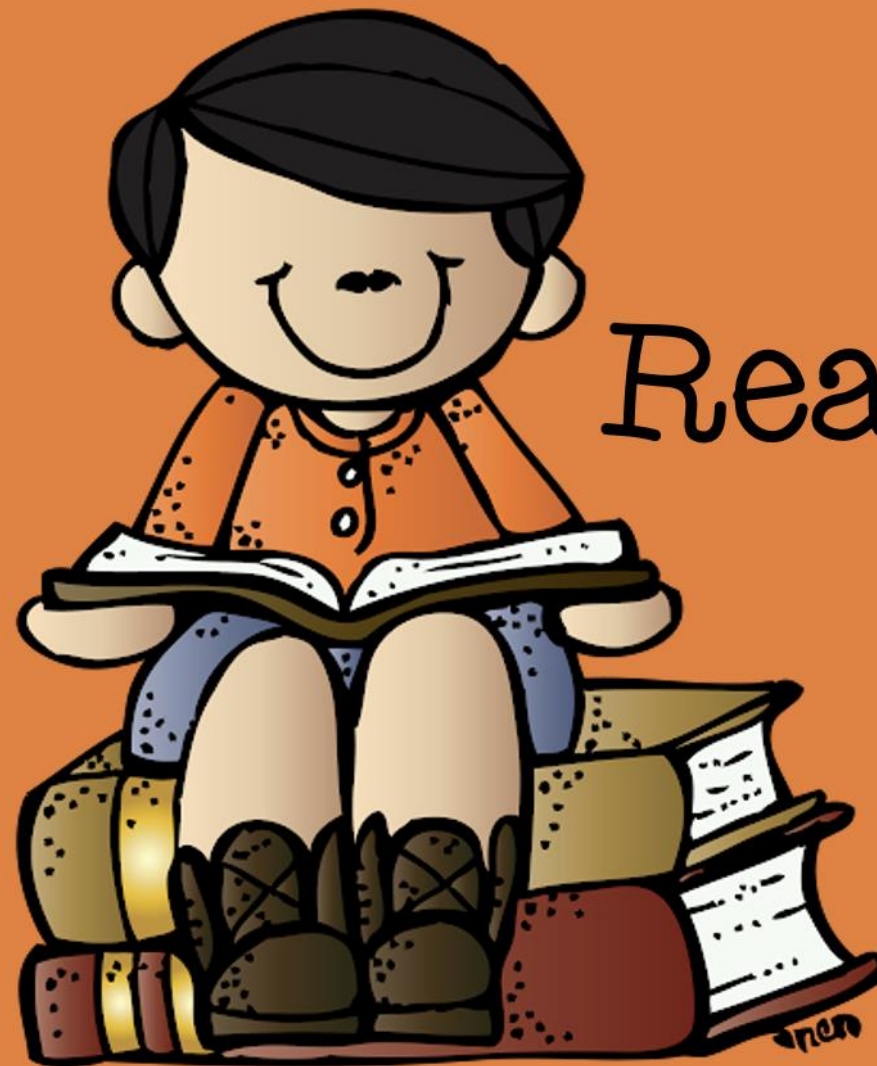




Supporting and Learning Together Session – October 2023



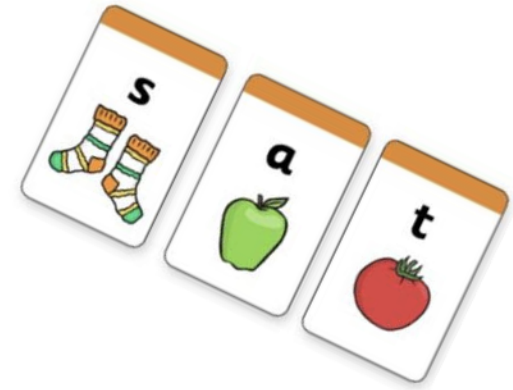
and



Reading

in Reception

# What is phonics?



Phonics is all about using ...

**knowledge** of the  
alphabetic code







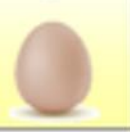






































**skills** for reading  
and spelling

Learning phonics will help your child to  
become a good reader and writer.

# Did You Know?

- ★ 26 letters in the alphabet
- ★ 44 speech sounds (phonemes)
- ★ Over 100 ways of writing down those phonemes (graphemes)

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th <b>the</b>	ng 	ear 	air 	ure <b>pure</b>	er 



# 44 PHONEMES OF ENGLISH

# How do we teach in Phonics at Merrylands?



Success for All   
Phonics

- ★ **Nursery** Phase 1
- ★ **Reception** Phase 2 - 4
- ★ **Year One** Phase 5
- ★ **Year Two** Consolidation & spelling patterns



# Each Daily LESSON

## 4 Parts

- Review
- Teach
- Practice
- Apply

# Phase 2 - Reception

Learning phonemes to read and write simple words

★ Children will learn their first 30 phonemes:

Set 1: s a t p Set 2: i n m d

Set 3: g o c k Set 4: ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)

Set 6: j, v, w, x Set 7: y, z, zz

★ They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:



sat, tap, dig, duck, rug,  
puff, hill, hiss



## Phase 3

- ★ **Consonant digraphs:** ch, sh, th, ng
- ★ **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- ★ Lots of practice with blending and segmenting words with these graphemes in and reading and writing sentences.

## Phase 4

- ★ No new graphemes
- ★ Children will practice reading words with adjacent consonants.
- ★ Reading and writing longer words – CVCC, CCVC, CCCVC

ai is in snail

snail train

rain pain

Digraphs & Trigraphs

Next

This card features a large illustration of a snail in a blue pond. To the right, there are four smaller images: a snail, a train, rain falling from a cloud, and a person in pain. A red banner at the bottom left says 'Digraphs & Trigraphs' and a green 'Next' button is at the bottom right.

CVC

tent

melt

You burnt the toast.

he she we be me

This block contains several overlapping word cards with green scalloped borders. The cards include: 'CVC' with three yellow cones; 'tent' with a green tent; 'melt' with a melting chocolate bar; 'You burnt the toast.' with a toaster; and 'he she we be me' with a duck. Each card has small instructional text and a 'Read this CVC word' or similar prompt.

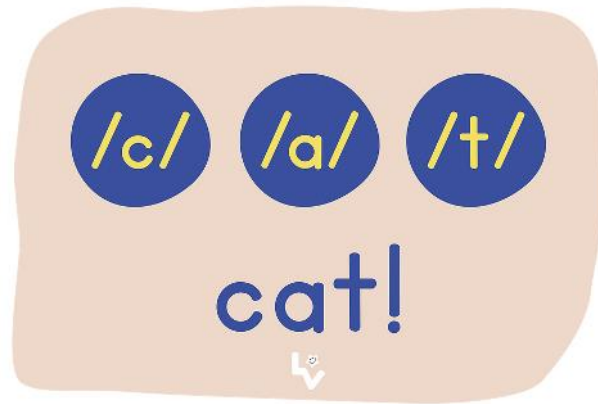
**Phoneme** - the smallest unit of sound in a word

**How many phonemes?**



**Grapheme** - the letter/letters used to represent a phoneme

**Blending** - Recognising the letter sounds in a written word, for example: **p-a-n** and then synthesising or 'blending' them in the order in which they are written to pronounce the word 'pan'.





**Segmenting** - 'Chopping up'  
the word to spell it out

Identifying the individual sounds in  
a spoken word

h-i-m s-t-or-k

and writing down letters for each  
sound (phoneme) to form the word.

Sound buttons – used to support children in blending.

cat fish church



**Phoneme Frames** – used to support children in segmenting.

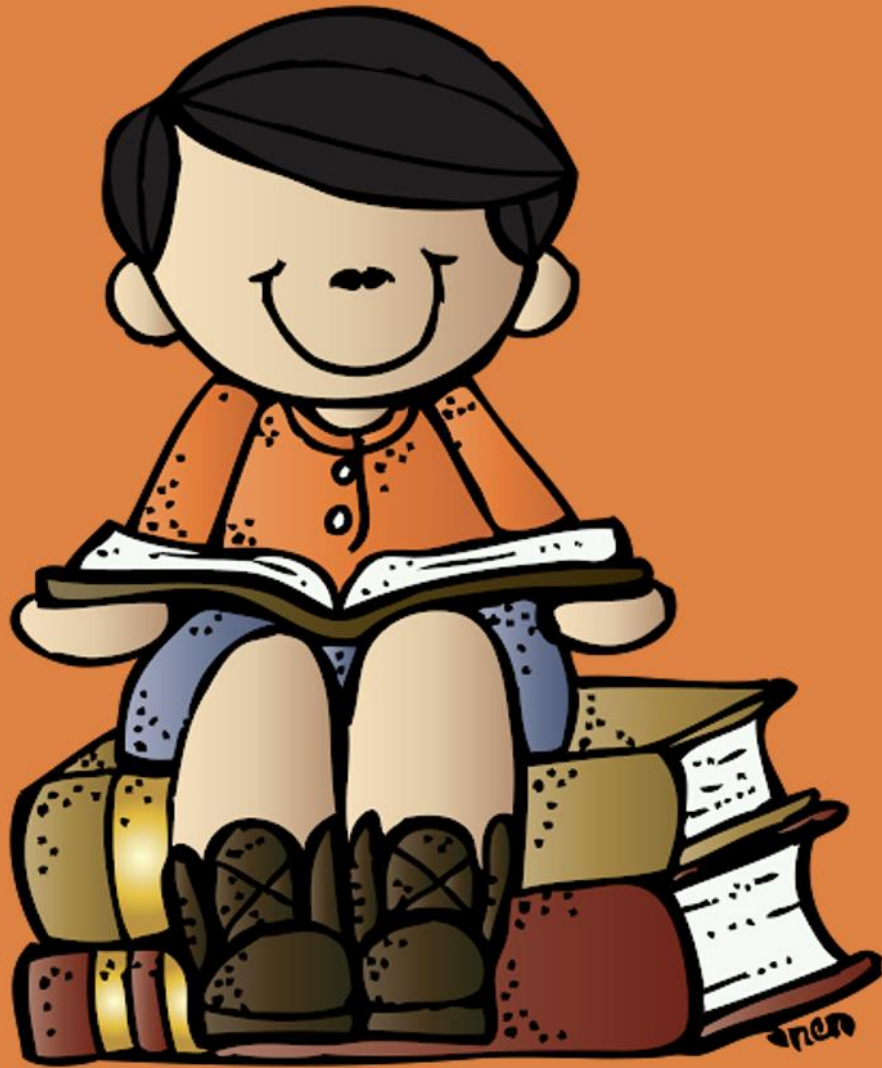
c	a	t
---	---	---

f	i	sh
---	---	----



ch	ur	ch
----	----	----

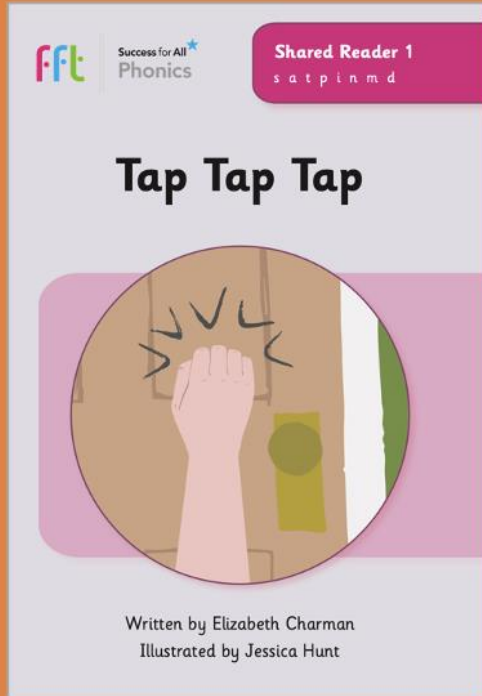




- Shared Reading in School
- Reading at home
- Reading to an adult in School

Reading

# 68 fully decodable Shared Readers



## Daily Shared Reading Lesson

- Linked to phonics teaching
- Whole class
- Paired work with duplicate copies of the book
- Link to shared readers will be sent home for parents to practice

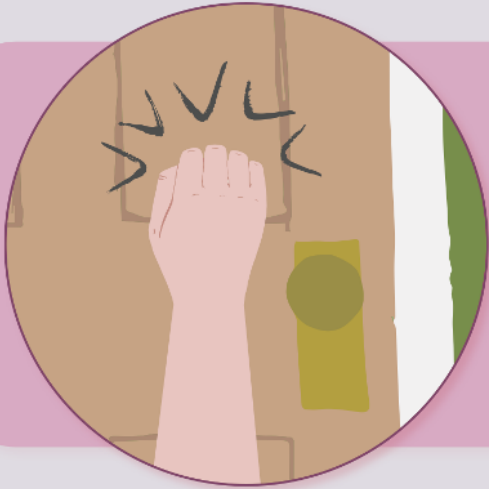
# Shared Reader 1: Tap Tap Tap



Success for All  
Phonics

Shared Reader 1  
s a t p i n m d

## Tap Tap Tap



Written by Elizabeth Charman  
Illustrated by Jessica Hunt

### Green words

Practises s, a, t, p, i, n, m, d

tap	Sam	dip
Pip	sit	nap
and	sip	

### Questions

Can you answer these questions about the story?

1. Did Pip sit?
2. Did Sam tap?



Pip and Sam sip.

4



Pip and Sam dip.

5



Pip and Sam nap.

6

**Green** words –  
decodable words.

Can be sounded out!

cat

fish

church

dolphin



**Red** words – common  
exception words/tricky  
words.

Need to be read by  
sight!

the

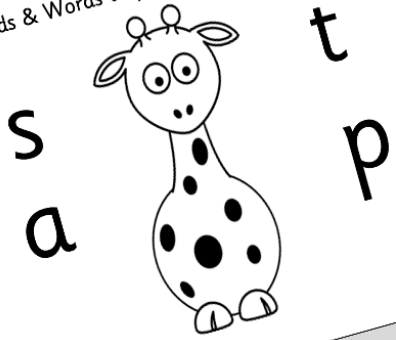
said

was

you



Sheet 1  
Sounds & Words to practise READING at home.



GREEN Words (I can blend these)	
at	tap
sat	pat
RED Words (I need to read these by sight)	
a	I the

Date completed:

Phase 2

Sounds & Words to practise READING



GREEN Words (I can blend these)	
van	web
vet	wig
RED Words (I need to read these by sight)	
go	
as	

Date completed:

Phase 2 Assessment Sheet



s	a	t	p	i	n
m	d	g	o	c	k
ck	e	u	r	h	b
f	ff	l	ll	ss	j
v	w	x	y	z	
the	I	a	put	is	he
she	to	go	of	as	we
are	you	into			

Date Completed:

Sheet 15  
Sounds & Words to practise READING at home.

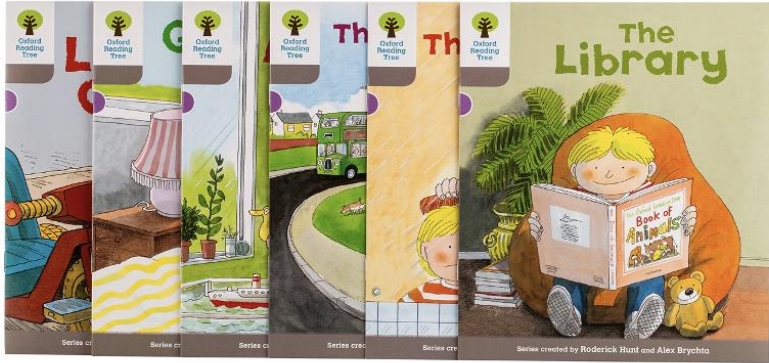


GREEN Words (I can blend these)	
high	light
sight	might
fighting	fright
RED Words (I need to read these by sight)	
our	

Date completed:

Daily practice of sounds and words will support your child's progress.

# Step 1 – wordless books



# Step 2 – books matched to phonic knowledge



# Parent Portal



Clear articulation of the sounds is **crucial** in supporting children's phonic learning.

<https://parents.fft.org.uk/tips-for-home-reading/>



## FFT Success for All Phonics - GPC ...

FFT Education

This video includes Grapheme Phoneme Correspondence including: s a t p i n m d g o c k e u r



# Supporting your child at home...

- ★ Listen to your child read – ideally every day but at least 5 times a week!
- ★ Practice the sounds/words in their blue folders every day
- ★ Record each time your child reads to you in their Reading Diary
- ★ Make sure your child sees you reading - newspapers, comics, menus, adverts in the supermarket, emails, texts etc
- ★ Talk to your child about what you have read
- ★ Go to the Library, read to your child – develop a love of stories and books
- ★ Complete the weekly Phonics Homework
- ★ Practice the phonemes together – robot talk, I spy games, (something beginning with...ends with....middle sound is...)
- ★ Encourage your child to “sound out” when writing (do not spell for them)
- ★ Don’t worry about “correct” spelling – this will come in time!

# By the end of Reception



- ★ 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 (Tricky) Words.
- ★ Write recognisable letters, most of which are correctly formed.
- ★ Spell words by identifying the sounds in them and representing the sounds with a letter or letters.
- ★ Write simple phrases and sentences that can be read by others.

