

# Phonics In EYFS and Year 1

Welcome to our Phonics  
workshop for parents/carers  
September 2019

# Building on strong foundations

Before we start the more 'formal' teaching of phonics, lots of work has already been done at home and in Nursery to lay strong foundations. This includes:

- \* Exploring and experimenting with sounds and words
- \* Distinguishing between sounds in the environment - e.g. guess that sound
- \* Listening to and joining in with stories that include rhymes, repeated phrases and alliteration

# Pre Nursery

## 22-36 months (1.8 – 3yrs old) Physical Development

- Begin to use three fingers (tripod grip) to hold writing tools.
- Imitates drawing simple shapes such as lines and circles.

## 22-36 months (1.8 – 3yrs old) Communication & Language - Listening & Attention

- Shows and interest in play with sounds, songs and rhymes.
- Recognise and respond to familiar / environmental sounds.

## 22-36 months (1.8 – 3yrs old) Writing

- Distinguish between the different marks they make.

## 22-36 months (1.8 – 3yrs old) Reading

- Has some favourite stories / rhymes etc
- Fills in missing words or phrases in known rhymes or stories eg “Jack and Jill went...”

## 22-36 months (1.8 – 3yrs old) Expressive Arts & Design

- Beginning to representation to communicate e.g. drawing a line and saying ‘That’s me’.

# During their time in Nursery

## 30-50 months (2.5– 4.2 yrs old) Physical Development

- Draws lines and circles using gross motor movement.
- Holds pencil between thumb and two fingers **no longer using whole-hand grasp.**
- Holds pencil near point between first two fingers and thumb and uses it with **good** control.
- Can copy some letters eg their name.

## 30-50 months (2.5– 4.2 yrs old) Communication & Language

- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key event and phrases in rhymes and stories.

## 30-50 months (2.5– 4.2 yrs old) Writing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

## 30-50 months (2.5– 4.2 yrs old) Reading - During time in Nursery!

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

## 40 – 60 months (3.3– 5 yrs old) Reading - During time in Nursery & Reception

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

# 40 – 60 months (3.3– 5 yrs old) Writing - During time in Nursery & Reception

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

# End of Reception expectations

## Early Learning Goal – End of Reception (June)

- They read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

## Early Learning Goal – End of Reception (June)

- They use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.



I got a  
can  
bed. Pat

To feree  
wobleee tooof I  
my  
Pleese tooof in my  
giver a coin

Love from Bilal

stegosaurus



It has got a long  
tail. It has got  
shop parts on his  
back.

Things I Love doing in Reception



I love P.E. and I love modelling

and swimming. I love cars

I love marbles and I love Brio.

I love the adventure playground.

by Henry I

# Read Write Inc



- \* All children in Reception and Year 1 have daily phonics lessons
- \* At Martin Primary School, we use materials produced by Read Write Inc. in our dedicated phonics lessons
- \* ‘Synthetic Phonics’ is the systematic teaching of all the common sounds in the English language (RWI calls these the Speed Sounds).
- \* Children are taught to recognise the sounds and to put them together (blend) into words for reading and to segment words when they want to write them

# Speed Sounds Sets 1 and 2

## **Children:**

- \* Learn 44 sounds and matching letters
- \* In speed sounds sets 1 and 2, for each sound (phoneme) the children learn one way of writing it (grapheme)
- \* Learn to blend sounds to read words
- \* Read lots of specially written books where they can practise the phonemes/graphemes they have learnt.

# Learning the sounds

## Set 1

- \* It is important to keep sounds very 'pure' and distinct.
- \* This is the order in which the sounds are taught.

m a s d t i n p g o c k u b  
f e l h sh r j v y w th z ch qu  
x ng nk

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

You may notice your child doing some actions when using these sounds. This is called Jolly Phonics which is just an extra tool to help the kinaesthetic learners. We eventually phase this out.

# Set 2 sounds

ay ee igh ow oo oo ar or air ir  
ou oy

moon



# Set 3

a-e   ea   i-e   o-e   u-e   aw   are   ur   er   ow

ai   oa   ew   ire   ear   ure   tious   tion

# Digraphs & Trigraphs

2 letters together that make one sound are called **digraphs**

e.g.      sh   ee   ie

Sometimes 2 letters that work together to make a single sound are split  
i.e. not next to each other – **split digraphs**

tide

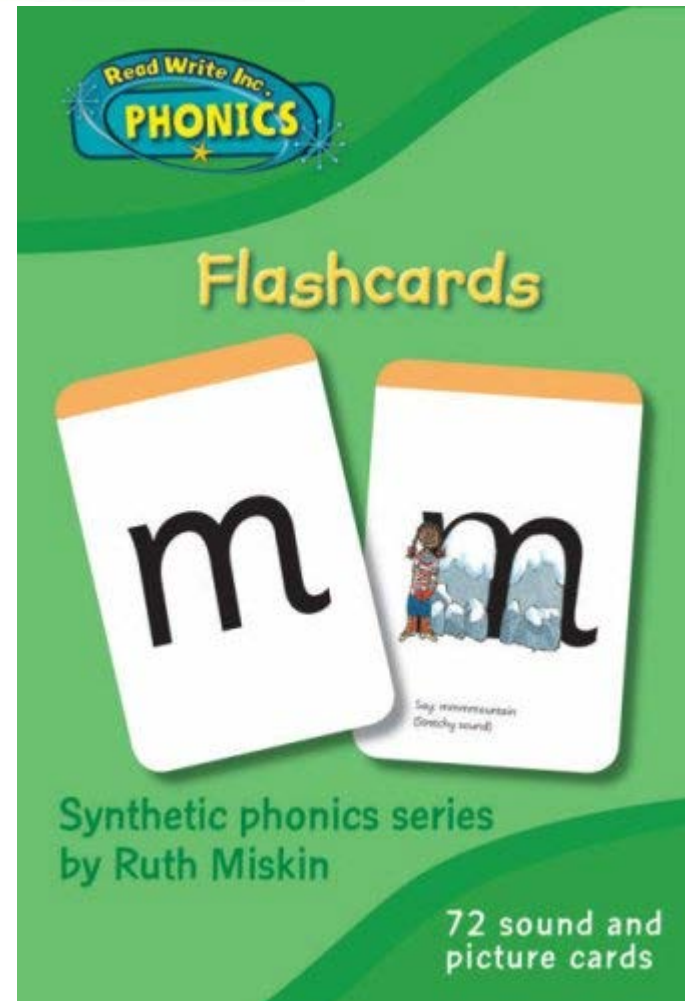
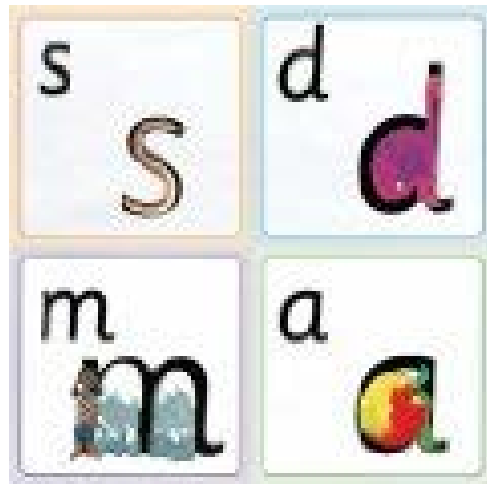
make

huge

rope

3 letters together that make one sound are called **trigraphs**

e.g.      igh   ire   air   ear





# Syllables

In phonics we also introduce what is meant by a syllable.  
The beat of a word.

dentist      starling      shadow      proper

We play lots of oral / listening games to help develop this skill eg  
clap your name. Sha – ron      Ju - lie

This leads into segmenting.

# Blending

- \* Blending is taking individual sounds and putting them together in order to make a word.
- \* We introduce sound buttons initially to support this and Fred talk or Fred fingers.

mat



up



dog



# Segmenting

- \* Segmenting is the reverse of blending. It helps children to write.
- \* They take a whole word and pull the sounds apart and write them in the order that they hear.

Eg How would you segment the word dig?

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# Children learn a simple code first

## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

*Vowels: stretchy*

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

# The Complex Sounds chart

## Consonants: stretch

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

## Consonants: bounce

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

## Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# It can be confusing!

ee

feed

mummy

meat

Pete

The more children are exposed to print and the more read the children will naturally pick up the correct spelling.

Looks right, feels right.

# Graphemes

A grapheme is how a sound is written down.

English has more than 150 graphemes

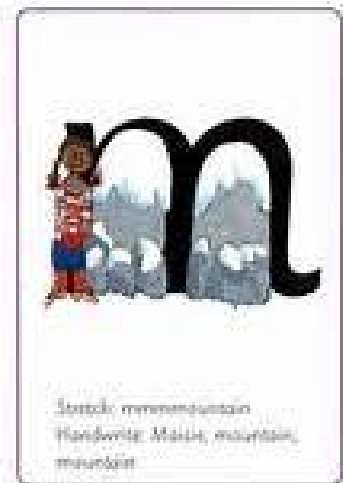
A complex code!

Once children are confident with their speed sounds sets 1 and 2, we then start on set 3. Now children learn that there is more than one way of writing the different sounds

e.g. cry    night    shine    lie    dye

# Letter formation

- \* Phrases help children remember how to form letters (graphemes) correctly
- \* On the back of the cards/sent home to parents as the grapheme is taught
- \* Maisie, mountain, mountain
- \* (provide clues for direction eg down Maisie over the mountains)





# So how can you help your child?

By using the Speed Sounds with your child  
And keeping the sound pure (no uh!)



By using the same terminology that we use at school

By knowing how to blend and segment using Fred  
Talk for reading

**m\_a\_t mat**



- \* Reading for pleasure. All the research in the last 10 years suggest that the best readers are those that read for enjoyment.
- \* Reading shouldn't be a chore.

Remember !!!

- \* Praise, praise, praise – Children learnt to read by experiencing success – Margret Meek

# FAQ

Q: I can't get my child to sit down and read with me.

A: You don't need to sit down to read! You can take books into the bathroom for bath time; audios; read a recipe in the kitchen; reading instructions when building with lego etc; reading letters/birthday cards; looking at text around us eg signs, in the supermarket etc

Q: My child always want to read the same book.

A: Keep reading don't worry. Children learn from repetition and they see different things every time they read. You can extend this by getting them to retell the story to you; change the ending; change the character. Find a similar book to introduce them a new text. Use I choose / you choose technique.



Q: I don't have time to read. Does it matter?

A: YES! Research shows little and often is the best way for your child to be exposed to reading. It don't need to be a set 15 minute session. It can be while waiting for the bus, in the doctors surgery. Drop into the public library to foster the love of reading.

Wednesday after school in Reception!



Q: I'm worried my child is showing no interest in reading. He's now 4 years old.

A: Take the pressure off. They can feed on your anxieties. Make the connection by going in through their interests eg If they are really interested in trucks.. Comics and magazines.

It is very important to model a love of reading

Q: I don't know how to help. She gets very frustrated when she can't read a word.

A: Allow a few seconds. Don't be too quick to give the word. Give them clues to work out the word eg look at initial sound; use picture clues to help etc

Praise your child for what they have got right!!

Q: My child is bring home books that are too easy. You should make them take home harder ones.

A: The reason we send particular books home is to improve your child's confidence with reading and research shows it actually increases their fluency.

Reading is about getting MEANING/UNDERSTANDING not getting every word right.



# For your consideration

- \* Research over the past 10 years shows the children who are the best readers are those who have been reading for enjoyment. Whether it's looking at books; hearing audiobooks; listening to significant others read to them; even sharing emails, texts or letters; visiting a print rich environment.
- \* It does not have to be you it can be any member of the family.

# Building on success

We have used this approach to the teaching of phonics for a number of years now.

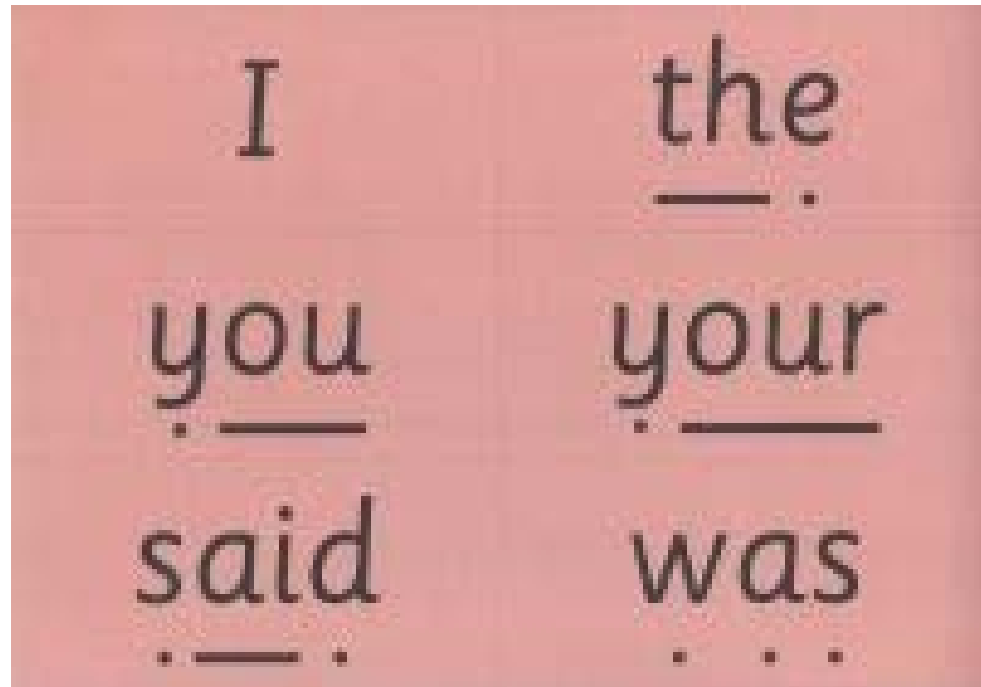
In June each year all children in Year 1 take part in a phonics screening programme. This is carried out one-to-one with the class teacher and the child. There are 40 words for the child to read – 20 real words and 20 pseudo words. For the past few years the threshold pass mark has been 32 out of 40.

voo      jound      terg      fape

Last year just over 82% of children at Martin Primary School met or exceeded this mark.

# Red words

- High frequency “tricky words”
- Cannot be decoded
- Learn whole word
- On-sight recognition



# Over to you...

Any questions?

Thank you for your continuing support with your child's learning.





\* Information for parents – RWI channel

[https://www.youtube.com/channel/UCFqZcj-GHOdkMApIHrq\\_i7w](https://www.youtube.com/channel/UCFqZcj-GHOdkMApIHrq_i7w)