

Reception Phonics Workshop

22.11.23



Purpose of this afternoon...



- * To support you in your understanding of phonics.
- * Give you more confidence in how to support your child at home.
- * Provide you with quick, practical activities you can try at home to help your child with their reading.

Reception Class 'Settling In' Survey 2023

		Stron gly Agre e	Agre e	Disag ree	Stron gly Disag ree
1	The information prior to starting school was useful (<i>prospectus, transition booklet, home visit, classroom taster session, assembly visit and tour with Y6 Buddy, Teddy Bear Picnic, letter from Y6 Buddy</i>).				
2	I feel my child was supported well by staff in their move to school.				
3	The school has explained to me how I can support my child's learning at home.				
4	My child has settled well at school.				

What is **Phonics** ?

Phonics is a method of teaching children how to read and write.

It helps children to hear, identify and use different sounds that distinguish one words from another.

Synthetic phonics is a method of breaking up the words into their smallest unit called *phonemes*.

Key vocabulary

Grapheme – the written letter

Phoneme – the sound it makes

Pronunciation of sounds

The pronunciation of sounds is really important to ensure children are able to effectively sound out words to read.

/c/

/l/

/a/

/t/

/m/

/f/

/u/



How is phonics taught in Reception?



- At St Johns, we use the Jolly Phonics Scheme
- Phonics is taught consistently across EYFS and KS1 and in a very similar way.
- Phonics is taught daily for 25 minutes

<https://app.jollyclassroom.com/#/classes/bn1XjBOMFKWlQabU0tEs/lessons/TxsJuXzf5JMkybS72tPU>





How is phonics taught in Reception?

- Children will take home a sound sheet/activity sheet to practise at home in their special phonics books. This enables them to apply the knowledge they have learnt in school and share this with you at home.

Classroom Step 1

B b	
ACTION Clap and hold a ball with a bat, saying b, b, b, b.	
b b b b b b b b d g o u r i f	
big .. bag .. bell .. crab ..	Say the word for each picture. Three have a /b/ sound in them. Cross out the one that does not.

Read the CVC Words

Directions: Identify the animal or object in each picture, and say its name out loud.

 pin pig	 bug bun	 can cat
 dip dog	 bed bit	 hat hen
 foe flog	 bun bat	 wig win
 man map	 jet jon	 at sun

Key Phonics Skills: Blending

Blending is the process of joining one or more sounds together in order to read a word.

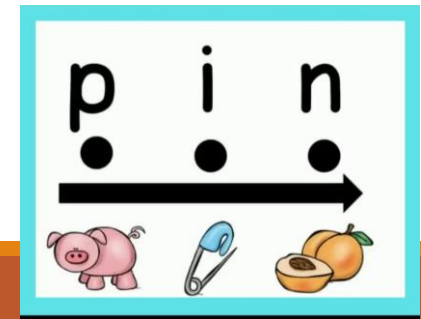
c/a/t = cat

f/i/sh = fish

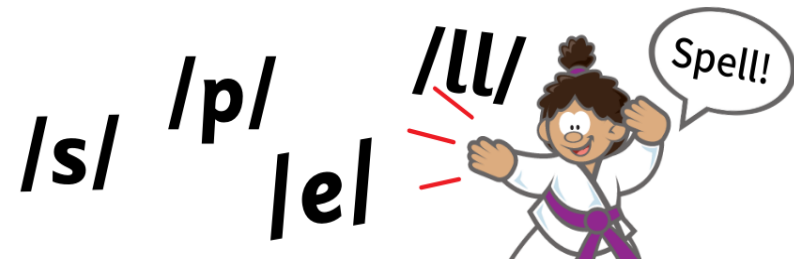
Key vocabulary

Digraph – Two letters that make one sound e.g. ai, ee, oo

Trigraph – Three letters making one sound e.g. igh, are, air



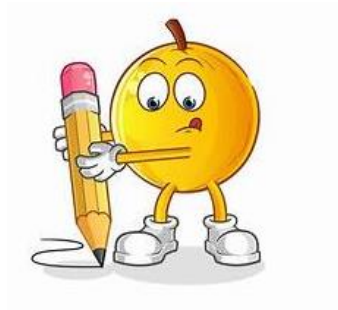
Key Phonics Skills: Segmenting



Segmenting is the ability to break up spoken words into their separate sounds. This is a skill required for writing.

c / a / t

sh/ ee/ p



To write, children need to be able to:

- **segment** the word into it's sounds
- know what each written **grapheme** looks like
- Have developed **fine motor skills** to form it accurately.



Tricky words

I
the
we
me
he
she
to
was

Blending and segmenting doesn't work for some words. These are called non-decodable or '**tricky**' words.

The children will learn these words alongside our phonics teaching.

With regular practise, the children will learn to recognise the word and not to sound it out when they come across it in a sentence.

We will send home a list of the words once we have taught a few for you to practise at home.

Activities to help with these skills

- Oral blending – sounding out words/ instructions – Can you put on your _____?
- Sound hunt – Post it notes with sounds written and stuck around the house. Can you put these together to make a word?
- Activities in your phonics packs:
 - Read and roll
 - Matching game
 - Sound mats
 - Magnetic letters



Reading books

When children are confident in segmenting and blending they will be put onto the St Johns reading scheme.

A new book will come home every week (changed on a Wednesday).

Please record in your child's reading book when they have read and a short comment.



Tapestry



We would love to see how the children are getting on at home with their reading.

We will then share these achievements together as a class :)