

Reception Phonics Information Evening

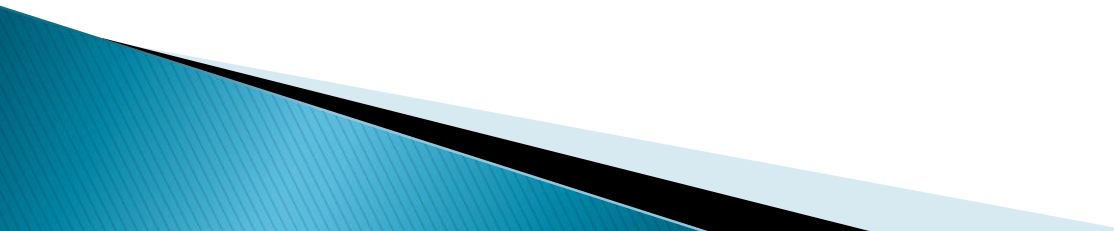
Tuesday 12th September 2023
Miss Billington and Mrs Ghoul

This meeting is to give you information about:

- ▶ How we will teach your child to read and write
- ▶ ‘Phonics’ and the scheme we are using
- ▶ How to help at home!



How we are teaching your child to read

- ▶ Synthetic phonics
 - ▶ There are 44 sounds in the English language
 - ▶ Each sound is represented by a different letter/pair of letters (the 'grapheme')
 - ▶ Highly structured and repetitive – daily 20-30 minute phonics lessons
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For example...

'digraph'- 2 letters/1 sound (special friends)



c a t



ch i p s



c a k e

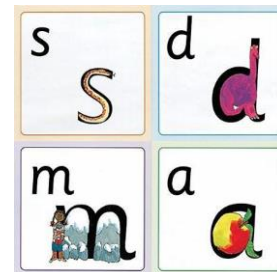


l igh t

'split digraph'
(best friends)

'trigraph' -
3 letters/1 sound)

Phonics and 'Read, Write Inc.'



- ▶ We are learning one sound per lesson, 4 lessons per week and a review on Friday.
- ▶ Each sound has a rhyme for writing the letter.
- ▶ Important to say the **pure sound**– not 'uh' at the end!
For example 'h' is hhhhh not huh.
- ▶ We do not teach letter names until the end of Reception.
- ▶ Do not be alarmed if your child writes with only lower case letters. We also introduce capital letters towards the end of Reception.
- ▶ Link to the correct pronunciation of phonemes on last slide
...There are lots of videos @ Ruth Miskin Training on YouTube if you are interested!

Putting it all together – blending for reading

“Fred talk”



- ▶ To read regular, phonetic words children need to say the sounds quickly
- ▶ In order to do this they need to be confident at linking sounds to letters and spotting the digraphs/trigraphs/split digraphs
- ▶ They then need to ‘hear’ the word that the sounds are making
- ▶ Longer words are ‘chopped’ into syllables
- ▶ E.g. snowman → s n ow m a n



Splitting words up – segmenting for spelling/writing

“Fred fingers”

- ▶ Getting started:

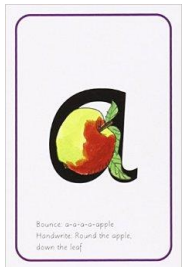
Fine motor skills, confidence in drawing and correct pencil grip

- ▶ For writing children need to say the word slowly and split it up into the sounds

- ▶ E.g. dog: d-o-g; farm: f-ar-m

- ▶ Writing is more difficult as children need to hear the sounds in the word **and** remember how each sound is written **and** the order of the sounds.

- ▶ Handwriting – letter formation is very important!



- ▶ This gets more difficult as some sounds have more than one grapheme...

- ▶ Eg. Bike fly tie night

- ▶ ...and some graphemes have more than one sound...

- Eg. Flower and grow

Complex Speed Sounds

Consonant sounds

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		se			
					ce					

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				dge							

Vowel sounds

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

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

Words that are not phonetically decodable

- ▶ In order to read simple sentences the children will need to learn to read some of the most common but irregularly spelt words. As the children progress through the Read, Write, Inc programme they will learn the correct sound for the graphemes they come across when learning the red words.
- ▶ But to begin with we call them 'Red words'.

e.g. put I the she you said was

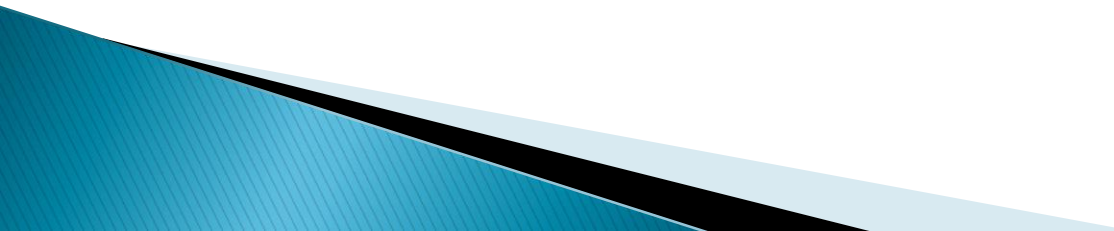
Words that do not make sense!

- ▶ We also sound out and read words that do not make any sense.

e.g. gim dit

Read, Write Inc. calls these 'Alien Words'.

Why is phonics so important?

- Children must be able to 'decode' accurately and confidently before they can even begin to understand what they have read.
 - Often we assume that children can answer comprehension questions if they can read it.
 - We need to teach the skills for comprehension explicitly and from an early age to equip them to be successful readers.
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Reading at home

- ▶ RWI Book Bag Books- structured scheme of fiction books which will match the sounds your child has been learning at school.
- ▶ Children progress through the scheme, moving up the levels at their own pace.
- ▶ Not all words are phonetically decodable (**Red Words**) but phonics should be the primary strategy your child uses.
- ▶ It is important that children read regularly at home (as well as being read to daily).
- ▶ **Let your child take the lead!** Get them to “teach” you, be really encouraging and help them out – it’s not a test!

Homework in Reception

- ▶ On the school website – see class blogs each Friday
- ▶ **Weekly Red word recognition**

Practise little and often!

- ▶ **Letter formation practise** – starting once the children have had a speed sound lesson for each letter of the alphabet
 - Letter formation families
 - Pincer grip is very important
 - Support your child in saying the rhyme to aid correct formation – **it is very hard to unlearn the incorrect formation**
 - Implications for joined-up writing
- ▶ **Book Bag books** – nearer to Christmas

Letter formation families

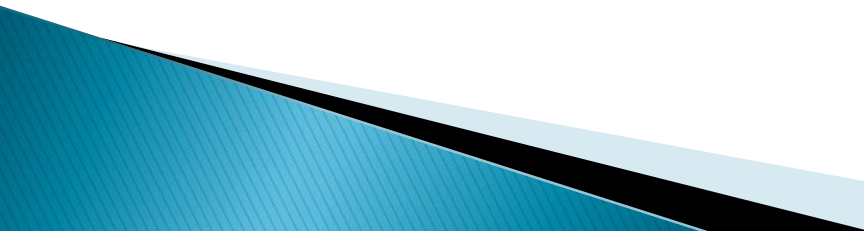


Useful websites that you can use at home

- ▶ The class blogs and the phonics page on our school website
- ▶ Free websites
 - www.ictgames.com
 - www.teachyourmonstertoread.com
 - <https://www.oxfordowl.co.uk/for-home/> (free e-books and tips)
- ▶ Subscription websites
 - www.phonicsplay.co.uk
 - More information about Read, Write Inc
<https://ruthmiskin.com/en/find-out-more/parents/>

Please bear in mind that we will not have covered all of the phonemes on these resources. We will update you on our progress on the class blogs!

Focus at home

- ▶ Practice makes perfect!
 - ▶ Please don't put pressure on your child or yourself.
 - ▶ School = high quality, rapid teaching and learning.
 - ▶ Home = consolidation and confidence.
 - ▶ Home languages – understanding and vocabulary in home language is a priority!
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Any questions?



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