Reception Phonics Workshop
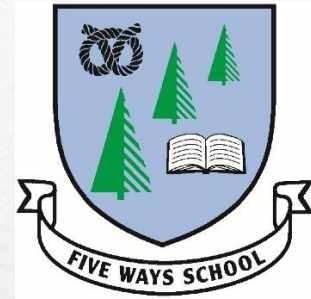
What is phonics?

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

- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as c, k, ck or ch.

- Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out.

- For example, when a child is taught the sounds for the letters *t*, *p*, *a* and s, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

How is phonics taught?

- Synthetic phonics

- Phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised).

- For example, children are taught to take a word such as cat apart into its three letters, pronounce a phoneme for each letter in turn c - a - t and blend the phonemes together to form a word – cat.

- Fischer Family Trust (FFT)
Success For All Phonics Programme

Phase One Phonics

- Before any of this, children need to have developed the skills in order to listen to and distinguish between different sounds.

- Phase 1 is the first stage of phonics, and lays the foundation for future phonics learning. The primary focus is on developing speaking and listening skills.

- Environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.

Fischer Family Trust (FFT) Success For All Phonics Programme
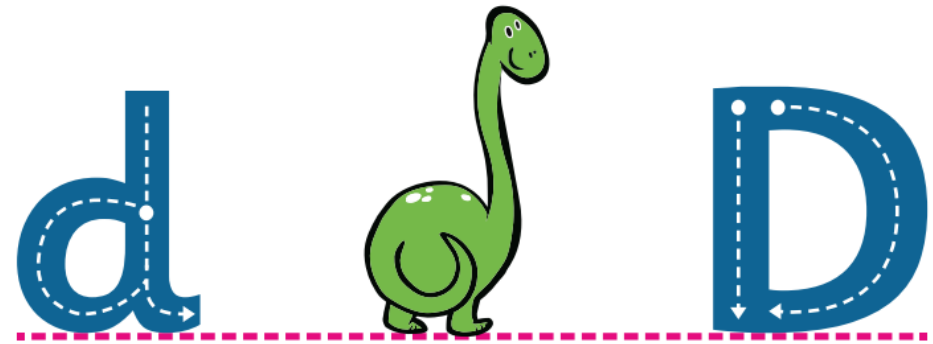
- Daily Phonics Lesson

- Daily Shared Reader Lesson

Phonics Lesson Example

- Start each lesson with the Alphabet Chant

- We learn the chant with letter names and then letter sounds
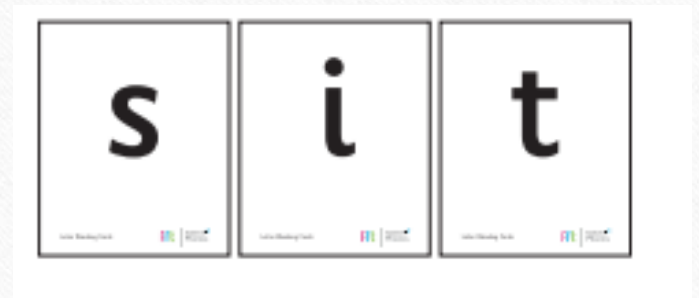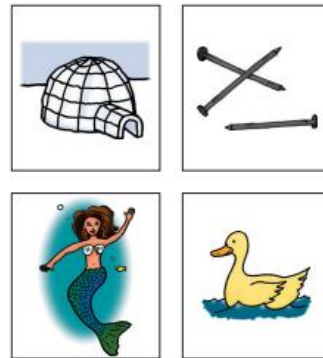
Review Previous Learning

- Hear Phonemes (sounds)
- Read GPCs (grapheme phoneme correspondence) – Meaning a sound is matched to one or more written letters.
- Stretch and Read
- Quick Erase

s i t

Pure Sounds

- Saying pure sounds is important – some sounds stretch e.g. s, m, f, n, r and some bounce e.g. a, b, t, p, c

- It is always best to say them softly and say a word that begins with the sound to help. For example, ssss – snake. Instead of "suh".

- Try to avoid a big 'Uh' sound at the end as this will impact on your child's ability to blend and segment words when reading and spelling.

Teach – Practise – Apply New GPCs

- Present New GPC

- Model Phoneme

- Say it Fast/Break it Down

- Write New Grapheme

- Stretch and Count/Spell

g

g oa t

What if my child isn't forming letters correctly?

- Before a child can hold a pencil correctly and form letters correctly, they need to have developed their gross motor skills and their fine motor skills.

- Gross Motor Skills – Using arms, legs, torso – bigger movements – running, climbing, skipping etc.

- Fine Motor Skills – Using the small muscles in hands and wrists – using scissors, buttoning shirt, using knife and fork, writing.

x X

The excited fox exercises.

Hand to toe this way, hand to toe that way.

Success for All

What do we do in school?

- Write Dance
- Dough Disco
- Finger Songs – Tommy Thumb, Crocodile Snap
- Funky Finger Table
- P.E
- Trim Trail

Step 4 | Reception – Term 1 | Remember to begin each lesson with the Alphabet Chant

	Review Previously Learnt GPCs (10 minutes)				Teach › Practise › Apply New GPCs (15 minutes)						
	Hear Phonemes	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme	Stretch and Count/Spell
Day 1	ck e u r	g o c k / ck e u r	ram peg / pip rug / dog got	rug › tug › tag › tap › top › tip	The happy horse hops. /h/	Look what my mouth is doing when I say /h/. My mouth is open and I push air out of my throat. I'm hardly making any noise at all.	h-a-t h-u-m h-i-t h-i-p	h-o-t h-o-p h-e-n h-e-m	hot hat hum	From head to toe and over his back.	hop hug hen
Day 2	e u r h	o ck ck / e u r h	hen had / run men / rid sock	hen › pen › pin › pit › pot › rot	Bat before the ball. /b/	Look what my mouth is doing when I say /b/. My lips go together then pop open. It's a bit like saying /p/ but my voice is turned on.	h-u-g r-o-d b-i-t b-a-g	o-ff l-e-g f-i-n b-a-t	sob beg but	Down the bat and around the ball.	big back bat
Day 3	u r h b	c k ck e / u r h b	bin bun / rap tub / ham pen	bun › bin › bit › sit › sat › set	The floppy flower falls. /f/	Look what my mouth is doing when I say /f/. My teeth are resting on the bottom lip and I make the sound by pushing air between my teeth.	b-a-g ch-i-p th-i-n f-a-n	t-i-ck sh-i-p s-ea-t f-i-t	if fat fun	Down the flower and across the leaves.	fog fin fan
Day 4	r h b f	k ck e u / r h b f	rot sock / fib ham / bit get	bed › bad › sad › sat › sit › fit	Huff and puff. /f/	We see two of the same letter but we only hear one sound.	f-i-ll f-i-sh w-e-t p-u-ff	y-u-ck j-a-m o-ff z-oo-m	puff biff off	Practise writing 'ff'.	cuff huff off
Day 5	h b f	ck e u r / h b f ff	off puff / fin sob / hum beg	biff › if › off › on › in › bin	Review any GPCs presented this week that the children need more practice with.		f-i-b h-o-p c-u-ff b-a-g	h-o-t p-u-ff f-i-t b-a-ck	Review any words that the children need more practice with this week.	Practise writing all graphemes presented this week, both upper- and lower-case, that need review.	hat biff fed

Shared Reader Lesson Example

Shared Reader 5
h b f ff

Big Red Bus

Written by Elizabeth Charman
Illustrated by Robin Lawrie

- Explore – **Look at front cover, predict.**
- Word Time – **Look at red and green words.** Green Words are decodable (you can use phonics to read them) and Red Words are 'tricky words' which means they have parts that are not decodable and need to be memorised.
- Choral Read – **Model reading using stretch and read.**
- **Discussion** Time – Discuss what has been read.
- Partner Read – **Reading with a partner**
- Echo Read – Model a target skill (e.g. **using expression**). Children will repeat chorally to practise reading fluently.
- Writing Time – **Writing upper and lower case letters** – moves on to words and then sentences.

Shared Reader 2: Kim Cat | **Reception – Term 1**

Learning Objectives:

Reading: Read words consistent with their phonic knowledge by sound-blending.

Writing: Write recognisable letters, most of which are correctly formed.

	Explore (2m)	Word Time (3m)	Choral Read (8m)	Discussion Time (2m)
Day 1	**Preview** • Do dogs and cats usually get on? • What do cats like to eat? **Predict** • What do you think Kim Cat will do in this story? Record and retain predictions to revisit at the end of the lesson.	Model Stretching and Reading with Green Words. If required, briefly explore the meaning of words such as 'tip' and 'cot'. Lead Partner Practice of Green Words. NB: This story contains no Red Words.	Model reading the first sentence using Stretch and Read. K-i-m... C-a-t... Re-read the sentence for fluency. Repeat this process for the rest of the story. Explain that capital letters are also used for people's names – in this case, Kim Cat.	**Prediction Review** • Did Kim Cat do what you thought she would? Why/ Why not? Use Think-Alouds to encourage children to elaborate and extend their answers.
	Remember (2m)	**Word Time (3m)**	**Partner Read (8m)**	**Discussion Time (2m)**
Day 2	**Review** • What is the title of the story? • Who are the characters? • What does Kim Cat do in the story? Use Sentence Stem to support children to answer in full sentences.	Guide a review of the Green Words using Stretch and Read. Lead Partner Practice of Green Words. NB: This story contains no Red Words.	Children Partner Read. If necessary, use these questions to support comprehension. • What does Kim Cat do to Dog? • Why do they tip over? Review capital letters and full stops.	**Summarise** • What is Nan cooking? • What happens to the cod? • What does Kim Cat do after eating? Use Think-Alouds to encourage children to elaborate and extend their answers.

Parent Portal

- FFT Success for All Phonics have created advice and resources to support.

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

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A complete set of Shared Readers which can be found here is also available along with recordings of the Readers being read out loud.

Helping your child is, in fact, straightforward. Research shows that it is really important to introduce children to several new words each day, just by talking and using them together. Children also have a better chance of being a successful reader if they practice reading their decodable books and also share other exciting books for pleasure, hearing others read.

Thank you for all of your support.

tap

he