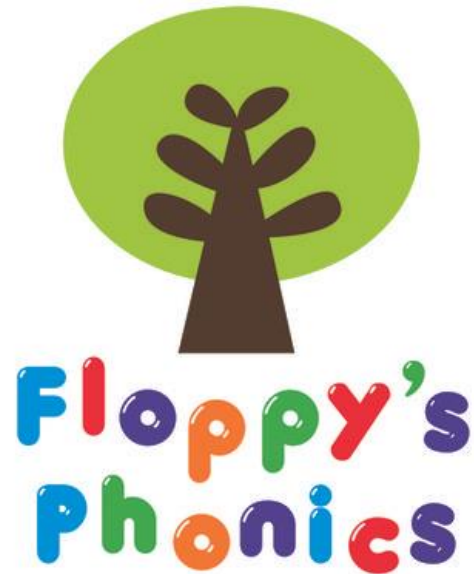




# Reception Phonics Introduction

Jen Metcalfe



# What is Phonics?

English language;

- Over 44 sounds
- Only 26 letters
  
- Learning phonics helps children to crack the alphabetic code.
- Learning to read and spell.

# Rhyme/ alliteration

- Rhyme - Important to help distinguish between sounds- same ending.
- Alliteration- Hearing the beginning sounds.

*Example books/games*

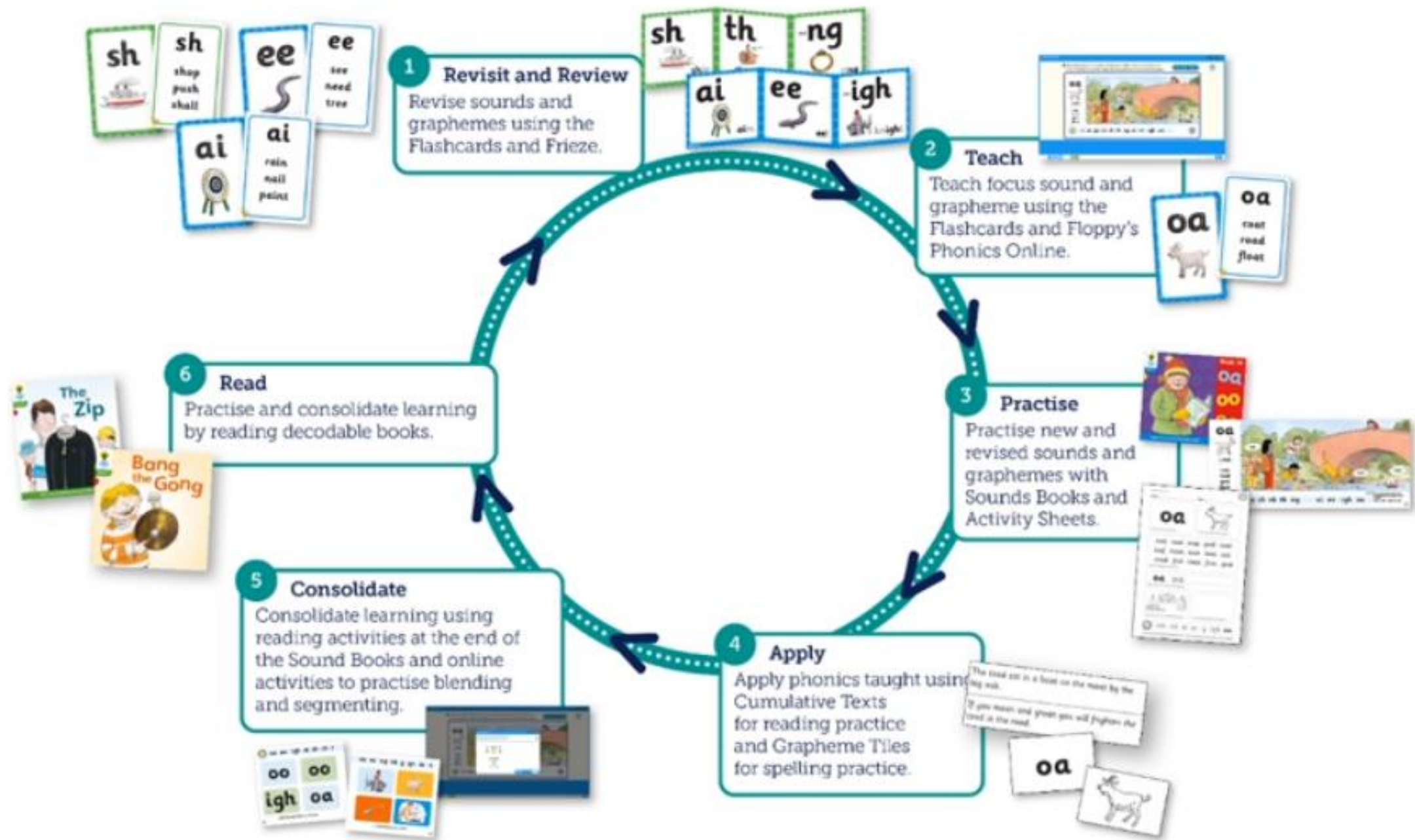
## Teaching children to read by...

- Linking **sounds** (known as *phonemes*) and the **letters** or **letter groups** (*graphemes*) that represent them.
- Starting with the easiest sounds and progressing through to more complex.

.... is the most effective way of teaching young children to read.

## Systematic- Clear order and routine

- Revisit and review- Flashcards.
  - Teach- New sound and grapheme.
  - Practise- Sound books and activity sheets.
  - Apply- Reading sentences/ matching graphemes.
- Continuous provision- application of skills independently.
- Consolidate- Sound books for revision and decodable books.



Synthetic- to blend.

s a t

• • •

## Pure Sounds

• *muh-uh-muh*



• *mmm-u-mmm*



# Sounding Voice

Voiced

whisper

stretched

bounced

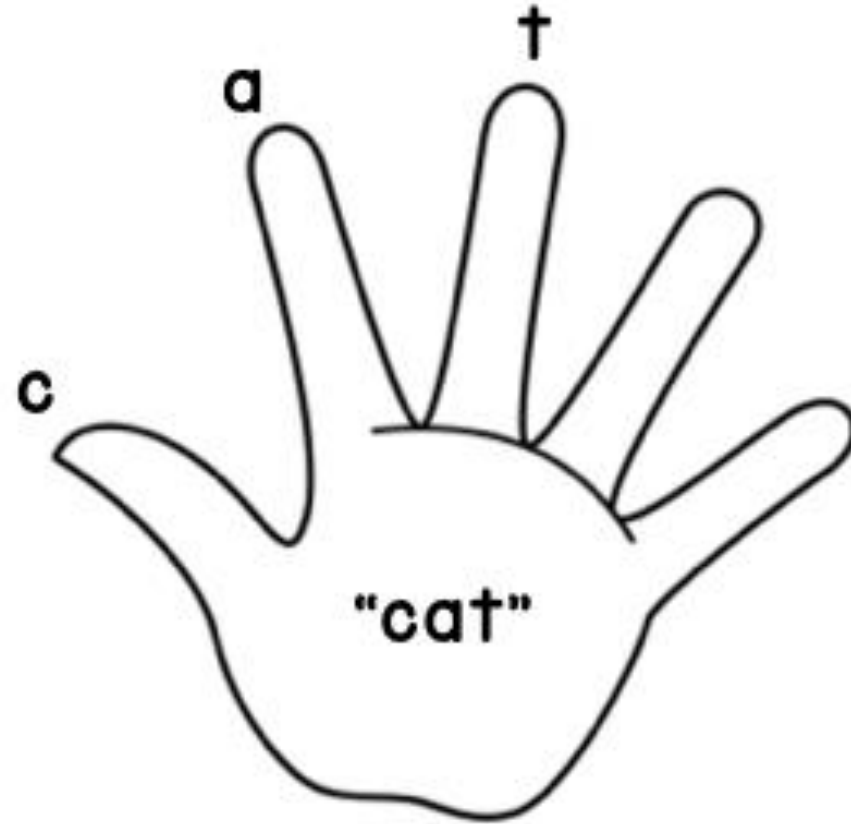
g

h

zzzzz / nnnn

p p p / o o o

# Decoding and blending



Demonstration of sounds- cards

# Alphabetic code

- Sounds can be represented by one, two, three or four letters.

/w/ as in w-e-b

/sh/ as in sh-i-p

/igh/ as in kn-igh-t

/ai/ as in eigh-t



# Understanding the alphabetic code

One sound can be represented by alternative spellings, for example:

long  
**/oo/**



**oo**  
spoon

**-ue**  
glue

**-ew**  
screw

**-o**  
move

**-ou**  
soup

**-ough**  
through

**u-e**  
flute

**-ui**  
fruit

**-u**  
super

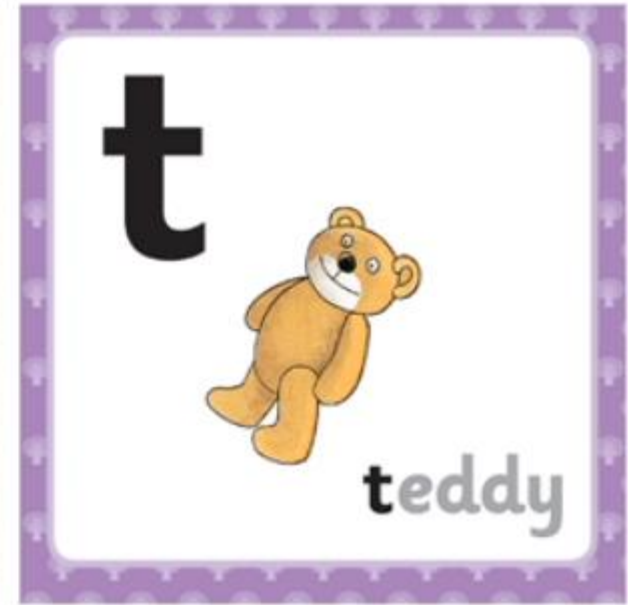
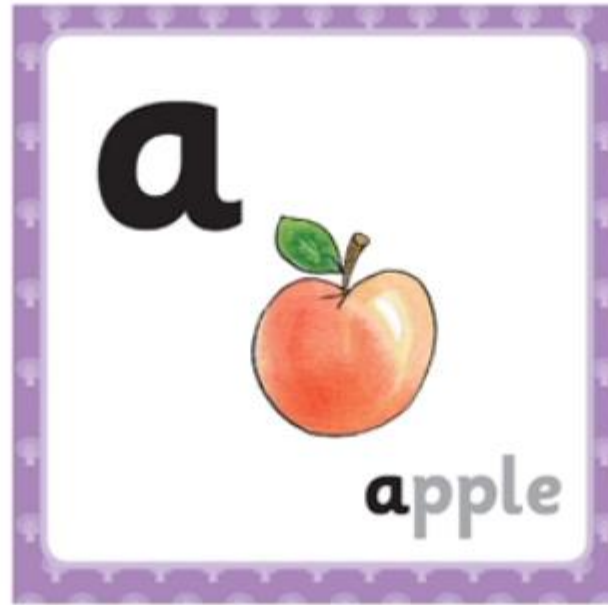
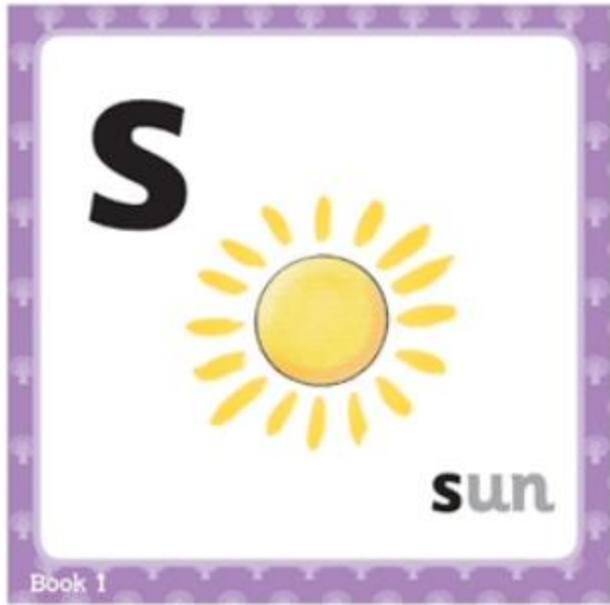
# Understanding the alphabetic code

One spelling can be code for alternative sounds, for example;



# Picture cues (mnemonics)

**S** as in sun



*leel*



**ee**  
eel

**-y**  
happy

**ea**  
eat

**e**  
me

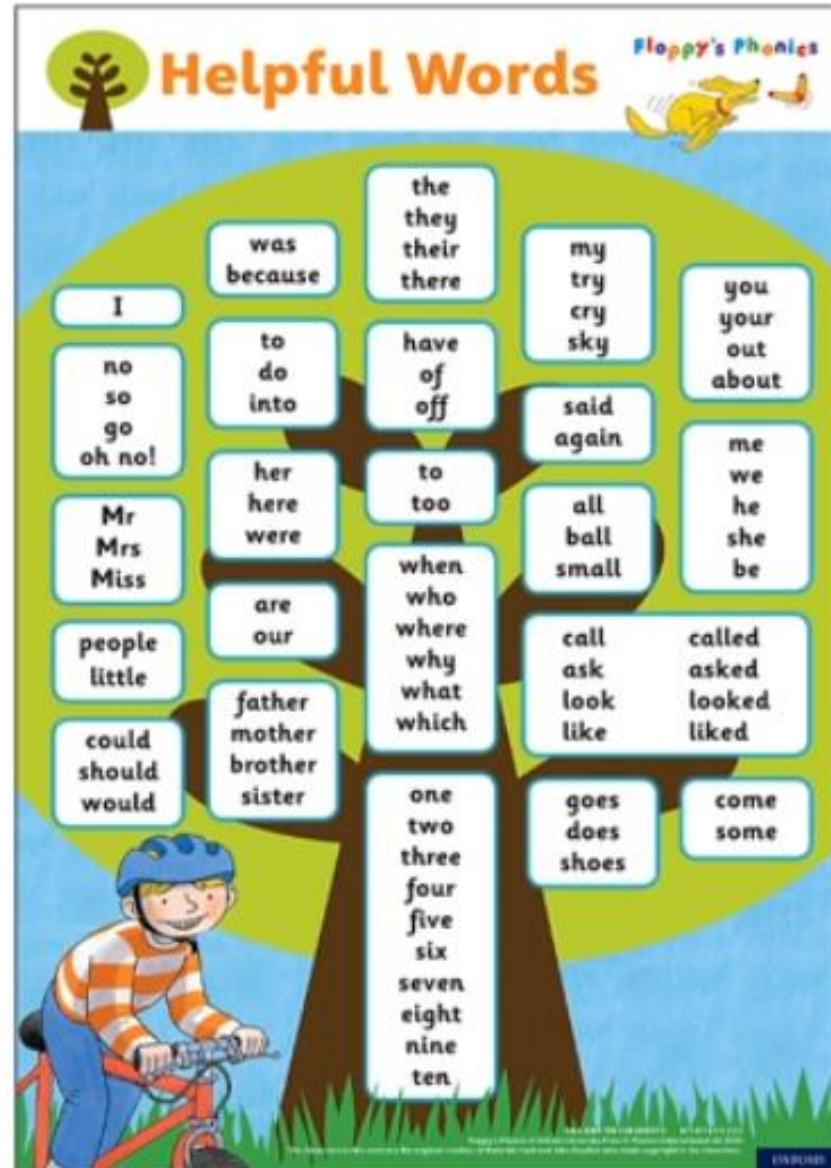
**e-e**  
compete

**-ey**  
donkey

**-ie**  
shield

**-ine**  
sardines

Common and high frequency words which are useful for early reading and writing.



Words with sounds that have not been taught yet or unusual sounds.

*'tricky words'*

the

off

be

mother

their

to

when

are

brother

people

go

we

too

said

should

into

me

why

like

would

**-x**

box  
six  
wax

**oa**

coat  
road  
float

Name \_\_\_\_\_ Date \_\_\_\_\_

**ee**  

bee see eel feel se  
meet feet deep sw  
teeth green tree fr

**ee ee**

wh -cks

34

Name \_\_\_\_\_ Date \_\_\_\_\_

**sh** 

shop shed shut fish ship  
shall dish shells shock  
wish hush shops brush

**sh sh sh sh**

**zz j v qu w -x y z**      **-ng ch igh th ai sh ee**

three big feet



No peeking!



The ship sets sail.

This seed needs light.

The snail waits for rain.

Did the knight get a fright?

# Home learning sheets to consolidate

dig red duck kid cod rug

kick grid drag rock speck

cracks grand crags strict

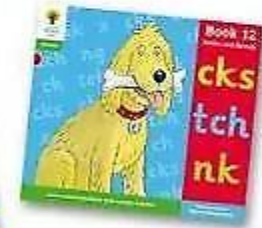
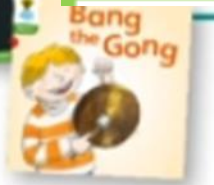
Sound out and blend to read the words.

d g c k ck r

a e i o u

# Books matched to sounds learned.

I am decodable!



I am not fully

decodable!





# Speech, language and communication

Sharing and talking about the stories supports your child to;

- Listen to and understand information.
- Make sense of concepts and ideas.
- Learn a whole new range of words and use them well.
- Share their ideas and answer questions.
- Use language to solve problems and explain.
- Interact with others, play and socialise.
- Read, write and learn to spell.

# Speech language and communication

## Questioning

### Level 1: Naming

“Right there-the answer is in front of you”

*The child focuses on the whole object and matches their immediate perception to language.*

### Level 3: Retelling and reordering perception

“the answer is not in front of you, use clues (e.g. from a book) and form your own answer”

*The child is required to think about an object in its context.*

### Level 2: Describing

“Think and search-the answer is in front of you but you need to look for it”.

*The child must focus more selectively although is still required to match language to their immediate perception.*

### Level 4 : Justifying/ reasoning about perception.

“In your head-the answer is not in front of you-it is your own opinion”.

*The child is required to solve complex abstract verbal problems and justify why events occurred.*

# Home ideas

## Games



























- Sounding out instructions-get your c-u-p, put on your s-o-ck
- Rhyming pair hunt/ letter sound hunt,
- Eye spy in the car, spot letters can you read on signs/ environmental print.
- Full circle e.g. **pin**,pan,pen,pet,pit,**pin** “full circle”

## Writing using different media-

- Read, write, build
- Magnetic letters, whiteboard and pen,
- write in playdough, writing in sand/shaving foam (sandwich bags), chalk, water outside

**Fine motor skills-** Pegging washing, lego, playdough, buttons on a shirt, threading-pasta on laces, cheerios on spaghetti,

- Instagram- phonics family, fiveminutemum
- Websites- phonics play

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

# Handwriting

-Lower case letters

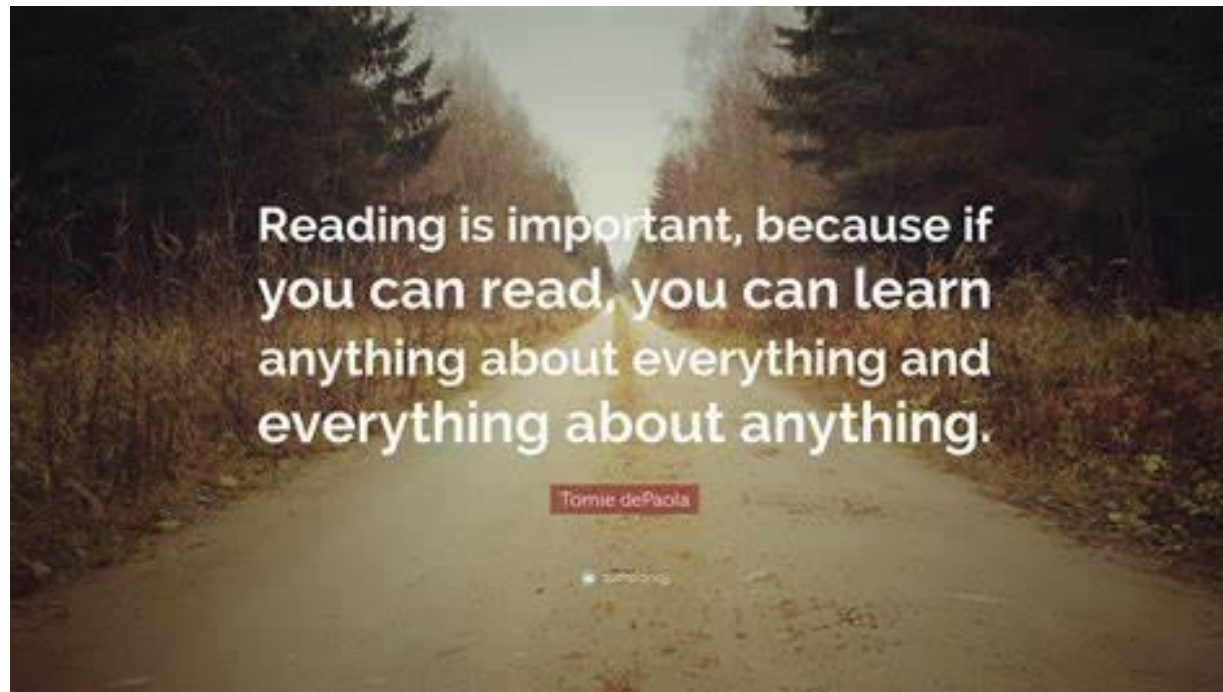
-Capitals- only at the beginning of their name or the name of a place.

-Start at the top

-Keep pencil on the paper for most letters except for crossing t/f/x and dotting j/i

# Build a love of reading

- Share lovely pictures books and books children want to read.
- Use fun voices, song and rhyme
- Talk about the books, ask questions.



# Sharing stories with your children helps them...

Speech and vocabulary

Imagination and creativity

Enhances reading skills... so children can read to learn.



Discussing vocabulary increases understanding

Social skills and empathy

Concentration and listening skills.

Pic: Anjan Sarkar