

# Phonics in Reception



## How we teach phonics and how you can help

- All children are at different levels and we continuously assess so we can teach appropriately.
- All children learn at different speeds - please do not worry!
- We use the Read Write Inc scheme. This introduces pure sounds and not the letter names.
- This makes it easier for children to blend words together so not CAT. But also not cu-a-tu and not mu-a-nu.
- <https://schools.ruthmiskin.com/training/view/uayYLNqM/hCMng8o5>
- (You only need Set 1)



# Blending and segmenting

- Blending is where you say each sound in a word and your child repeats the sound and then says the word eg m-u-m mum.
- Segmenting is where you say a word and the children say the sounds in the word eg start with the word cat, children say c-a-t.
- <https://schools.ruthmiskin.com/training/view/7EXuxiCu/JZdYd7XG>



## What we send home ...

- **The first 5 sounds taught. More sounds will follow as we learn them in school.**
- **Please encourage your child to match the picture to the letter.**
- **When confident they can just go through the sounds at speed without the picture cards.**
- **Please encourage your child to only say the sound once.**
- **When they are confident with the letter sounds and they can blend, they will bring home a sound blending book.**
- **When we think they are ready we will send home a simple ditty sheet (simple sentences) and then a book.**
- **When we send home the sounds, we will also send a yellow reading record book and small green letter formation book. Please only practise the letters they have been sent home. The yellow book is for you to write what they have practised at home and not the stories you have read!**
- **A fiction or non fiction book for you to enjoy with your child (no water bottles in book bags please).**

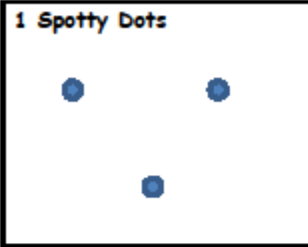
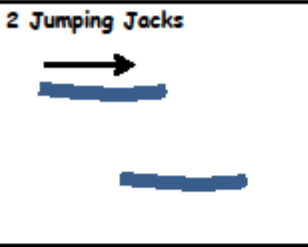
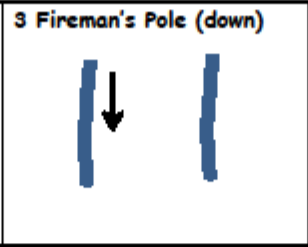
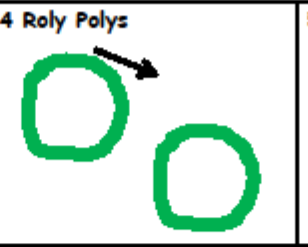
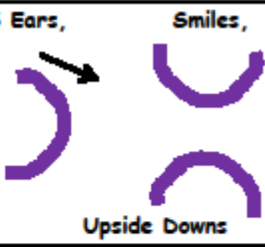
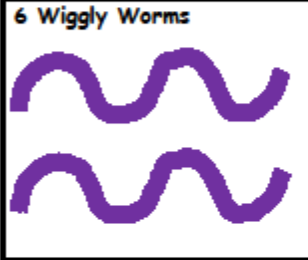
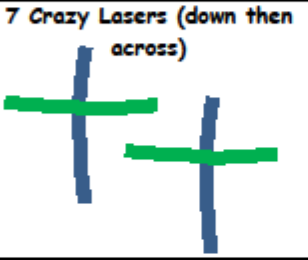
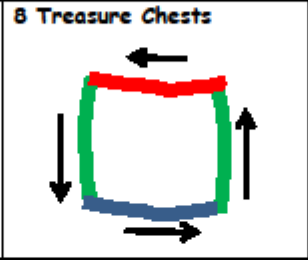
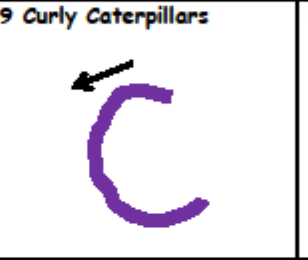
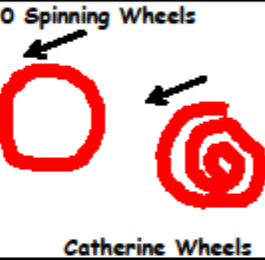
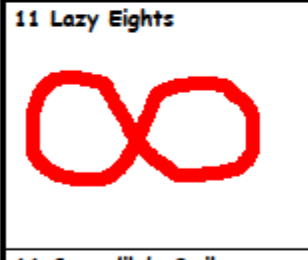
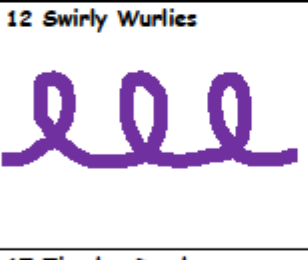
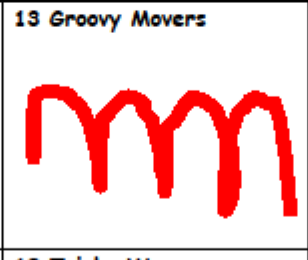
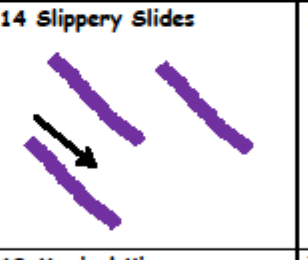
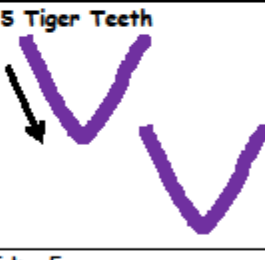

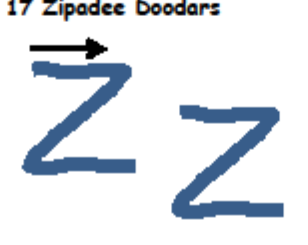

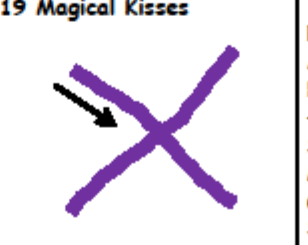


## Letter formation

- **The first skills of handwriting is to form all the patterns. We will send home the pattern sheet, it would be lovely if you could practice these at home.**
- **We will introduce children to how the letter is formed when teaching the sound.**
- **At the start we only introduce lower case.**
- **We will send home a the set 1 speed sounds book for you to practise at home with your child. Please use the rhymes are only used when writing and not recognising. This can be with paint, in lentils, chalks etc**
- **Please encourage your child to start from the correct starting point for each letter eg. from the top.**



Developmental Writing Patterns - Large Movements First then Small Movements

1 Spotty Dots 	2 Jumping Jacks 	3 Fireman's Pole (down) 	4 Roly Polys 	5 Ears, Smiles, Upside Downs 
6 Wiggly Worms 	7 Crazy Lasers (down then across) 	8 Treasure Chests 	9 Curly Caterpillars 	10 Spinning Wheels Catherine Wheels 
11 Lazy Eights 	12 Swirly Wurlies 	13 Groovy Movers 	14 Slippery Slides 	15 Tiger Teeth 
16 Crocodile's Smile 	17 Zipadee Doodars 	18 Tricky Woos 	19 Magical Kisses 	Taken From: National Handwriting Association(NHA), Handwriting a Teacher's Guide - Jane Taylor, National Strategies Mark Making Matters, National Strategies Gateway to Writing, B Squared P. Scales

### Set 1 Sounds

 <p>Stretch: mmmountain Handwrite: Maisie, mountain, mountain</p>	 <p>Bounce: a-a-a-apple Handwrite: Round the apple, down the leaf</p>	 <p>Stretch: ssssnake Handwrite: Slither down the snake</p>	 <p>Bounce: d-d-d-dinosaur Handwrite: Round his bottom, up his tall neck, down to his feet</p>	 <p>Bounce: t-t-t-tower Handwrite: Down the tower, across the tower</p>	 <p>Bounce: i-i-i-insect Handwrite: Down the body, dot for the head</p>
 <p>Stretch: nnnnet Handwrite: Down Nobby, over his net</p>	 <p>Bounce: p-p-p-pirate Handwrite: Down the plait and over the pirate's face</p>	 <p>Bounce: g-g-g-girl Handwrite: Round her face, down her hair and give her a curl</p>	 <p>Bounce: o-o-o-orange Handwrite: All around the orange</p>	 <p>Bounce: c-c-c-caterpillar Handwrite: Curl around the caterpillar</p>	 <p>Bounce: k-k-k-kangaroo Handwrite: Down the kangaroo's body, tail and leg</p>
 <p>Bounce: u-u-u-umbrella Handwrite: Down and under, up to the top and draw the puddle</p>	 <p>Bounce: b-b-b-boot Handwrite: Down the laces to the heel, round the toe</p>	 <p>Stretch: ffffflower Handwrite: Down the stem and draw the leaves</p>	 <p>Bounce: e-e-e-egg Handwrite: Lift off the top and scoop out the egg</p>	 <p>Stretch: lllleg Handwrite: Down the long leg</p>	 <p>Bounce: h-h-h-horse Handwrite: Down the head to the hooves and over his back</p>

- Boost your child's confidence
- Give them lots of praise and encouragement.
- Find a quiet place with the TV off!
- We encourage you to practise at least 3 times a week in reception but ideally this means initially, practising sounds and blending.
- Please read lots of lovely stories at home



## Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat.  
Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:  
*Oh no! I think Arthur is going to get even angrier now.*
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:  
*Oh I think what's happening here is that..*
- 5 Chat about the story:  
*I wonder why he did that?*  
*Oh no, I hope she's not going to...*  
*I wouldn't have done that, would you?*
- 6 Avoid asking questions to test what your child remembers.
- 7 Link stories to your own experiences (e.g. *This reminds me of..*)
- 8 Read favourite stories over and over again.  
Get your child to join in with the bits they know.
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
- 10 Read with enjoyment.  
If you're not enjoying it, your child won't.



Just a few final notices...

Please keep practising taking jumpers on and off and then putting them the right way round.

If your child has a new coat, please make sure they can put it on and zip it up.

Please check book bags every night and empty!

Remember to look at the Communication Diary on Tapestry

Please name **EVERYTHING!**



Finally...

Observation puts the adult in a state of judgement rather than interaction. Every moment spent in observing, recording, collecting and compiling evidence takes teachers' time away from teaching, including talking.

