

# Phonics in Reception

# Letter Sounds

Children learn in a fun, multi-sensory way using stories and actions.



**Learning the action for the /s/ sound:** Weave your hand like a snake, making an 's' shape, saying sssssssss.

# Letter and Sounds

## Phase 2

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

## Phase 3

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

# Letter Formation



Correct formation can be encouraged from the very beginning

- **Feel the letter**
- **See the letter**
- **Make the letter**

We encourage cursive writing as soon as we feel the children are ready. We focus on pencil grip and letter formation within phonics as well as free-flow learning.

# Blending Skills



Blending is essential for reading. There are many ways to practise blending outside of just reading books.

- Segmenting sounds in speech and encouraging your child to blend what they hear.
- Looking at road signs and trying to segment and blend these.
- Playing with letter flashcards or scrabble letters and putting them together to make words (alien or real!)
- Using read and see books so children can use picture clues.
- When reading to your child, demonstrate the segmenting and blending skills yourself.

# Hearing the Sounds



Lots of practice is needed before children can identify all the sounds in words:

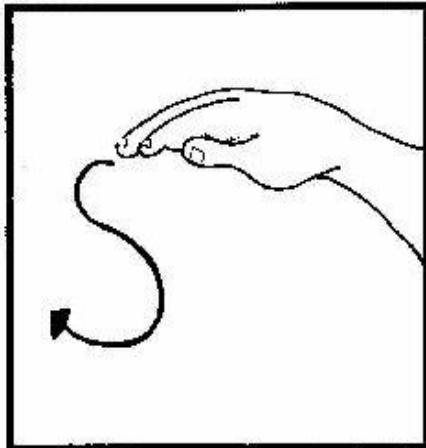
- Sounding out words
- Word families
- Removing the first sound
- Chopping game
- Phonic fingers

# Jolly Phonics Songs

<https://www.youtube.com/watch?v=ei0iFs5uF6w&safe=active>

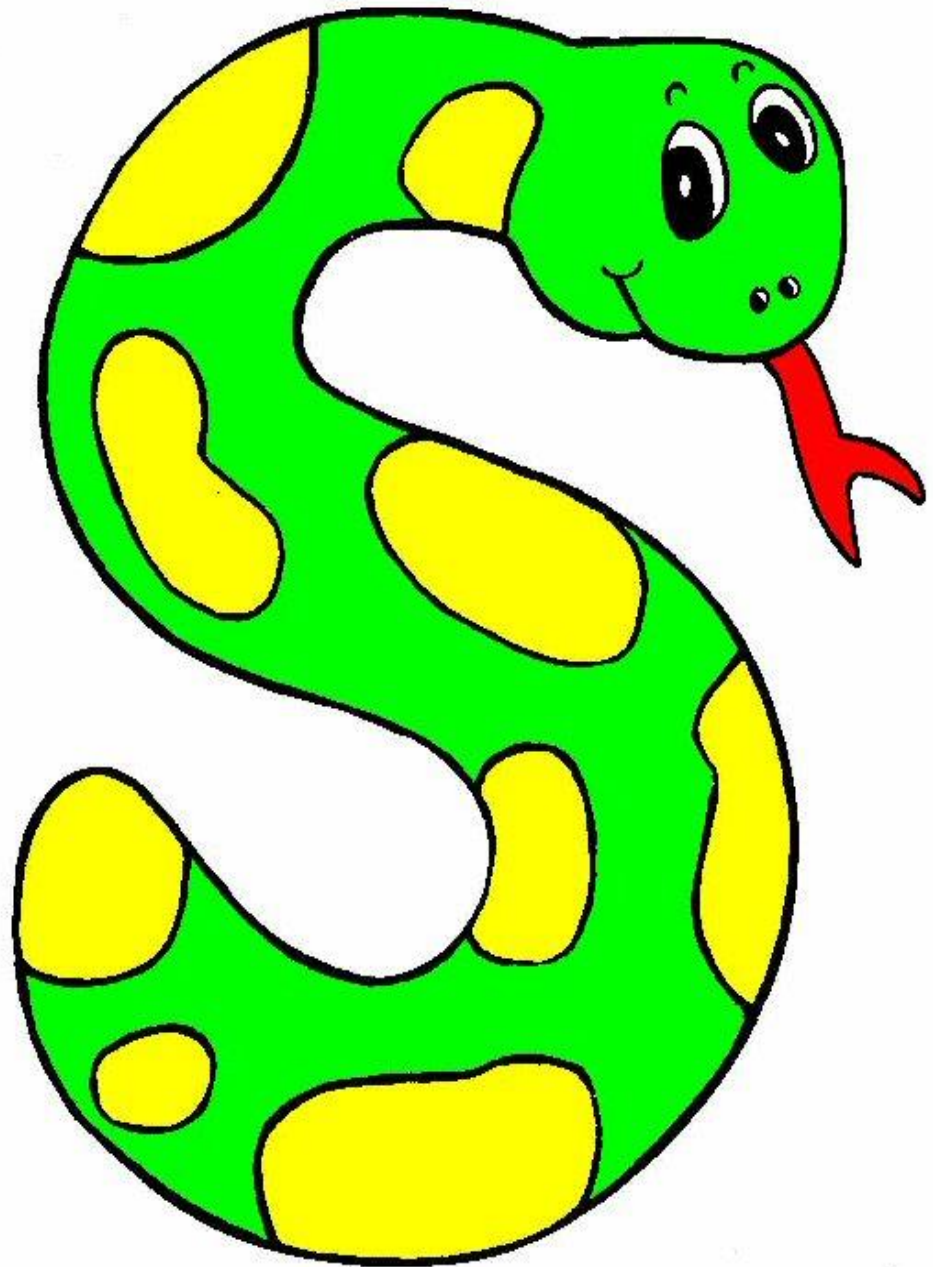
# S

# s



## ACTION

Weave like a snake, making s shapes, saying sssss.





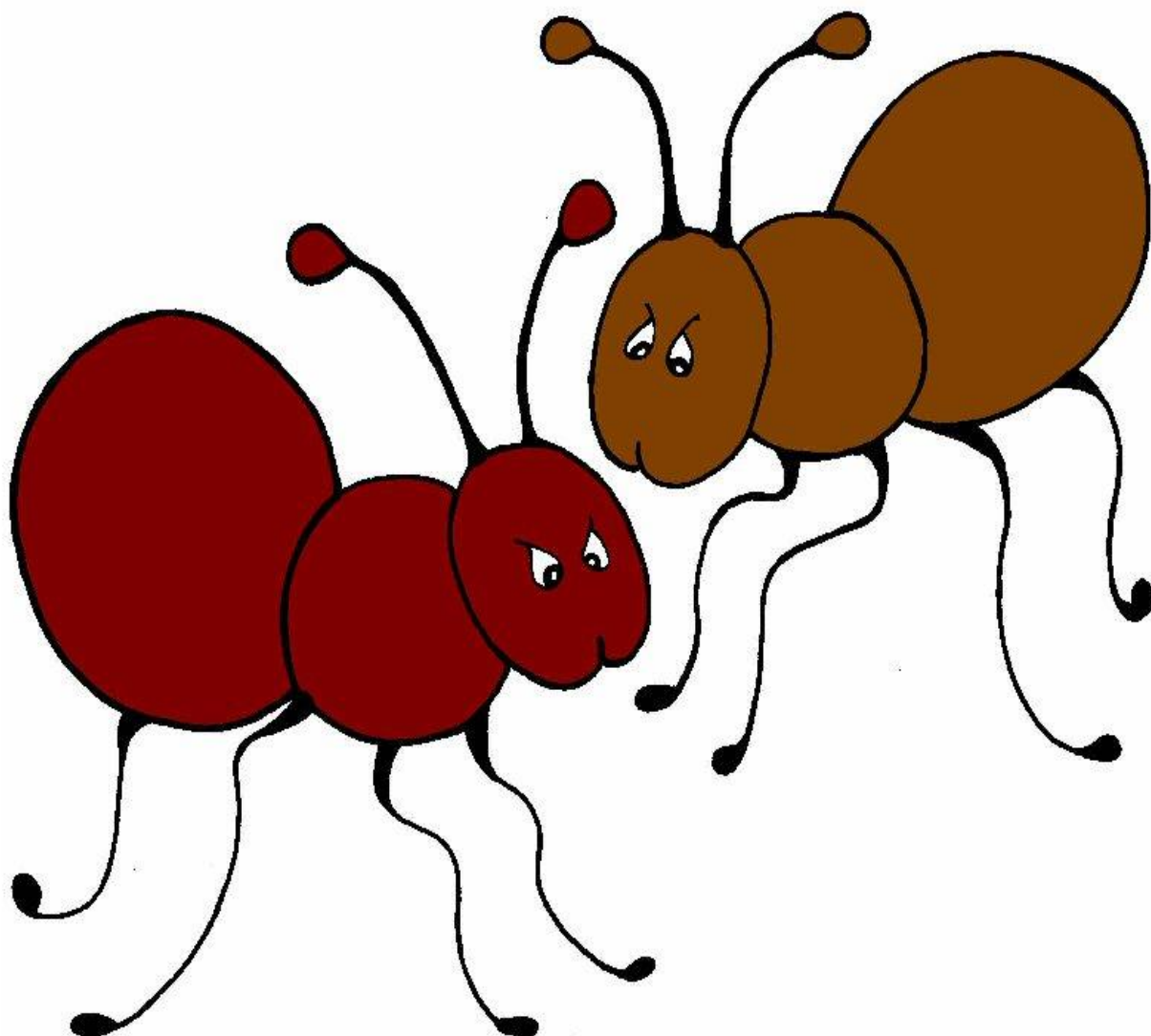
# A a

short a

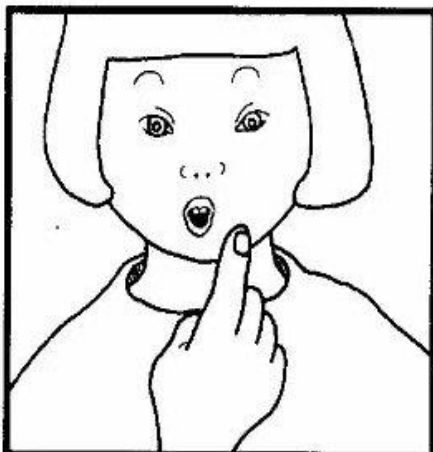


## ACTION

Wiggle fingers above elbow as if ants crawling on you, and say *a, a, a!*

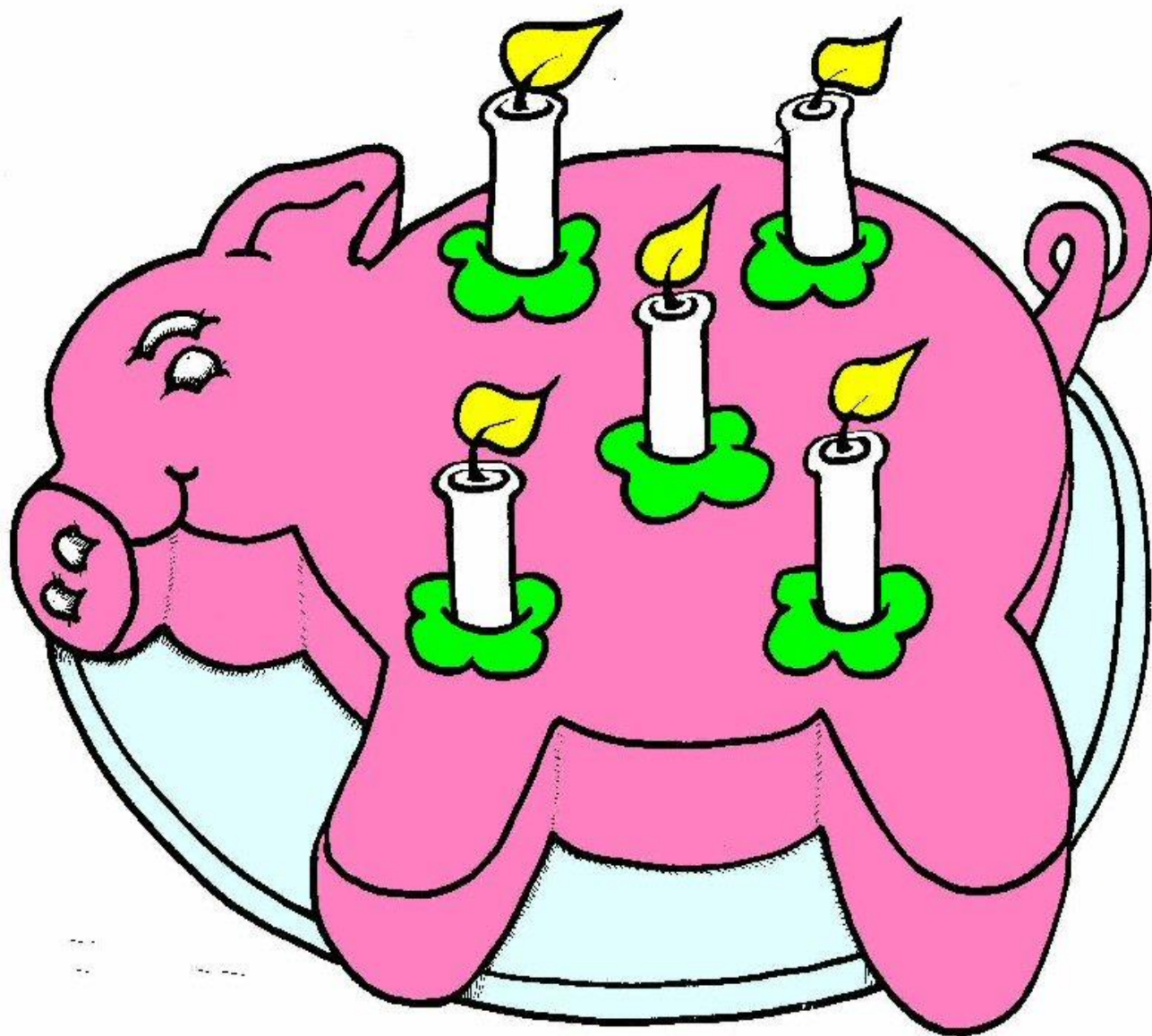


# P p

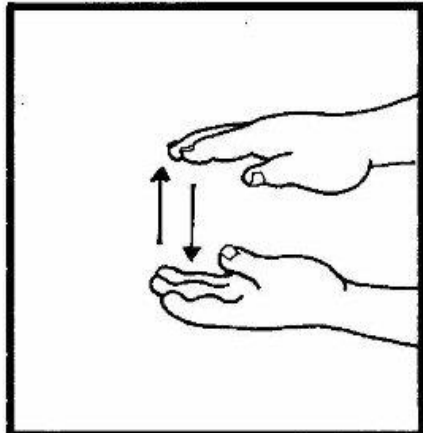


## ACTION

Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying *p*.

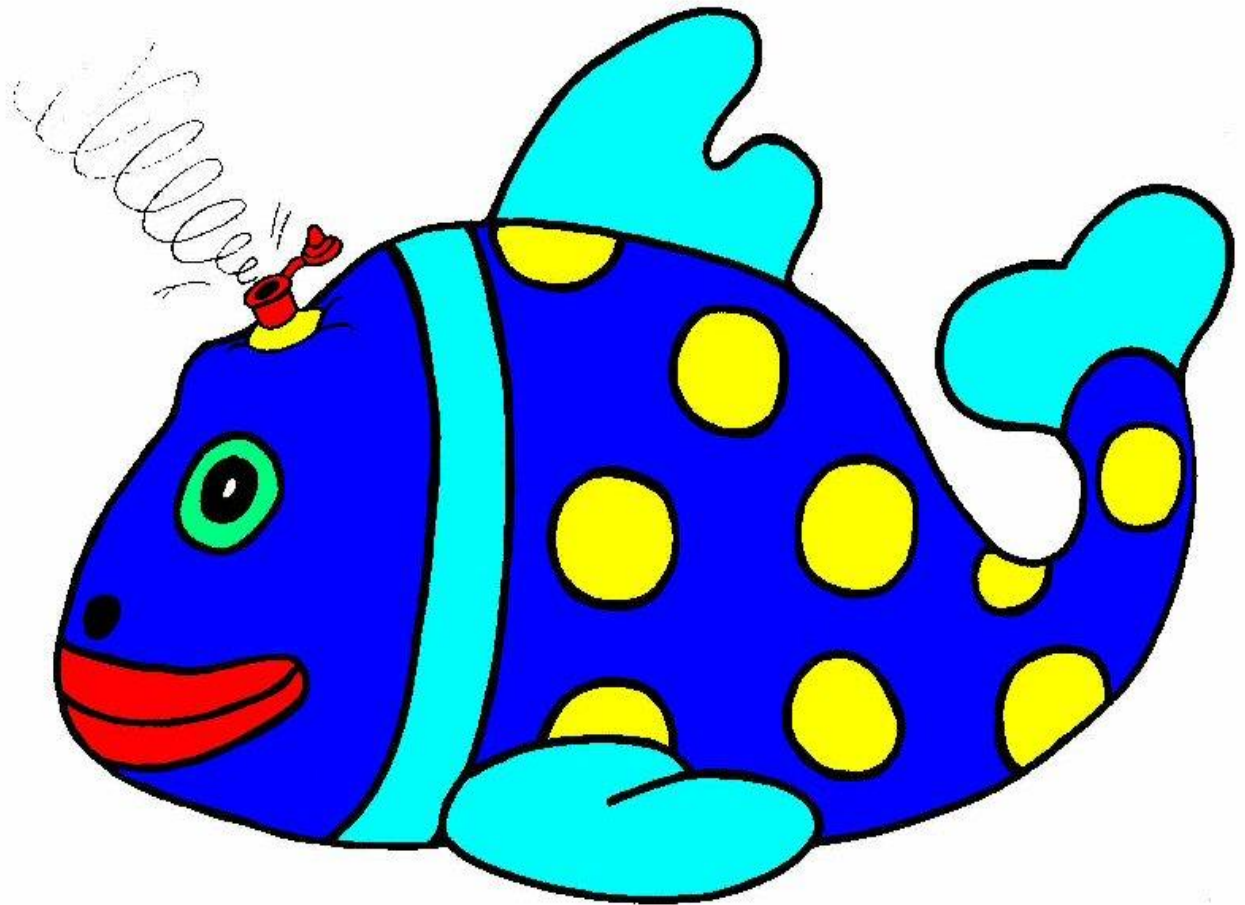


# F f

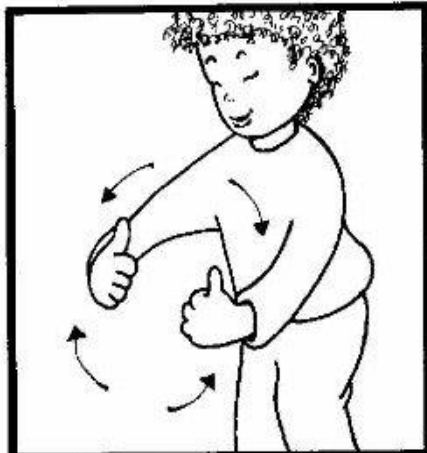


## ACTION

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say *ffffffft*.



# V v



## ACTION

Pretend to be driving along in a van, saying vvvvv.







ai

(Tune: *Camptown Races*  
Track 19)

My ear hurt.

I was in **pain**.

/ai/? /ai/?

My ear hurt.

I was in **pain**.

What did you try to say?



**Action:** Cup your hand over your ear, as if you are hard of hearing, and say ai, ai, ai?

# Tricky Words

Tricky words cannot be sounded out, for example:

- The
- To
- No
- Go
- Me
- You
- One

# Tricky Words

To **read** tricky words well, the children need to:

Some words are tricky and cannot be sounded out.  
Here is a way of learning them.



Look Say the letters.	FOLD	Cover Try writing them.	FOLD	Write, Check	Have another go
the		the		_____	_____
are		are		_____	_____
you		you		_____	_____

Fill in the missing letters.

the	ar_	y_u
a_e	t_e	_re
yo_	th_	_ou

- Work out the 'tricky' bits
- Have regular flashcard practice
- Use letter names to distinguish tricky from decodeable.
- If they can read them, they can work on applying them in their writing.

# Green and Red Word Cards



- Green – decodeable
- Red – tricky

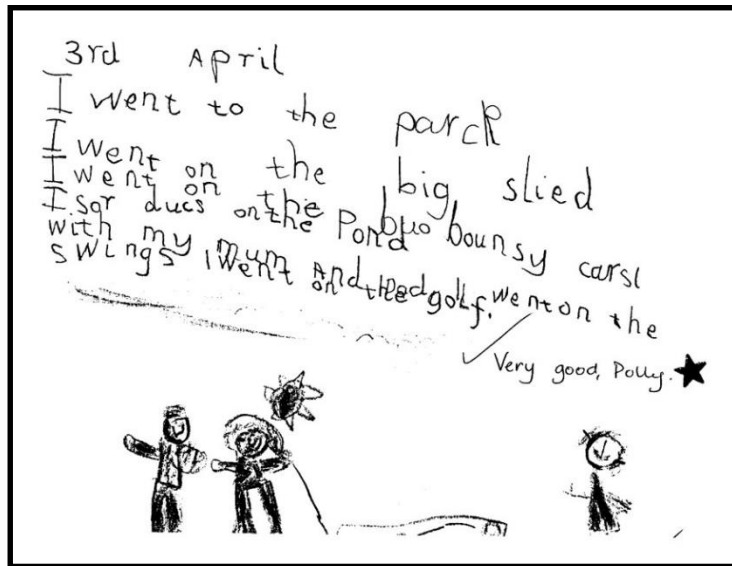
Cut these up and play different games

Practise reading AND writing them



# Independent Writing

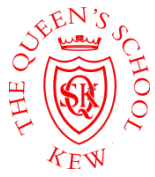
Independent writing towards the end of the first year:



## Early Learning Goal

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

# Reading books



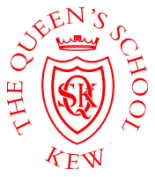
- Please write a comment about how the children found the book – were there any sounds they didn't recognise? Could they read any words by sight?
- If they are finding blending tricky, sound out the words with your child so they can hear you.
- It is okay for children to use picture clues, especially when reading tricky word books.
- Ask questions about the text to see whether they have understood what they were reading. Lots of reading books have questions at the back.
- Books are now only changed on a Thursday. This is so they have time to read, understand and extend their phonics and writing skills.. If you want to keep the books longer, please still hand them in on a Thursday but write a comment to let us know. If you find that you're finishing the books you could try writing an alternative ending, about the characters, a book review, etc.

# Useful links



- Phonics play
- Letters and sounds
- Jolly phonics
- Read, Write, Inc

# Phonic Provision



Now you have time to explore some activities we may do in class but you can also do at home to practise phonics...

If you have any questions, please use this time to ask us.