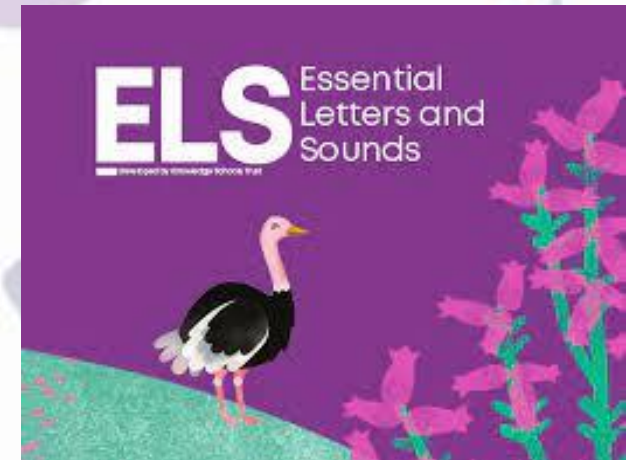


Reception Phonics Workshop

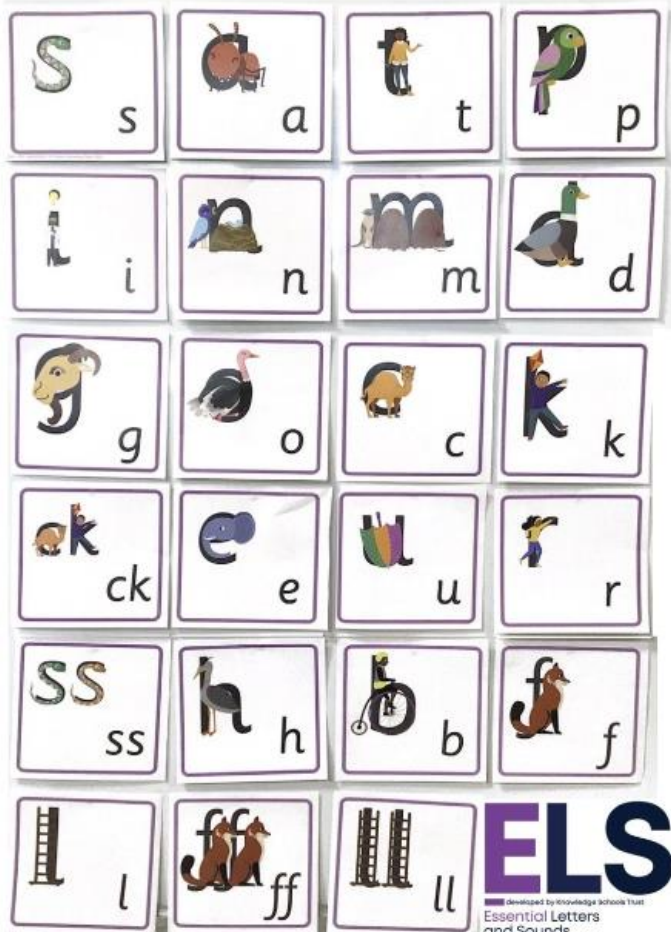


How do we teach phonics?

- Accredited Essential Letters and Sounds – “Getting all children to read well, quickly.”
- Lessons are taught daily, right from the start
- Consistent approach throughout EYFS and Key Stage One
- Lots of opportunities for practice
- When beginning to read, children need to “break the code” of written language (decoding).

How letters and sounds are introduced

Phase 2 Phonics Mat

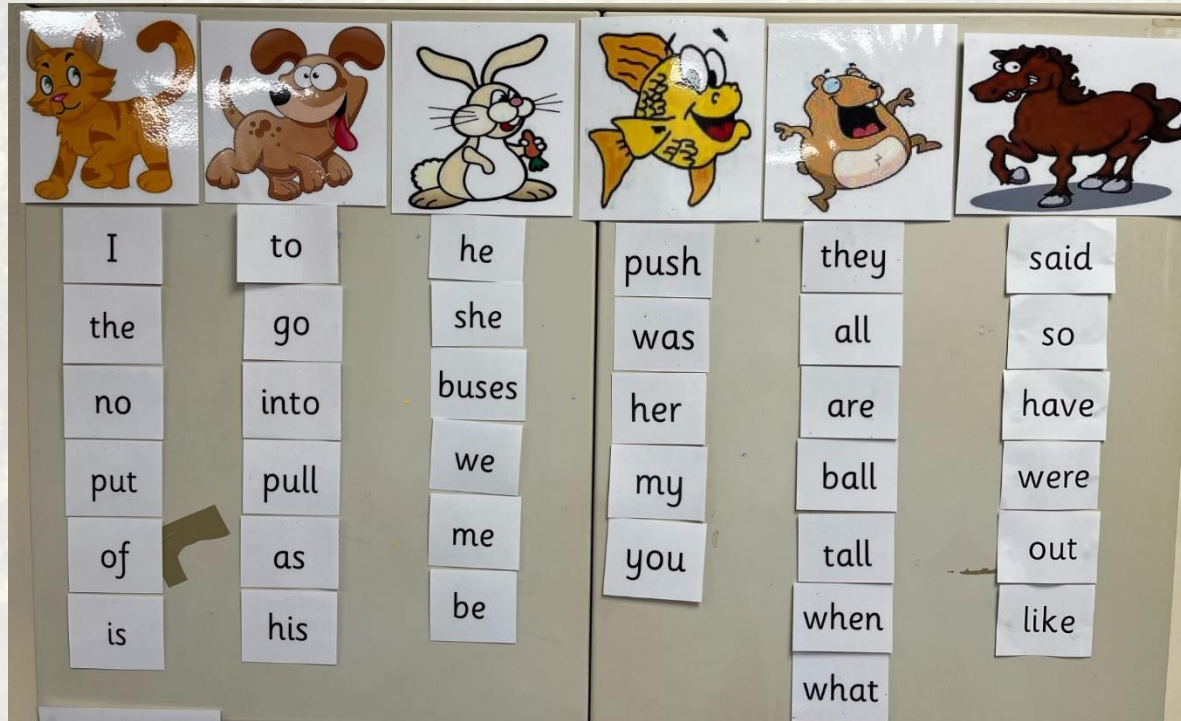


Phase 3 Phonics Mat



Tricky Words

(Harder to read and spell words)



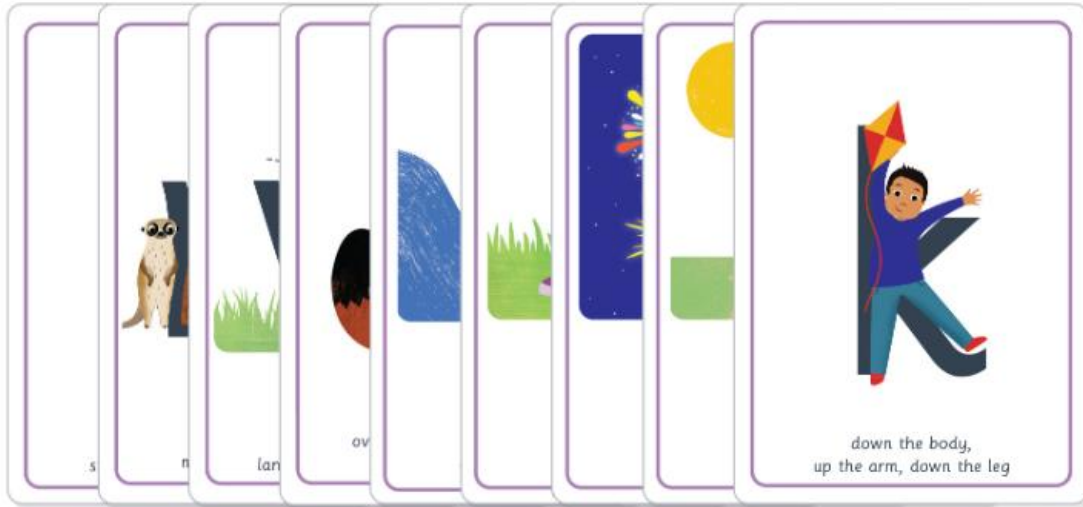
These will be sent home each half term.

Let's have a look at how a daily lesson is taught...

Review

Are you ready for a challenge?

Let's see how quickly we can say the sounds represented by the graphemes.



Previously taught letters and sounds are reviewed.

Review

Now let's read these harder to read and spell words altogether.

no

a

put

the

Can you use the word 'no' in a sentence?

Previously taught tricky words are reviewed.

Review



I am going to sound talk some words.

Can you repeat the sounds, blend them together and say the word?



Robot arms are encouraged for oral blending and segmenting.

Review

Read these words quickly.

top

pot

pin

sit

Teach

Here is another word that is harder to read and spell.

is

Can you use the word 'is' in a sentence?

Teach

Drum roll please ...



Today's new sound is ...

C

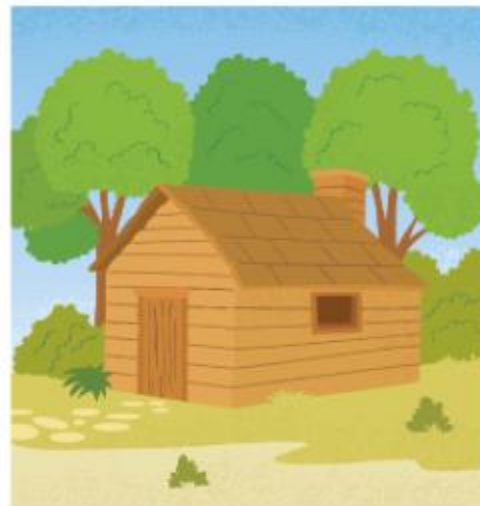


Each sound has a picture or rhyme to help the children identify and distinguish between them.

Teach

These words all have the /c/ sound in.

C



c ... c ... camel

c ... c ... cat

c ... c ... cabin

Teach

Let's learn how to write <c>.

C

Handwriting practice lines for the letter 'c'. The lines are organized into four sets, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Now it's your turn!

Practise

Quit activity 

Read the word. Click on the icon to reveal the picture.

cat



1 of 2

Next 

The children will practice “sound talking” the word and blending.

The end goal is for the children to read the word without the need for segmenting and blending.

Read the word. Click on the icon to reveal the picture.

cap



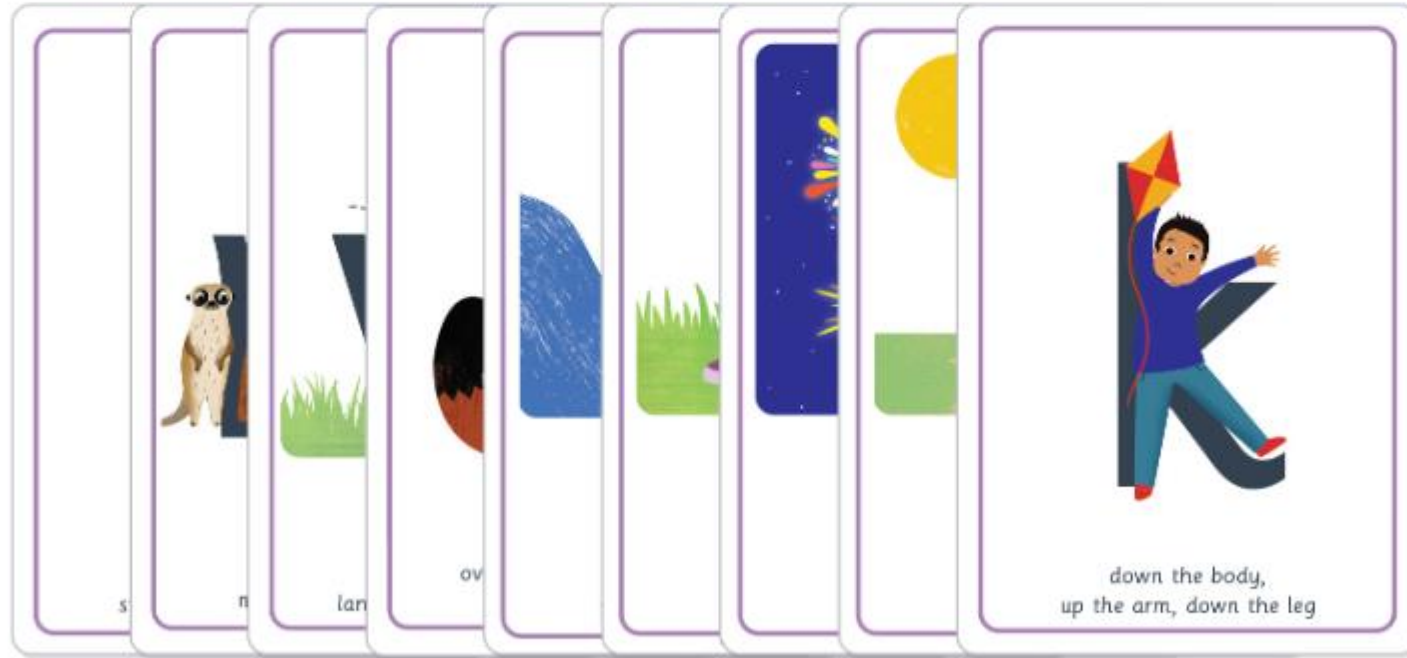
Back

2 of 2

Practise

Are you ready for a challenge?

Let's see how quickly we can say the sounds represented by the graphemes.



Read the sentence. Click on the icon to reveal the picture.

Put on a cap.



We segment and blend to read the caption or sentence. We read each sentence 3 times to promote fluency.

Apply

Complete the apply sheet in your Activity Book.



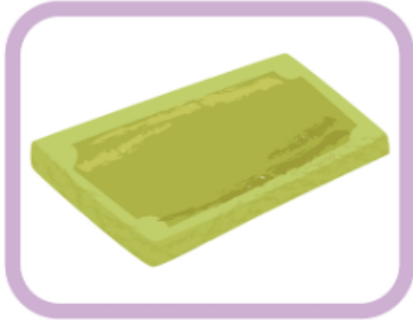
Some children will complete the activity sheet in their booklets.

However some children may require more practice so they will practically make words on the carpet with teacher or T.A support.

Review Lessons

Teach and Practise

Can you write the word to match each picture?



s a t p

i n m d

g o c k



Each Friday and every 5th week, we review previously taught sounds. There is an emphasis on reading decodable books and applying their knowledge to writing.

What comes home and when?

- Sound tins come home on **Thursday**.
 - *These are the new sounds that have been taught that week (remember Friday is a review day so no new sounds are taught and the tins won't come home on the review weeks)*
- A new reading book comes home on **Friday**.
 - *This book matches your child's phonetic knowledge.*
- Books and sound tins to be returned to school on **Thursdays**.
- A new e-book is issued on **Monday**.
 - *This book contains the sounds that have been taught the previous week and show the phonetic expectations.*
- Sounds of the week will be posted on SeeSaw on a **Friday**.

Reading at Home

- Re –read each sentence 3 times to promote fluency.
- Little and often!
- Please ensure you sign your child's diary so we know they have read their book at home.
- Your feedback is vital! Please update us and let us know how they are getting on with reading at home. You could keep it as short as a sentence per book, or use the whole page in their diary!
- Please make sure the book is in their bag each day.
- You may find that the children read their books fluently. This is what we want! Reading at home is an opportunity for the children to develop their fluency, expression and confidence.

Examples of comments:

Ben found this book a challenge. He struggled with the “ck” sound.

Ben blended the sounds in words well.

Ben was very fluent when reading this book. He made sure he read each sentence 3 times.

How to Read a Decodable Book



E-Books

- Let's take a tour of the Oxford Owl website.
- You can re-visit books
- Book issued is in line with our new sounds taught the previous week.

Login



Please select your user type.

Students

Teachers

Parents

School code

lfz2 [Remove](#)

Class or student username

Password

Login

[Help](#) [Forgotten my login](#)

Home

Homework 1

Progress



Homework

1 to do



Progress

5 days ago

Phase 2 | Little Blending Book 2



Oxford Owl eBook Library

My eBooks



Read Write Inc. eBooks Selection

Free Read Write Inc. eBooks selection

My eBooks

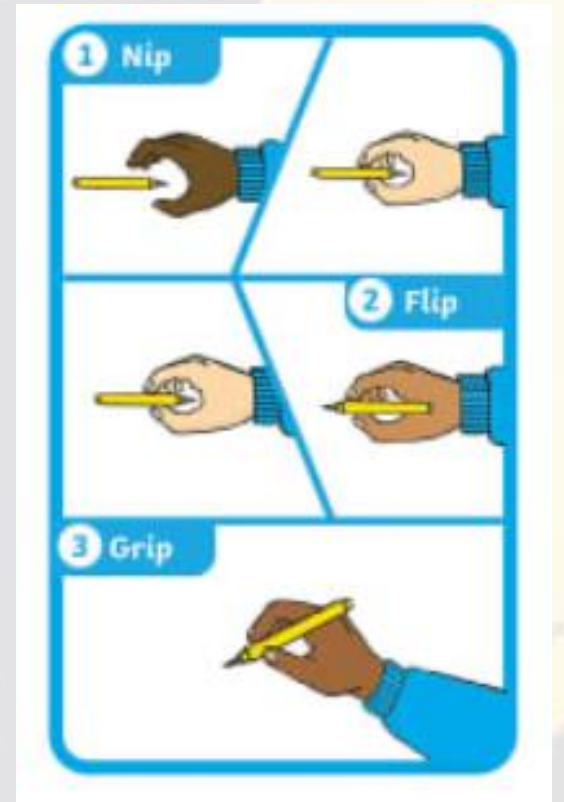


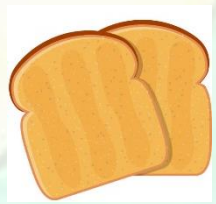
Word Sparks

Partner Text Audio

Learning at Home

- We will send home the following throughout the year:
- Tricky words – take the time to familiarise yourself with these.
- Pencil control and letter formation
- There is no expectation to complete all of these. Just do whatever works best for your child and family.





Snacks



- If your child is on toast, there is no need to send in an additional snack.
- Toast/snack and milk @ 10:30
- Fruit @ 2:30

School Policy

- To ensure consistency across the school all children will also be encouraged to eat fruit or vegetables at break time. Other healthy snacks could include; bread sticks, wholemeal crackers or rice cakes. **No dried fruit winders, etc.** These are harmful to dental health.
- Chocolate, sweets and crisps are not allowed as everyday snacks in school.
- Chewing gum and fizzy drinks are not permitted on the school premises or while the children are representing the school.
- For medical reasons nuts are also not allowed. As a school we have a duty of care to all our children.
- All children are encouraged to bring in a water bottle so they can have access to water throughout the day. It has been recognised that drinking plenty of water improves behaviour and concentration. **Juice is not allowed.**

A Day in Reception

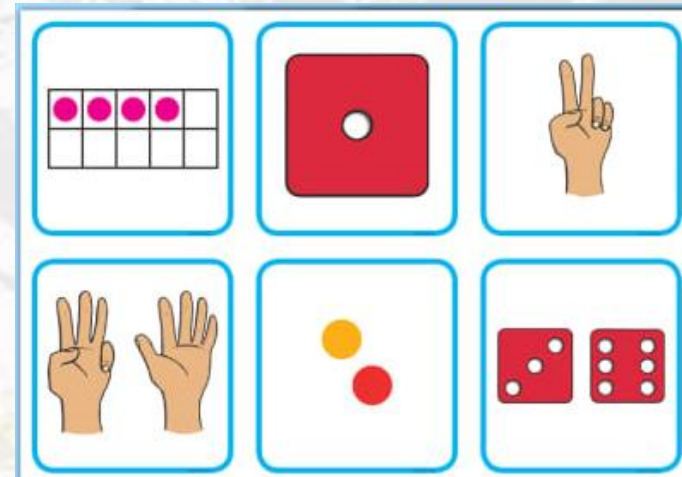
Register
Phonics & Play
Maths
Drawing Club/Maths Activity & Play
Lunch
R.E/Understanding the World/Expressive Arts & Design/P.E & Play
Home time

Focus Groups

- **Monkey movers – Gross motor skills**
- **Funky fingers – Fine motor skills**
- **Talking time – language development, confidence boosting**

Maths

- Subitising – recognising small amounts without counting e.g. dice
- 1:1 correspondence – touching each item as you say the number names in order.
- Visual representations of numbers and number bonds.
- Using mathematical language – taller, longer, fewer, more, less
- Books based around numbers and maths concepts.



Things to Remember

- Water proof coats – we are outside come rain or shine!
- Labels in items of clothing
- Gloves (ideally mittens!)
- Check their bags for letters
- Bags not too full
- Drop offs with upset children can be difficult for all involved. We like to tear and share!
- SeeSaw for any issues or messages – if it is urgent please contact the office.
- Please choose menu options with your children now they've had a chance to sample them. You can change the options online. You can't make changes for that week but you can make changes for the following week if it's done by **Thursday!**
- Class bears (Bertie and Betty) will start coming home at the weekends.