




**RECEPTION READING AND PHONICS
WORKSHOP**

AIMS:

- To outline the different stages in phonic development
 - To share how phonics and reading are taught at Bessemer
 - To develop parents' confidence in helping their children with phonics and reading
 - To share apps and websites which parents can use to support their children.
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PHONIC TERMS

- Phoneme (sound)
- Grapheme (letter formation)
- Blending (putting sounds together to make word)
- Segmenting (breaking word into sounds)
- Digraph (2 letter sounds /oo/ /ch/)
- Trigraph (3 letter sounds /igh/)
- CVC (consonant, vowel, consonant)
- Sound button and bar
- High Frequency Words/ Tricky Words/
Sight words

PHASE 1

- Developing children's speaking and listening skills as a basis for sound discrimination.
- The more words a child knows and understands the better equipped they are to start a phonic programme.
- Sound discrimination games (sounds on a CD, on a walk, to a story, musical instruments, rhyming games and (alliteration) tongue twisters)

HOW CAN YOU HELP AT HOME?



- Nursery rhymes, song, action rhymes.
- Adding sound effects to stories.
- Practising ‘sound talk’. First, just let them listen, then see if they will join in, for example, saying:

‘Shall we go to the sh-o-p shop?.’

‘I spy a c-u-p – cup.’

‘Where’s your other s-o-ck – sock?’

‘It’s time to brush your t-ee-th.’

Simon says ‘.....’

SAYING THE SOUNDS

Sounds should be articulated clearly and precisely.

Articulation of Phonemes

https://www.youtube.com/watch?v=BqhXUW_v-1s

PHONICS WORDS

Your children will learn to use the term:

Blending



Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .

BLENDING

/b / /e / /d / = bed

/t / /i / /n / = tin

/d / /i / /g / = ?

PHONICS WORDS

Your children will learn to use the term:

Segmenting



Children need to be able to **hear** a whole word and **say** every sound that they **hear** .

SEGMENTING

bed = /b / /e / /d /

mug= /m / /u / /g /

dog= /d/ /o/ /g/

PHASE 2

- Letters and their sounds are introduced one at a time. A set of letters is taught each week.
- **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.
Tricky words: I, no,
go, to, the.
- As soon as they know the first few they are taught to blend and segment with them.
- In Reception we use Jolly Phonic songs and actions to support our teaching as a mnemonic (memory tool)
- Children will develop a variety of strategies when reading but it is vital that they use their phonic knowledge as their main strength.
- When children begin to write spontaneously, producing spellings such as *frend* for friend; their attempt is recognised and sensitively corrected so that incorrect spellings do not to become ingrained.

PHONICS WORDS

Phoneme frame and sound buttons

c	a	t
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• • •

f	i	sh
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PHONEME FRAMES ACTIVITY




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Stretchy Snake



Stretch out your words so
that you can hear your
sounds!
Snnnnaaaake...
Snake!

Freddy Frog



Get your fingers ready to
count your sounds!
r- ai- n
3 sounds
rain

HIGH FREQUENCY WORDS

TRICKY WORDS

SIGHT WORDS

There are many words that **cannot** be blended or segmented because they are irregular.

the

go

to

you

was

PHASE 3

- The purpose of this phase is to:
- teach more graphemes, most of which are made of two letters, for example, 'oa' as in boat and 'sh' as in shop
- practise blending and segmenting a wider set of CVC words, for example, fizz, chip, sheep, light
- learn all letter names

Letters include er, ure, air, ear, oi, ow, ur, or, ar, oo, oa, igh, ee, ai, ng, th, sh, ch, qu, zz, z, y, x, w, v, j.

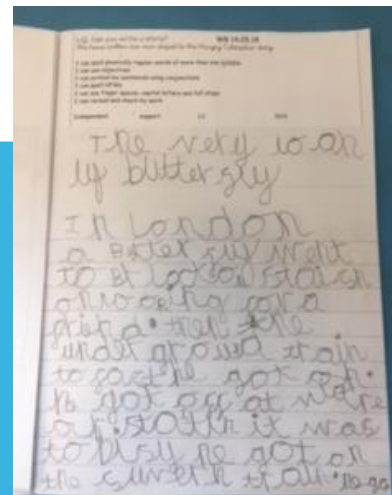
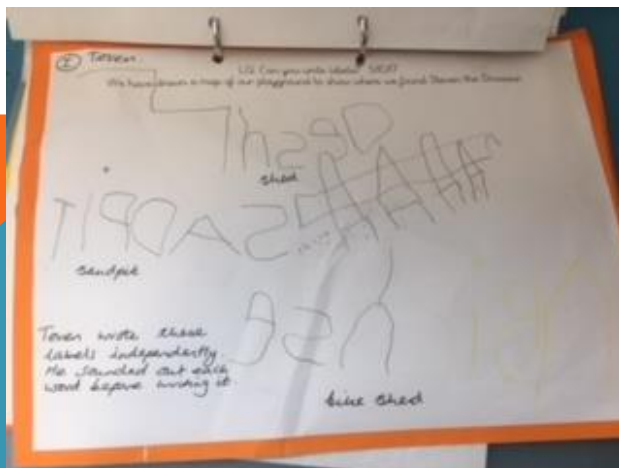
Tricky words: he, she, me, we, was, be, my, you, her, they, all, are.

WRITING AT BESSEMER



WRITING EXPECTATION BY THE END OF RECEPTION

- Children write their name.
- Children use their phonic knowledge to write simple sentences which can be read by themselves and others.
- They also write some tricky words correctly e.g. to, she, going.
- They use capital letters, finger spaces and full stops.

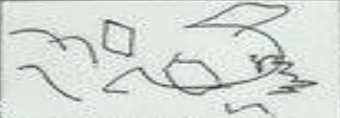
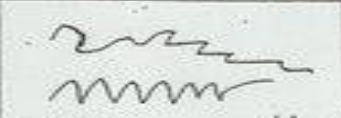
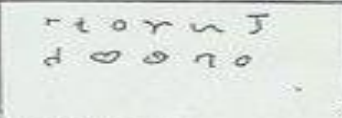
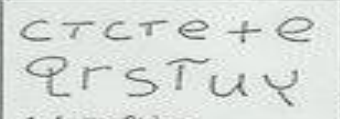
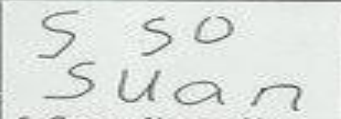
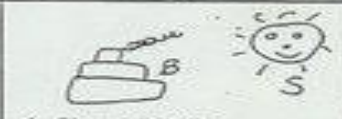
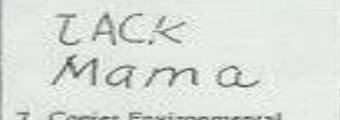
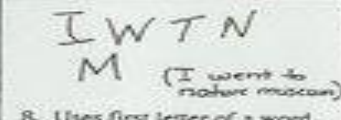

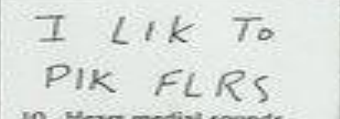
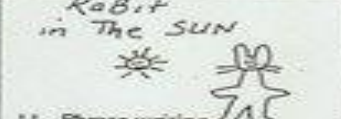
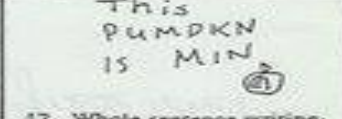


WHAT WRITING WILL LOOK LIKE

- 1 independent write per week
- 1 small group adult focus write per week
- Writing opportunities in phonics and literacy sessions
- Writing opportunities inside and outside-writing area, maths area, role play, construction area, etc
- Writing opportunities at home



EVOLUTION OF WRITING


Evolution of a Child's Writing		
(Drawings are an important part of a child's writing and often a child will repeat the theme of his writing or drawing on subsequent pages)		
 <p>1. Scribble Stage (Starting point any place on the paper)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mock Letters (Can be personal or conventional)</p>
 <p>4. Letter Strings (Left to right and progressively downward)</p>	 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture Labeling (Matching beginning letter to sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears medial sounds (Writes word with beginning, medial and ending letters)</p>	 <p>11. Phrase writing</p>	 <p>12. Whole sentence writing</p>

WRITING EXAMPLE




©Warren Photographic

Stretchy Snake



Stretch out your words so that you can hear your sounds!
Snnnnqqqqke..
Snake!

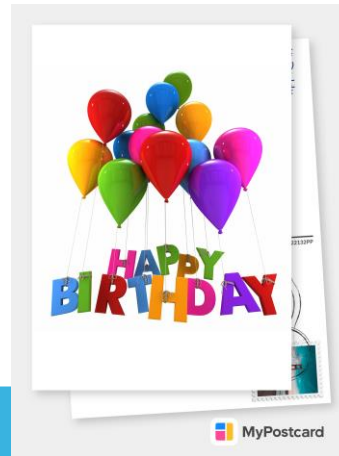
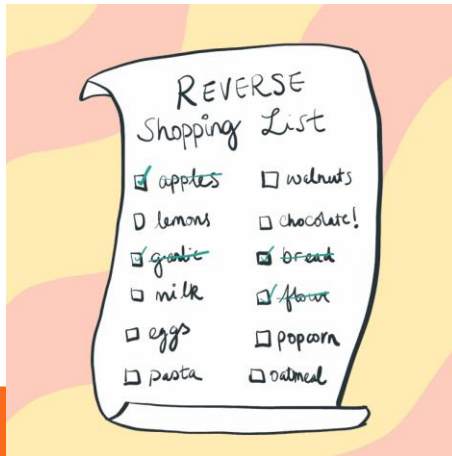
Freddy Frog



Get your fingers ready to count your sounds!
r- ai- n
3 sounds
rain



HOW YOU CAN HELP AT HOME WITH WRITING?



READING AT BESSEMER



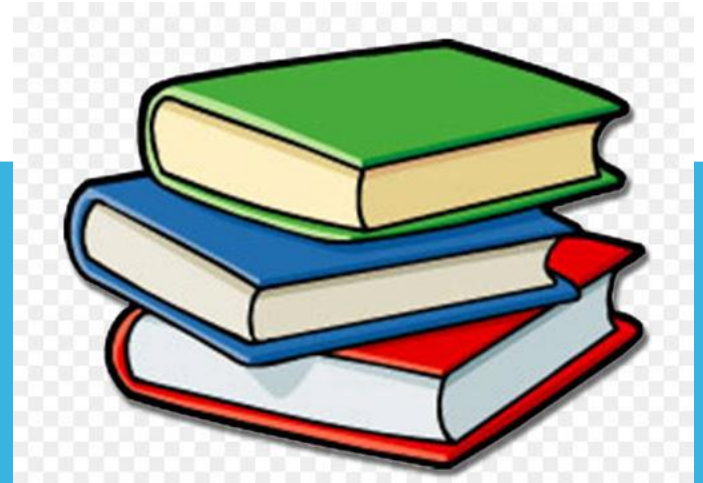
READING EXPECTATION BY THE END OF RECEPTION

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately, e.g. cat, slip, sing.
- Read high frequency words e.g. the, she, said.
- They demonstrate an understanding when talking with others about what they have read.



WHAT READING WILL LOOK LIKE

- Once a week each child to have a session of book talk
- Once a week each child to have a 1:1 read
- Children to take home a high quality text book (choosing book) plus a levelled reading book if they are beginning to segment and blend.
- Guided reading for children who are reading with more independence and fluency.
- Reading opportunities in the inside and outside environment
- Reading opportunities in literacy and phonics carpet sessions.
- Everyday whole class sharing of a high quality text.
- Reading to someone at home
- Being read to by someone at home



BOOK TALK

Can you describe the characters/ setting/ events in the story?

Can you hold the book the correct way and turn the pages one at a time?

Can you join in with the repeated refrains?



Can you suggest how the story might end?

Can you use the pictures to tell the story?

1:1 READING



Duck Hands



Can you use your duck hands and eat your sounds?
What do you think the word is?
Don't forget to use your eagle eye first as this can help you spot those tricky digraphs and trigraphs!

Eagle Eye



Can you spot your tricky words?
Can you look for your tricky sounds?
Can you see something in the picture that starts with that sound or letter?

Skippy the Kangaroo



Skip the tricky word and then read to the end of the sentence . . .
Then jump on back and try again.

Chunky Monkey



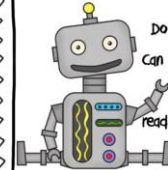
Break a longer word into smaller chunks!
This will make it easier to sound them out and then you can put the chunks back together.

Trying Lion



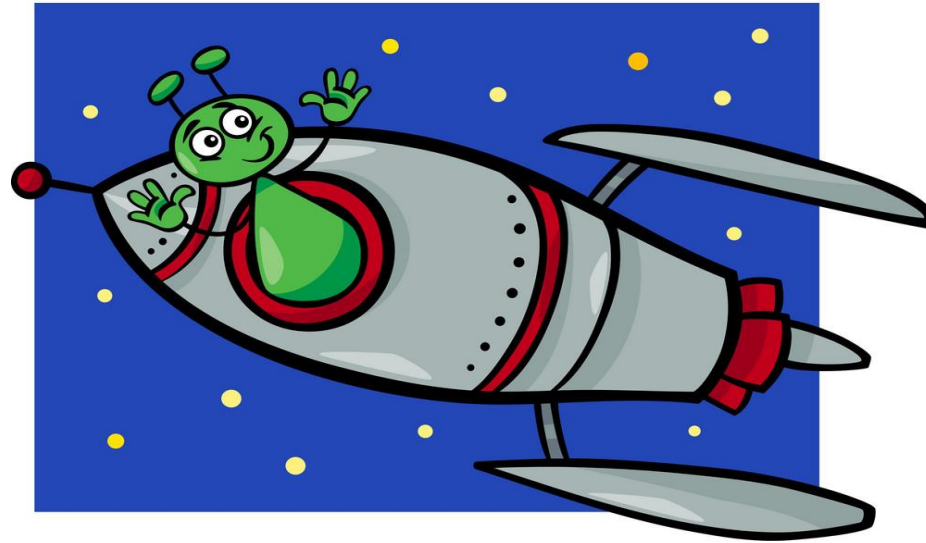
Can you reread your sentence to check it makes sense?
If it doesn't sound right go back and try a different reading strategy.

Rocky Robots



PLEASEE
Do not read with a robot voice!
Can you try and read with fluency.
Oh and don't forget the reading strategy- dot the giraffe!

READING EXAMPLE



The alien is in the rocket.

GUIDED READING



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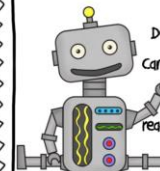
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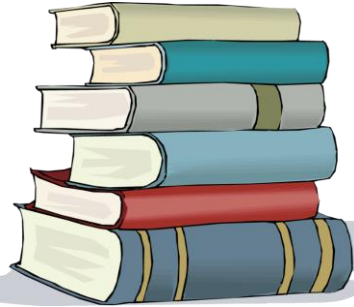


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HOW YOU CAN HELP AT HOME WITH READING?



USEFUL APPS AND WEBSITES



PhonicsPlay.co.uk

Busy Things
Teach • Laugh • Learn

www.readingeggs.co.uk

<https://www.busythings.co.uk/play/>

www.bbc.co.uk/schools/wordsandpictures/phonics/