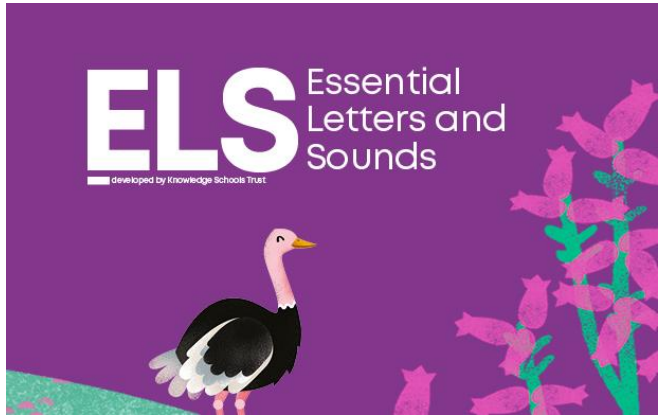


Reception
Phonics Workshop







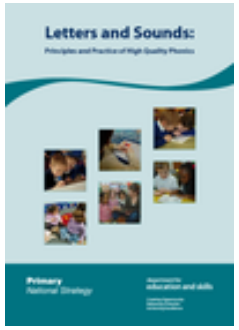
Aims-

- To offer strategies to support the children with reading at home.
- To understand how we teach letters and sounds in school.
- To work in partnership with parents for a consistent approach.

Book Bags



- Please bring the book-bag every day. Check it daily for any letters.
- **Reading books**: Books will be changed at least twice per week (Mon & Thurs). Children will have **2** books.
- **Reading Record book**: Please sign & date each time your child reads. Comments are optional.
- **Harder to Read & Spell Words (HRSWs)**: irregular words that you cannot sound out. They need to be learnt by heart, not sounded out. Let us know when your child has learnt them well.



What are the changes to Letters & Sounds?

- Schools have been strongly encouraged to adopt a Phonics Teaching programme.
- They are considered to be more comprehensive and offer better outcomes for disadvantaged children.
- We have chosen to use the scheme Essential Letters & Sounds.
- Overall the sequence of teaching and focus is broadly the same as the original DfEE Letters & Sounds programme however there are several key principles which influence the teaching.



Key Principles

- Many of the new schemes share these key principles which are influenced by a recent study about best practice in teaching reading.
- There is an emphasis on overlearning. Lots of repetition through the week and lessons.
- Children must only be reading books with sounds that they have already learnt.
- A pace is set for children to fully embed skills before moving on.
- The aim is to keep the children at the same level and help them to catch up rather than to have too many different ability sets.

Overview of the programme

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC –er –est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Assess and review week R:14	/igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

“ Swerve around the snake”



Children will learn one new sound daily alongside some key words.

Each new sound has a ‘ditty’ to help children to remember the letter shape.

We will also use cued articulation which involves an action to help children to pronounce their letter sounds.

‘t’ not ‘tuuuuuh’

Why are pure sounds so important?

Video clip of cued articulation https://www.youtube.com/watch?v=BPLnfNciLbA

Phase 2

To recognise 19 letters and the sounds they make and begin to read and spell vc (vowel consonant) and cvc (consonant, vowel, consonant) words.



We begin with letters which allow children to word build straight away.

What next?

After we know some of the sounds we:

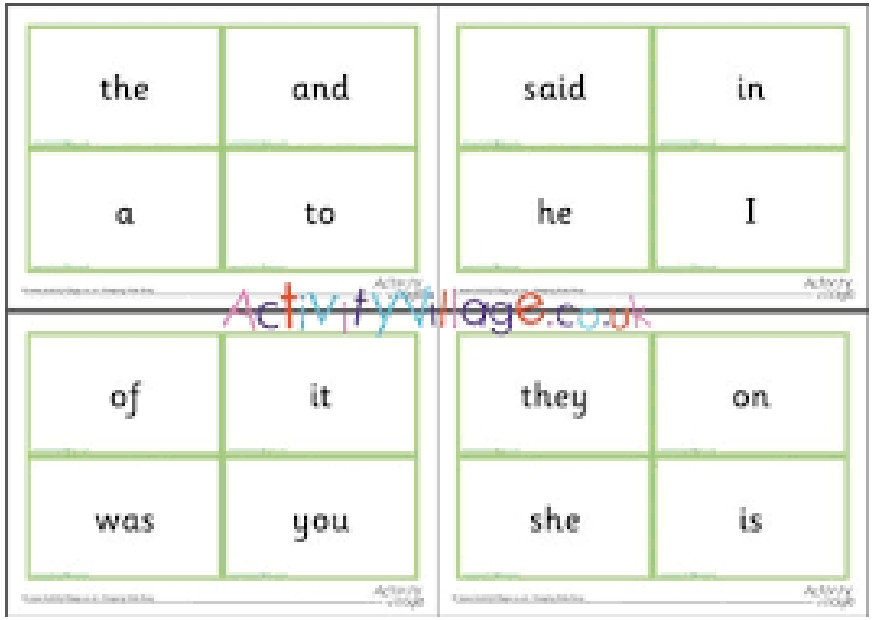
Blend them together to read with (robot arms)

c – a – t

Segment them to spell

d-o-g

Key Words



- **Irregular words that children will need to learn differently**



Phase 1- A Foundation



Phase 1 Activities are divided into many aspects:

Environmental sounds

Instrumental sounds,

Body percussion

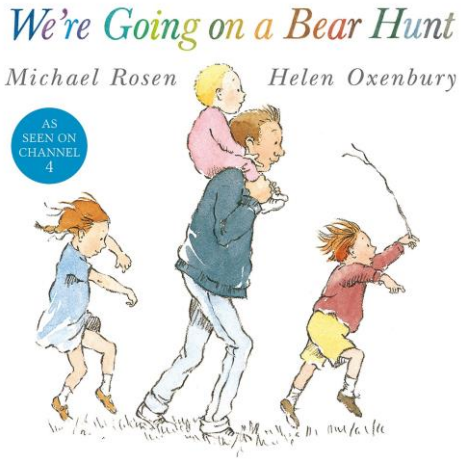
Rhythm and rhyme

Alliteration

Voice sounds

Oral blending and segmenting.





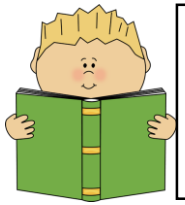




Comprehension & Inference

- Phonics is considered as a ‘step up’ to reading so much emphasis is put on Phonics in early reading.

- However children will need a good grasp of language and opportunities to develop their comprehension skills to become successful readers especially as they move further up the school.



Top Tips for Reading



- **Restrict TV and noise from devices-** it is very difficult to hear sounds in words with background noise.
- **Establish a regular Reading time** as part of your daily routine (5-10 mins initially)
- **Keep reading to your child -** don't be tempted to replace the bedtime story with reading time.
- **Point to each word- children-** need to be encouraged to use 1:1 correspondence
- **Develop book handling skills-** turning pages L-R, tracking the text, talk about title, author
- **Ask questions-** children really need the understanding of the text that they are reading.
- **Work with in partnership with the class teacher-** we will regularly assess the children's reading to ensure that they have the correct level. Please do come in and talk to us if you have any concerns.
- **Find everyday opportunities to read.**- Read road signs, billboards, menus, and cereal boxes –