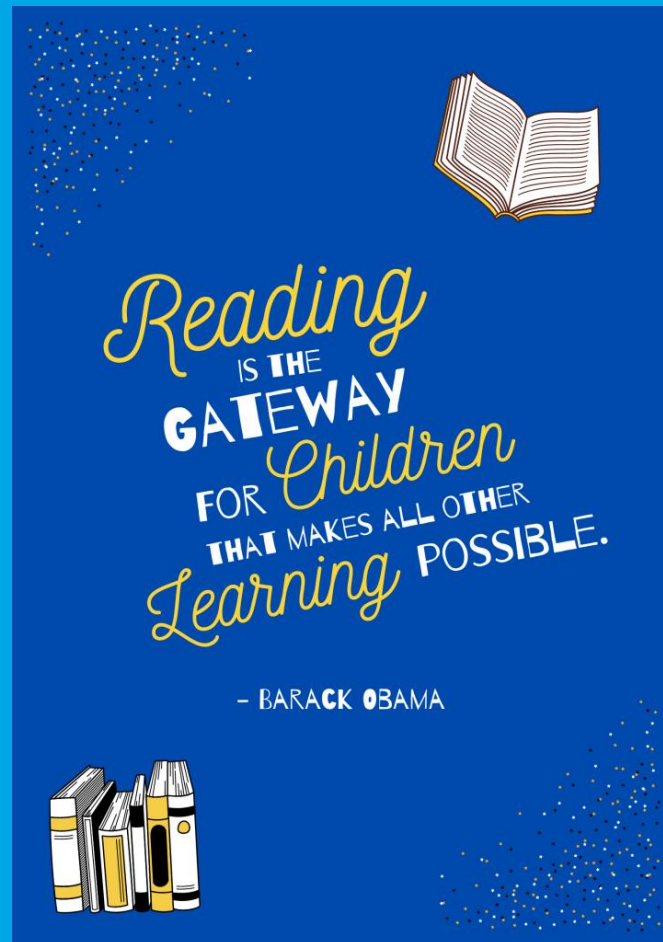


Reception Phonics Workshop 2023



Early Learning Goals for Literacy...

What are the end of year expectations for Reception in Literacy?

Comprehension - Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading - Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing - Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Twinkl Phonics



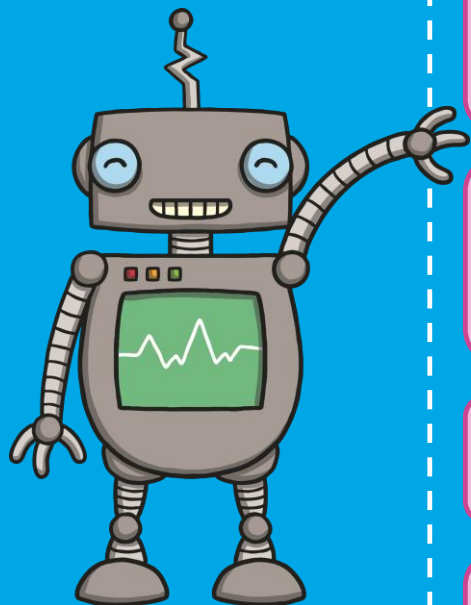
Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound



What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Phonemes are then joined or 'blended' together into words for reading or, whole words are broken down or 'segmented' into their phonemes for writing.
- It is the UK's most preferred method of teaching phonics.
- Phonemes are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

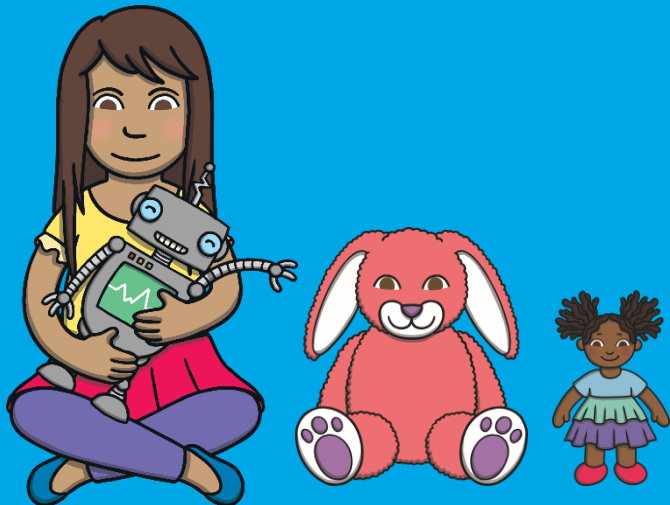
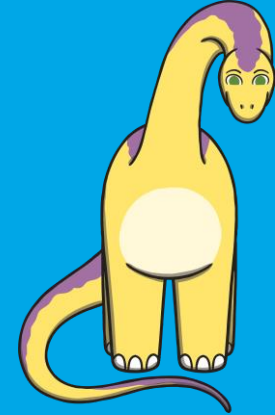
Level 1



Level 1 is taught in Nursery/Preschool.

By the end of Level 1, children will have had the opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented through 7 Aspects.

What Are the 7 Aspects of Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



Level 2



Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities to:

Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words

- identify the phoneme when shown any Level 2 grapheme;
- identify and begin to write any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, 'sat' and 'pat';
- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them.
- read the tricky words (words that cannot be sounded out): the, to, l, no, go.



Level 2 Actions and Mnemonics

s  Make a snake's head with your hands and wiggle your body like a snake!	a  Pretend to bite into a crunchy apple.	t  Pretend to stir a teaspoon around a teacup.	p  Make one hand into a puppy's head and pat it with your other hand.	i  Flap your hands like an insect's wings.	n  Make your fist into a nut and tap it.
m  Yummy! Rub your tummy.	d  Pretend to play your drum kit.	g  Pretend to wrap your scarf like Gabi.	o  Pretend to squeeze a juicy orange.	c  Wiggle your finger like a caterpillar.	k  Pretend to spread your hand like a kite and fly it in the air.
ck  Make a duck's beak with your hands and pretend to pick up sticks.	e  Make an egg with one hand and tap it with the other.	u  Make one hand into an umbrella and sprinkle rain on it.	r  Move your arms like a robot.	h  Pretend to open the door of the house.	b  Pretend to throw and catch a ball.
f  Pretend to wave a magic wand.	l  Pretend to lick an ice lolly.	ff  Pretend to switch off the light.	ll  Pretend to ring a bell.	ss  Blow a kiss.	

Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

Level 3



Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:

Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, l
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, l

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;

- write all or most Level 2 and Level 3 graphemes, when given the phoneme;

- blend and read CVC words, such as 'chop' and 'night';

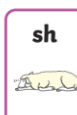
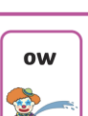
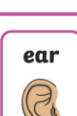
- segment and write words consisting of Level 2 and Level 3 graphemes, such as 'paid' and 'seed';

- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, l, no, go;

- write each letter correctly when following a model.



Level 3 Actions and Mnemonics

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yoyo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

Level 4



Level 4 is taught in Reception.

By the end of Level 4, children will have had the opportunities to:

- say the phoneme when shown any Level 2 or Level 3 grapheme;
- write any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants, such as 'sand', 'bench' and 'flight';
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, using the correct formation;
- orally segment words into phonemes.



Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

No new sounds are taught in Level 4.

What are our current priorities?



There are certain aspects of phonics that we are currently focusing upon in Reception, these include....

Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words



- Correctly linking Level 2 phonemes to graphemes using **pure sounds**.

- Writing the correct grapheme with **correct formation** when hearing any Level 2 phoneme.

- Sounding out and blending the phonemes to read cvc words such as cat, mud, kiss, sack.

- Segmenting words containing Level 2 phonemes and writing graphemes to match what they hear.

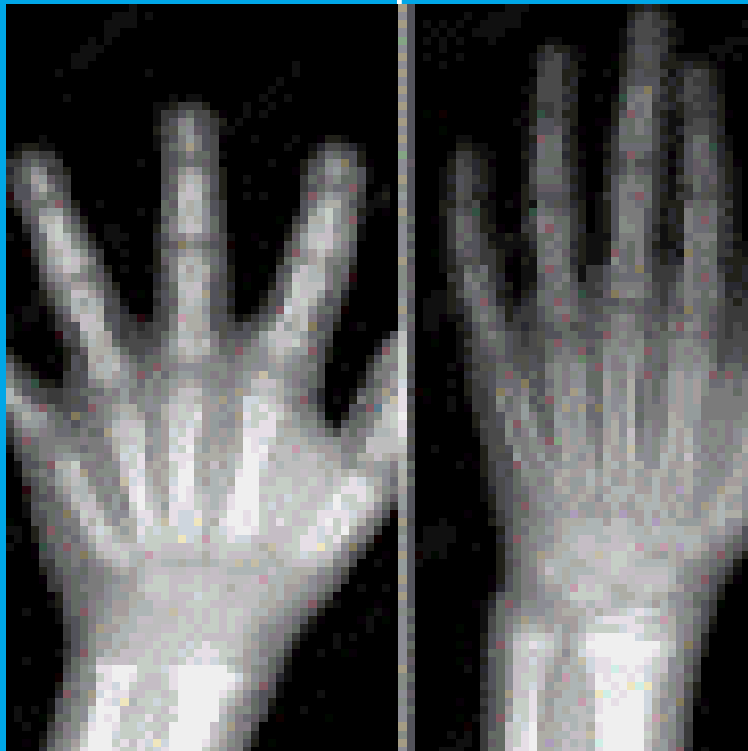


What are our current priorities?



Fine Motor Development

Your children's hands are still developing – in order to become efficient writers we need to spend time developing fine motor strength – cutting, colouring, playdough, threading, cutting, sensory play.....



How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Encourage your child to show an interest in graphemes and words in the world around them, for example can they help you write a shopping list. Do they recognise certain graphemes on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive? Can they find any tricky words in their bed time books?



How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the phonemes and model the correct letter formation as is taught in school.

Support your child to develop their fine motor skills.

Read to and with your child **every day**.

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.

Any Questions?





Effective Phonics, Done Simply