



# Reception Phonics Workshop

November 2024

# Aims of the Session



- To enable parents to better support their children in the learning of phonics.
- To answer questions regarding the teaching and learning of phonics.
- To give you an insight into how the reading scheme works at Dropmore.
- To suggest ways in which you can support your child in their writing.

# Terminology



Blend- Saying the individual sounds that make up a word and then merging or blending them together to say the word e.g. c-o-t, cot

Segment- Splitting a word up into individual sounds e.g. sat, s-a-t

CVC Words- Abbreviation used for consonant-vowel-consonant words

Grapheme- Written letters, or groups of letter, which represent one sound, e.g. m, t, sh, or ee

Phoneme- A single sound that can be made by one or more letters e.g. h, b, oo or igh

Pure Sound- Pronouncing each letter sound clearly and distinctly, without adding additional sounds to the end e.g. fff not fuh

Tricky words- Words that we can't sound out e.g. said, the, because

Digraph- Two letters that make one sound e.g. ee, oo, ai, sh

Trigraph- Three letters that make one sound e.g. igh, air, ear



# Phonics Scheme at Dropmore

In school we currently follow the phonics programme '**Lesley Clarke Synthetic Phonics**'. It is divided into six phases.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

For more information: <https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents>

# Phase 2



## Sounds

The suggested order for teaching the sounds is:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
s a t p	i n m d	g o c k	ck e u r	b f,ff l,ll	ss

**Blending and segmenting** – the children will learn to blend and segment simple words in each set.

**Examples of phase 2 words** - at, sit, dog, pan, bell,

**Examples of phase 2 tricky words** – l, the, no, go



**Video of all sounds:**

<https://www.youtube.com/watch?v=UCI2mu7URBc>

# Phase 3



The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as digraphs and trigraphs. E.g. 'ee' as in bee
- Practise blending and segmenting a wider range of CVC words
- Read more tricky words and begin to spell them
- To read familiar words on sight, rather than decoding them

j v w x

y z zz qu

## Digraphs

ch sh th ng ai ee oa oo ar or ur  
ow oi er

## Trigraphs

igh ear air

# Phase 3



ship

cook

fork

high

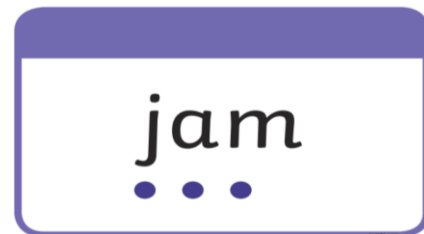
beard

chair

It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters.

E.g. rain should be read as r-ai-n not r-a-i-n

**Sound Buttons-** These are spots that can be written underneath a **sound** (not each letter) to support reading



**Tricky Words-** we, was, my, you, all



# Phase 4



The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to longer and multisyllabic words

**help drop joint sandpit children**

## Useful Tip

It is important children learn to read words without blending as soon as possible. Children progress from blending out loud, to blending in their head before reading on sight. The sooner they can read on sight, the quicker their fluency will improve.

# Phases 5 and 6

- These are taught when the children move into Year 1
- All children in England undertake a phonics screening check towards the end of Year 1. It gives parents and teachers information on how your child is progressing in phonics and as to whether they may need additional support at this stage so that they do not fall behind in this vital early reading skill.

# Reading



## Early Learning Goals:

### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them, Anticipate key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### ELG: 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.

**If you read just one book a day to your child, they will have been read 1825 books by their 5th birthday.**



# Tricky Words



## Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

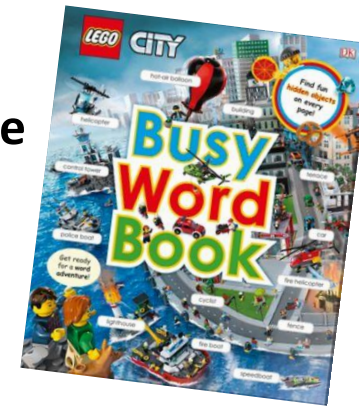
ink saving

Eco

Magnetic or foam letters



Reading for pleasure

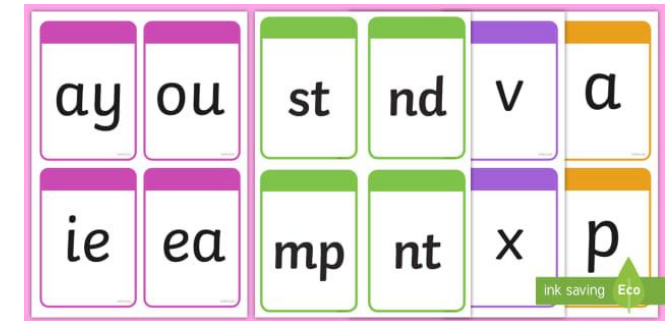


Alphablocks



# Supporting phonics and reading at home

Phonics flashcards



**Dropmore r/w home book**

Every Friday children are sent home with sounds to practice and write. This also includes suggested words to read and spell for a challenge.

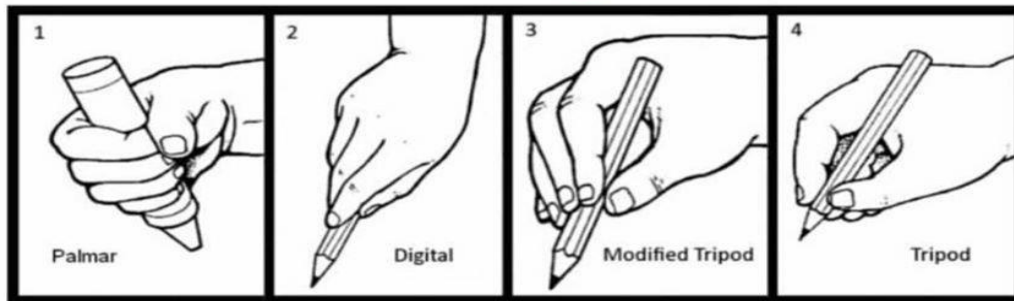
**Apps** such as Teach your monster to read.

**Websites** such as phonics play.





# Writing





























Which pencil grip does your child have?  
All children should be aiming for the tripod grip. We give children lots of opportunities to develop their pencil grip through fine motor activities.

## Fine Motor Activities to Aid Early Writing Include-

- Pegging washing onto the washing line
- Cutting various materials with scissors
- Manipulating playdough
- Threading beads and pasta

We may suggest that your child uses a pencil grip to help them to hold their pencil correctly. It is important to master an effective tripod grip during Reception.

# Letter formation at Dropmore

a		b		c		d	
e		f		g		h	
i		j		k		l	
m		n		o		p	
q		r		s		t	
u		v		w		x	
y		z					



## Early Learning Goal:

- 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.

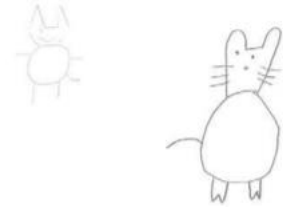
# Writing

Oh saturday I

Went to the  
met fidoam.

Iswamandplaidwivsar  
I Went on the side:

LOST



Lost-fufe Wit Cat.

it is a grt her name

is DIAMUND.

**Create a place for your child to write with various pens, pencils and paper**



**Fine motor skills:  
scissors, pegging  
washing, popping  
bubble wrap**



# Supporting writing at home

**Computers/Apps:  
Phonics play, letter join**

**Letter rhymes**



I Watched a  
dinosaur movie  
It was sooper  
exsiting

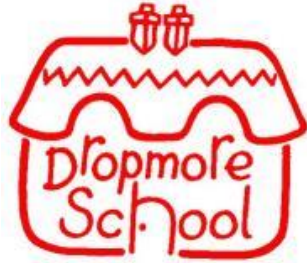
**Be a writing  
role model**

**Encourage your child  
to have a go  
independently, rather  
than copying your  
spelling**



**Writing for a  
purpose-  
shopping lists,  
scrap books,  
invitations**





# Any Questions?

Thank you so much for joining us this morning, we hope that you have found the workshop informative and helpful