

Phonics in Reception

We use Little Wandle Letters and Sounds

We begin with Phase 2 of Letters and Sounds and progress to Phase 3 in the Spring Term and Phase 4 in the Summer Term.



Phase 2 aims:

- Teach will learn their first 32 phonemes
- Move children on from oral blending and segmentation to blending and segmenting with letters.
- Be able to read some VC and CVC words and to spell them (either using magnetic letters or by using the letters on paper or on whiteboards).
- Children will be able to read words with the suffix s on the end to read words: digs, nips, naps, sips, cats, dogs, rocks,
- Introduce children to reading two syllable words and simple captions.
- Learn to read some high-frequency (tricky) words: **the, to, go, no, into**
- Common words: **a, had, an, back, as, and, at, get, if, big, in, him, is, his, it, not, of, got, off, up, on, mum, can, but, dad, put**

First set of letters: s a t p i n m d g o c k ck e u r h b f ff l ll ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk

Example of VC (vowel, consonant) words: it, as, at, up, in

Examples of CVC (consonant, vowel, consonant) words: Mum, Dad, pip, sit, nap

Phase 3 aims:

The next 14 sounds taught are made up of two letters that make one sound (digraph) or three letters that make one sound (trigraph) e.g ai, oa, ee, igh, air

Children will be able to represent each of the 44 phonemes by a grapheme.

Continue to practise CVC blending and segmentation and apply this to begin to read and spell simple two-syllable words and captions.

Learn the letter names

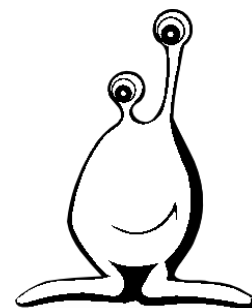
Learn to read some more tricky words and also begin to spell some of these words.

Tricky words: **no, go, I, the, he, she, we, me, be, was, my, you, they, her, all, are.**

Common words: **will, with, that, this, then, them, see, for, now, down, look and too.**

Alien Words:

As well as learning to read common and tricky words, we will be reading 'alien' (pseudo) words. These are not real words but are things that the children are able to read such as vop, dat, ig. This will help prepare the children for their phonics screening in Year 1. To do this we play a variety of games as a whole class, but also in small groups. Reading the alien words helps the children to apply their phonic knowledge rather than guess the words.



Reading at home:

Your child will come home with two books. A phonics book and a shared reading book. We suggest that you listen to your child every day and that you read to your child every day.

Reading and talking to children every day has been proven to have a positive impact on children's learning development. It helps support children to:

- ▶ understand words and sentences
- ▶ use a wide range of vocabulary
- ▶ develop listening comprehension skills.



Supporting your child at home with their phonics book.

- ▶ Your child should be able to read their book without your help.
- ▶ They might sound out words and blend them before they read them fluently.
- ▶ If they can't read a word, read it to them.
- ▶ Talk about the book and celebrate their success.

Your child may also come home with a wordless book. Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- ▶ Talk about the pictures.
- ▶ Point to the images in the circles and find them on the page.
- ▶ Encourage your child to make links from the book to their experiences.

Once you have listened to your child, write a quick comment in their Reading Journal on how they read. You might write about how they could retell the story, how well they used expression, that they found a certain word tricky or that they recognized a word that they had found tricky previously. Remember to celebrate their success.

Your child will also come with a shared reading book. **The shared book is for YOU to read:**

- ▶ Make the story sound as exciting as you can by changing your voice.
- ▶ Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



Remember the most important thing you can do is read with your child.

Useful links.

Little Wandle Letters and Sounds

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

BBC Bitesize

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

Phonics Play

<https://www.phonicsplay.co.uk>

Phonics Play Login

User Name: macaulay

Password: tiger3

ICT Games

<http://www.ictgames.com/literacy.html>

Top Marks

<https://www.topmarks.co.uk/Search.aspx?q=phonics>

Glossary

Phoneme - the smallest unit of sounds that can be spoken.

Grapheme – a letter (or an umber of letters) that represent a sound (phoneme) in a word.

Blend – to draw individual sounds together to pronounce a word, e.g. s-n-a-p blended together reads snap.

Segment – to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes (or sounds): c/a/t

Digraph – two letters making one sound (phoneme) e.g sh, ch, th, wh,

Trigraph – three letters making one sound (phoneme) e.g. igh, air, ear

Phoneme frame - separates a word into columns to match the number of phonemes (sounds) that can be heard.

Sound Buttons – spots or dashes written underneath a sound to support reading.