The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the slide, framing the central text. The overall aesthetic is clean and modern.

Phonics

Learning to Read and Write

26th September 2024

Learning to read and write:

- ▶ The purpose of this presentation is to show how we teach the children to read and write.
- ▶ What Phonics is and how we teach it.
- ▶ Reading: Library books and reading scheme.
- ▶ How you can help support your child at home.

Reading books

- ▶ The children will bring home 2 books on a Wednesday.
- ▶ Need to be returned to school on Monday.
- ▶ Initially 1 picture book and a pre-reader one with repetitive words and phrases.
- ▶ Once phonics is established and children can read and segment words, they will begin on our reading scheme books.

Comprehension



Vocabulary

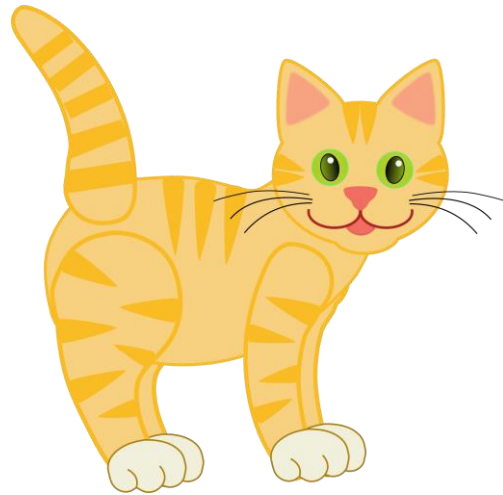
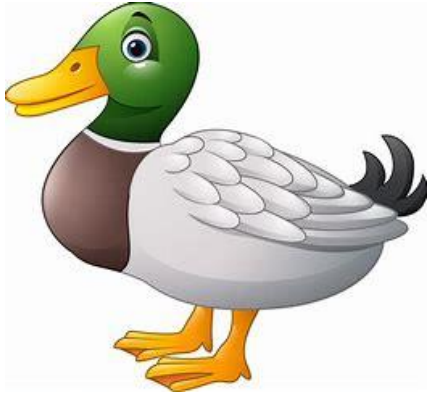
- ▶ Segment
- ▶ Blend
- ▶ Sound and name
- ▶ VC (vowel/consonant) - on, in, it, is, at
- ▶ CVC (consonant/vowel/consonant) - hat, dog, pen
- ▶ Tricky words
- ▶ Phoneme Frame
- ▶ Digraph - sound produced by 2 letters (sh, ai)
- ▶ Trigraph - sound produced by 3 letters (air, igh)
- ▶ CVCC / CCVC

Phonics

- ▶ Phase 1 - develops listening and oral skills.
- ▶ Phase 2 - learning the individual sounds for each letter and how that letter is written.
- ▶ Phase 3 - continue learning the individual sounds and the digraph and trigraphs (sounds made from 2 or 3 letters).
- ▶ Phase 4 - consolidation of the sounds and tricky words.

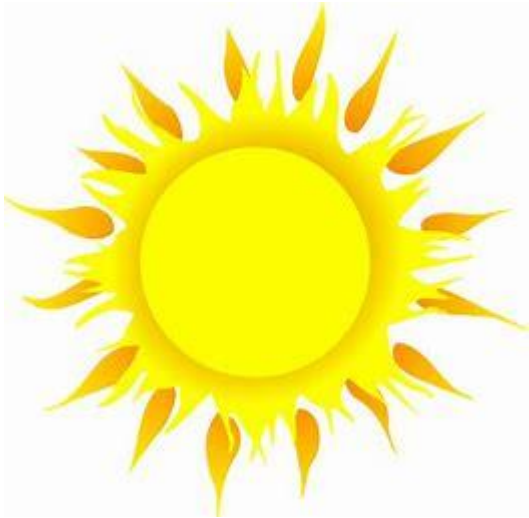
Phase 1 - Rhyme

Which is the odd one out? / Can you find the rhyming pair?



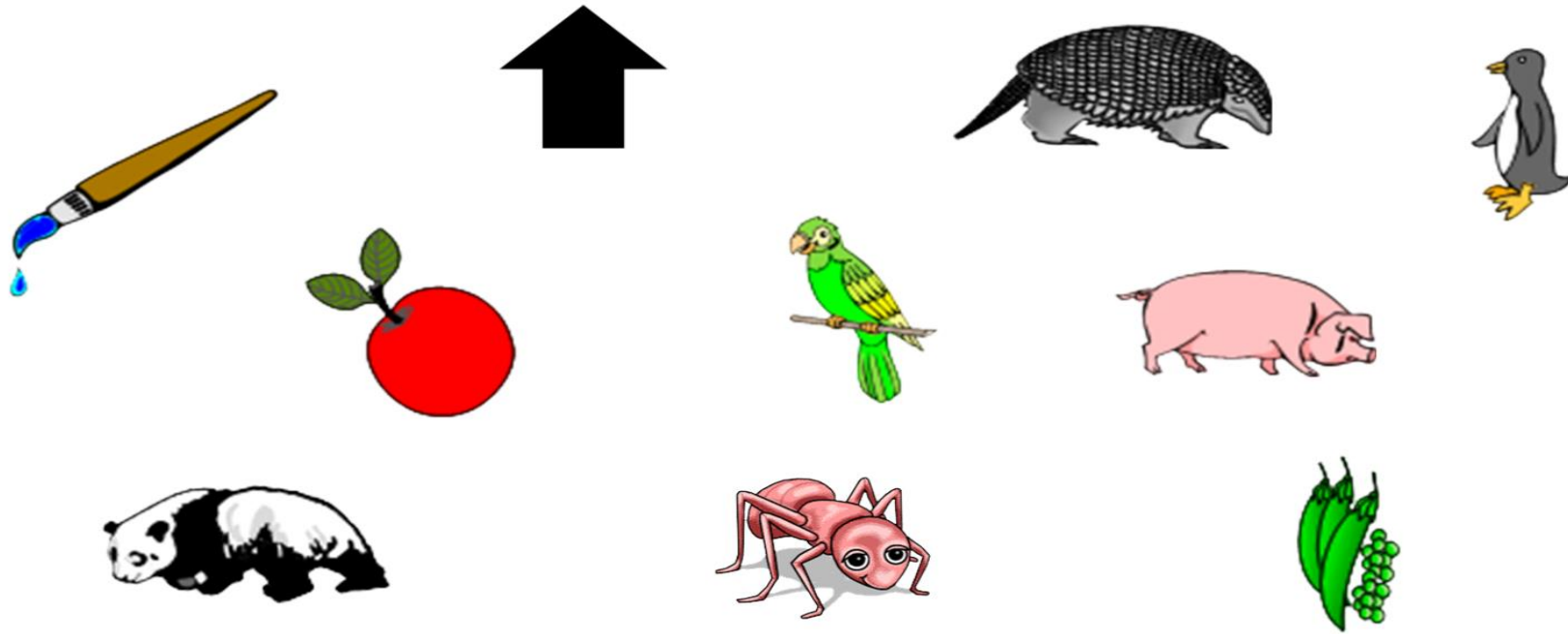
Phase 1 - Alliteration

Sun, sock, strawberry - what can you tell me about them?



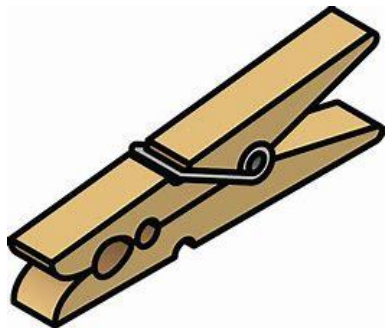
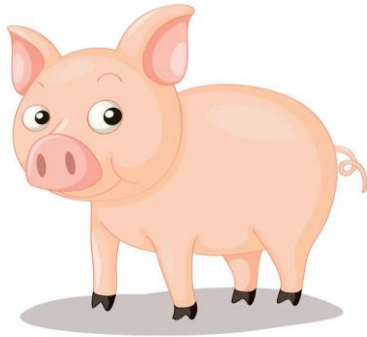
Phase 1 - Hearing initial sounds

I spy something beginning with p ?



Phase 1 - Oral segmenting and blending

Can you find me the p-i-g ?

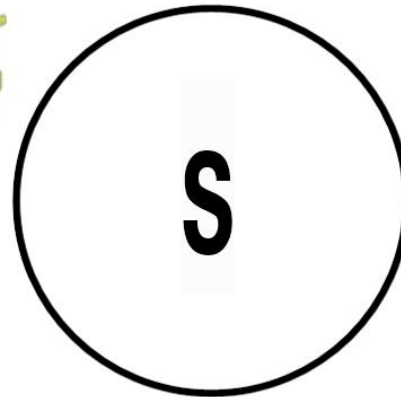
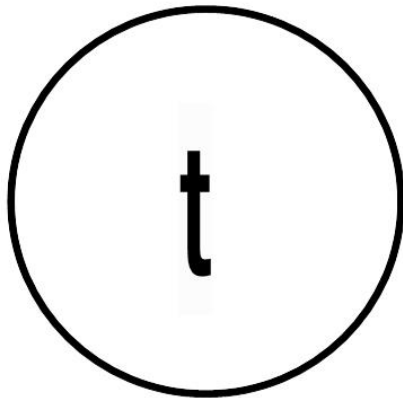


Phase 2 - Sounds and Names

- ▶ Set 1: s a t p
- ▶ Set 2: i n m d
- ▶ Set 3: g o c k
- ▶ Set 4: c k e u r
- ▶ Set 5: h b f ff l ll ss

The children will learn 4 sounds per week - these will be available on Tapestry for you to practise at home with your child.

Phase 2 - Identify sounds and matching to a written letter shape



Phase 2 - Reading and writing VC and CVC

s a t p i n

- ▶ Read word by sounding out (segmenting / then blending) e.g. at, in, tap, pan
- ▶ Use letter cards to make a word - link to pre-readers.
- ▶ Use fingers to sound out words - try to record on phoneme frame.

Phase 3 - Sounds, Names and Digraphs

- ▶ Set 6: j v w x
- ▶ Set 7: y z zz q qu
- ▶ Consonant digraphs: ch sh th ng
- ▶ Vowel digraphs: ai ee oo oa ar or ur ow oi er ue le wh ve
- ▶ Trigraphs: igh ear air ure cks dge tch

Try to read this sentence!

pleeztorktuyornAbuabowtyordai

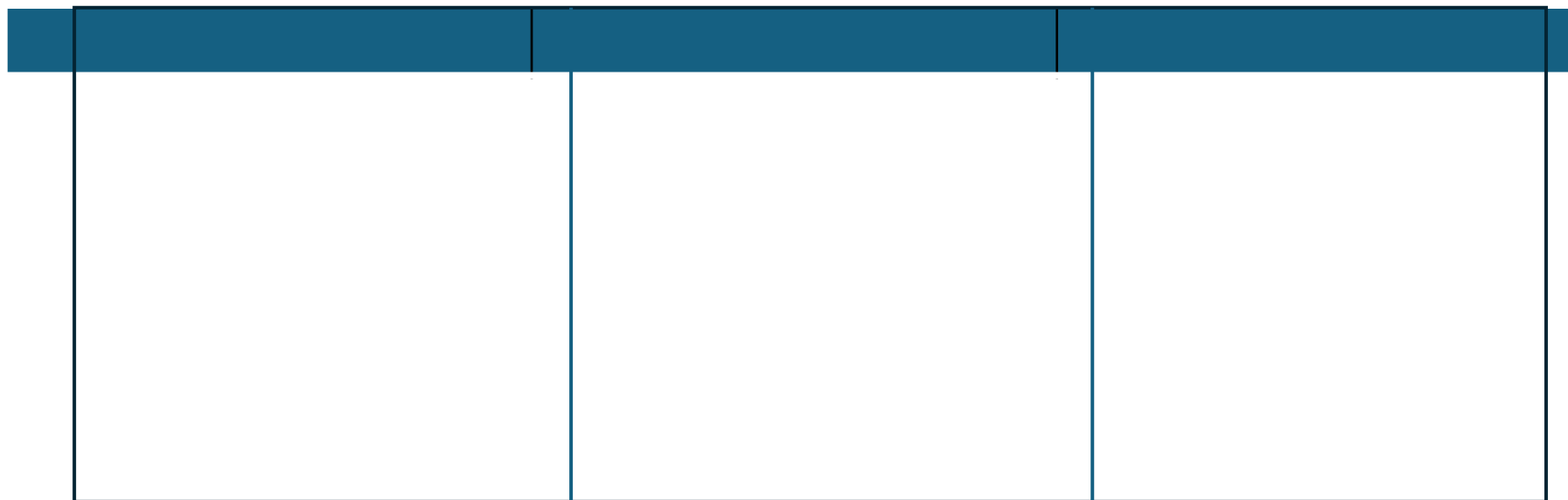
pleez / tork / tu / yor / nAbu / abowt / yor / dai

Please talk to your neighbour about your day.

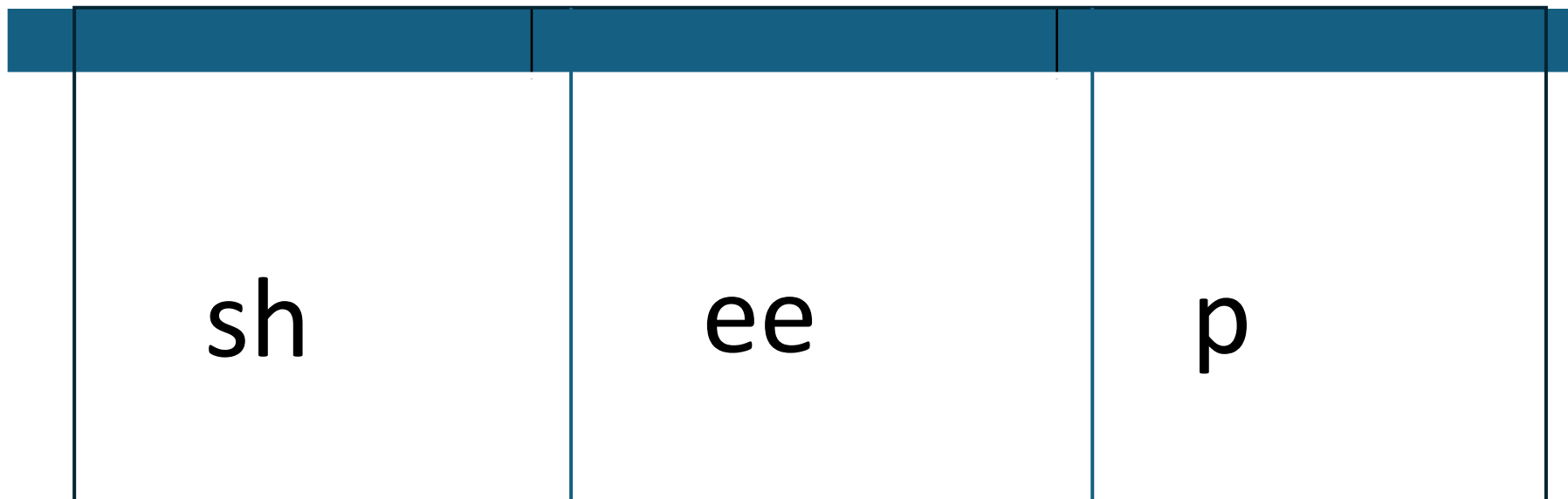
Phase 3 - Reading and writing CCVC, CVCC and words containing di/trigraphs

- ▶ Read word by sounding out (segmenting / then blending) - recognising the di/trigraphs hiding in words.
- ▶ Use fingers to sound out words to identify how many sounds - try to record on phoneme frame.

Phoneme frame



Phoneme frame



Phase 3 - Spotting di/trigraphs and tricky words

The cow and goat go to the barn
at night for a sleep.

Phase 3 - Spotting di/trigraphs and tricky words

The cow and goat go to the barn
at night for a sleep.

Phase 4 - consolidation

- ▶ Practise, practise and more practise!!
- ▶ By the end of Reception we hope that most children will be confident in decoding, segmenting and blending and will be able to use their phonics skills to read and write simple and some more complex sentences.
- ▶ We assess the children regularly and offer intervention to support with difficulties.

Tricky Words:

Words that have to be learnt by sight as they do not sound out.

Phase 2:

I
to
the
no
go

Phase 3:

we
me
he
she
be
was
my
are
you
they
her
all

Phase 4:

have out
said do
like
when
one
some
come
what
there
were
so
little