

# Phonics in the Early Years

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The foundations of reading..is phonics!

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# Early Years = Pre-Reading Skills

These are incredibly important!

- 1<sup>st</sup>. Speaking and listening skills done with our **ears**
- 2<sup>nd</sup>. Children are provided with solid foundations ready for **'reading with our eyes!'**



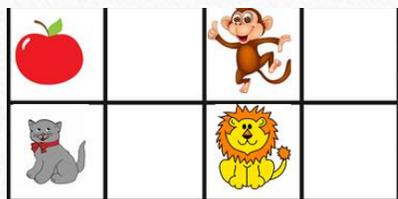
These next slides will take you through step by step of a child's reading journey...

# Nursery – ‘Foundations for Phonics’

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- Tuning into sounds
- Distinguishing between different sounds
- Listening & Attention games
- Knowing how to hold and use a book.





# Hearing initial sounds

The 1<sup>st</sup> sound in a word. Alliteration games.

1.



With visual pictures, parent modelling separating the initial sound from the word.

C-C-C-C-C cat

2.



With visual pictures, parent says cat and child recognises c as the initial sound.

3.



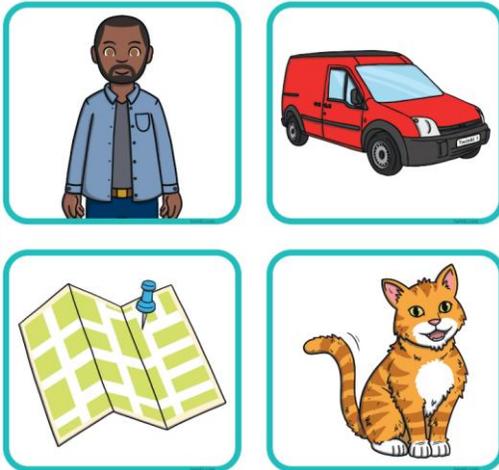
I spy style games. Can you see something that starts with a c? Or what sound does cat start with but without the visual.

# Oral Blending

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and how /c/ /a/ /t/ becomes cat.

Step 1.

With pictures/objects in front of them can they point to the c-a-t?



Step 2.

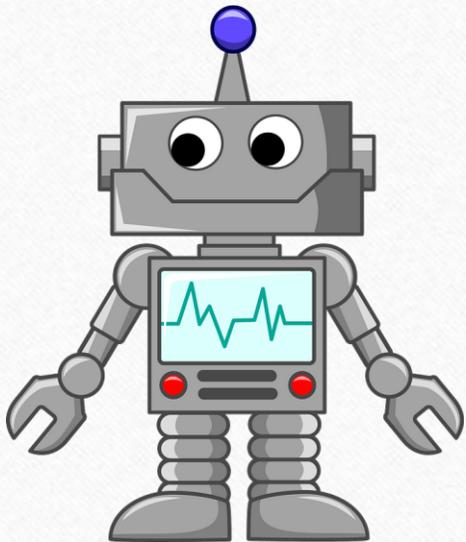
Hide the pictures/objects and ask your child to see if they can guess what it is.  
I am hiding a c-a-t. What is it?



# Oral Segmenting

Breaking the word up into the sounds that make it.

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p-i-g  
d-o-g  
t-a-p





# Reception Phonics

- Phase 2 -Single letter sounds **s,a,t,p,i,n**
- Reading CVC words **pig, cat, lip**
- Phase 3- digraphs and trigraphs **sh & igh**
- Reading words with those sounds
- Phase 4- longer words

- Daily phonics lesson
- 3 reading practise sessions a week where secure phonic knowledge is used to read a book matched to your child's knowledge.

# Terminology that your child will hear / use

**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Blend**

**Segment**

### Grapheme mat

### Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out <b>ssssss ssssss</b>	Down the snake from head to tail.

- Pronunciation phrase for each sound
- Formation phrase for writing.
- All available via a link on the Reception webpage.

# Tricky Words

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- They are tricky because they **cannot** be sounded out, there is a tricky bit in the word. E.g. the, was, so....
- Children in Reception start to learn these words and they will continue to learn new common exception words right through into KS2.

is

the

I

We use assessment to match your child  
the right level of book

**Little Wandle Letters and Sounds Revised Reception  
Child assessment**

**Autumn 1**

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck

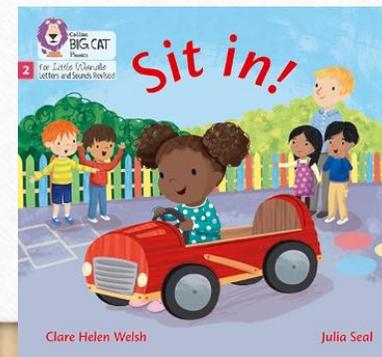


*Every 6 weeks children will be assessed*

# Links with Little Wandle and reading books – Reception Children

- Starting in a few weeks. The text read in school will be sent home so that you can practise the skills of reading.
- Some children will be on wordless books to continue to secure oral blending and segmenting.
- Some may be on books with words because they can confidently read CVC words.

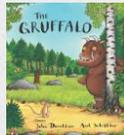
Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.



# Reading at home



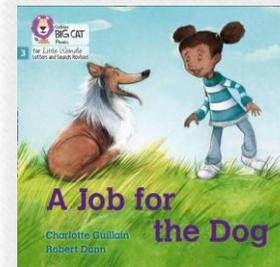
Library Book (**all**)



Phonics pack - for you to do with your child. They will need your support to play it. Instructions will be with the pack (**reception and nursery when ready**)



Decodable book (**reception**)



# Phonic Packs

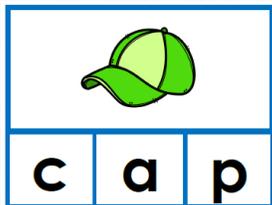
For Reception children and Nursery when they are ready.



## Butterfly Phonics Pack



- This pack's aim is work on your child's early phonic skills, a very important start to a child's reading journey. They will still have a library book for **you** the adult to read and model good book handling skills.
- This level will work on your child's **oral blending** (Oral blending is verbally hearing a word broken up into sounds, e.g. the word 'sat' segmented as 's-a-t').
- Oral blending pack (2 stages)** (We will highlight below which stage we would like you to focus on.)
- Stage 1** -The phonics pack will contain pictures for you to spread out and your child will point and choose after you have sounded it out. So you say... where is the c-a-t and you want them to say cat and point to the cat. You may have to repeat a couple of times for them to find it to begin with.
- Stage 2** - Once, and only once your child can do this secure with pictures that you then move them away and practise without this support. So hide the pictures in a bag or by your chest and say can you guess what picture I have got? It is a picture of a c-a-t. they guess it and they can keep the card. *PLEASE note you may have a few packs before you even begin this stage.*



a cat in a  
hat



pat a dog

Matched to child's need and used as a resource at home to secure

- Oral blending (2 stages)
  - Initial sounds
  - CVC word readings
  - Caption reading

Parent support guidance provided.

Any Questions?

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