



Reception Phonics Meeting

What is Phonics?

Phonics is a method for teaching reading and writing.

It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.

Children are also taught the correspondence between sounds and the graphemes (spelling patterns) that represent them.

Phonics is currently the main way in which children in all British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition - tricky words, book skills and a love and enjoyment of reading.



At Thornhill, we teach our children to read and write using a scheme called Jolly Phonics

Jolly Phonics is a fun multi-sensory way to teach the letter sounds, which supports children to then use the letter sounds to read and write words and then sentences.



The 5 Basic Skills

The 5 basic skills of Jolly Phonics are:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words (segmenting)
5. Tricky words



1. Learning the letter sounds

Children learn in a fun, multi-sensory way using stories and actions.



Learning the action for the /s/ sound: Weave your hand like a snake, making an 's' shape, saying sssssssss.

1. Learning the letter sounds – the letter sounds

1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

Correct pronunciation of the sounds is essential. The sounds do not have an /uh/ sound at the end.

E.g. sss not suh

P not puh

Link to pronunciation guide
<https://www.jollylearning.co.uk/resource-bank/learn-the-letter-sounds/>

1. Learning the letter sounds – digraphs

Digraphs are two letters that make one sound.

ai oa ie ee or
ng oo oo ch sh
th th qu ou oi
ue er ar

1. Learning the letter sounds – alternative spellings

The alternative spellings of the vowel sounds:

Introduced as:

ai

(rain)

ee

(feet)

oa

(boat)

ay

(play)

ea

(leaf)

ow

(snow)

Taught later as:

a-e

(flame)

e-e

(these)

o-e

(bone)

2. Letter formation

Correct formation is taught and expected from the very beginning.



- ✓ Feel the letter formation
- ✓ See the letter formation
- ✓ Write the letter in the air using whole body movements

2. Letter formation – pencil hold

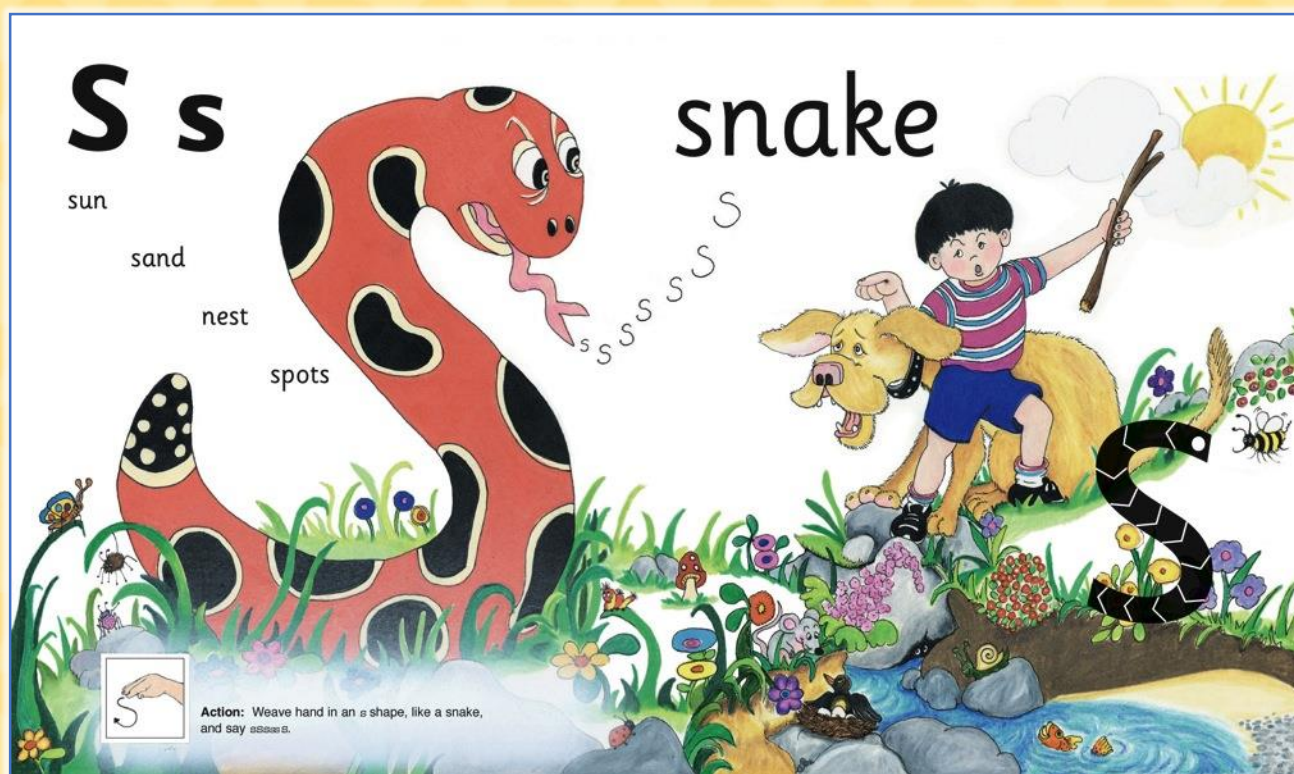
The children are taught how to hold their pencil properly right from the start:



- ✓ 'Tripod' grip
- ✓ 'Froggy legs' movement
- ✓ The other hand holds the paper to stop it moving about

3. Blending

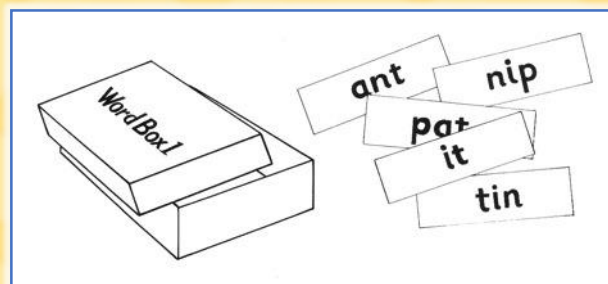
Blending skills are essential for reading.



3. Blending – blending words

The number of regular words for blending grows with each new letter sound:

Word Box 1	Word Box 2	Word Box 3
it	pest	hip
tin	tap	pet
pat	pin	mat
nip	is	ran
sat	pit	dip
as	snap	ham
ant	in	map
tip	man	rat
pan	red	ink
sit	dip	rip



Word Boxes

3. Blending – blending harder words

Regular practice is the key to blending words with digraphs and consonant blends:

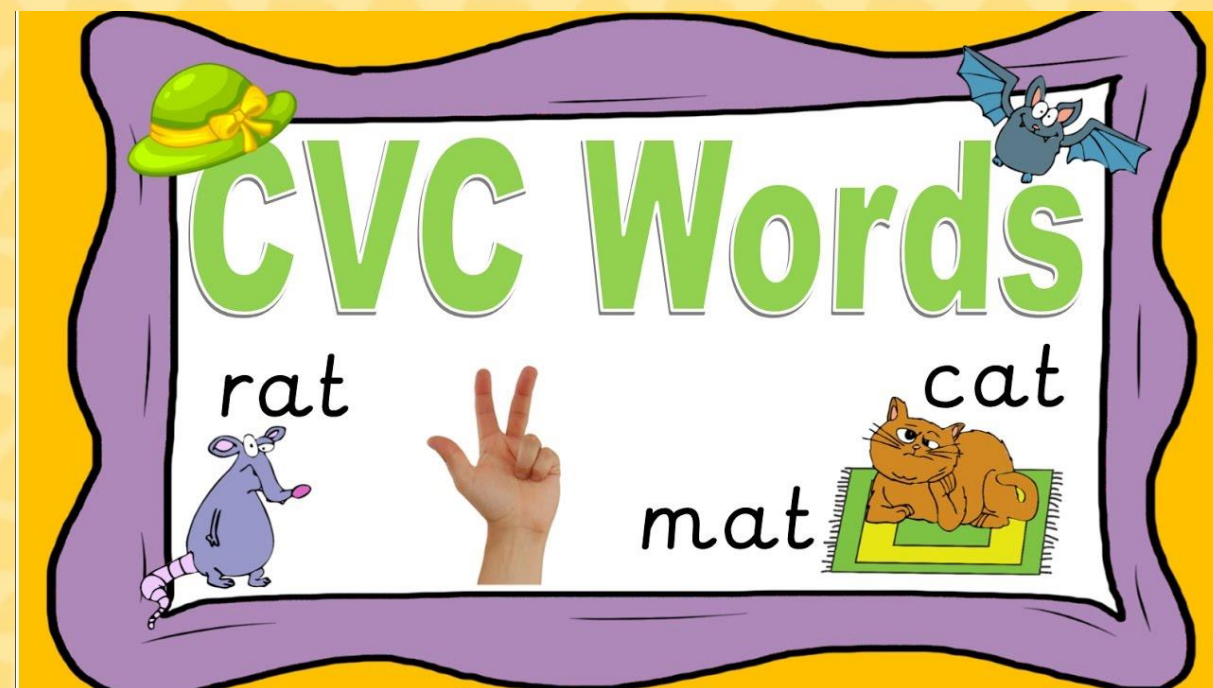
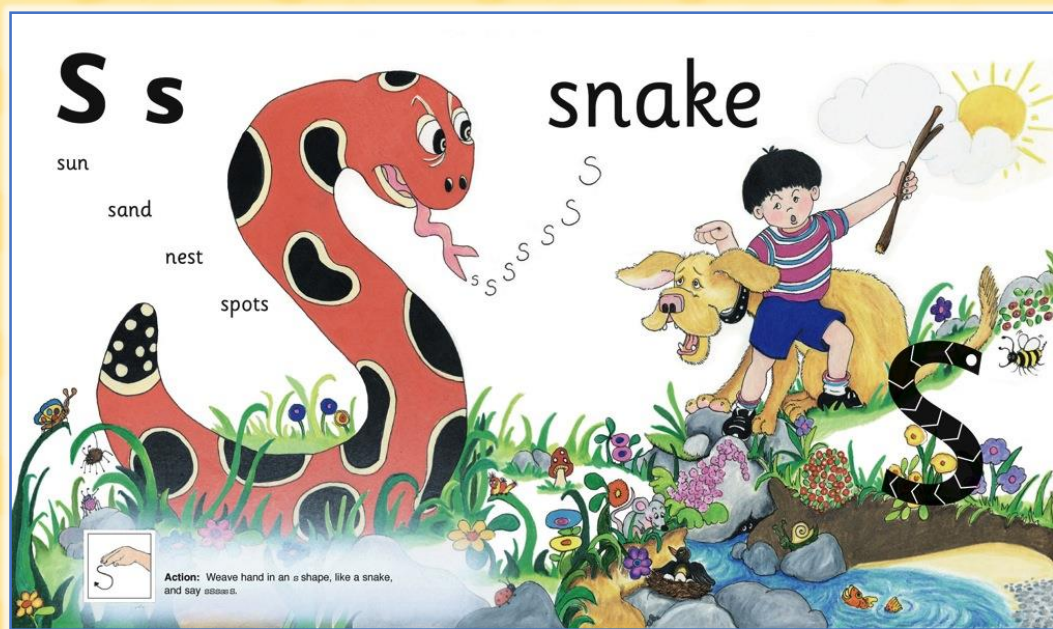


rain

Digraphs

4. Identifying sounds in words – phonological awareness

Phonological awareness can be encouraged from the very first lesson:



4. Identifying sounds in words – independent writing

For children to write independently they need to know:

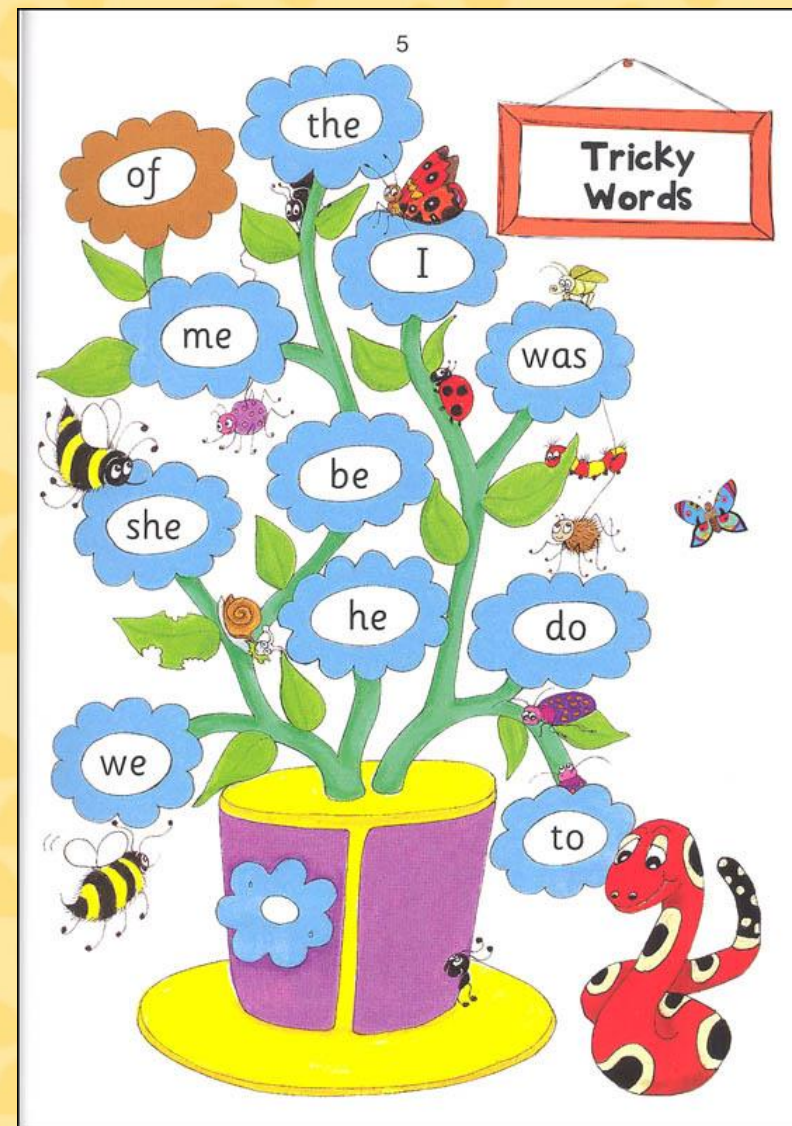
- ✓ The 42 letter sounds
- ✓ How to hear the sounds in words
- ✓ One way of writing the letter sounds
- ✓ What they want to say

I went hors ried in
that wos fun.

5. Tricky words

To **read** tricky words well, the children need to:

- ✓ Work out the 'tricky' bits
- ✓ Have regular flashcard practice



How do we teach phonics at school?

- Daily phonics lessons. Children are taught 4 new sounds every week.
- We have a whole class input with all of the children together.
- Children then move into 3 groups to complete the follow up reading and writing work. We are very lucky to be able to bring extra staff into Reception to do this meaning that the children can have more adult input as they work.
- After the phonics session, there will be lots of opportunities both in the classroom and outdoors for the children to practise and consolidate what they have learned.

What can you do to support at home?

- ✓ Lots of practice of listening skills
- ✓ Sound books – daily practice of the sounds – both new and previous sounds
- ✓ Word boxes – daily blending practice
- ✓ Lots of spotting sounds and words at home and when out and about
- ✓ Make sure that any writing at home has correct letter formation
- ✓ Read, read, read! Read to and with your child as much as possible, talking about the story and the characters.
- ✓ Once children can blend independently with most of the sounds and can read short captions they will start to bring home reading books. They will then be expected to read at home daily and you will sign their reading diary to say how they have done.

Phonics Terminology

phoneme - Any one of the 42 sounds which make up words in the English language.

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

blending – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g'

End of Reception Expectations

Children do need more than just phonics to be successful readers and writers. They need to learn other reading and comprehension skills alongside their phonic knowledge to reach the expected levels at the end of their Reception Year.

Literacy	Comprehension	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.



Thank you for listening.

If you have any further questions
then please get in touch via email or
Seesaw

