

EYFS Phonics Workshop



7th April 2022

Aims

- To understand how we teach phonics, reading and writing.
- To know the expectations for reading and writing the end of Reception
- To know how to support your child with their phonics, reading and writing at home.

Being a successful reader requires two main skills

1. Phonics – decoding by blending the sounds in words to read them.
2. Language Comprehension – understand what the word means within the context it appears.

Language development and phonics working together supports reading development.



What is Phonics?

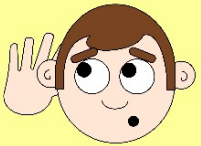
Phonics is a method for teaching children to read and write in English.

It involves connecting the sounds of spoken English with letters or groups of letters e.g that the sound /k/ can be represented by c, k, ck or ch spellings).

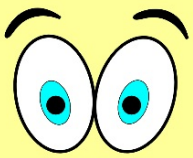
The children learn how to use these sounds to read and write words.



Terminology



Phoneme a sound in a word.



Grapheme - the letter or letters that represent a sound

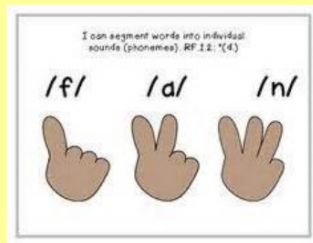
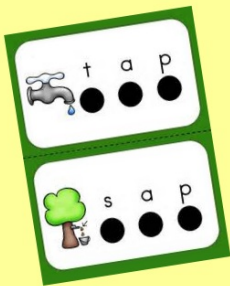
For example the /c/ phoneme can be represented by the following graphemes **c k ck**

Terminology

Digraph is two letters combined to make one sound. E.g. sh, th, ng

Trigraph is three letters combined to make one sound. E.g. igh, air, ear

Blending & Segmenting



Blending is recognising the letter sounds in a written word, for example **c-u-p**, and merging them in the order in which they are written to pronounce the word 'cup'

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = **h - i - m**) and writing down letters for each sound to form the word.

Phase 2

Set 1 - s a t p

Set 2 - i n m d

Set 3 - g o c k

Set 4 - ck e u r

Set 5 - h b f ff

Set 6 - l ll s ss

They will also learn
common exception
words: I, the, to, go, no.

Phase 3 (Reception)

By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes.

Set 6 - j v w x

Set 7 - y z zz qu

Consonant digraphs - ch sh th ng

**Vowel digraphs (and trigraphs) ai ee igh oa oo ar or ur
ow oi ear air ure er**

Phase 4 (Reception)

No new sounds.

Consolidates knowledge of graphemes/phonemes

Is not a major leap from phase 3!

Goes onto words with 4 phonemes plus e.g. **laptop, trip**.

Children need a good foundation in the skills of oral blending and segmenting.

The main challenge in this phase is to help children to blend and segment words with adjacent consonants e.g. **truck, help**.

It is important that the phonemes
are pronounced correctly

Ruth Miskin's Ten Top Tips for getting started with phonics
[Watch the video](#)







Debbie Hepplewhite's Ten FAQs about phonics
[Watch the video](#)

Laura Sharp's Ten FAQs about the Y1 phonics screening check
[Read the FAQs](#)

Say the sounds
There are 26 letters of the alphabet but they make 44 sounds. Which sounds would you like to hear spoken aloud and in example words?
[Sounds A-E](#) [Sounds E-I](#) [Sounds O-S](#) [Sounds T-Z](#) [Making sounds into words](#)

What is synthetic phonics?
When your child is learning to read there are two crucial things to learn...
[Read more](#)

Phonics made easy
[Encouraging writing](#)

Sounds (phonemes)	Listen to the sounds	Letters that represent the sounds (graphemes)	Examples of the sounds in words	Listen to the sounds in words
a		a	ant	
ai		a, ai, ay, a-e, ey, ei, eigh, aigh	apron, rain, day, make, they, veil, weigh, straight	
ar		ar, a, al, are, au, ear	farm, father, calm, are, aunt, heart	



<https://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy/>

How you can help at home

Firstly, children need to recognise the grapheme

or

igh

ai

oa

ee

Play games such as splat the sound, pairs, snap, sound hunts.

How you can help at home

Combine graphemes to make simple words for children to read.

b **oa** **t**

n **igh** **t**

How you can help at home

Combine graphemes to make simple words for children to read. E.g. Can you make the word night?

igh

b

n

oa

t

Common Exception Words

These are words that the children cannot sound out and need to be learnt by sight.



Early Learning Goals



8. Comprehension ELG

Children at the expected level of development will:

- 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.

Early Learning Goals

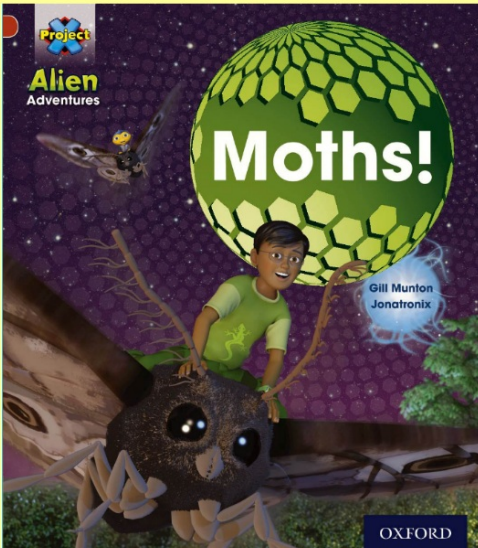


9. Word Reading ELG

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.

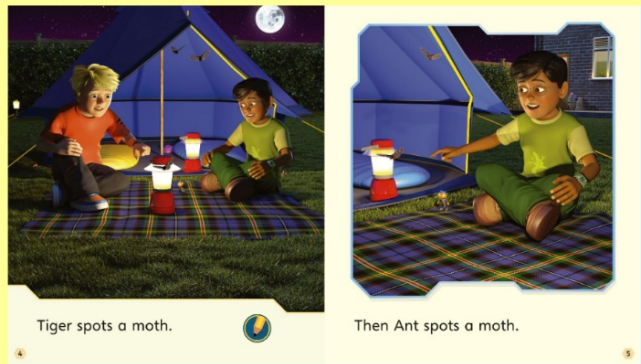
Before reading



Talk about the book

- Talk about the title of the book and the information on the back cover.
- What does your child think might happen in this story?

During reading



Encourage your child to read at their own pace, pointing under each word if it helps.

- If your child gets stuck on a word, prompt them to say the letter sounds then blend them together to make the word, e.g. d-a-sh becomes 'dash'.
- Encourage your child to look for common exception words and read them by sight.
- If your child is still struggling with the word, read the word to them. This is perfectly OK and allows them to move on quickly with the story.



The moths dash into the tent.

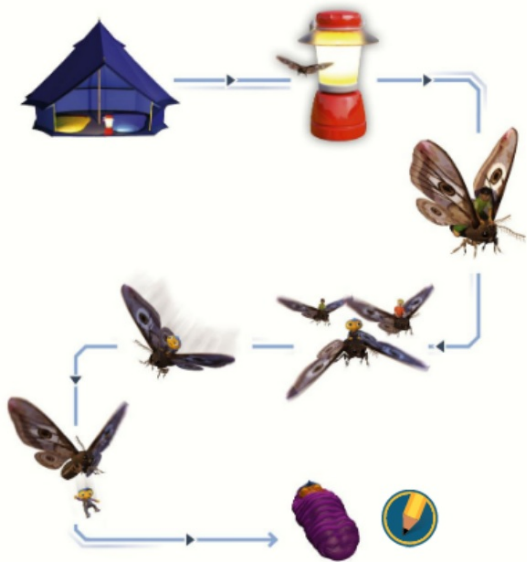


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13

Retell the story



16

After reading

• Using the story map on the last page, ask your child to retell the story in their own words. What happened at the beginning? What happened next? etc.

• Which part of the story did they like the most?

Talk with your child about the book. Inside the cover are a list of questions you could ask.

Examples:

• What made the moths fly down to Ant and Tiger?

• Why did Ant and Tiger shrink?

• How did Ant and Tiger feel when they were flying on the moths?

Encourage your child to read the story again. This will build their reading confidence and reading fluency.

Early Learning Goals

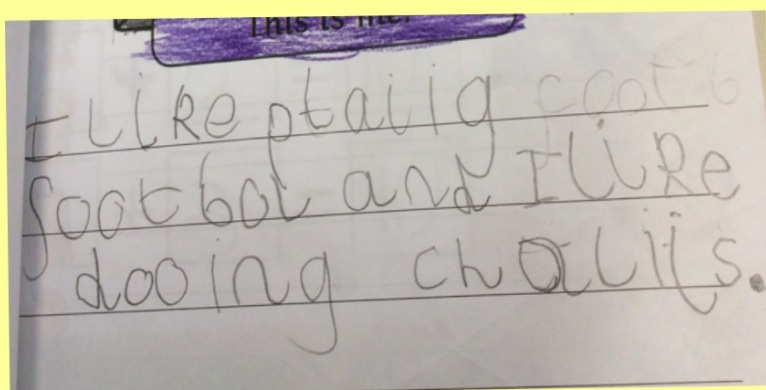


10. Writing ELG

Children at the expected level of development will:

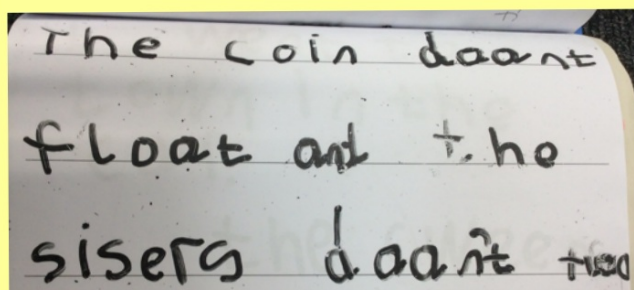
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Examples of writing that meet goal

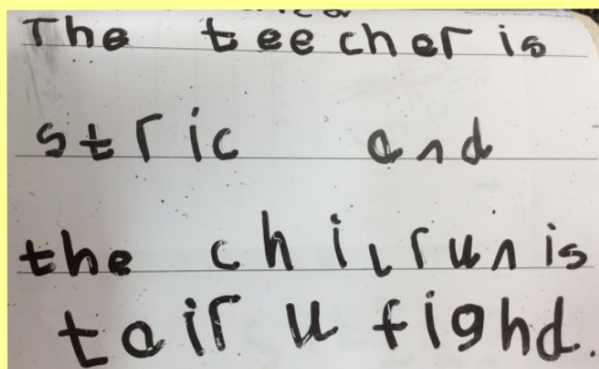


I like playing football and I like doing chores.

Taught tricky words should be spelt correctly



The coin doesn't float and the sisters don't read.



The teacher is strict and the children are afraid.

Modelled Writing



Reminders

- Read daily and sign before book change day
- Please share lots of stories with your child and talk about them to develop your child's understanding and vocabulary.
- Library books to be read by parent and returned Thursday
- Please make sure children are supervised with their home reading book.