

Phonics and Reading in Reception



Here at St. Christopher's we teach and follow the letters and sounds phonics program.

Letters and sounds starts from Phase 1 and carries on up to Phase 6.

Within your child's time in Reception they will cover Phase 2 and should be entering Phase 5 by the time they leave Reception for Year 1.

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, l, ll, ss

Phase 3

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo,
ar, or, ur, ow, oi, ear, air, ure, er

Phase 4

This phase consolidates all the children have learnt in the previous phases.

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes.

Vowel digraphs: *w**h*, *p**h*, *a**y*, *o**u*, *i**e*,
*e**a*, *o**y*, *i**r*, *u**e*, *a**w*, *e**w*, *o**e*, *a**u*

Split digraphs: *a**e*, *e**e*, *i**e*, *o**e*, *u**e*

The 44 sounds

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/or/	/ch/
										
/sh/		/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

TRICKY WORDS

- Words that are not phonically decodable
e.g. was, the, I.
- Some are 'tricky' to start with but will become decodable once we have learnt the harder sounds
e.g. out, thing.

Developing a love of reading in Reception

- TFW stories which we learn in depth.
- Shared reading - a different focus book each week.
- Hearing individual readers
- Library visits
- Stories at the end of each day.

Developmental skills we will be working on this year:

- Enjoy sharing & talking about books
- Join in with songs & nursery rhymes
- Recognising letters & matching to sounds
- Read simple words by sounding out and blending, e.g. s-a-t, sat.
- Recognise tricky words, e.g. 'the', 'was'.
- Talk about a story they have read or listened to.
- Developing inference from illustrations.

How to help at home

- Hear your child read regularly
- Encourage them to 'have a go' at reading words independently.
- Support them to sound out words and then blend them together.
- Share a wide variety of stories as a family.

Writing in Reception



Stages of writing

There are 8 stages of writing:

1. Scribbling

2. Letter-like symbols

3. Strings of letters

4. Beginning sounds emerge:

Many children will begin with the sounds in their name.

Stages of writing

5. Consonants represent words

6. Initial, middle and final sounds:

Once they start using sounds we encourage them to try to hear the initial and then final sound in the word before finally getting them to sound out the whole word.

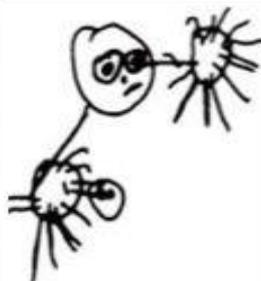
Stages of writing

7. Transitional phrases:

As they become more confident they will try to form the sounds that they have learnt.

8. Standard spelling

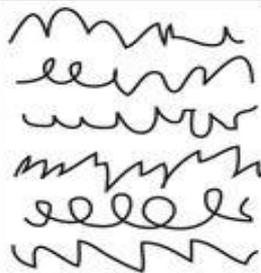
HeidiSongs' Chart of the
Developmental Progression of A Child's Writing



1. Pictures



2. Random
Scribbling



3. Scribble Writing
(Written in linear fashion
to mimic real writing.)



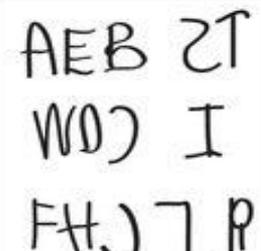
4. Symbols That
Represent Letters



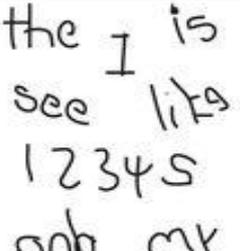
5. Random Letters
(No relationship between
sounds of letters and what
the child is trying to say.)



6. Letter Strings
(Progresses from left to right
and top to bottom when the
child "reads" his writing.)



7. Letter Groups
(The groups have spaces in
between to resemble words.)



8. Environmental Print
(Child copies print found in the
room, often without knowing
what the words are.)

Theh canr
(The horse can run.)

9. Beginning Sounds
(Child begins to write simple
sentences using sight words and
just the beginning sounds of
words.)

We wn to the s
(We went to the store.)

10. Early Inventive
Spelling
(Includes the same elements as
the previous level, but with more
consonant sounds represented
and spaces between words.)

To daye i wot
to play withf the
white board and
the shapes and
I won to play
with My fen
(Today I want to play with the
white board and the shapes, and
I want to play with my friend.)

11. Inventive Spelling
(Has the same elements as
the previous level, but with
more sounds per word writ-
ten, including the vowels.
Some conventional spelling
patterns may appear.)

One day I saw
my Frid it was
Israel and Antonio
and They got lost
I fad Them.
The end
(One day, I saw my friends. It was
Israel and Anthony and they got lost.
I found them. The end.)

12. Transitional
Writing
(Includes all of the previous el-
ements, plus some real spellings
of words with silent letters and
other spelling patterns. Punctu-
ation is beginning to appear.)

Ideas for mark-making at home



- Start writing on a big scale—outdoors with a paint brush or chalk.

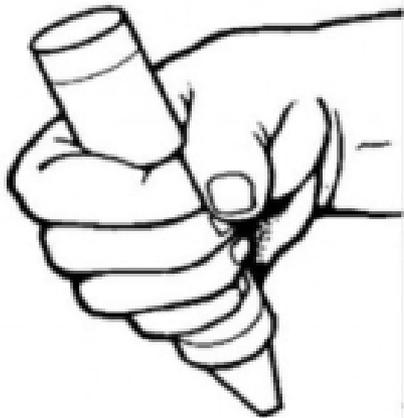
Ideas for mark-making at home

- Check and encourage your child to grip the tool correctly, using a pincer grip
- Draw and copy patterns—these will develop the writing motions of up and down strokes or rounds and diagonals
- Think about writing with your 'wrong' hand while wearing a glove—this is like writing for a child—it's tricky!

Ideas for mark-making at home

- Let them free write—they can tell you 'what is says' - marks and then letters have meanings!
- Watch out for children writing the first sound of the word they are sounding out.
- Encourage spelling by sounding out the letters.
- 'Again have fun, don't make it a chore, make them love it!

Pencil grip



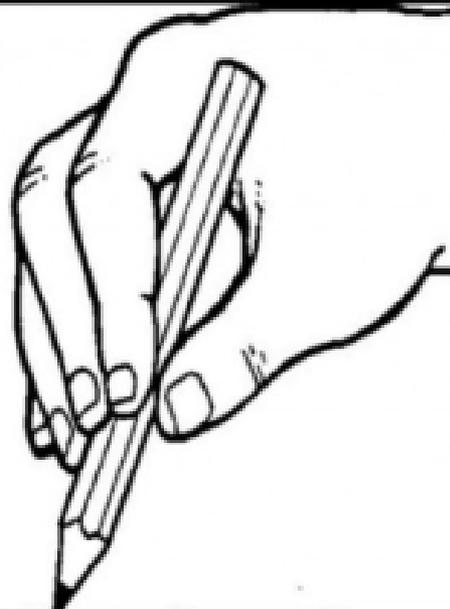
1—1 1/2 years

Cylindrical Grasp



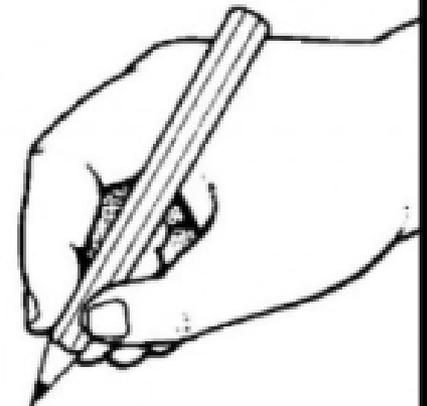
2—3 years

Digital Grasp



3 1/2—4 years

Modified Tripod Grasp



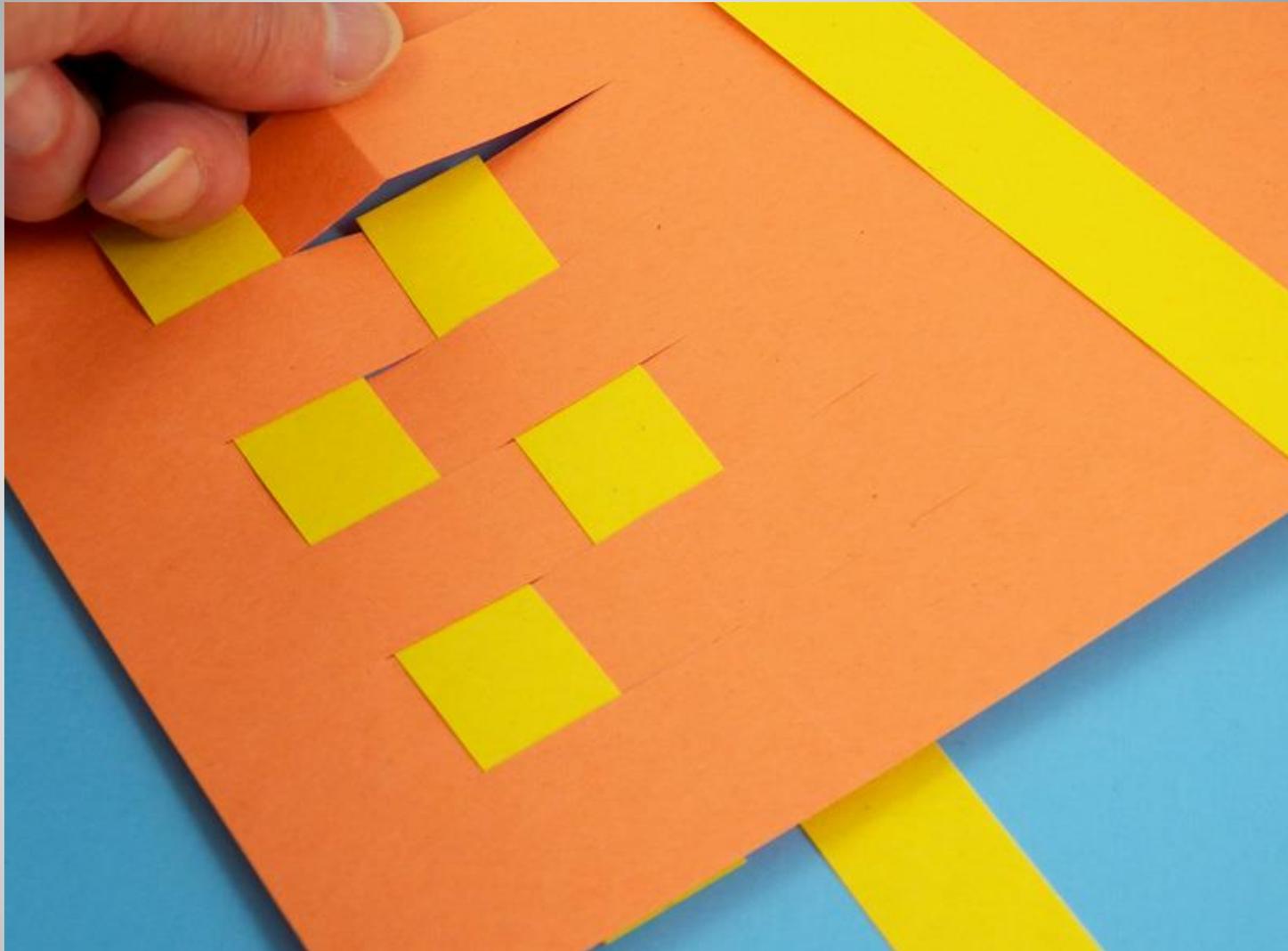
4 1/2—7 years

Tripod Grasp

Funky Finger Activities



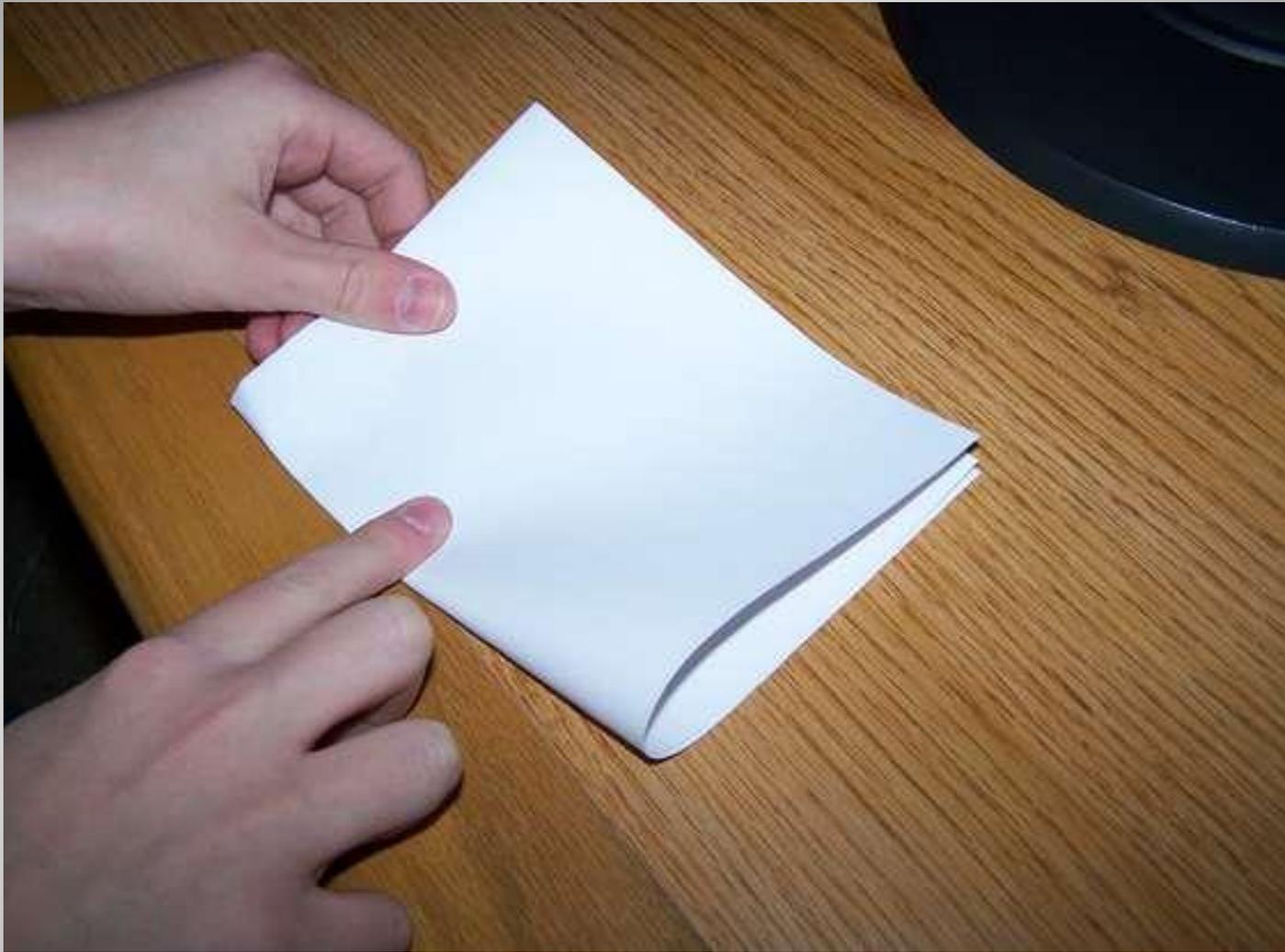
Paper tearing



Paper weaving



Cutting



Paper folding



Threading



*Sorting -
counting
objects
into a pot.*

Cursive Writing

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

Questions

