

Reception phonics and handwriting meeting



Agenda

- ▶ How our day is organised
- ▶ Phonics – what is phonics? How do we teach phonics?
How do we assess your child's progress?
- ▶ How you can help your child learn to read
- ▶ Handwriting – supporting your child's development in writing

Our busy days:

Time	Session
8.45-9am	Children come into school, complete a quick task on the whiteboard (handwriting, completing a sentence, writing HFW /tricky words) Registration
9-9.15am	Phonics carpet session
9.15-10.30am	Focussed phonics groups Learning in the areas
10.30-10.55am	snack and drink time then break time
10.55-11.50am	ALL: Mathematics carpet time (10-15 minutes) Focussed activities inside and outside e.g. writing, mathematics; learning in the areas
11.50am	ALL: LUNCHTIME
12.30-1.10pm	Reading individual during lunchtime
1.10-1.30pm	Benching
1.30-3.25 (playtime 2.15-2.30) 1.55- 3.15pm	ALL: Topic based starter activity. Music session; ICT session; PE; learning in areas session
	Either 1 Jewish Studies or 1 IVRIT session takes place every day PE is on a Friday. ICT is on a Tuesday afternoon

Phonics lessons – our scheme

- ▶ Reading Planet Rocket Phonics
- ▶ Engaging resources such as
 - ▶ flashcards
 - ▶ sound mats
 - ▶ Online interactive Big Books
 - ▶ Online quizzes to develop learning further.
- ▶ A fully matched series of decodable reading books from a variety of genres, which will be used in class as well as sent home for home reading

Daily Phonics sessions

- ▶ Your children have been having daily phonics sessions since week 3.
- ▶ In phonics sessions we :
 - ▶ learn 2 new sounds per week. We spend one day on reading and one day on writing with each sound. Lesson 5 is revision and also teaching to read some words by sight
 - ▶ learn to say sounds correctly
 - ▶ learn to form letters correctly
 - ▶ learn to blend sounds together to read
 - ▶ learn to separate words into sounds to spell
 - ▶ learn to read high frequency words (words that occur frequently e.g. it, in, at, on)
 - ▶ learn to read and spell words which we cannot sound out e.g. the, go, to
 - ▶ work in our PUPIL PRACTICE BOOKLETS with an adult

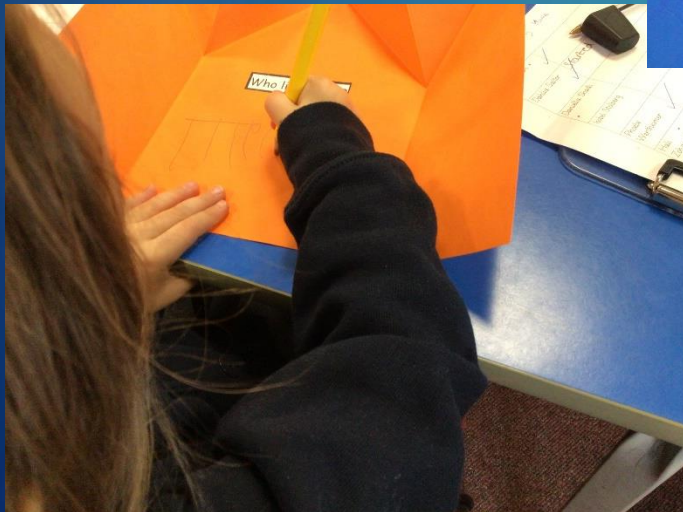
Blending - Reading

- ▶ Merging phonemes (sounds) together to read a word
- ▶ In order to read an unfamiliar word, a child must attribute a phoneme (sound) to each letter or letter combination in the word, and then merge together to read the word

cat

dog

sit



Segmenting - Spelling

- ▶ Hearing individual phonemes (sounds) within a word, e.g. 'crash' has 4 phonemes
c-r-a-sh
 - ▶ In order to spell, a child must segment a word into its component phonemes and choose a letter or letter combination (e.g. - sh) to represent the phonemes – ,
COUNT SOUNDS, ROBOT ARMS, TAPPING ARMS
 - ▶ Children often begin by hearing **initial sounds** in words only, e.g write/say 'd' for dog, then they progress to hearing **initial and end sounds** 'dg' for dog and finally children start to hear some **middle sounds**.
- "I want to write dog, d-o-g. First I need 'd', then I can hear an 'o' and then it is 'g' "
- ▶ We encourage your children to use their phonic knowledge in all of the classroom areas e.g. in the cafe to write a menu/take an order, in the construction area – to write about/label their model, in the writing area making cards and writing notes/letters.

Teaching the sounds

- ▶ We start with individual letter sounds
- ▶ They are not taught in alphabetical order, this is to help children to read more words more quickly
- ▶ We will be reading and spelling vc/cvc words initially
- ▶ Children will be taught to read some words by sight (first set -I, no, go, to, the)

Moving on

- ▶ We move on to two- and three letter phonemes (sounds) e.g. ch, th, ai, ee, igh
- ▶ Reading and writing two syllable words / captions
- ▶ We will add in more words to read by sight and will learn to spell them

Letters

Set 6: **j** **v** **w** **x***

Set 7: **y** **z, zz** **qu***

*The sounds traditionally taught for the letters **x** and **qu** (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this, at this stage as it does not affect how the letters are used.

Graphemes	Sample words	Graphemes	Sample words
ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot/look	er	corner

Assessment



- ▶ As well as continually assessing during daily phonics sessions, each child is assessed at the end of each set of sounds. Reading, oral blending, oral segmenting and spelling with the sounds are assessed
- ▶ We revise and revisit our sounds daily

Home reading

- ▶ Children will receive **2 Rocket Phonics Reading books per week** from school. One on Monday, to be returned on Thursday. Then your child will receive another book.
 - ▶ Books the children bring home will be phonic based, and will only contain sounds that we have taught in school. Book bands are not 'released' to children until a certain set of sounds have been covered
- ▶ Your child will receive **2 word strips per week** in a wallet to practise at home. Continue to revise these words and sounds
- ▶ Children will bring home one 'sharing book' per week, for you to read to them. This can be exchanged on Mondays

Children who read every day/almost every day progress faster than those who do not

At least 2 'reads' of each book

▶ Why?

- ▶ The first read is to decode the words, this may be more 'slow going' as it involves using phonic knowledge to sound out unfamiliar words. Also your child may enjoy looking at and talking about the illustrations more during their first read as they have not seen it before.
- ▶ When reading a book a second and third time children become more familiar with the text and can practise fluency skills - expression, using punctuation to pause and changing their tone of voice etc.

How you can support your child

At home:

- ▶ Regular reading of school book – little and often, when your child is not tired, lots of praise and rewards. **Please sign the reading record so that we know your child is reading at home.**
- ▶ Be patient!
- ▶ Share stories and information books at bedtime
- ▶ Point out high frequency words and sounds as you are reading to your child
- ▶ Play games with the words and the sounds we send home
- ▶ Read in front of your child – books, newspapers, magazines
- ▶ If your child is reluctant to read school books, let us know and we can help to motivate them.

Handwriting

- ▶ Children are expected to hold their pencil and form letters correctly in order for them to be able to join letters at a later stage.
- ▶ Gross and fine motor skills
- ▶ Pencil grip – ‘froggy legs’
- ▶ See handout regarding formation
- ▶ In Reception, children are encouraged to form letters correctly at every opportunity e.g.
 - ▶ in phonics lessons
 - ▶ during writing sessions
 - ▶ by naming all work
 - ▶ in the writing area
 - ▶ in role play inside and outside e.g. writing prescriptions or taking an order in the cafe
 - ▶ outside using chalk/on whiteboards/designing

How you can support your child

At home:

- ▶ Each **homework** usually has the opportunity to write with your child. Use the handwriting formation sheets and encourage them to hold their pencil properly and to form correctly
- ▶ Name writing – use the cards sent home
- ▶ Write out sounds and words on the word strips
- ▶ Use a highlighter pen and let your child go over the top – ensure correct start place
- ▶ Form letters in flour or rice
- ▶ Use chalk for large letters outside
- ▶ Sit with both feet on the floor when writing, and tilt the paper slightly
- ▶ Try to resist writing for your child, encourage them to try!

Thank you – we welcome your
feedback ...

Reading is important across all areas of
the curriculum!

A recent Year 2 Maths paper:

