

Teaching phonics
at Thomas Eaton

Early Learning Goals - end of Reception Year

LITERACY

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate 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

- 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

- 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.

Overview

- Term by term progression of GPCs (Grapheme Phoneme Correspondence).
- Organised so that children are taught from the simple to more complex GPCs plus every day words.
- All the graphemes taught are practised in words, sentences, and in fully decodable books.
- Review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.
- Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn.
- Our expectations of progression are aspirational yet achievable - pace, practice and participation by all children.
- Children who are not keeping-up with their peers will be given additional practice through keep-up sessions.


PURE SOUNDS

This video shows you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'.

[For parents | Letters and Sounds\(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk)

Termly Assessments

Grapheme mat Phase 2 and 3

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

- All children assessed 1:1
- Must know a given amount of phonemes
- Must be able to read a given amount of words
- Catch up sessions provided to fill in the gaps

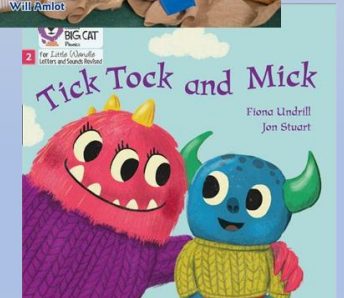
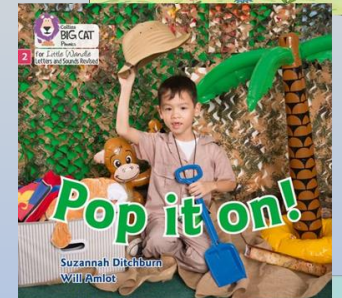
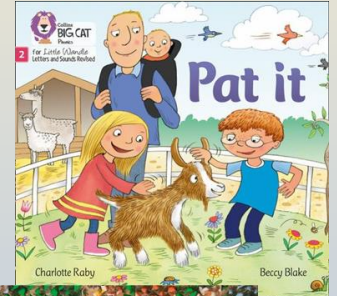
What is segmenting and blending?

Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out

The reading practice book

- It is the school's role to teach reading.
- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.
- To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words.
- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.



Books without words

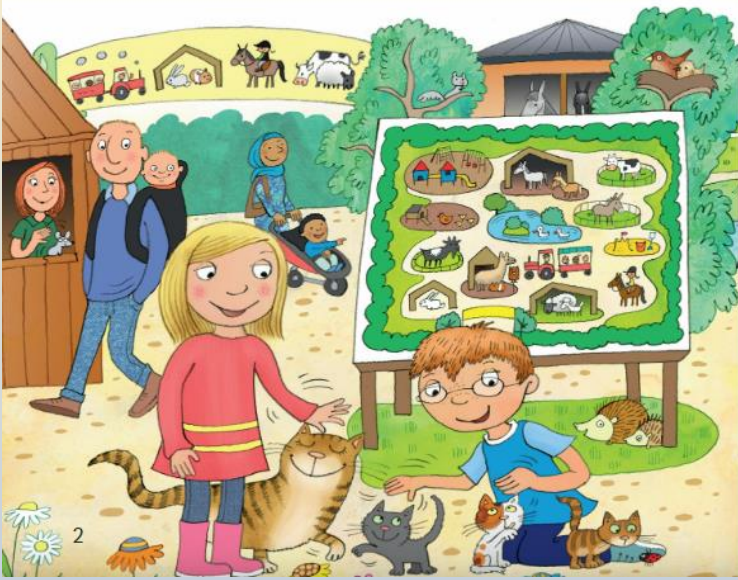


4



5

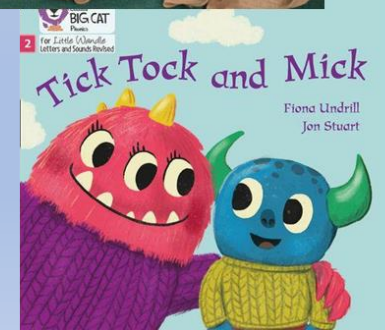
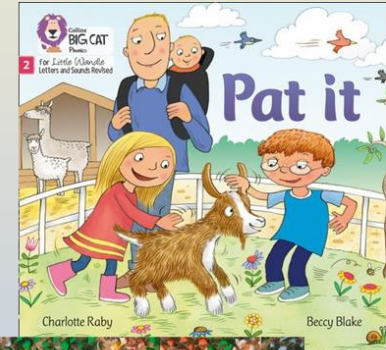
pat



pat



Books with words



sit



sit



The sharing book

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading.
- Parents/carers should not expect their child to read this book independently and certainly should not try to get their child to do so.
- *The book is for the parent/carer to read to or with the child.*

The goal is enjoyment.



Phonics Terminology

Phonemes: The sounds that are found within a word

Grapheme: The way we write down a sound

Digraph: Two letters that make one sound

Trigraph: Three letters that make one sound


Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out

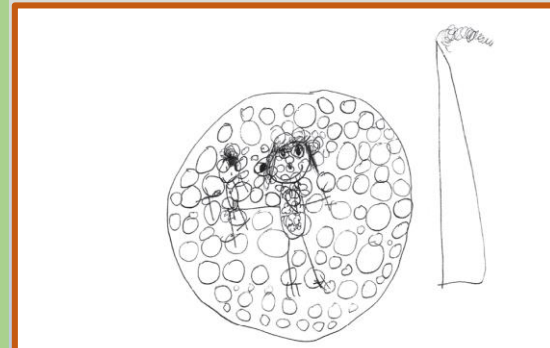
Tricky words: Words that cannot be decoded.

Spelling: Writing words using the correct letters in the right order to be read by others.

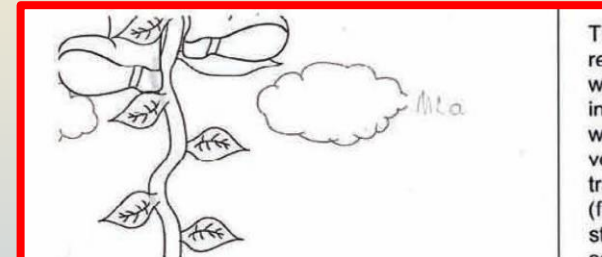
End of Reception Year



I went to
London I saw dinosaurs
I went to
the museum




on Saturday I
Went to the
metrodome
I saw a plane
I went on the slide



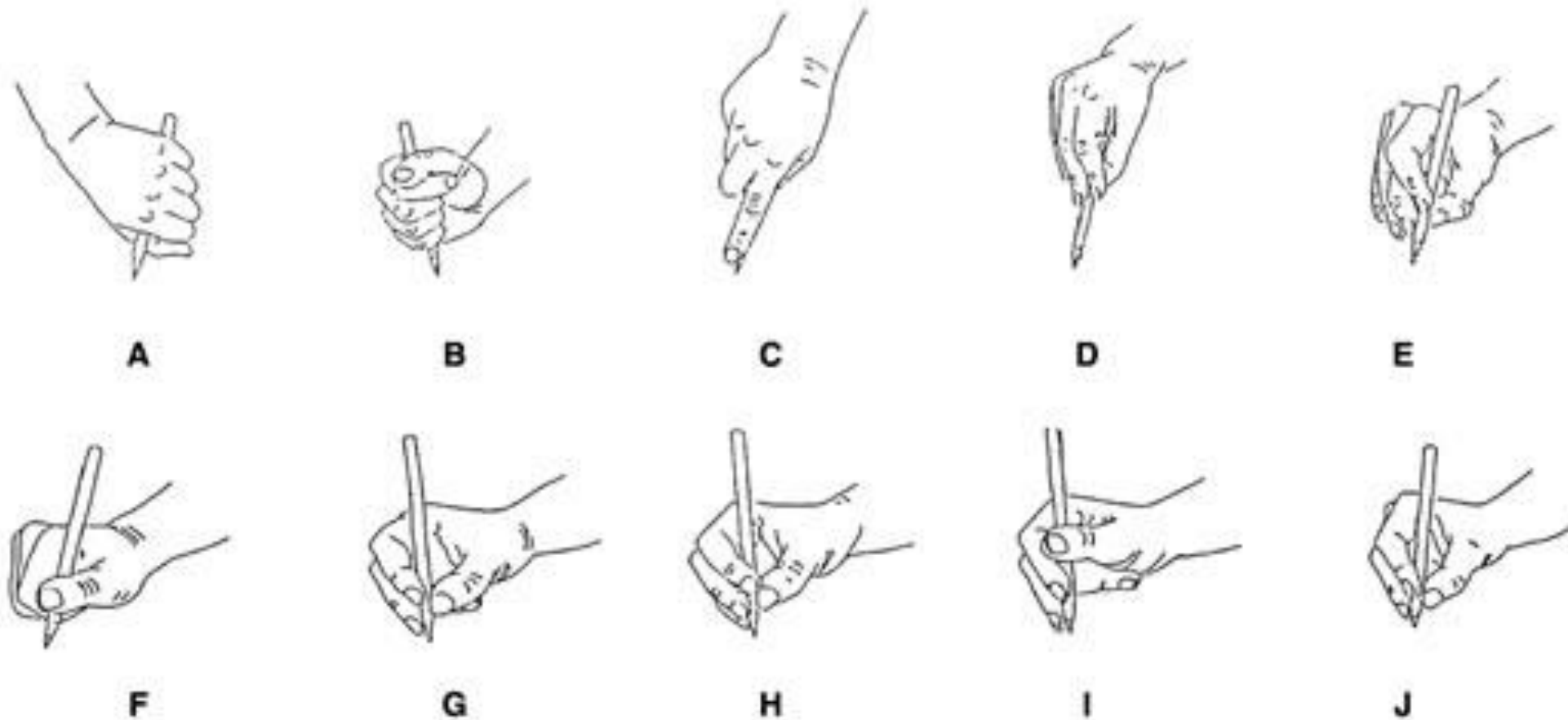
once a potato time
there was a boy
with his Mummy
he took his cow
to the market
he saw a old man
who said the
magic beans
mummy said there was
a wall

The
res
wri
ins
wri
ver
tra
(fr
sto
ses

M
the
'I'
ow
like
the



caterpillars et
leaves. They
have lots
of legs. He
saw a cocoon.
mya



A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

Figure 2 - Pencil grip postures¹⁶

Strengthening their fine motor skills/ pre-writing skills

