

EYFS
Phonics Information
Session

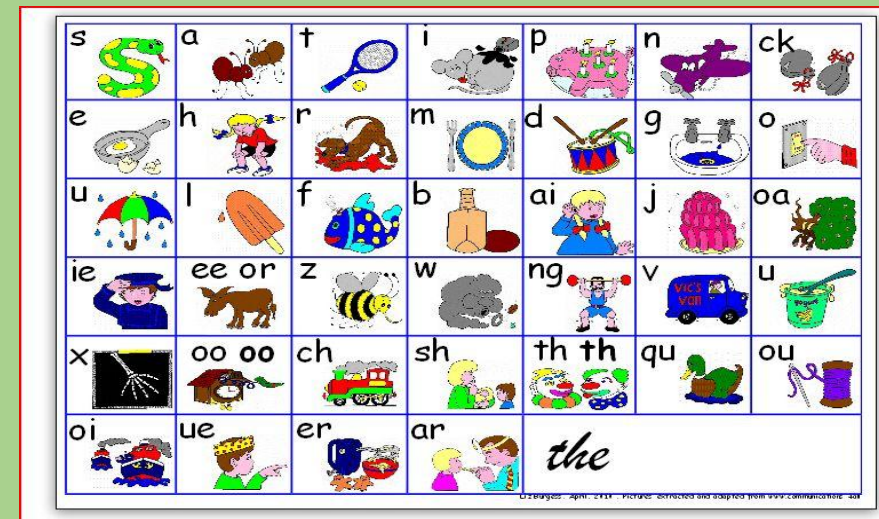
28th November 2017

Linking sounds to letters: Recognise the letter on a flashcard/ phonics sheet



- 1. Using the sound card with a picture to identify a letter
- 2. Recognising the sound on a flashcard without the picture
- 3. Recalling what the letter looks like from memory

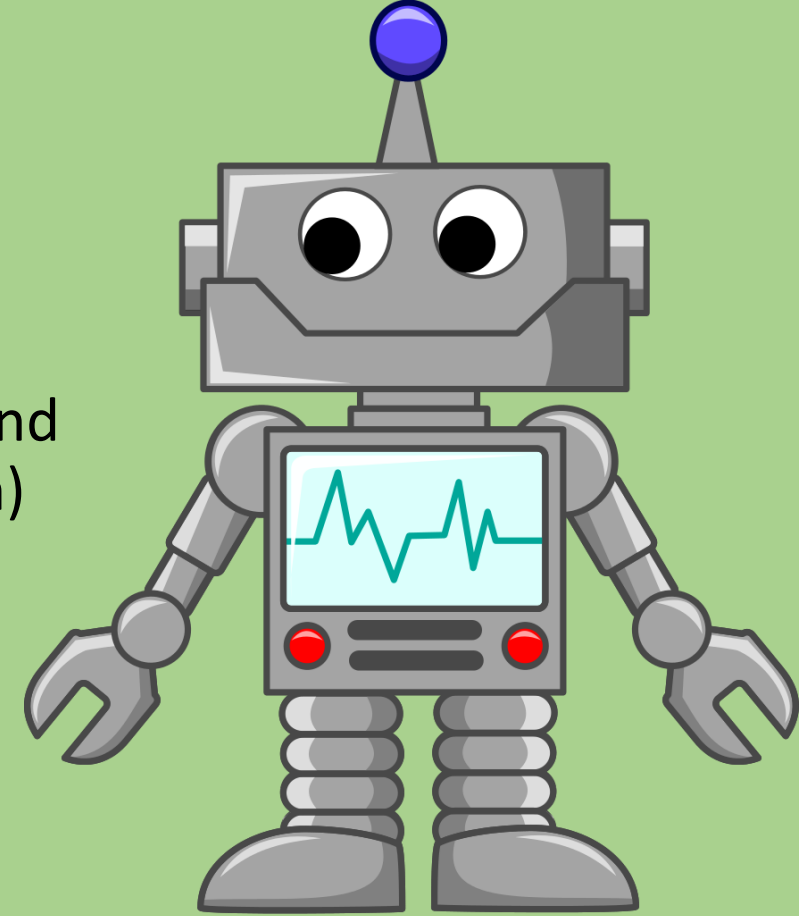
- This then means a child can begin to write using the initial sounds to begin with –
- Writing 's' for sausages on a shopping list
- 't' for train when labelling a model
- 'p' for pie when writing a mud kitchen recipe



Hearing the sounds

- Adult says the word in robot language and the child picks up and posts the relevant picture (simple 3 letter words to begin with)
- Games – Robby the Robot says – touch your h-ea-d,
- Dressing up – put on the h-a-t, b-oo-t, etc

- Move on to the child saying the words in robot language
- This is a key skill for a child to be able to grasp before being able to write

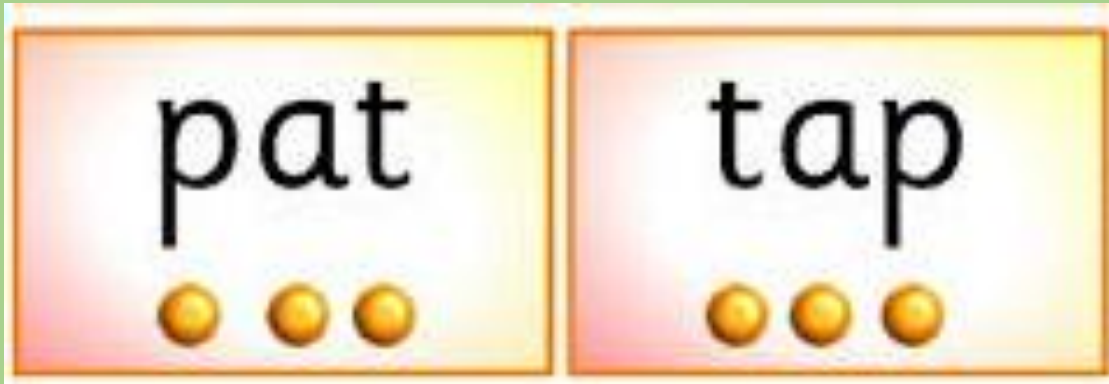


p

i

g

Blending: Reading



Snowballing

sat



Blending: (reading)

Recognising the letter-sounds in a written word, (e.g. c-u-p, sh-ee-p) and merging them in the order. We use sound buttons to help identify the different sounds.

Spelling

Segmenting: (spelling)

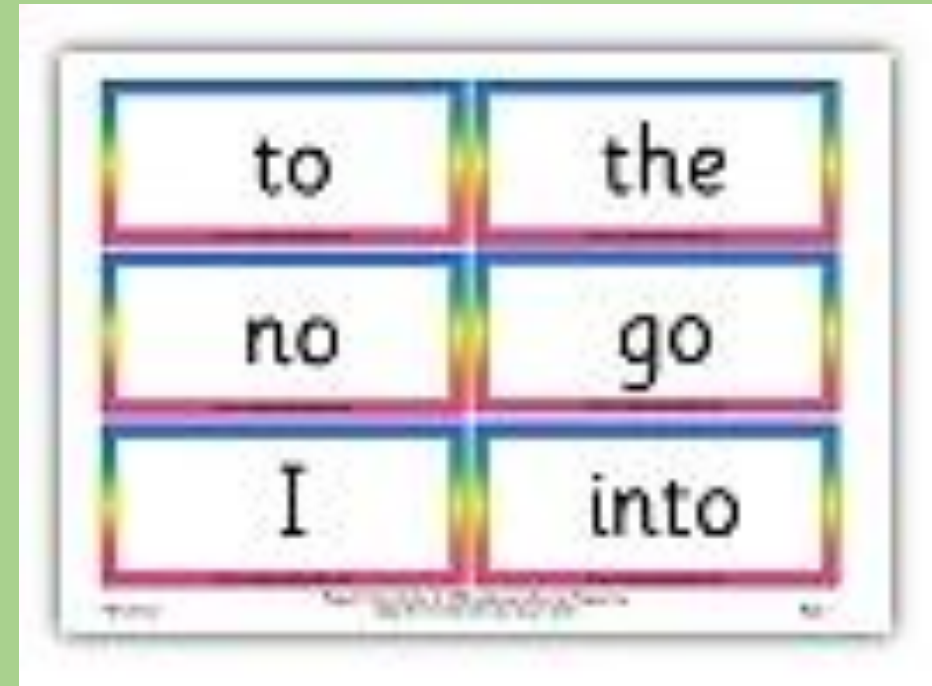
Identifying the individual sounds in a spoken word (e.g. b-i-g, s-t-or-k) and manipulating letters for each sound to spell the word.



Tricky Words

The children just have to know these words. We say we train our brain ! We are drawing a star on the tricky words in the back of the yellow books.

The children need to be able to read and spell these words. See 2 weekly letter.



Progress Check for Phase 2

By the end of Phase 2 children should:

- Link a sound to an object, name, word
- Give the sound when shown a flashcard
- Find any Phase 2 letter on a mixed sheet
- Be able to **orally blend and segment** simple 3 letter words
- Be able to **read** the five tricky words; *the, to, I, no, go*;

Homework in Reception

- Continue to keep using the flash cards to say the sound and name of the letter
- Continue to read the common words which are in the back of the reading record
- Continue to read your child's book at least 3 times a week. As the children progress with their reading we will begin them on one word books and then move onto simple sentence books.
- Continue to help your child learn the spellings of the common words as set out on the 2 weekly letter. (This could be with magnetic letters if handwriting is still difficult)
- Practice letter formation of both capital and lower case letters
- All of the above can be tailored to your child's ability and level of interest/concentration!