



Welcome to the EYFS Phonics Workshop

What is phonics?

The key approach we use
to help children to learn to
read and write.



Reading

Word Recognition

Language Comprehension

Phonics the Katherine Semar Way

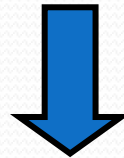


The Daily Lesson

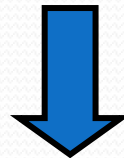
Revisit and Review



Teach



Practise



Apply

Structure

- Phase 1 - Nursery/EYFS
- Phase 2 - EYFS
- Phase 3 - EYFS
- Phase 4 - EYFS
- Phase 5 - Year 1
- Phase 6 - Year 2

Phase 1

Aspect 1: Environmental sounds

Aspect 2: Instrumental sounds

Aspect 3: Body Percussion

Aspect 4: Rhythm and Rhyme

Aspect 5: Alliteration

Aspect 6: Voice Sounds

Aspect 7: Oral blending and Segmenting

Key learning this term

Say the sound which is represented by each letter or groups of letters.

Know how to blend the sounds together in a word to read it

e.g. c-a-t  cat

Read some tricky words

Terminology

- A **phoneme** is the smallest unit of sound in a word
- A **grapheme** is a letter or group of letters representing a single phoneme:

t

ch

ai

igh

Recognising Letters and Saying the Sounds

Order of teaching..

s, a, t, p, i, n, m, d,

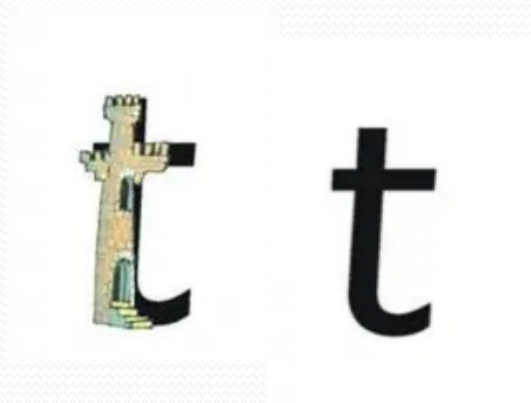
g, o, c, k, ck,, e, u, r,

h, b, f, ff, l, ll, ss,



Pronunciation... pure sounds

Mnemonic...



Oral Blending

Hearing a series of spoken sounds and merging them together to make a spoken word. No text is used.

teacher says b – u – s children say “bus”

Oral Blending

Blending for Reading

Recognising the letter sounds in a written word and merging them in the order in which they are written to pronounce the word

c-u-p cup

Blending

Sound Buttons

sat



pin



sock



mat



Oral Segmenting

The skill of separating words up into their component sounds.

For example, 'pig' becomes 'p-i-g'.

It does not matter how the word is written

Oral Blending

Segmenting

e.g. log

- Hold up correct number of fingers for phonemes (i.e. 3 for log)
- Say the word i.e. log
- Say the phonemes as you press each phoneme onto three fingers: l-o-g
- Write the word as they say the sounds.

l	o	g
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Tricky Words

- Words that you 'just have to know' through on-sight recognition
- Spot the words in books and in the environment.
- Wiggle fingers when you hear the word.
- Matching pairs game
- Daily practise
- *I, the, go, no, to, into*

Useful websites and apps

Phonics Play

ictgames.com

Letters & Sounds

Squeebles app

Forest Phonics

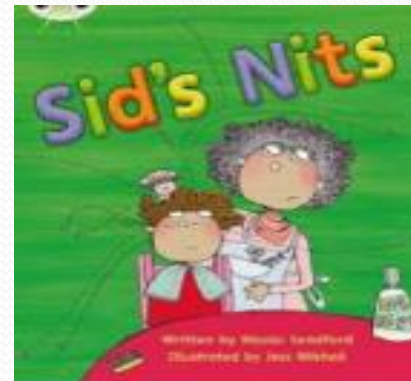
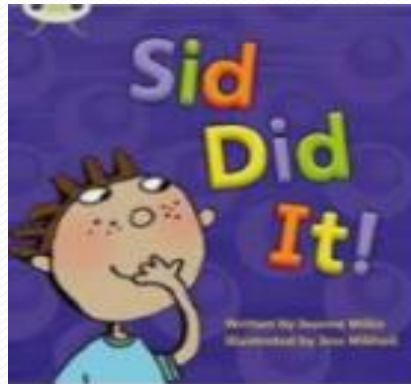


Reading books

- Wordless
- Phonically decodable
- Rereading-

First Read

Third Read



Active Learn :Bug Club




- Books at the appropriate level for your child to read.



Reading at Home

- Sit somewhere comfortable.....snuggle up!
- No distractions
- Try to establish a routinefind a good time for your child
- Allow your child time to sound out and blend.....pause, prompt, praise
- Tell your child a word if need be
- Encourage your child to follow the words with their finger.
- Read a sentence back to your child to ensure meaning is maintained.
- Know your child..... a few pages at this early stage may be enough.
- Talk about the books....likes/dislikes, relate you own experiences
- Explore vocabulary
- ENJOY !
- *Many children go through a period of not wanting to readdon't panic ! Usually it's tiredness. Speak to your class teacher if it is a concern.*

Why read for 20 minutes at home?

Child A	Child B	Child C
❖ Reads for 20 minutes a day	❖ Reads for 5 minutes per day	❖ Reads for 1 minute a day
❖ 3600 minutes per school year	❖ 900 minutes per school year	❖ 180 minutes per school year
		
❖ Scores in the 90th percentile on standardised tests	❖ Scores in the 50th percentile on standardised tests	❖ Scores in the 10th percentile on standardised tests

If they start reading for 20 minutes at home each day in EYFS, by the end of Year 6:

❖ Child A will have read for the equivalent of **60** school days.

❖ Child B will have read the equivalent of **12** school days

❖ Child C will have read for the equivalent of **3** school days

Want to be a better reader? Simply read.

Any questions?

This presentation is on the school website.

We have also sent home:

A leaflet with the video links to demonstrate our approach to the key learning this term.

A copy of the letter formation rhymes we use in school

A bookmark with all the tricky words we will be learning to read

Each term we will be producing a leaflet and videos, to share with you the next phase of your child's phonics journey.