



Reception Phonics Parent Workshop

Tuesday 26th September 2023

What is phonics?

- Children begin to learn phonics (sounds) in early years, both nursery and reception.
- Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.



Fisher Family Trust

- Last year, we decided to further enhance our teaching of both aspects of reading (decoding and comprehension) through the introduction of the 'Fisher Family Trust (FFT) Success for All Phonics' scheme of learning. FFT's new Success for All Phonics is a proven systematic synthetic phonics teaching programme for Reception and KS1. It meets all the requirements of the National Curriculum and the EYFS framework and has been validated by the Department for Education.

What is included in FFT Success for All Phonics?

- FFT Success for All Phonics is a complete literacy programme that supports every child in learning all the skills needed to successfully read, write and spell.
- To support pupils in learning how to decode words, in Reception, all pupils will take part in daily FFT Success for All Phonics lessons.
- We have invested in a series of 68 decodable reading books. These books run alongside our phonics scheme and match explicitly to each child's current learning in phonics. The books will be used in class and then sent home, so each child can consolidate their learning from that week in school.



The Alphabetic Code

- English is an alphabetic language
- There are 26 letters in the English language
- There are approximately 44 sounds (phonemes) in the English language

Phonics Terminology

- **Phoneme** – the smallest unit of sound in a word - **s a t p i n**
- **Grapheme** – a letter or group of letters that represent a phoneme - **s ai ear a-e**
- **GPC** (*grapheme-phoneme correspondent*) - The relationship of the phoneme and the grapheme that represents it and vice versa.
- **CEW** (*common expectation word*) - a group of words that appear commonly in both texts and spoken language, but which can't be decoded using normal phonics rules.
- **Blending** – merging the individual phonemes together to read a word all the way through. Children should sound out each phoneme, not the letter when reading unfamiliar words. To hear the separate sounds /sh/ ... /ee/ ... /p/ and to 'glue them together' to say the word 'sheep'.
- **Segmenting** – the opposite skill to blending. It involves breaking down a word into component phonemes. To hear the word 'fish' and say the phonemes /f/ /i/ /sh/.

Phonics Terminology

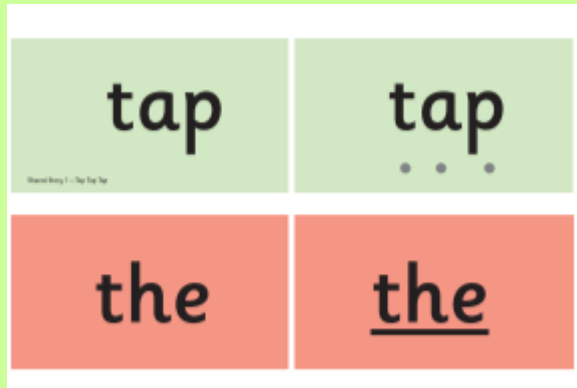


- **Digraphs** – two letters representing one phoneme **sh ff ai oo**
- **Consonant digraphs** – **ll ss ff zz ng**
- **Vowel digraphs** - **ai ey ea ow oo**
- **Split Vowel digraphs** - **a-e e-e i-e o-e u-e** - *cake even fine home cute*
- **Trigraphs** - three letters making one phoneme: **ear air ure igh**

Phonics Lessons

- Each child will learn the alphabet and how to write letters in upper and lower case before beginning to write simple words and then sentences.
- Each day, in their phonics lesson, your child will spend time revisiting previously taught phonemes and graphemes to ensure they consolidate their prior learning.
- They will then be introduced to new content, such as new phonemes and graphemes, through teacher led activities designed to help them orally blend, segment and read words and then sentences.

Resource Examples



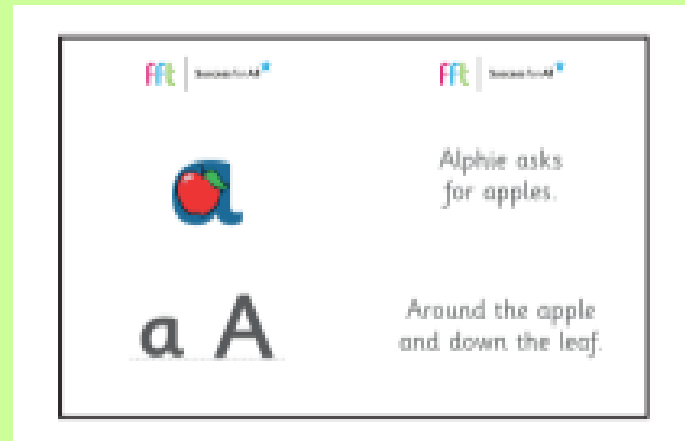
Green and red words



Partner Practice book



Shared Reader



Alphabet wall cards



Alphabet strip



Picture sound mats

Shared Reading

- To complement their phonics lesson, each pupil in Reception will also have a daily ‘Shared Reader Lesson.’
- During this lesson, the pupils will have a phonetically decodable book which is exactly matched to their current phonics learning. This means that all the words will only contain GPCs (grapheme phoneme correspondence) and common exception words that your child has learnt.
- Therefore, they will be able to apply their phonics learning into reading a whole text and develop their reading fluency. In this lesson, your child will also discuss the text and develop their comprehension skills.
- These books will be brought home to read at the end of the week.

At Dusk



Written by Elizabeth Charman
Illustrated by Tamara Joubert

Green words

Practises ai

rain	trail	pain
wait	wail	faint

Red words

Previous red words

is	go	to
the	I	of
we	so	

New red words

her	do
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It is dusk and raining, raining,
raining.



Rush back to a mug of hot milk.
To a hug from Nan, soft and snug.

Questions

Can you answer these questions about the story?

1. Did Sam and Pip go on a trip in the sun?
2. Did Sam wail in pain?
3. Did Sam and Pip get hot milk?

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Photo credits: 123RF

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How can I help my child?

1) FFT Success for All Phonics Shared Reader

These books are explicitly linked to the phonemes your child has been learning in class that week and the comprehension skills they have been developing. They will be fully decodable (i.e. your child should be able to read every word) and an opportunity for your child to practise reading phonemes, blending skills and reading tricky words. There are some comprehension questions included at the back of each book which you can ask your child after reading.

FFT Success for All Phonics have written lots of advice on how to support your child which you can read on the Parent Portal. This includes tips for home reading and helpful videos to support pronunciation of phonemes. Please see the link below.

<https://parents.fft.org.uk/tips-for-home-reading/>

How can I help my child?



2) 'Colour banded' book

These books are to support reading for pleasure and to enhance each child's exposure to language. They are not designed to match your child's ability to phonetically decode. Therefore, you may need to read some words or parts of words to your child. You may also need to read them some tricky words that they are not familiar with.

At the start of Reception, children will receive a book with no words. This is to encourage them to look at the pictures and talk about what they think is happening in the story.



When will my child change their reading books?

- Every child is expected to read at home at least **five times a week**. Reading Records and books must be brought into school every day, so adults in school can read with your child as well.
- EYFS– Pupils will change their ‘colour banded’ book and their ‘FFT Success for All Phonics Shared Reader’ every **Friday**.

How can I help my child?



3)Library book

This book is chosen by your child during their weekly library visit and is to promote reading for pleasure and to enhance language exposure. (Your child will swap their library book each week, if they return the previous book.) Your child's library book will not be matched to their current phonics learning. Therefore, you may need to read some words or parts of words to your child. You may also need to read them some tricky words that they are not familiar with. You may decide that this is a book that you would like to read to your child.

Library Day

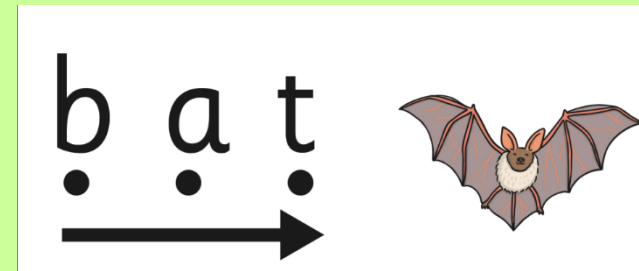
EYFS – Thursday

How can I help my child?

- Bring my child's zip lock reading wallet (with reading books and reading record) into school everyday.
- Take good care of the books sent home.
- As a school, we have prioritised the teaching of reading and invested thousands of pounds in purchasing the new 'FFT Success for All Phonics Shared Readers'. These books will be used for lessons in school and to support the children's learning at home. Therefore, it is very important that books are looked after and brought back to school, so all children can have access to the required resources to support their learning.
- **If any books are lost or damaged, parents/carers will be expected to replace them at a cost of £2.50 per book. This will be sent to you via school coms.**

How can I help my child?

- Encourage and praise – get them to have a ‘good guess’.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /b/ /a/ /t/ in bat. Next move your finger under the whole word as you say it.



- Discuss the meaning of words if your child does not know what they have read.

How can I help my child?

- Use the phonics pages in the middle of your child's reading record to practise sounds
- Use the website below which will give you examples of how to pronounce the phonemes your children are learning and tips for home reading.

<https://vimeo.com/showcase/9340990>

<https://parents.fft.org.uk/tips-for-home-reading/>

- Read lots of new books/stories with your child to expose them to lots of new language!
- Stay calm and be positive! The children do this every day!

Phonics Play



- The three games below are free to access. Children practise reading real and alien words.

www.phonicsplay.co.uk/resources

The screenshot shows the Phonics Play website interface. At the top, there is a navigation menu with tabs for Home, Resources, Teachers, Parents, FAQs, and Subscribe. Below this, there is a secondary menu with tabs for Phase 1, Phase 2, Phase 3, Phase 4, Phase 5 (which is highlighted), and Phase 6. The main content area features the Phonics Play logo on the left and a red 'Log In' button on the right. Below the logo, there is a blue banner that reads 'Phase 5a Interactive Resources - Weeks 1-4'. Three game cards are displayed in a row:

- Buried Treasure**: An orange-bordered card with a cartoon pirate and a treasure chest. The text below the image reads 'Buried Treasure' and 'Good for: Practising blending'. A white button labeled 'Teaching Ideas' is in the bottom right corner.
- Dragons Den**: A green-bordered card with two cartoon dragons. The text below the image reads 'Dragons Den' and 'Good for: Practising blending'. A white button labeled 'Teaching Ideas' is in the bottom right corner.
- Picnic on Pluto**: A blue-bordered card with two cartoon aliens. The text below the image reads 'Picnic on Pluto' and 'Good for: Practising blending'. A white button labeled 'Teaching Ideas' is in the bottom right corner.

Any Questions?

