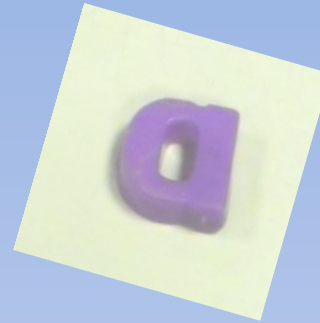


ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

September 2025



Teaching Phonics in the Early Years Foundation Stage





Thank you!



Names



***Putting jumpers and cardigans on and off**

***Water bottles/juice bottles**



***Fridays – putting shoes on
and off**

PE!



***Teams**



Reception Baseline

- *Government initiative
- *Assessment of children as they enter school
- *It is a short interactive assessment of your child's early literacy, communication, language and mathematics skills
- *First year on iPad



Reception Baseline

- *Our School approach
 - when settled
 - relaxed, informal
- children don't even know they are doing it!



Reception Baseline

- *Schools will not be given the scores of the assessments
- *The Government will use the scores to track our children's progress between Reception and Year 6.



Teaching Phonics in the Early Years Foundation Stage





“

**A love of reading is the
biggest indicator of future
academic success.**

OECD (The Organisation for Economic Co-operation
and Development)

”



Little Wandle Letters and Sounds Revised



We use *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics programme to teach early reading and spelling.



“

Phonics is:

making connections between
the sounds of our spoken
words and the letters that are
used to write them down.

”



Speaking and Listening

*Nursery and Reception are language rich environments where speaking and listening form a big part of every day.

*In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing.



Foundations for Phonics

- Early phonic skills – listening, tuning in
- Love of Language – rhyme time
- Love of reading



Reception

- 20 minutes every day
- Children begin to formally learn the sounds in the English language
- 4 phonemes a week
- Children become early readers very quickly and they enjoy the success that brings.



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



We look at 2 key skills

blending for reading

segmenting for spelling



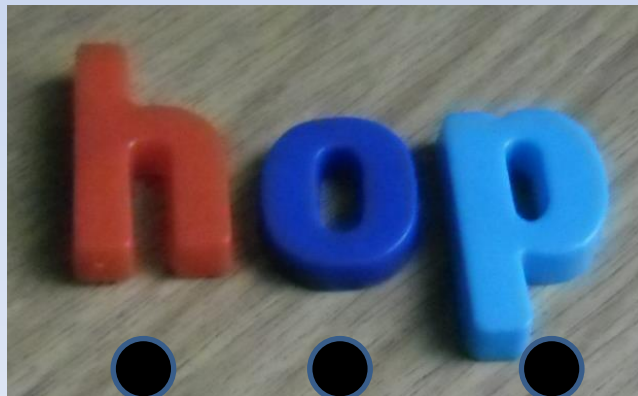
Blending

- The separate sounds (phonemes) in a word are spoken aloud, in order, and are then blended together to make the whole word.
- **Blending** is a vital skill for **reading**.
c-a-t = cat t-o-p = top

Orally



Using letters





Segmenting

- Children will also learn to do this the other way round.
cat = c-a-t top= t-o-p
- The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- This is called **segmenting**, and is a vital skill for spelling.

Segmenting for spelling

Orally



Segmenting for spelling





Tricky words

These are words that must be learnt by sight.

We learn to read and spell them.

go

no

the

he

she



Saying the sounds

- Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
- Sounds should be sustained where possible (eg, sss, mmm, fff)
- A sound should be said softly (m, n, p) no scwah



Writing the letters

- *We practise writing the letter shapes that match the phoneme (grapheme)
- *This is done on magic pads, in sand, in foam, on whiteboards, using chalks and pencils.
- *It is vital that the correct formation is encouraged every time the letter is written. Habits are easily formed but difficult to break.
- *We focus on developing a comfortable grip and a steady control on the **pencil**.



Reading

- Reading starts as soon as your child joins Reception.
- Every day we have a story- this develops a love of books, an understanding of characters and plot and develop listening skills.
- Every day in Big Book time we share a 'Big Book'. We read this as a class looking at vocabulary, story structure. This is called shared reading.



How do we teach reading in books?

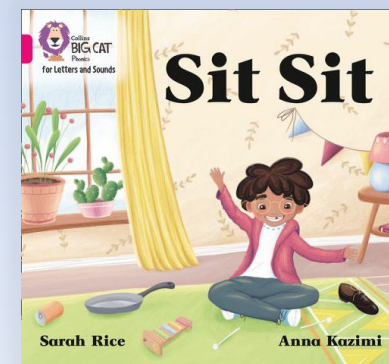
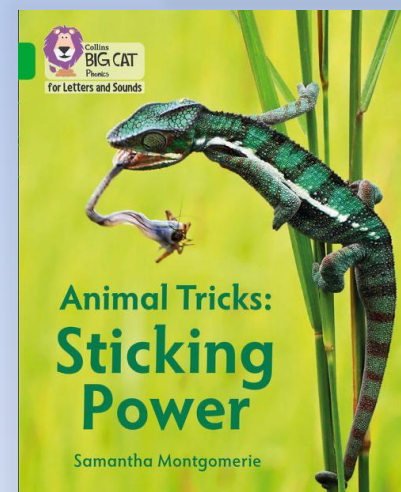
Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.
- Look at decoding, prosody and comprehension.

- The book is matched to your child's ability.

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

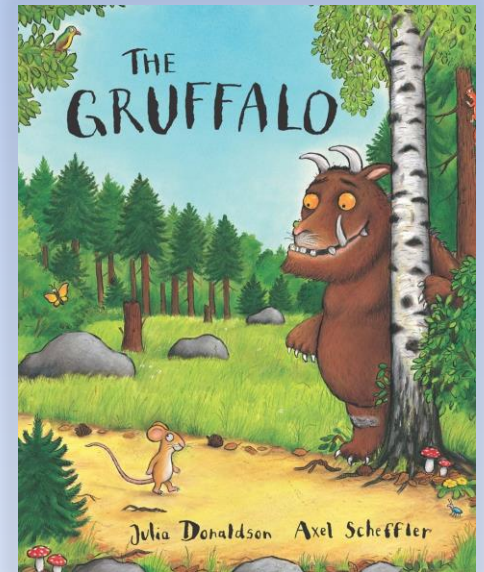
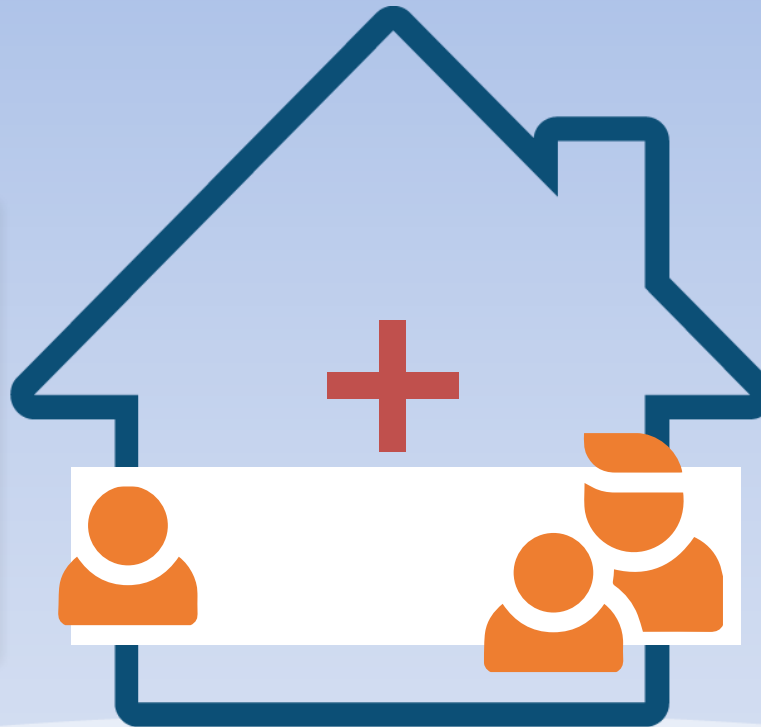
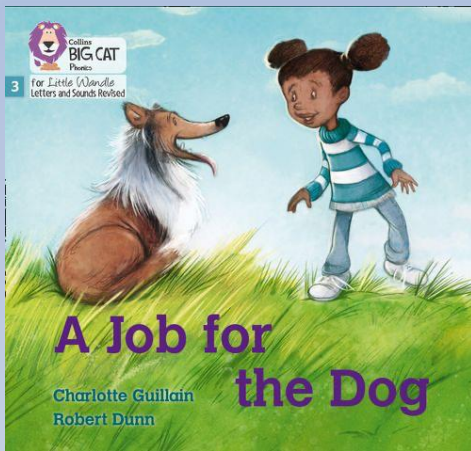
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.



The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



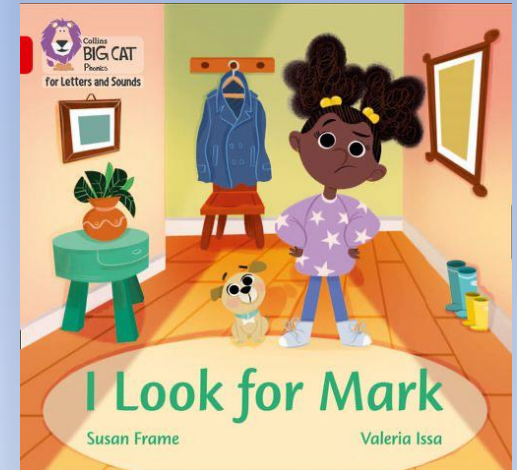
Books going home





Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.





Read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.





Our system

- The reading books will come home after the last of the 3 reading sessions.
- You can read this book lots of times to build fluency and prosody
- The book **MUST** come back to school on a Monday.
- Our system will not work if this does not happen



Home Learning

- Comes home on a Friday
- Reinforces learning from that week
- Lets you see how your child is doing

Please...

- complete each week
- complete in pencil
- let us know how you have got on

Return to school by Wednesday



How can I help?

- Play with magnetic letters. Making words linked to home tasks and using the phonemes we have looked at in school. You can make words for your child to blend together and read or you can ask your child to make a word for you.
- Offer activities encouraging fine motor skills – pencil activities, threading.
- Hear your child read and read to your child as often as possible
- Complete home tasks.
- www.littlewandlelettersandsounds.org.uk

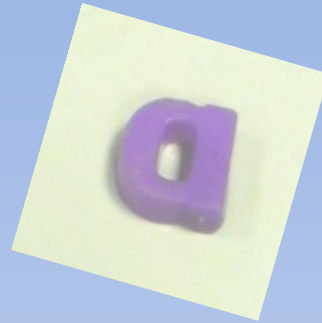


“

One of the greatest gifts
adults can give is to read
to children

Carl Sagan

”



Thank you

*telephone

*end of day

