

# The Bellbird Primary School



Welcome to our Reception Parents'  
Meeting  
Phonics

# Phonics Lessons

- Lessons are daily for 15-20 minutes in Reception
- We revise old sounds and teach new sounds each week as well as tricky words.
- Children are given lots of opportunities to practise their sounds in both reading and writing in both indoor and outdoor play.
- We use real objects to support learning as well as flashcards, actions and songs.
- We teach the letter sounds first and then letter names as sounds help children to become better early readers and writers
- The children will be learning how to form their letters correctly.

# A New Vocabulary!

Phoneme - the sound a letter makes

Grapheme - the written letter

Blending - running sounds together to make a word

Segmenting - breaking a word up into its component sounds

Tricky words - words that cannot be decoded using phonics

cvc - c = consonant (b/c/d/f), v = vowel (a/e/ee)

Digraph - a sound made with two letters eg. sh ai oi

Phonetically plausible - written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij

# Letters and Sounds

Structured programme

Six phases

Fast pace, lots of  
consolidation

Blending for reading

Segmenting for writing

Tricky words

# Segmenting and Blending

- Segmenting (for spelling) - Identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'
- Blending (for reading) - Recognising the letter sounds in a written word, for example **c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

# Phase 1

- Is introduced in Nursery and continues throughout Reception
- Phase 1 involves sound discrimination, rhyme, rhythm, alliteration, oral blending
- These skills are crucial for your child's development as reader, writers and speakers.
- You can help by sharing nursery rhymes, singing simple songs, playing alliteration and rhyming games, listening and describing sounds.

# Phase 2

- The aim of phase 2 phonics is to recognise letters and their sounds and use them when they are reading and writing simple words e.g. pan, sit, mum, leg

|    |    |   |   |   |   |   |   |    |   |    |
|----|----|---|---|---|---|---|---|----|---|----|
| s  | a  | t | p | i | n | m | d | g  | o | c  |
| k  | ck | e | u | r | h | b | f | ff | l | ll |
| ss |    |   |   |   |   |   |   |    |   |    |

Pronouncing the phonemes correctly is very important.  
eg the letter s is pronounced ssss and not suh.

➤ A Phoneme is the smallest unit of sound in a word.

# Phase 3

- The aim of phase 3 phonics is to recognise digraphs (this is when 2 letters make one sound) and use them when they are reading and writing more complex words e.g. toad, feet, boat, farm
- Children are expected to read and spell these words in simple sentences

<https://www.youtube.com/watch?v=DWQ6>

MeccRCU



# Phase 3 phonemes

|     |     |     |    |    |    |    |    |    |    |    |
|-----|-----|-----|----|----|----|----|----|----|----|----|
| j   | v   | w   | y  | z  | zz | qu | ch | sh | th | ng |
| ai  | ee  | igh | oa | oo | oo | ar | or | ur | ow | oi |
| ear | air | ure | er |    |    |    |    |    |    |    |

# Tricky words

- Although most words in English can be sounded out there are many that can't. These words need to be learnt by heart.
- Phase 2 - I, go, to, the, no.
- Phase 3 - he, she, we, me, be, was, you, they, all, are, my, her.

# Handwriting

- Please ensure you use lower case letters unless it is for the capital letter of a person's name
- Letters need to be correctly formed (left to right top to bottom)
- Use a variety of media e.g. whiteboard pens, felt pens, crayons, chalk, pencils, paint brushes
- Start with the letters in your child's name

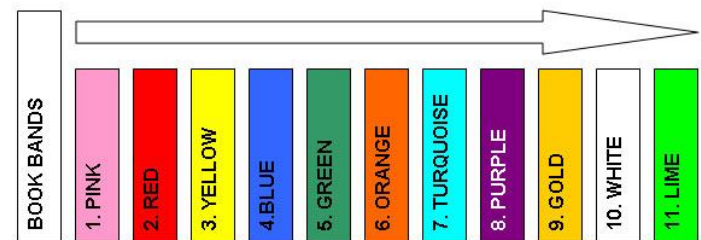
# Home learning

- Before half term we will be sending home reading activities. Every child will receive a lilac book as well as an activity.
- 2 sounds and pictures - they need to match the pictures with the sound. The aim is to recognise the initial phoneme rather than know the picture. Please tell your child what the picture shows.
- Once secure your child will be asked to match words and pictures.
- After this the children will be sent captions to read.
- Once secure children will bring home levelled books.

# Home learning – Books.

- Lilac books are wordless. The aim is to foster reading behaviour and for the child to comment on what they can see. There are questions at the beginning of the book and it would be great if you could write down a comment.
- Your child will bring home a mixture of books per week to develop decoding and comprehension skills. Some books will be phonically decodable to work on phonics skills. Some books will have non-phonically decodable words in. The aim is to improve comprehension skills using these books as the children need to use other clues (e.g. the picture) to help them work out the word.
- Your child should find the books easy.

We aim to develop fluent and confident readers.



# Book changing

- Your child will be allocated 1 book changing day each week.
- We will put a couple of activities into your child's folder on this day.
- We only change activities if you have commented/ticked in your child's reading record so that we know the previous activity was completed.
- Please bring in reading activities daily inside the book bags so that we can hear your child read as many times as possible.

Thank you for  
coming

Do you have any  
questions?

How else can we  
support you?