



EYFS

Phonics, Reading and Writing

2018

Phonics

- The aim is to secure **essential phonics knowledge** and skills so that children can progress to **independent reading and writing**.
- Phonics gives skills of blending for reading and segmenting for spelling and writing.

Correct Articulation of sounds is essential!

- * It is very important that the sounds are pronounced in the purest form.
- * **Pronunciation** - not 'uh' on the end e.g. **cat** should be **c-a-t** and not **cuh-ah-tuh**.

Phase 2

- Set 1: s a t p
- Set 2: i n m d
- Set 3: g o c k
- Set 4: ck e u r
- Set 5: h b f, ff l, ll s, ss

Phase 3

- * **Set 6:** j, v, w, x.
- * **Set 7:** y, z, zz, qu.
- * **Consonant digraphs:** ch, sh, th, ng, nk.
- * **Vowel digraphs and trigraphs:** ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er.

Teaching Sequence

Revisit and Review

Recently and previously learned sounds



Teach

New sound using visual aids such as objects and pictures



Practise

Blending and segmenting with the new sound



Apply

New knowledge and skills to read and write words

Phonics outcomes

z z z z z z

"zig zag" "zero"

mm



09.01.18

Phonics

L.O: Can I hear and write sounds in words?

ck



DUCK ✓

LOCK ✓

SOCK ✓

iddd ✓

22.01.18

Phonics

L.O. Can I use sounds to build words and hold a sentence?

oy

boy ✓

toy ✓

enjoy ✓

I enjoy playing
my toys.

Playing

plan

we
with

Blending and Segmenting

- **Oral Blending** – hear spoken sounds and blend them together to make a spoken word e.g. 'p-e-n', the children say **pen**.
- **Blending** – is when you push the sounds together to make a word e.g. c-u-p to 'cup'.
- **Segmenting** – is when you separate the individual sounds in words e.g. **him** to 'h-i-m'.

Reading

- * Reading focuses on applying phonic and keyword knowledge.
- * Reading provides a fantastic opportunity to talk through pictures, characters and events.
- * Children will quite often draw upon their own experiences, make predictions and use their imagination to discuss a text. Book talk!
- * Asking and answering questions is crucial in developing understanding when reading.

Reading

- * Read at least 3 times a week.
- * Practise recognising and reading keywords words through games e.g. bingo, snap etc.
- * Remember these words can't always be sounded out!

Writing

- * Follow Kinetic Letters scheme and handwrite everyday.
- * Use mats when writing so, they have a visual reference when using sounds.
- * Write for different purposes e.g. cards, lists, letters, instructions, stories etc.
- * In EYFS, we teach the children to use their phonics to build words and sentences. We teach them how to use capital letters, spaces, and full stops. We will do a lot of work on nouns, adjectives and towards the end of the year similes.
- * **Hold a word/sentence**—say a word/sentence, build it, hold it, write it and check it.

EYFS

Early Learning Outcomes

Reading



40-60+
months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



40-60+
months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Writing

Year 1 Phonics Screening

- * In the Summer Term of Year 1 your children will have a phonics screening check.
- * Assesses decoding skills using phonics
- * 40 items to be read (20 real words, 20 nonsense words)
- * If children do not pass in Year 1 they have to retake the test at the end of Year 2.
- * In EYFS, we cover real and nonsense words in phonics so, the children develop this knowledge when applying sounds. (Obb and Bob game)

What else can I do at home?

- * Practise sounds daily for 5 minutes.
- * Read at least 3 times a week and comment in reading records.
- * Practise keywords.
- * Ask your child to find items around the house that represent particular sounds.
- * Play matching pairs or bingo – with key words or individual sounds/pictures/objects.
- * Place keywords around the house, on sticky notes, toys, on the stairs etc.
- * Flashcard letters and words – how quickly can they read them?
- * Notice words/letters in the environment.
- * Practise creative writing e.g. use paintbrushes outside, chalks, cars in paint etc.
- * Write in different forms cards, shopping lists, label toys etc.

Games websites

- <https://www.phonicsplay.co.uk/PicnicOnPluto.html>
- <https://www.phonicsplay.co.uk/PictureMatch.html>
- <http://www.letters-and-sounds.com>
- <http://www.ictgames.com>
- <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>