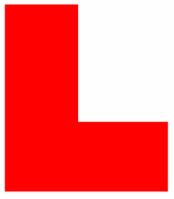




Reception Information Meeting – 4th October 2023





Aims of the Session

- To gain an insight into the learning your child undertakes in school, particularly phonics.
- To discuss the importance of parents/carers in children's learning and possible ways to support your child's learning at home.



The 4 Key Things to Success at School

- The children are happy
- They feel safe
- They are learning
- They are supported at home



A Typical Day

8.45am – children all in and engaging in their linked provision

9.00am – First input of the day (Maths, English or UTW) then Discovery provision explained as well as the days Star Task.

10.15am – Phonics input

10.30am – Discovery provision

11.20 – 11.40am – Guided Reading

11.45am – 12.10 – Lunch in Hall



The children enjoying the 'A New House for Mouse' small world

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A Typical Day Cont'd

12.45pm – Phonics 2 - writing

1.15pm – Discovery provision

2.30pm – Milk time

2.40pm – NCTEM Maths input with milk

2.50pm – Preparing to go home and story

3.05pm – Home time



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Linked Provision

On entry to the classroom the children are hanging up coats, putting away book bags, washing hands and settling to an activity that has been prepared for them.

This is called 'linked provision' because it is linked to the needs of the children in that group e.g. fine motor skills, letter formation, counting and matching etc.

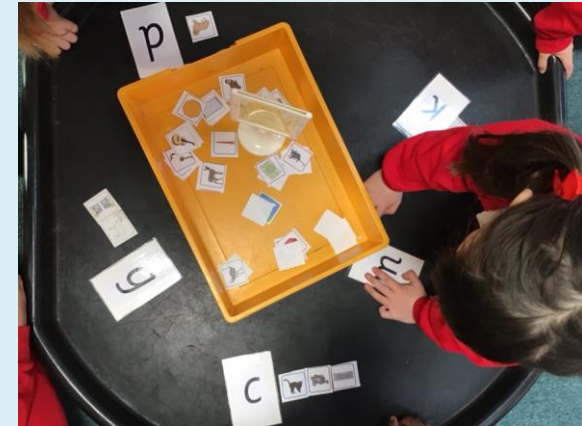
They repeat these activities for a week in order to improve their skills.



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What is Phonics?



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Phonics is all about using ...

skills for
reading and
spelling

+

knowledge
of the
letters and
sounds



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*Phonics terminology that
your child learns at school*

Phonemes - the smallest
units of sound that are
found within a word
e.g b, e, ch,

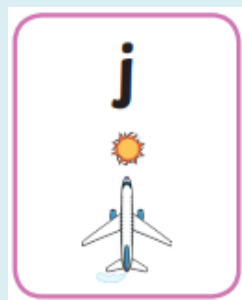


Phonics terminology that your child learns at school

Grapheme – the spelling of the sound

j is a phoneme – but that sound can be
represented through lots of different spellings
e.g. j, g, ge, dge,

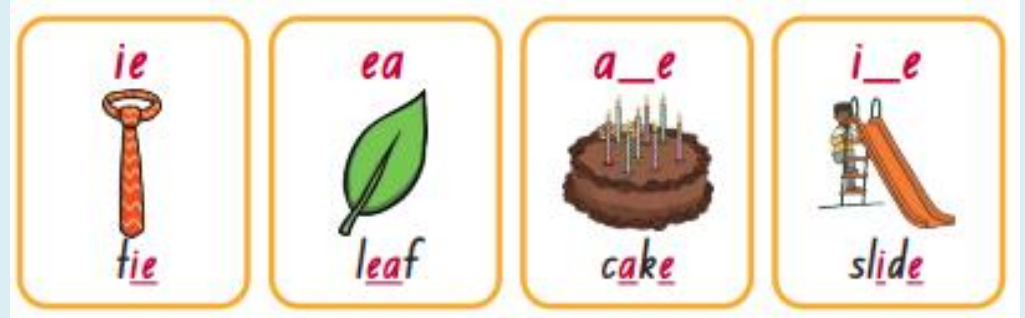
jet, cage, barge, judge



*Phonics terminology that
your child learns at school*

Digraph:

This means that the
phoneme comprises
of two letters
e.g. ch, sh, th



*Phonics terminology that
your child learns at school*



Trigraph:

This means that the
phoneme comprises
of three letters
e.g. igh , ear, ure



*Phonics terminology that
your child learns at school*

Blending:

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Children need to be able to **hear** the separate sounds in a word and then blend them together in order to **say** the whole word.



*Phonics terminology that
your child learns at school*

Segmenting:

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Children need to be able to **hear** a whole word and **say** every sound that they can **hear**.



Phoneme Frames and Sound Buttons

c	a	t
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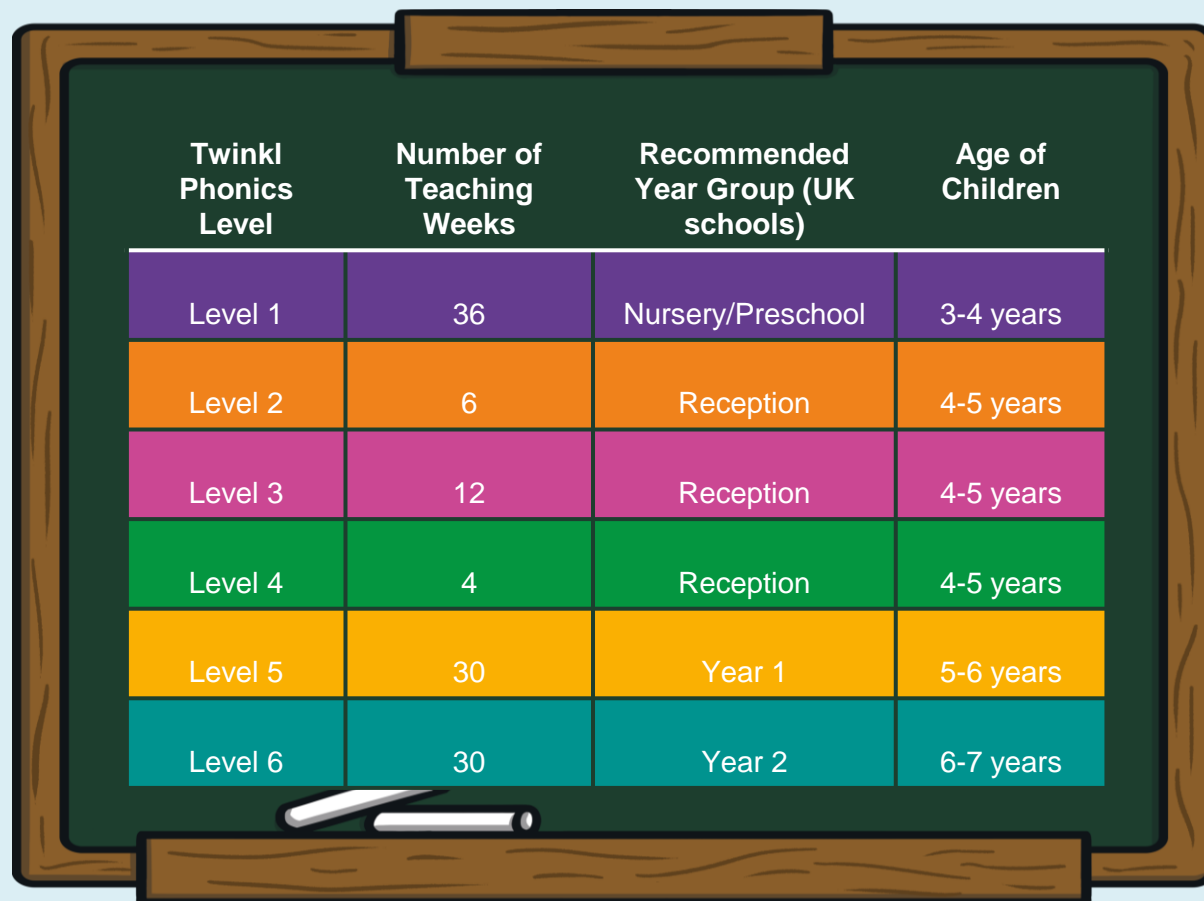


f	i	sh
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• • —



How do we teach Twinkl Phonics?



Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	6	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	4	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Sounds are taught in a prescribed order across the scheme to ensure children are building on previous knowledge.

In order to ensure all children make progress intervention groups run to close any gaps of knowledge.



What Are the 7 Aspects of Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



Level 2



Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities to:

Level 2 Coverage

In Level 2, children will learn the first 23 GPCs and the first 5 tricky words for reading. (They will learn to spell these tricky words in Level 3.)

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h b f, ff l, ll ss	no, go, l
6	Recap of all Level 2 sounds	

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, 'sat' and 'pat';
- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, l, no, go.



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Level 2



 <p>s</p> <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	 <p>a</p> <p>Pretend to bite into a crunchy apple.</p>	 <p>t</p> <p>Pretend to stir a teaspoon around a teacup.</p>	 <p>p</p> <p>Make one hand into a puppy's head and pat it with your other hand.</p>	 <p>i</p> <p>Flap your hands like an insect's wings.</p>
 <p>n</p> <p>Make your fist into a nut and tap it.</p>	 <p>m</p> <p>Yummy! Rub your tummy.</p>	 <p>d</p> <p>Play your drumkit.</p>	 <p>g</p> <p>Pretend to wrap your scarf like Gabi.</p>	 <p>o</p> <p>Pretend to squeeze a juicy orange.</p>
 <p>c</p> <p>Wiggle your finger like a caterpillar.</p>	 <p>k</p> <p>Pretend to spread your hand like a kite and fly it in the air.</p>	 <p>e</p> <p>Make an egg with one hand and tap it with the other.</p>	 <p>u</p> <p>Make one hand into an umbrella and sprinkle rain on it.</p>	 <p>r</p> <p>Move your arms like a robot.</p>
 <p>h</p> <p>Pretend to open the door of the house.</p>	 <p>b</p> <p>Pretend to throw and catch a ball.</p>	 <p>f</p> <p>Pretend to wave a magic wand.</p>	 <p>l</p> <p>Pretend to lick an ice lolly.</p>	



Level 3



Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.



Level 3 Actions and Mnemonics



<p>j</p>   <p>Sweep your hand up like a jumbo jet taking off.</p>	<p>v</p>   <p>Draw a v shape on your chest to show the V-neck of the vest.</p>	<p>w</p>   <p>Make waves with your hand.</p>	<p>x</p>   <p>Hold one hand like a map and draw an x on it.</p>	<p>y</p>   <p>Pretend to raise and lower a yo-yo.</p>	<p>z</p>   <p>Draw the zigzag path in the air.</p>
<p>qu</p>   <p>Give a royal wave.</p>	<p>ch</p>   <p>Use your thumb and forefinger to make a chick's beak.</p>	<p>sh</p>   <p>Put a finger to your lips.</p>	<p>th</p>   <p>Put your forefingers on your head and wiggle your moth's feelers.</p>	<p>th</p>   <p>Stroke your hand on your cheek like a soft feather.</p>	<p>ng</p>   <p>Tap your ring finger.</p>
<p>ai</p>   <p>Draw a spiral snail's shell.</p>	<p>ee</p>   <p>Make mouse whiskers.</p>	<p>igh</p>   <p>Hold one arm across your body as if holding a shield and pat it with your other hand.</p>	<p>oa</p>   <p>Pretend to row your boat.</p>	<p>oo</p>   <p>Point at the moon.</p>	<p>oo</p>   <p>Pretend to open a book.</p>
<p>ar</p>   <p>Make twinkly star fingers.</p>	<p>or</p>   <p>Pretend to press a car horn.</p>	<p>ur</p>   <p>Pretend to open a purse.</p>	<p>ow</p>   <p>Pretend to squeeze the squirrel's flower on your coat.</p>	<p>oi</p>   <p>Flick your thumb as if tossing a coin.</p>	<p>ear</p>   <p>Cup your hand around your ear.</p>
<p>air</p>   <p>Hold a chair, move it in and out from a desk.</p>	<p>ure</p>   <p>Swing your arm like a pirate.</p>	<p>er</p>   <p>Pretend to sneeze!</p>			

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Level 4



No new sounds are taught in level 4.

Level 4 is taught in Reception.

By the end of Level 4, children will have had the opportunities to:

Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

Find full coverage on the [Level 4 Overview](#).

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants such as, 'sand', 'bench' and 'flight';
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.



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Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular. In  they are red words

the	was	said	you	we
she	my	are	her	was



Saying the sounds

Sounds should be articulated clearly and precisely. ('m' not 'muh', 's' not 'suh', etc.)

[Twinkl Phonics Level 2 Sounds and Actions - YouTube](#)

Use the link above to listen to the sounds and learn the actions.



Guided Reading

The children will take part in a guided reading session each week with the class teacher. The books are carefully chosen to meet the learning needs of the group. Basic book orientation and comprehension skills are developed during these sessions as well.



These sessions take place in a quiet area outside of the classroom. During this time the rest of the class will take part in a story and book talk as a whole group.





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Explore our before and after reading pages.

Before Reading

Say the sounds.
If your child needs help, point to the pictures and read the words for them.

w w w	z z z	sh sh sh	ai ai ai
ee ee ee	igh igh igh	oa oa oa	ar ar ar
or or or	ur ur ur	oo oo oo	air air air

Read the focus words.
Read the words and sound cards. Then say the words and sound cards together. Then say the words.

wait	sheep
cars	turns
buses	airport

Read the tricky words.
Parts of these words should be sounded out at this level. Remember to say the words as you read them.

are they all

Prepare to be fluent practise key SPCs and tricky words before reading.

After Reading

Read these pages to your child and complete the activities together.

Look at the pictures and retell the story.

1. What is blocking the signing road?
2. How do you think that, Matt, Kit and Sam feel when they arrive at the airport?
3. Have you ever had to wait and wait for something? What were you waiting for? How did you feel?
4. What is blocking the signing road?
5. How do you think that, Matt, Kit and Sam feel when they arrive at the airport?
6. Have you ever had to wait and wait for something? What were you waiting for? How did you feel?

Write Challenge!

- Talk to a grown-up about a journey you have been on.
- Where do you think Matt, Mary, Kit and Sam go to on the plane? Create a picture or a model of their destination.

We strongly encourage you to use this challenge. The words in brackets are for extra support. The words in brackets are for extra support.

Maximise learning use the after reading page to support comprehension, recall and language development.



How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Support your child to complete any homework they bring home.

Read to and with your child **every day**.

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.

This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.



Level 6

The /j/ Sound Family

dge

This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

badge
bridge

ge

This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

huge
barge
orange
challenge

g

This spelling is sometimes used when the /j/ sound is followed by e, i or y.

gem
gymnast
giant

j

This spelling is used when the /j/ sound is at the start or in the middle of words.

jump
jelly
injury



Made by teachers, perfect for parents

Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)



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Is there anything I can do at home

- Get into the habit of pronouncing the phonemes (sounds) in the correct way
- Practise the phonemes, digraphs etc. together
- Use them to make different words at home and play phonics games
- Play bingo games or pairs with key words
- Play hunt the word round the house e.g. hide the key words and then ask them to go and find each one by saying the word you want them to find.
- Model writing and encourage your child to write with you
- Take a trip to the library

the



What else can you do to support at home..

- Relax and look at books together
- Play word and number games/puzzles
- Talk about anything that is going on at home and school - but don't ask lots of questions!
- Encourage them to show things from home at school - or on Seesaw
- Spend time outdoors and in nature
- Turn off the TV
- Help them to get enough sleep



Useful Website?

<http://www.phonicsplay.co.uk>

<http://www.ictgames.com/literacy.html>



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