

Reception Phonics, Spelling and Reading

Overview of phonics teaching in Reception

Phase 1:

- Playing with sounds and words to develop language skills, spotting rhythm, rhyme and alliteration in songs and stories shared.
- Begin to explore the skill of oral blending and segmenting.
- This phase forms the bedrock of developing children's early reading ready for when they start school.

Phase 2:

- Learn 19 letters and to move on from oral blending and segmentation to blending and segmenting with letters.
- Each week four new GPCs are taught
- Read some VC and CVC words and to spell them.
- Introduction of reading two-syllable words and simple captions.
- Learn to read some common exception words: I, the, to, go, no, into.

Phase 3:

- Learn 25 graphemes, most of them comprising two letters (e.g. oa)
- Practise CVC blending and segmentation & apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.
- Learn letter names
- Learn to read some more common exception words and also begin to learn to spell some of these words.

Phase 3 Mastery then gives all children the opportunity to develop a deep understanding and competence in the phase.





Phase 4:

- Consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 2 - Grapheme Phoneme Correspondence (GPCs)

Phase 2

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

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		Snake – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		Tap – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

Phase 3 - Grapheme Phoneme Correspondence (GPCs)

Phase 3 |

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

th		Thank – Hand to chin then move out and down (BSL)
ng		Ring – Put ring on a finger
ai		Rain – Rain action with fingers
ee		Feet – Point to feet
igh		Light – Hand opening from above (BSL)

Phase 2 , 3 & 4 – Common Exception Words Reading (CEWs) “Tricky Words”

the	to	I	no	go	into
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Common exception words



me	we	be	he	she	was
you	they	all	are	her	they

Common exception words

said	have	like	so	do	some
come	were	there	little	one	when
out	what				




Phase 3 & 4 – Common Exception Words Spelling (CEWs) “Tricky Words”



the	to	I	no	go	into
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Common exception words

me	we	be	he	she	was
you	they	all	are	her	they

Key word Lists / Helping at Home - Tapestry

		
at	sit	the
sat	is	gas
tap	pip	pig
sap	pan	tag
pat	nap	mop
	man	dog
	mat	cap
	map	act
	dim	cot
	and	kip
	sad	Kim
	tan	gap
	sip	cog
		pot

		
some	were	little
come	there	one
risk	brag	grip
dusk	blur	glad
cost	clog	plum
fist	clip	prod
vests	clam	pram
text	drop	skid
kept	drag	scar
fact	flap	snag
pact	from	snub
desk	flat	smut
resting	bran	hunted
	crop	buzzed

Phase 2 Lesson Plans – Set 2 letters

Lesson	6	7	8	9	10
Revisit	Sing the alphabet song – point to each letter in turn. Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace. Recap the CEW already learned so far, clicking through the CEW slides.				
	Revisit blending to read at sat	Revisit blending to read sit tip	Revisit blending to read in pan pin	Revisit blending to read am man mat	Revisit blending to read and dip sad
	Revisit oral blending ink igloo big	Revisit oral blending nut nose pan	Revisit oral blending map man jam	Revisit oral blending drum dress mad	Revisit oral blending pig nap moat digger
Teach	Teach new GPC i	Teach new GPC n	Teach new GPC m	Teach new GPC d	Focus GPCs i n m d
Practise	Blending for reading sit pip Segment and write for spelling: pit tip	Blending for reading pan nap Segment and write for spelling: in tin pin	Blending for reading man mat map Segment and write for spelling: am mat	Blending for reading dim and Segment and write for spelling: dip sad	Blending for reading sad tan sip Segment and write for spelling: dad Sam
Apply	Write the caption a sip	Read the caption a pan	Write the caption a map in a mat	Read the caption dad and nan	Write the caption a tin man
Revise Address misconceptions	i	n	m	d	i n m d

Lesson	16	17	18	19	20
Revisit	Sing the alphabet song – point to each letter in turn. Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace. Recap the CEW already learned so far, clicking through the CEW slides.				
	Revisit blending to read fish king that	Revisit blending to read aim main wait	Revisit blending to read see week meet	Revisit blending to read tight right high	Revisit blending to read oak coat road
	Revisit oral blending mail rainbow brain	Revisit oral blending sheep jeep see saw	Revisit oral blending high bright fright	Revisit oral blending croak throat roast	Revisit oral blending fail bleed might float
Teach	Teach new GPC ai	Teach new GPC ee	Teach new GPC igh	Teach new GPC oa	Focus GPCs ai ee igh oa
Practise	Teach new CEW was		Teach new CEW you		Focus CEWs was you
	Blending for reading pain wait tail Segment and write for spelling: sail chain	Blending for reading feel sheet Segment and write for spelling: beep sheep seed	Blending for reading sigh light tight Segment and write for spelling: high night	Blending for reading coach goat soap Segment and write for spelling: toad loaf	Blending for reading tail week toad Segment and write for spelling: sight main
Apply	Write the question Will the rain be a pain?	Read the question Was the jeep deep in the mud?	Write the sentence The night is not light.	Read the sentence Toad sat in his coat on the road.	Write the sentence I will go to the main road.
Revise Address misconceptions	ai was	ee	igh you	oa	ai ee igh oa was you



Phase 4 Lesson Plans

Lesson	11	12	13	14	15
Revisit	Sing the alphabet song – point to each letter in turn. Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace.				
	Revisit blending to read tent jumping fond	Revisit blending to read tusk risk rusk	Revisit blending to read mist mast west	Revisit blending to read next fact wept	Revisit blending to read dusk list kept
Teach	Recap the CEW already learned so far, clicking through the CEW slides.				
	Teach and read some	Revisit and spell they	Teach and read come	Revisit and spell all	Revisit and spell are
	Teach blending of words containing the adjacent consonants s and k as in musk	Teach blending of words containing the adjacent consonants s and t as in rust	Teach blending of words containing the adjacent consonants c and t as in duct p and t as in adapt x and t as in next	Teach blending of words containing the adjacent consonants introduced this week	Teach blending of words containing the adjacent consonants introduced this week
Practise	Blending for reading risk dusk Segment and write for spelling: desk tusk busk	Blending for reading cost fist vests Segment and write for spelling: list nest	Blending for reading text kept fact Segment and write for spelling: wept act	Blending for reading pact desk resting Segment and write for spelling: list kept	Blending for reading musk text Segment and write for spelling: fact vest skin
Apply	Read the sentence They busk until dusk.	Write the sentence It will be best if I rest now.	Read the sentence You can come to my farm next.	Write the sentence She had a rest at her desk.	Read the sentence It is a fact that we all have skin.
Revise Address misconceptions	sk some	st they	ct pt xt come	sk st ct pt xt all	sk st ct pt xt are

Unlocking Letters and Sounds Daily Lesson – Phase 3

Reading

Guided (group) reading – All children, once per week.

All children will read a book with the teacher that includes the phonemes they have been taught. The teacher will use this as an opportunity to hear children read individually and also to teach specific reading skills.

Individual reading – Reading book brought home.

Each child will have a **reading book matched** to their particular reading level. If your child is keeping up with the phonic teaching and is able to recall their learning from that week, they will be given a book that introduces the new phonemes and Common Exception Words. However, if your child is not quite ready for that and needs some consolidation, we will ensure they have a book matched to their current attainment. We will only be sending home **two reading books each week**. The idea is that they **read the same book 2 or 3 times** to consolidate their new learning.

Reading at home



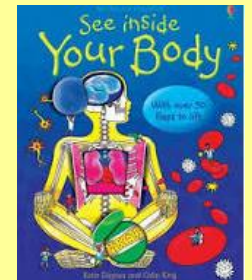
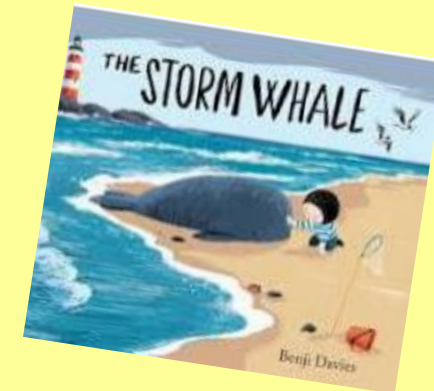
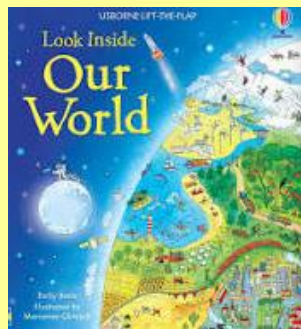
- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!

Sharing Picture Books – Fiction & Non-Fiction books brought home.

These books will be changed weekly and are for you to share with your child. These will be appropriate for bedtime reading and to instil a love of books in your child. Please talk about the pictures, explore the vocabulary, make predictions and ask questions to ensure your child has understood what has been read to them.



Questions