



Ryton Infant and Junior School Federation

Starting the phonics, reading
and writing journey in the
Reception Class



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Aims of session

To help you understand about:

- Phonics
- Everyday Words
- Starting Reading
- Early Writing



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*What is Phonics
and how do we
teach it?*



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A highly structured, synthetic
phonics approach.



Sounds-Write is acknowledged by the DfE as meeting ALL its
criteria for an effective phonics teaching programme

Synthetic Phonics

Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes). Children are taught how to **break up words, or decode** them, into individual sounds, and then **blend** all the way through the word to read.

Sounds-Write approach
focusses on teaching code
knowledge and skills.



Reception focus on the Initial Code
Year 1 and 2 (Ks1) Extended Code



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Initial Code



At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced.

As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure

CVCC - duck

CCVC - trip

CCVCC - bland

CCCVCC - string

before introducing the most common consonant digraphs E.g. ch, sh, th, ck, ng, wh, **q** **u**, and some of the more common vowel such as ee in tree

Skills

Breaking a word into the smallest units of sounds - **segmenting**

Blending sounds to read - **blending**

dog>dig>pig>pin>rin - **Sound manipulation**



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Phonics - starting from what children already know.

Phonemes (sounds) - all words are made up of sounds

Graphemes (letters) - the representation or spelling of the sound

mat

m - a - t

ship

sh - i - p



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Pure sound - not letter names

pan p - a - n

duck d - u - ck

coin c - oi - n

A colorful illustration of a wooden sign. On the left, a brown bird with a red breast is perched. In the center, a red structure with a black and white wheel is visible. On the right, three red ladybugs with black spots are walking. The sign itself is brown and textured, with the text 'Ryton Infant and Junior School Federation' written in white, slightly irregular letters.

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Say the sounds
and read the
word.

Conceptual Knowledge

Letters are symbols (spellings) that represent sounds.

A sound may be spelled through 1, 2, 3 or 4 letters.

dog

street

night

dough

Conceptual Knowledge

The same sound can be spelled in more than one way- one sound different spellings.

rain break gate stay

Many spellings can represent more than one sound - one spelling different sounds.

head seat break



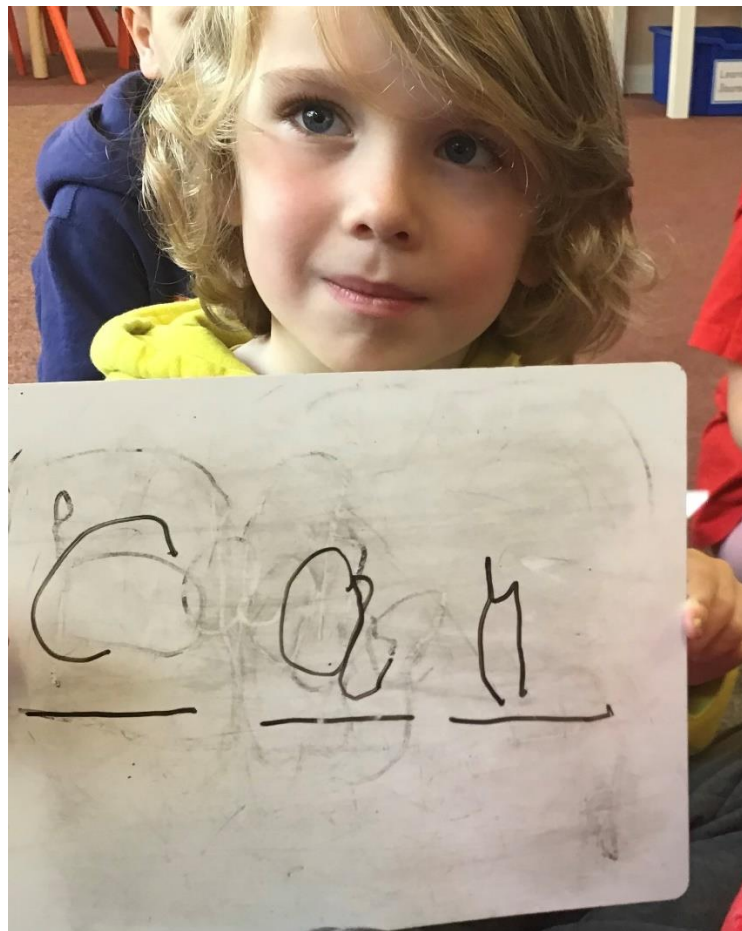
What does this look
like in practice?

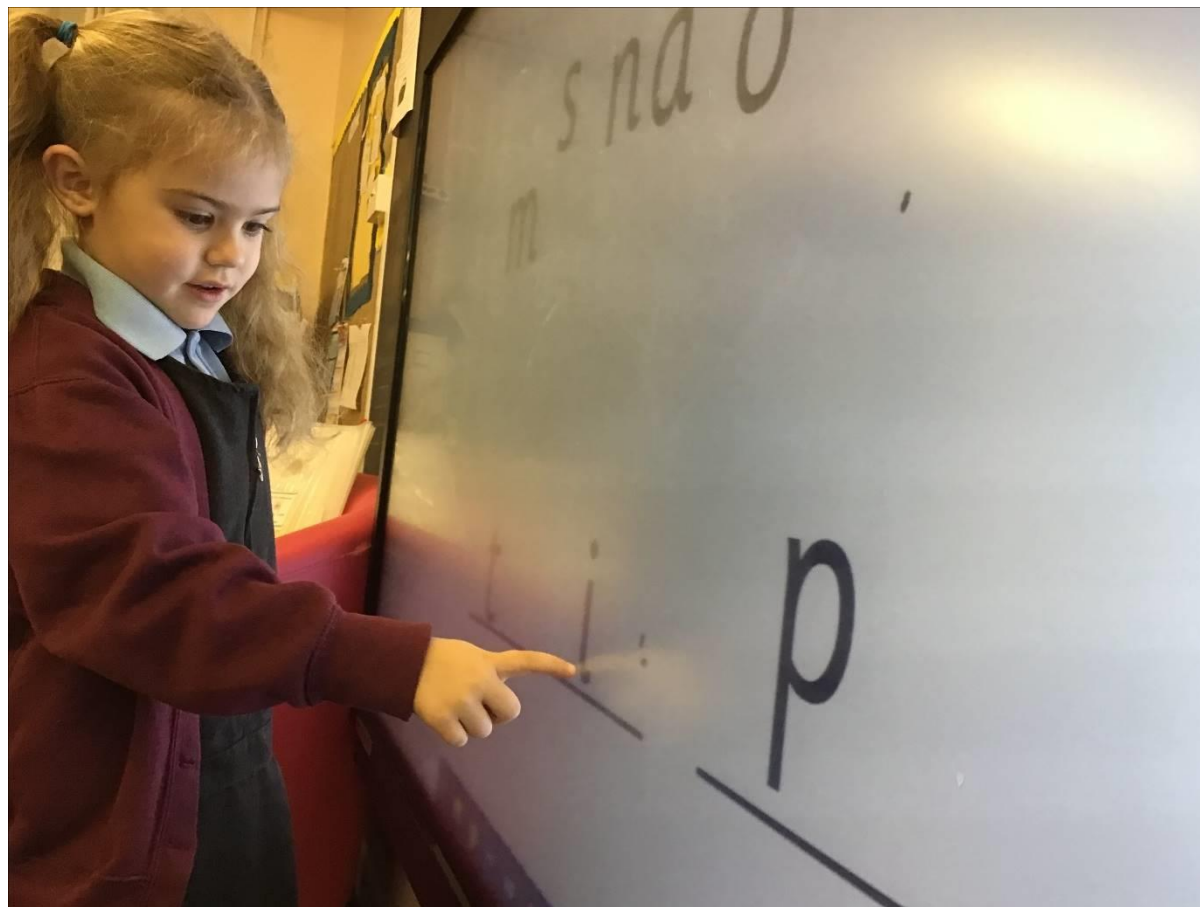
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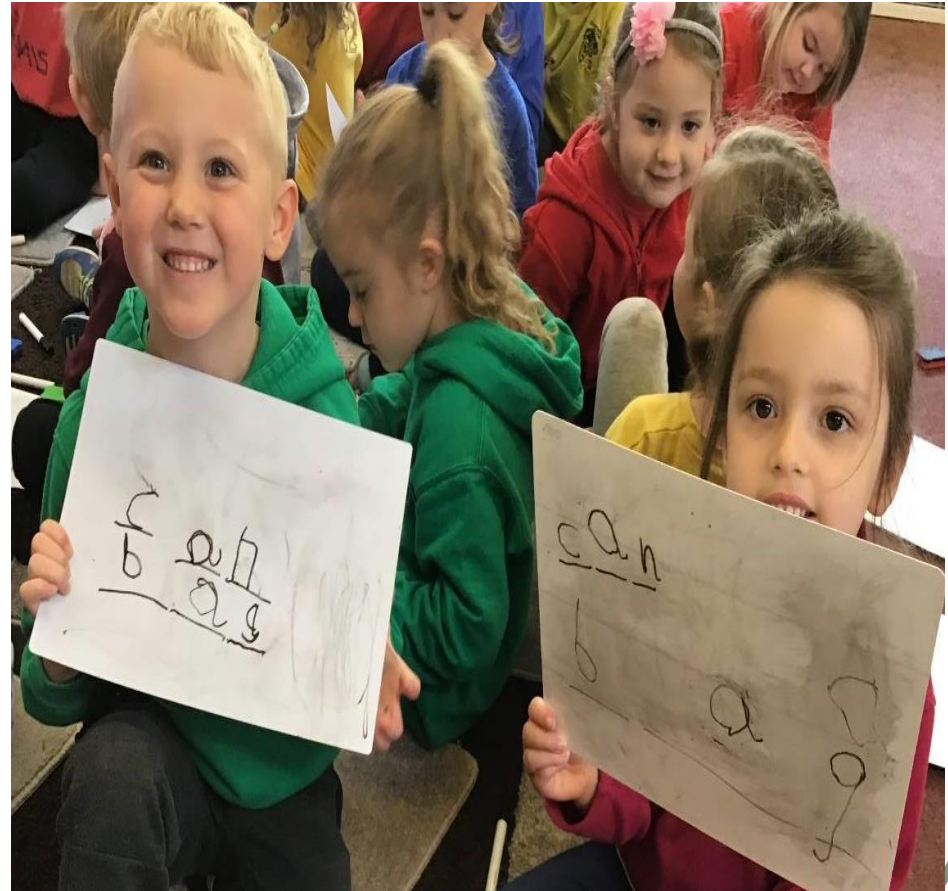




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*What are
Everyday Words?*

Everyday Words

Children need to learn and be able to read these words and eventually spell them before they will have learned the code.

They are our **everyday words** such as;

is

was

of

to

the

They need to become part of the children's sight vocabulary.

Children will be sent words to practise at home.



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Reading books will match the children's reading ability and sounds which have been taught. We may also send home picture books, words or flashcards.

It is important to read stories with your child so that they can see how reading works and develop a love of reading books and stories.

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Reading Strategies

PREDICT



Try to figure out what might happen next.

VISUALIZE



Picture the people, places, and events being described.

CONNECT



Connect what you are reading to other texts and the real world.

QUESTION



Ask questions about the material you are reading.

CLARIFY



Investigate. Identify main points and summarize.

EVALUATE



Judge the story and the actions of the characters.



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*How will my child
learn to write?*



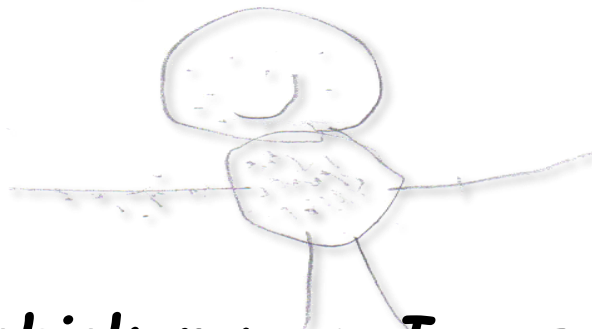
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Say the sounds
as you write
them.



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I Had chicken pox
I WAS off school



"I had chicken pox. I was off school"



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Run run as fast as you
can you can catch me
I me the jilch bred man.

Super Star
Writer!

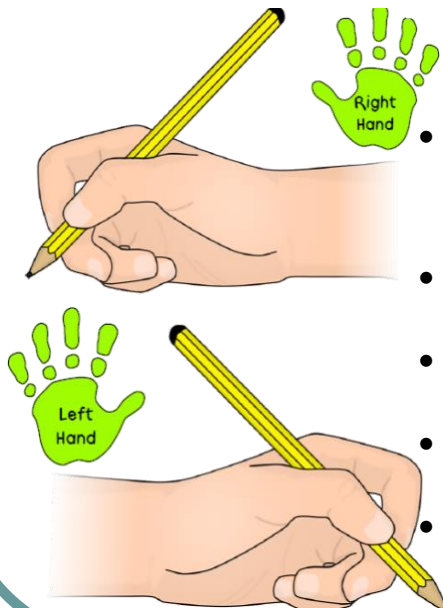


**"Run, run as fast as you can you can't
catch me I me the gingerbread man"**

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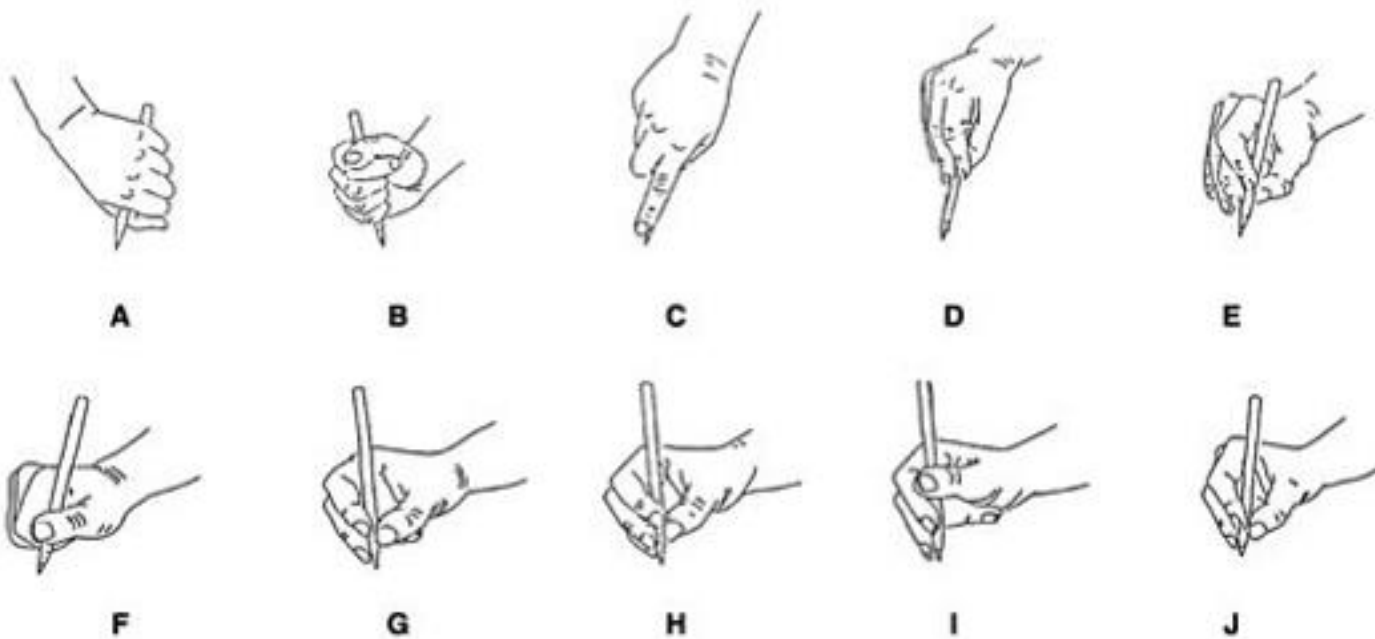
Helping your child to use a pencil correctly

It is very important that your child learns to and feels comfortable holding a pencil correctly. The pencil should be held in a grip between the thumb and the first two fingers.



- Put the thumb and forefinger just above the cone shaped part of the pencil
- Let the pencil rest between the thumb and forefinger
- The put the middle finger underneath for support
- Letter formation requires an anti-clockwise movement
- Number formation requires a clockwise movement

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A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.



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Learning to write is complicated

Children need language to learn to write - down, up, around.

Children need opportunities to develop gross and fine motor skills to be able to write - manipulation, hand-eye coordination, strength.

Recall and draw simple shapes

Develop L- R.

They need to want to write - see it as fun, sensory, for a purpose.

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Pre Writing Shapes



1-2 years



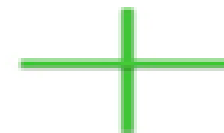
2-3 years



3 years



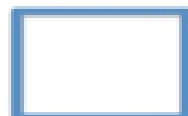
3 years



4 years



4 years
4 months



4 years
6 months



4 years
7 months



4 years
11 months



5 years
3 months

www.SensoryLifestyle.com

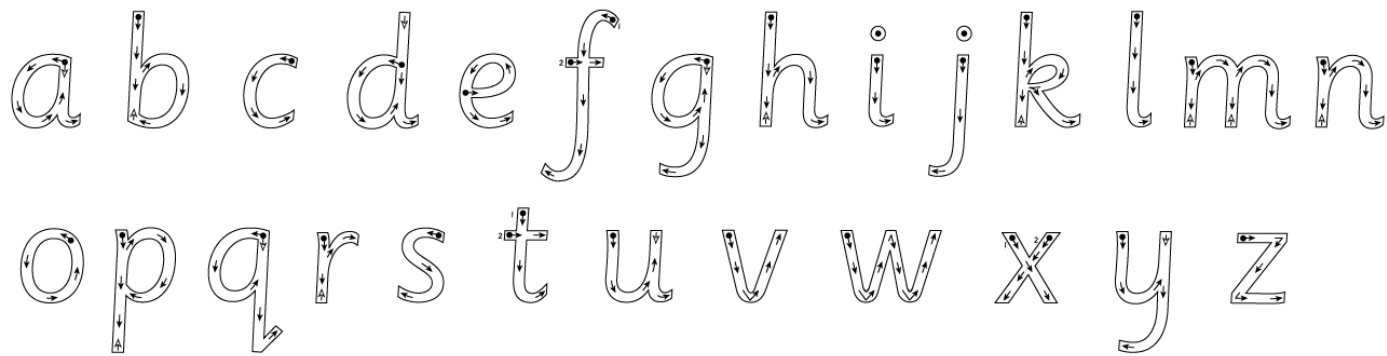
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 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapex and I won to play withn my fen (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end (One day I saw my friends. It was David and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

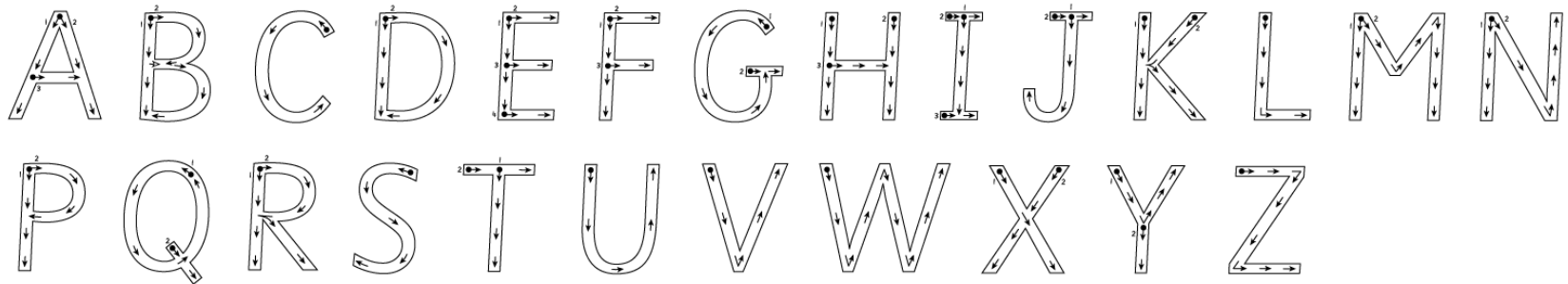


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As a reminder, correct letter formation for lower-case letters is as follows. The arrows show the direction of your child's pencil:



Capital letters are formed as follows:





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How you can help at home?

Homework


Encourage your child to speak in full sentences

Write for a purpose - shopping list, cards.

Encourage correct letter formation, pencil grip

Read signs, number plates, magazines

Online Games - Phonics Play, Initial Code app



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Thank you!

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