Reception Parents Talk

In this talk we will describe the way we are teaching phonics and ways you can support this at home.

Our phonics

- We follow the FFT: Success for all phonics scheme
- The children start this at the beginning of Reception and continue until they have finished the scheme in year 1.
- They will be assessed at the end of Year 1 using the national phonics screening test.

FFT: Success for all introduces the first sounds in this order:

S, A, T, P, I, N, M, D, G, O, C, K, CK, E, U, R, H, B, F, FF, L, LL, SS

You will have been updated on class dojo about which sound we are learning about, so check in regularly on here to see where we are up to.

These are the next set of sounds known as phase 3 that your child has been/will be learning.

J, V, W, X, Y, Z, ZZ, QU, CH, SH, TH, NG, AI, IGH, OA, OO, OO, AR, OR, UR, OW, OI, EAR, AIR, URE, ER

It is very important that when you are saying the sounds you do not put an uhh sound on the end for example...

Phoneme-One single sound that can be made using one or more letters

Grapheme- a written letter or group of letters which represents one single sound (e.g. CH, AIR, L)

Digraph-2 letters making one sound (e.g. CH)

Trigraph-3 letters making one sound (e.g. IGH)

Blend-When you say individual sounds that make up a word and blend them together to say the word (e.g. C-A-T CAT)

Segment-Splitting a word up into individual sounds when spelling and writing

CVC Words-A word made up of a consonant, vowel and consonant. (CVCC, CCVC, VC)

Tricky Words/Red Words-Words they cannot sound out so they just have to remember them (E.G. SHE, HE, THE)

Green Words-Words that our real and can be made up from any number of sounds

Alien Words-Words that are not real (E.G. HAB, BLURST)

Meanings

How we teach it...

-Review
-Teach new sound
-Apply new skill
-Red words
-Partner book reading
-Handwriting

-Oral blending: C-A-T Cat

-Break it down: Cat C-A-T

-Show seperate sounds if struggling, move closer together

-Writing linked to break it down (rhymes to go with each sound)

Books coming home

-Fully decodable, even the questions
-linked to the sounds your child is working on
-Library book can be read by you

How you can support them:

-Partner read

-Ask questions

-Repeat sounds back-faster to hear blends

-Find sounds in the books

-Describe elements of the book

-Link words to pictures

Other ways you can help

-Don't worry about the children's spelling. If they spell it phonetically, that is okay at this stage. e.g. snal instead of snail

-Sound hunts

-Lots of reading and exposure to books

-Oral blending games

-Phonics games

-Complete fine motor skill activities to support development

-Support and model letter formations

-Home learning Bingo-will give some ideas

-Be patient! Each child learns at their own speed

-Take not of some of the activities we have set up today for you and your child

Thank you for joining us.

We appreciate your support.