Reception
Phonics and Reading Information evening

KIRK LANGLEY CE PRIMARY SCHOOL

17 50

Rocket Phonics



Phase 1

- Phase 1 is made up of 7 different areas:
  - Environmental sounds
  - Instrumental sounds
  - Body percussion
  - Rhythm and rhyme
  - Alliteration (words that begin with the same sound)
  - Voice sounds
  - **Oral blending and segmenting**

Phase 2

- This begins in the Reception year.
- Children begin to formally learn the sounds in the English language.
- Phonics sessions are fun sessions involving lots of speaking, listening and games.
- These take place 5 times a week for 20 minutes and can be twice daily.

Learning the phonemes

- Children will learn the phonemes (sounds) for a number of letters (graphemes)
- They will also learn that some phonemes are made up of more than one letter,

  eg: /ll/ as in b-e-ll
- We use actions to help to remember the phonemes

Saying the sounds

- Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
- ‘uh’ sounds after consonants should be reduced where possible (eg, try to avoid saying ‘b-uh’, ‘c-uh’)
- Video to demonstrate phonemes

Blending and Segmenting

- **Blending** is a vital skill for reading
- The separate sounds (phonemes) are spoken aloud, in order, then merged into the whole word.
- c-a-t = cat

- **Segmenting** is a vital skill for spelling
- The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.
- cat = c-a-t

VC and CVC words

- C = consonant, V = vowel
- VC words are those consisting of a vowel and then a consonant, eg: *at, in, up*
- CVC words follow the pattern consonant, vowel, consonant, eg: *cat, dog, pet*
- Words such as *tick* or *bell* also count as CVC words; although they contain four letters, they only have three sounds

Tricky words

- Your child will also learn several tricky words; these cannot be sounded out
- Eg: **the, to, I, go, no**
- The words that we cover in each phase will be in the phonics packs so they can be practised at home.

Phase 3 (12 weeks)

- In Phase 3 children learn the sounds made up of more than one letter, These are called

Digraphs - two letters = one sound eg: **'oa' as in b<u>oa</u>t**

Trigraphs – three letters = one sound eg: **igh as in h<u>igh</u>**

- Your child will also learn all the letter names in the alphabet and how to form them correctly
- Read more tricky words and begin to spell some of them
- Read and write words in phrases and sentences

Phase 4

- Is taught over 4-6 weeks
- Teaches children to read and spell words with adjacent consonants e.g. cv<u>cc</u> = ju<u>mp</u> or <u>cc</u>v<u>cc</u> = <u>st</u>a<u>mp</u>.
- To read polysyllabic words (more than one syllable e.g. sandwich)
- More tricky words to read and spell.



Reading at Kirk Langley



- Books need to be in school every day.
- Reception book changing days are Monday and Thursday.
- Reading 4 to 5 times a week supports children in developing their phonics skills, story sequencing and reading fluency.
- Feedback in green reading journal to give each other information about how your child is progressing.
- Weekly handwriting sheets to practise the phonemes learnt.



Reading at Kirk Langley



Lilac – making predictions and story sequencing

Lilac Plus – to practise blending skills – adult only

Pink – simple CVC words to tell simple short stories using Phase 2

Red – Extended words and phrases using Phase 3

Yellow and Yellow Plus – Using Phase 5

Blue – Using Phase 5

Examples at the front

Reading at home

- Find a calm and quiet place. (minimal background noise)
- Do a book ‘talk through’ (look through the book)

  - look at the pictures.

  - read the tricky words with them.

  - go over any new words they may not know.
- Predict what could happen

  - what do you think will happen?

  - what is this story going to be about?

Supporting your child

- Encourage them to use the picture to help them.
- If it is slowing their reading down, read the word to them.
- For less confident readers take turns reading each page.
- Get them to sound out words they are finding hard.