



# Welcome to our Phonics and Handwriting session



# Aims of this session

- How we teach phonics as a part of our approach to teaching reading and spelling
- How we teach handwriting alongside phonics
- How to help at home

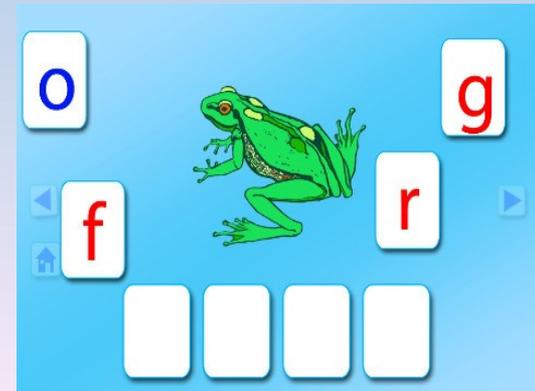
# What is phonics?

Phonics is one step in teaching children to read. They are taught how to:

- distinguish between different sounds e.g. sound lotto, environmental sounds and different shapes (Nursery)
- recognise the sounds that each individual letter makes;
- recognise that different combinations of letters or 'chunks' can make one sound- such as 'igh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see.

This is one step in learning to read.



# How we teach phonics at Stillness Infants

- We teach the letter sounds in letter families.
- We use 'Jolly Phonics' as our main approach.
- In every phonics session children will:
  - hear the sound
  - say the sound
  - see the letter shape/s
  - write the letter shape/s
- Remember to use the shortest form of the sound, eg: mmmmmm, not 'muh'; ssssssss not 'suh'

I i



**Action:** Pretend to be a mouse by wiggling your fingers at the end of your nose, like whiskers, and squeak *i, i, i, i*.

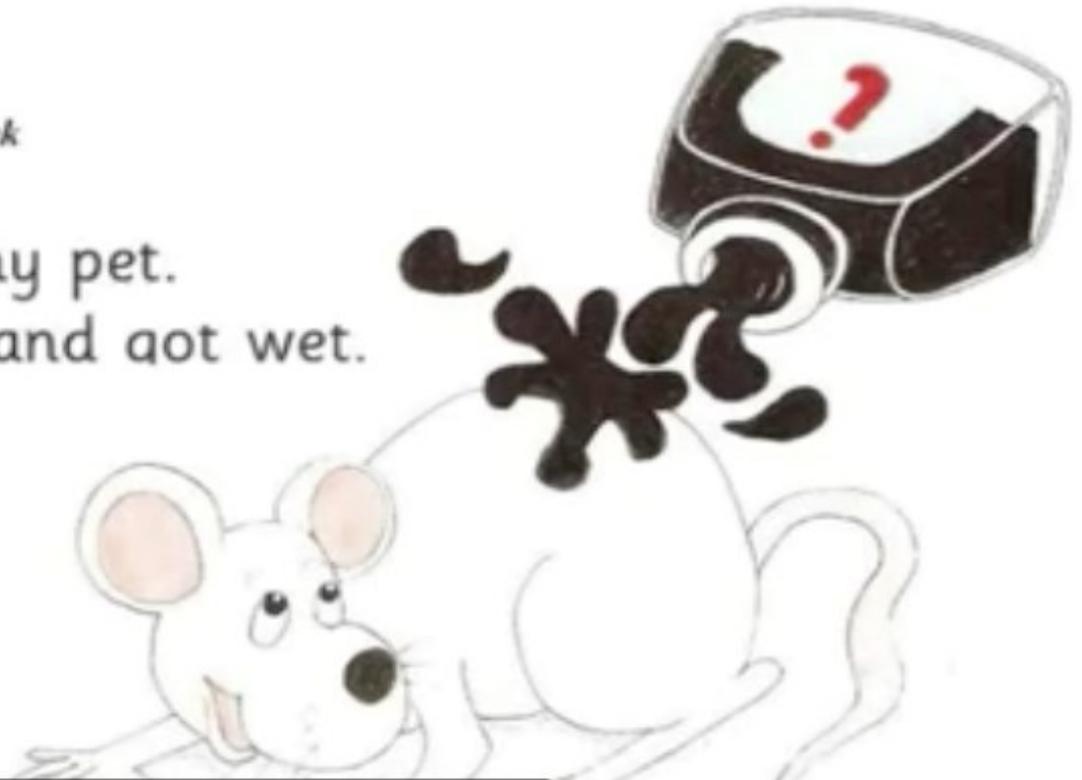
i

Tune: *Hickory Dickory Dock*

Inky the mouse is my pet.  
She spilled the ink and got wet.  
The ink it spread  
all over the desk.

/i/-/i/-/i/-/i/

– Inky's wet!



# Blending

- Once 6-8 sounds have been taught, children will learn to blend these sounds to form words e.g. c-a-p, f-r-igh-t, s-ou-n-d
- Alongside blending children will also be taught to segment words for writing
- This is done through a variety of games and activities e.g. full circle, noisy letters, what's in the sound bag today?

# Phonics Phases

<u>Phase 2 Sounds</u>	s	a	t	p	i	n	m	d
	g	o	c	k	ck	e	u	r
	h	b	f	ff	l	ll	ss	
<u>Phase 3 Sounds</u>	j	v	w	x	y	z	zz	qu
	ch	sh	th	th	ng	ai	ee	igh
	oa	oo	oo	ar	or	ur	ow	oi
	ear	air	ure	er				
<u>Phase 5 Sounds</u>	ay	ou	ie	ea	oy	ir	ue	ue
	aw	wh	ph	ew	ew	oe	au	a_e
	e_e	i_e	o_e	u_e	u_e			

\* Phase 4 is the revision of Phases 2 and 3

# Phonics Screening Check -Year 1

- The reading check is carried out in June.
- The check consists of 40 words that contain real words and 'nonsense' words and lasts approx 10 minutes.
- It is administered as 1:1 reading by a teacher known to the child.
- Individual pupils' results will be made available to parents.
- Pupils who do not reach the expected standard will receive extra support in year 2 and redo the test the following year.
- ***NB: Many children who do not score 32/40 still go on to be successful readers – phonics is not the only strategy for reading and the criteria for assessing reading as a whole includes aspects such as fluency, expression and comprehension.***

# Helping your child with phonics

Phonics works best when children are given plenty of encouragement and have fun. Parents play a very important part in helping with this.

## Some simple steps to help your child learn to read through phonics:

- encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right, this may be single letters or chunks e.g. l-igh-t

- Before reading a book help your child to read any tricky words that they may not have read before or understand, or may not yet have learnt the phonics necessary to decode the word – they may be in the title, or be part of the story.

- Word games like ‘I-spy’ can also be an enjoyable way of teaching children about sounds and letters something beginning with ‘ch’.

- You can also encourage your child to read words from everyday life e.g. your shopping list, menus, road signs, shop signs to practise phonics.

# Other Key Skills Children Need When Learning to Read

- Using the pictures for clues.
- Using recall of high frequency words from memory.
- Using repetitive text structures.
- Using rhyme.
- Using the context and meaning to predict an unknown word.

# Some useful sites for phonics games

- <http://www.doorwayonline.org.uk/literacy/letterformation/>
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.ictgames.com](http://www.ictgames.com)
- [www.starfall.com/n/level-a/learn-to-read/play.html](http://www.starfall.com/n/level-a/learn-to-read/play.html)
- [www.letters-and-sounds.com](http://www.letters-and-sounds.com)
- [www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)
- [www.bbc.co.uk/bitesize/ks1/literacy/phonics](http://www.bbc.co.uk/bitesize/ks1/literacy/phonics)
- [Jollylearning.co.uk/gallery/audio-2](http://Jollylearning.co.uk/gallery/audio-2)

# Letter Formation

- Alongside introducing phonic sounds we teach the correct letter formation by modelling- showing the correct starting point, talking through the actions, and encouraging practice in different ways.
- Help your child particularly with the letter formation of letters in their own name. Be insistent from early on i.e. once they have started forming 'letter like' shapes insist on the correct formation of letters.

# Handwriting

- As the children move through the school, we teach handwriting alongside phonics, introducing joining useful 'chunks' e.g. ch, sh, th.
- In addition children will be taught to join high frequency words e.g. was, then
- Children will be given opportunities throughout the week to practise handwriting skills

# Helping your child with handwriting

- Activities to develop gross motor skills
  - Climbing, throwing, catching, skipping with ropes, large movements with arms forming letters in the air, large construction.
- Activities to develop fine motor skills
  - Cutting with scissors, puzzles, play dough, cooking, pegging out washing, threading, washing up, small construction.
- Using a range of mark making equipment and materials e.g. paint with water on floor, chalk, felt tips, whiteboard markers, use sticks in sand etc.

- Be a good role model to your child, let them see you reading and writing, using phonics and forming letters correctly!

**Welcome to our  
Number session**



# Aims of this session

- How we teach maths
- What your child needs to know

# How we teach maths at Stillness Infants

Children learn maths all the time through a wide variety of play experiences, both in the classroom and the outside area.

Maths carpet sessions

Adult focus activities which are differentiated to meet children's specific needs and understanding

# How you help your child with maths

Maths is everywhere in the home. With the support of parents, children can grasp many mathematical concepts through their play:

- Maths language of measurement, shapes, spaces, positions, early numbers, order and patterns
- The sequence of numbers
- Positional language, e.g. in, on, outside
- Time
- Shapes
- 1-to-1 correspondence
- Conservation

Here are a few ways in which you can use play to learn mathematical concepts.

Play games such as snap to support number recognition or hide and seek to practise counting from twenty to zero

### Sand and Water

- Using sand can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little
- Make shapes and patterns
- Provide boxes and materials of different shapes and sizes to compare weight and quantity

- Simple activities like letting your child set the table for dinner can help develop counting skills, e.g. getting out eight pieces of cutlery.
- Involve your child with household activities. After washing, allow your child to sort clothes into different colours, or different types of clothes, e.g. t-shirts and socks and is a meaningful way to practise counting.
- Tidying toys away allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest?

# Some useful sites for maths games

- <https://www.topmarks.co.uk/Search.aspx?Subject=37>
- <http://www.ictgames.com/>
- <https://www.bigeyedowl.co.uk/maths/maths-matching.htm>
- <http://www.crickweb.co.uk/Early-Years.html>

# What does your child need to know

These are expectations for the end of the Reception year.

## Number

To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

To use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer.

To solve problems, including doubling, halving and sharing.

# Shape, space and measure

To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

To recognise, create and describe patterns.

To explore characteristics of everyday objects and shapes and use mathematical language to describe them.