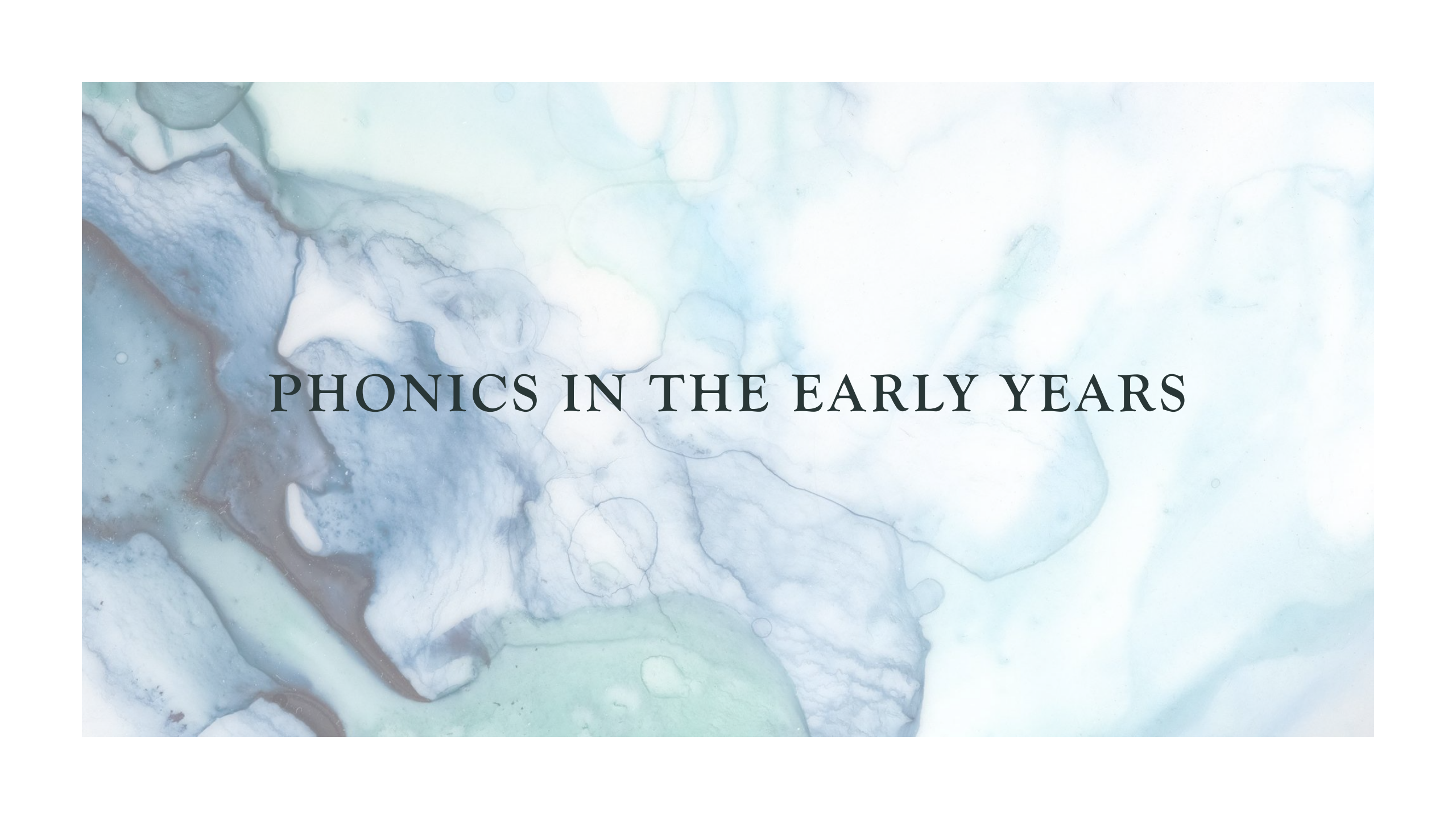




PHONICS IN THE EARLY YEARS

Skills we learn in Reception



Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

End of Reception Goals



Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Little Wandle Phonics – Nursery



Listening games

In our setting, we:

- talk about different types of sounds
- play listening games, for example, **Voice sounds**.

At home, you can:

- draw your child's attention to different sounds around them, for example, 'Listen to the loud noise! It sounds like an engine.'





Songs and rhymes

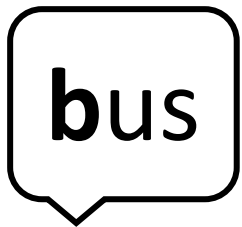
In our setting, we:

- sing rhymes regularly
- leave gaps at the end of the line for children to complete the rhyme, for example, 'Hickory dickory dock, the mouse ran up the _____.'

At home, you can:

- read lots of rhymes and sing songs
- pause for your child to complete the rhyme
- make up silly rhymes, for example, 'Get your coat, you little goat! So we can leave the house, little mouse!'





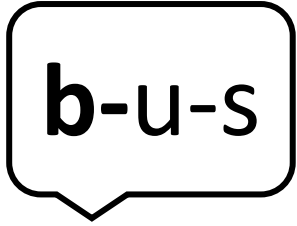
Identify initial sounds

In our setting, we:

- play games focusing on initial sounds, for example, **Bertha the Bus**.

At home, you can:

- get your child to identify the first sound of words, for example, 'Oh look, here is our bus. Bus starts with b.'



Oral blending

In our setting, we:

- play lots of oral blending games, for example, 'Can you touch your ...?'
- oral blend words throughout the day, for example, 'Everyone put on your c-oa-t.'

At home, you can:

- try sound-talking different words, for example, 'Can you brush your t-ee-th?'

Quick recap!

Phonological awareness

Listening games



Songs and rhymes★

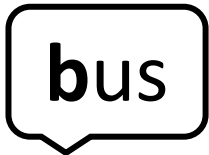


Hearing syllables★



Phonemic awareness

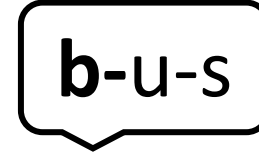
Initial sounds★



Alliteration



Oral blending★



Little Wandle Phonics – Reception

Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



S



 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Phase 3 sounds taught in
Reception Spring 1

Vocabulary

- Phoneme – sound a letter makes
- Grapheme – how the phoneme is written
- Digraph- 2 letters that make one sound
- Trigraph – 3 letters that make one sound
- Pure sounds- how letter sounds are spoken
- Blend – sounds blended together to make a word c-a-t = cat
- Segment – words segmented into the phonemes cat = c-a-t

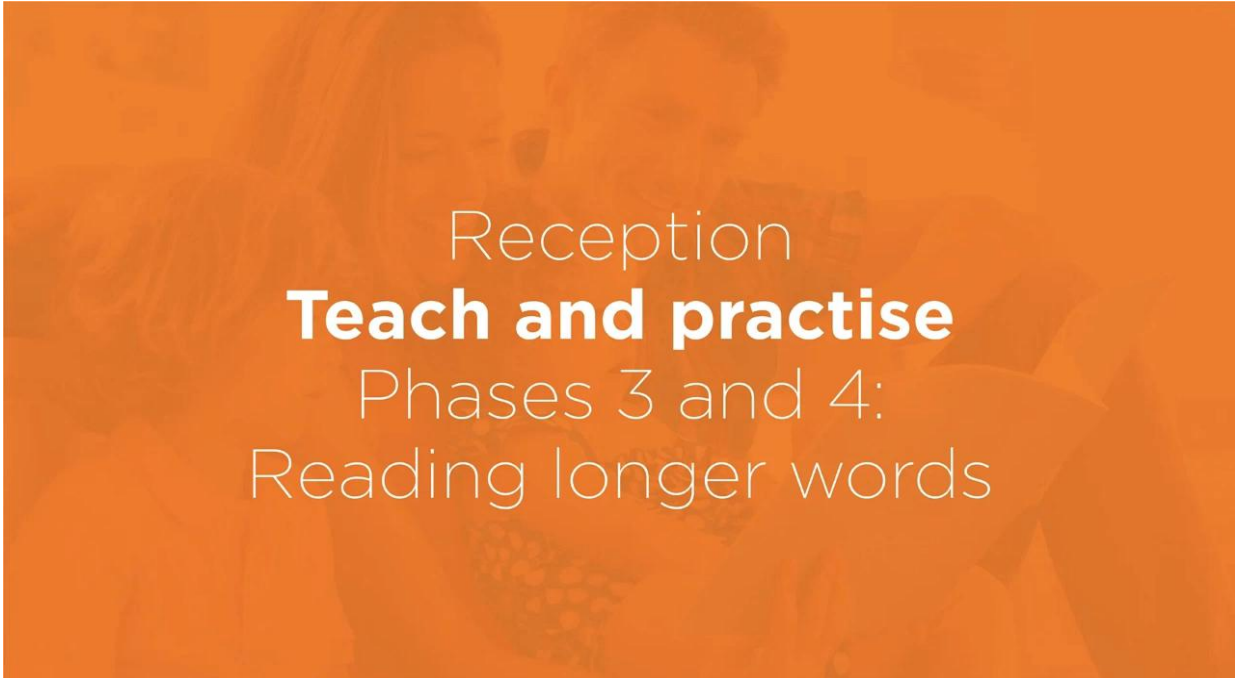
More information - <https://www.littlewandle.org.uk/resources/for-parents/>

Reading longer words

- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called chunking.

For example

Laptop
Carpark



Reception
Teach and practise
Phases 3 and 4:
Reading longer words

Pre- writing skills

Physical Development is broken up into 2 strands – fine motor and gross motor.

Fine Motor - Fine motor skills involve small muscles working with the brain to control movements in areas such as hands, fingers and eyes.

Gross Motor - Gross motor skills are important to enable children to perform everyday functions like walking, running, climbing, throwing and catching...



Gross motor skills to support writing

Upper Body and Shoulder Strength

- **Hanging and Climbing:** Use monkey bars, pull-up bars, or climbing frames to build the shoulder stability required to anchor the arm while fingers move.
- **Wall and Floor Pushes:** Do wall push-ups, wheelbarrow walking, or crab walking to provide heavy work input to the shoulder girdle.
- **Sweeping and Raking:** Use standard-sized brooms or child-sized rakes to encourage large, rhythmic arm sweeps and torso control.

Core Stability and Posture

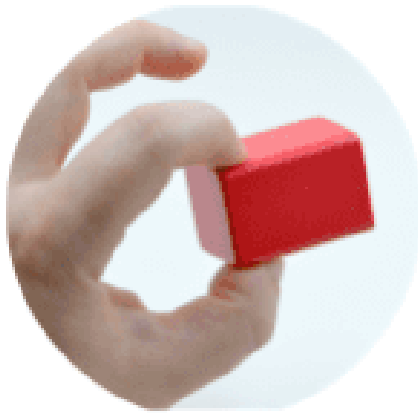
- **Swinging:** Ride on playground swings to challenge balance and activate core trunk muscles needed for upright sitting.
- **Balance Work:** Ride balance bikes or walk along low beams and uneven outdoor surfaces to improve postural endurance.
- **Obstacle Courses:** Crawl through tunnels, climb over objects, and bear-crawl to force the body to maintain stability against gravity.

Midline Crossing and Coordination

- **Sky Writing:** Use the whole arm to paint or draw giant circles, waves, and letters in the air, optionally holding ribbons or streamer wands.
- **Vertical Surface Drawing:** Draw or paint on large sheets of paper taped to a wall, easels, or chalkboards to encourage sweeping arm motions across the center of the body.
- **Bilateral Movements:** Do jumping jacks, jump rope, or swimming motions to practice coordinating both sides of the body together.

TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

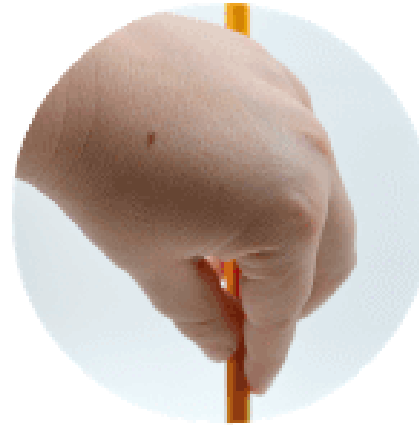
10 Months
Pincer Grasp



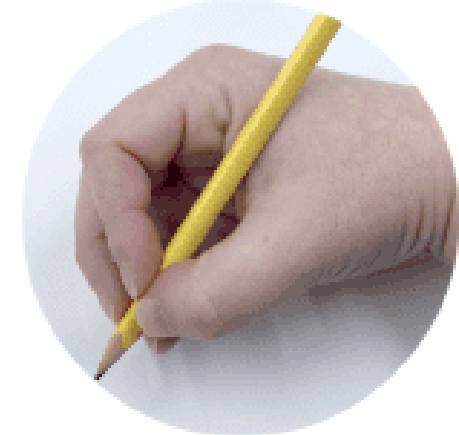
12-15 Months
Palmar Supinate Grasp



2-3 Years
Digital Pronate Grasp



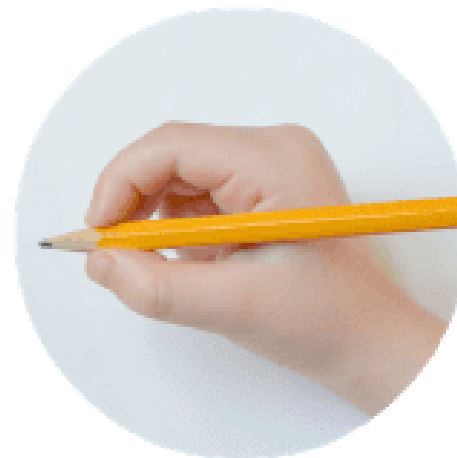
3-4 Years
Quadrupod Grasp

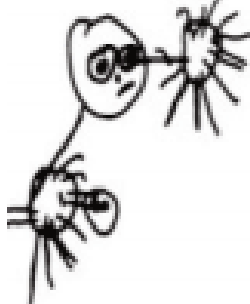
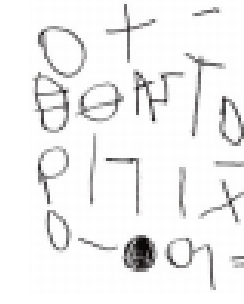
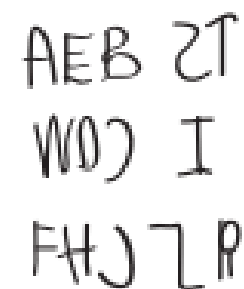
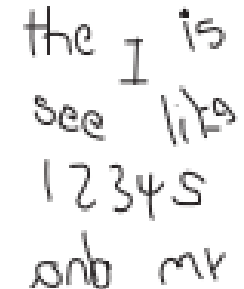
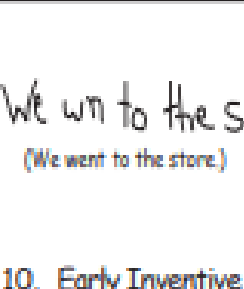
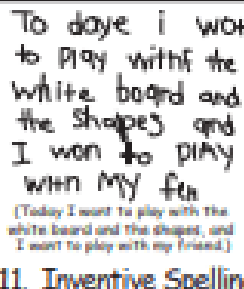
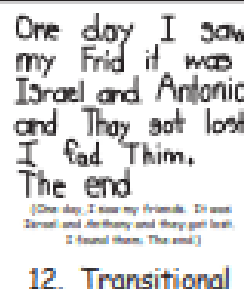


3-4 Years
Static Tripod Grasp



5-6 Years
Dynamic Tripod Grasp

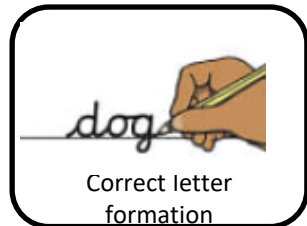
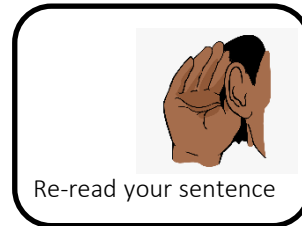
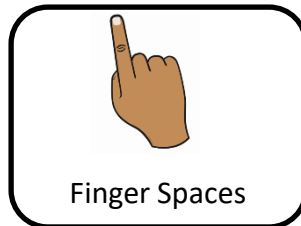
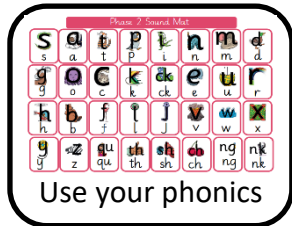


 1. Pictures	 2. Random Scribbling	 3. Scribble Writing (Written in linear fashion to mimic real writing.)	 4. Symbols That Represent Letters
 5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	 6. Letter Strings (Phonemes from left to right and top to bottom when the child "reads" his writing.)	 7. Letter Groups (The groups have spaces in between to resemble words.)	 8. Environmental Print (Child copied print found in the room, often without knowing what the words are.)
 9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)	 10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)	 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.)	 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.)

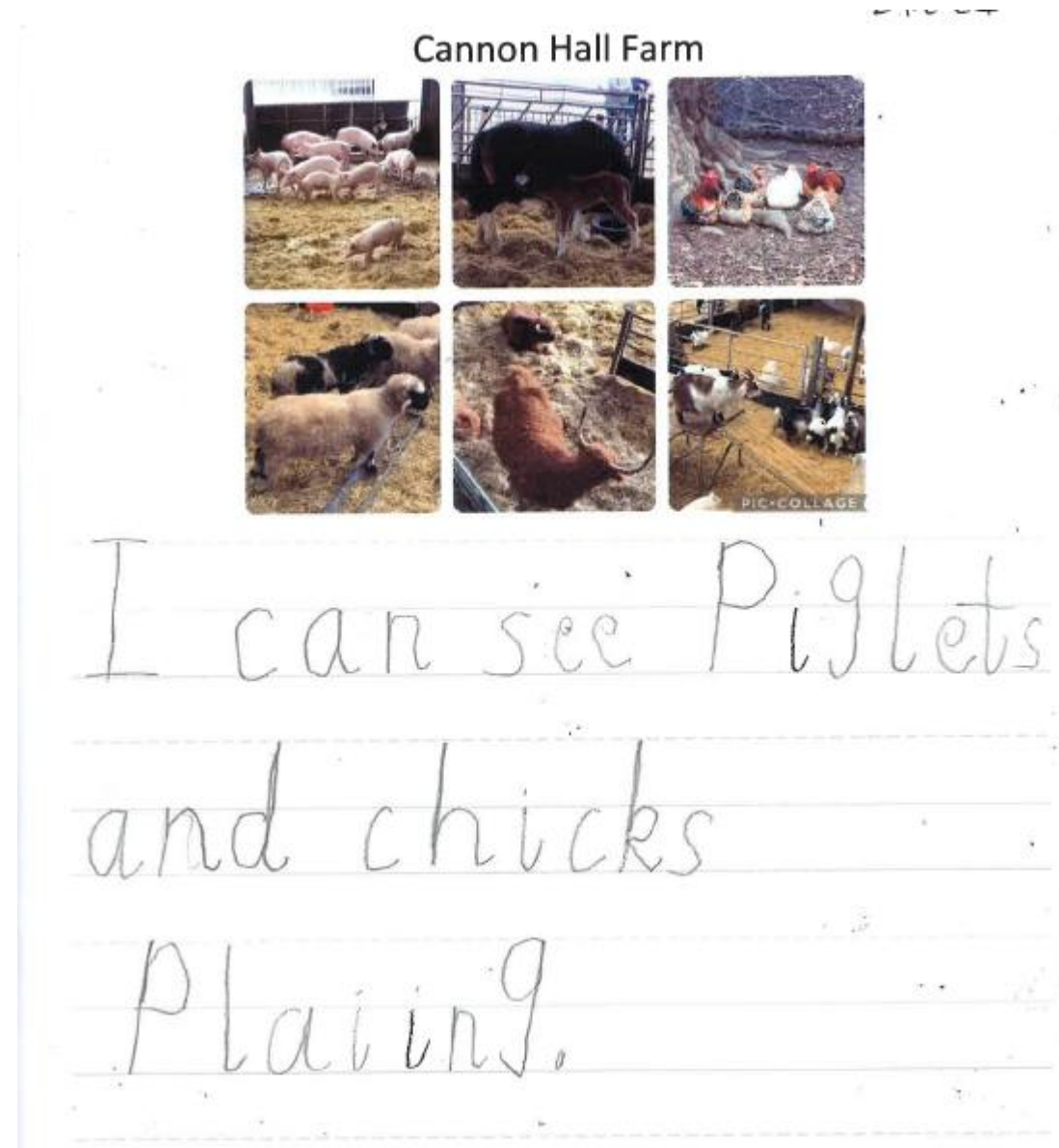
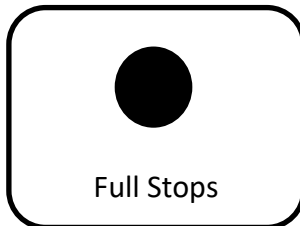
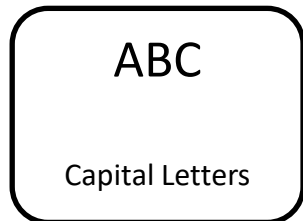
Development Progression of a Child's Writing in EYFS

Expected writing by the end of Reception

Must have:



Would like:



Support at home

- Gross motor and fine motor skills (Stay and play session-15th October)
- Reading books with your child
- Playing eye spy (initial sound/ segmented)
- Practicing letter formation
- <https://www.phonicsplay.co.uk/>
- <https://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>
- Letter formation apps (tablet/ phone)
- Letter/ word hunts