

**Phonics and  
Handwriting  
Information Meeting  
16<sup>th</sup> January 2020**





# Phonics Information



## What is “phonics”?

Children begin to learn phonics (sounds) in Early Years. Once children begin learning these sounds, these sounds are used to read and spell words.

The first initial sounds that are taught are s, a, t, p, i, n. These can be immediately blended for reading to make simple CVC words (consonant, vowel, consonant) e.g. sat, pin. Children then develop segmenting for writing skill; breaking the word into sounds to spell it out.

[www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/](http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/)

There is also a parents section on the ruth miskin website showing how to pronounce and blend sounds.



# Phonics Information



We use the RWI inc approach in school. Children begin by learning the set 1 sounds.

Set 1 sounds are: **m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.** These are broken down into bouncy and stretchy sounds and special friends (sh, th, ch, qu, ng and nk.)

When children can read the set 1 sounds speedily and can blend words with four sounds, they are then introduced to Set 2 sounds.

Set 2 sounds are: **ay, ee, igh, ow, oo, oo, ar, or, ir, ou and oy.**

When children can read set 2 sounds speedily, they are taught Set 3 sounds.

Set 3 sounds are: **oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious**

In your resource pack set 1 are black, **set 2 are red** and **set 3 are blue.**



# Phonics Screening Information



## What is the Phonics Screening Check?

**Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1.**

## What happens during the test?

**The test contains 40 words. Each child will sit one to one and read each word aloud to their teacher. It takes approximately 10 minutes, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real and 20 pseudo words (nonsense/alien words).**



# Phonics Screening Information



## Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word. These words are included because they will be new to all children, they do not favour children with a good vocabulary or visual memory of words.

## Reporting to Parents

At the end of the summer term all schools must report their child's results to parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.



# Phonics Information



## How can I help my child at home?

- **Play lots of sound and listening games with your child**
- **Read as much as possible to and with your child**
- **Encourage and praise – get them to have a “good guess”**
- **If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right**
- **Blend the sounds by pointing to each letter, e.g. /c/ in cat or in the letter group e.g./ng in sing. Next move your finger under the whole word as you say it.**
- **Discuss the meaning of words if your child does not know what they have read.**
- **Use your phonics pack.**



# Phonics Information



## How do I use the phonics learning together pack?

- **Hold up the sound card and get your child to say the sound. Say the pure sound e.g. s not su, t not tu.**
- **Read the words on the side of the card by sounding out. (Set 2 and 3 Speed sound cards only – ask your child to identify the special friend in the word and then fred talk the word and say the word. Repeat for the other words)**
- **Think of other real words containing that sound and attempt to spell them by sounding out.**
- **Build three, four and five letter words. These can be real and alien (made up) words. Encourage your child to say each sound in the word and then blend them together.**
- **Look for that letter sound in a book or anywhere around you.**
- **Make the letter shapes using different materials.**
- **Make a word and see how many other words you can make by changing just 1 letter.**
- **Play hangman with words containing different sounds**



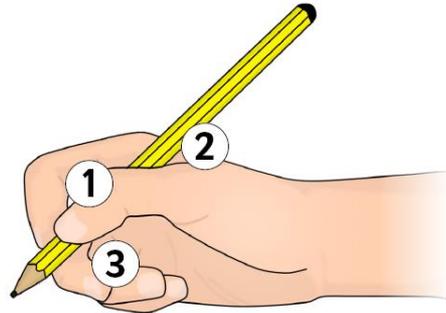
# Handwriting



At the Whitley we follow the Nelson Handwriting scheme. We begin handwriting sessions with **warm up activities** so the children are ready to write.

We use a "froggy" grip or as they currently say in Early Years... a quack quack gribbit gribbit.

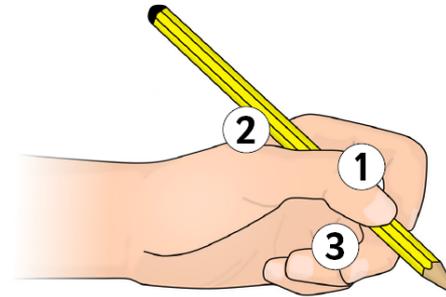
## How to Hold a Pencil



1. Put two frog legs just above the cone shaped part of the pencil.
2. Let the pencil lie across the frog's back.
3. Then put the log under the frog.

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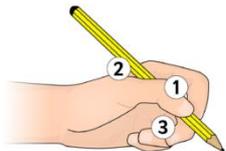
## How to Hold a Pencil



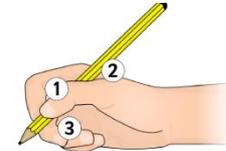
1. Put your thumb and forefinger about 3 cm above the coned end of the pencil.
2. Let the pencil rest between your thumb and forefinger.
3. Then put your middle finger underneath for support.

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Please encourage your child to hold their pencil correctly when completing tasks at home or colouring in.

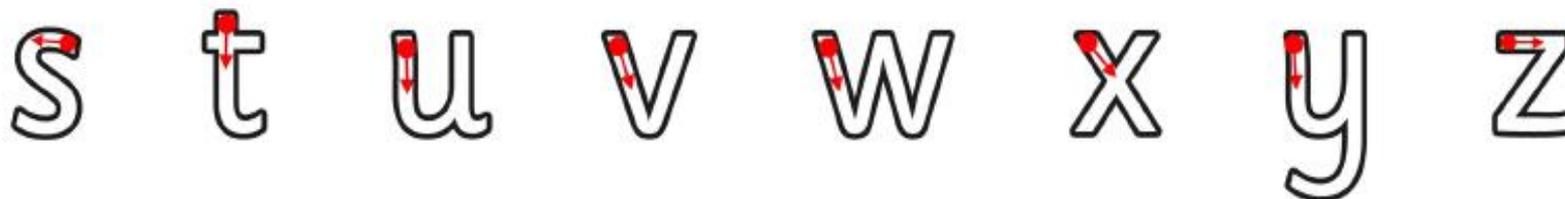


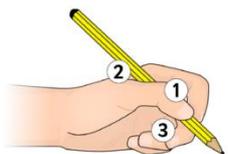
# Handwriting



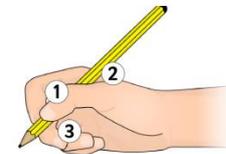
This is how we form lower case letters using the Nelson font. The red dot and arrow show the starting point and direction in which the letter is formed.

Please note the **k** and **f** which are formed differently in Year 1.





# Handwriting



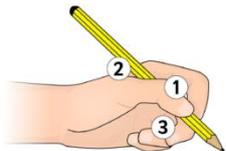
This is how we form upper and lower case letters using the Nelson font. The red dot and arrow show the starting point and direction in which the letter is formed.

Aa Bb Cc Dd Ee Ff

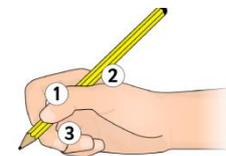
Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz



# Handwriting



## **In our resources pack we have included:**

- Lower case letter formation sheet
- Upper and lower case handwriting booklet
- Number formation sheet (blue with a rhyme to help the children start their numbers in the correct place)
- Letter formation sheet (yellow and white with a rhyme to help the children to form each letter correctly)

## **At home please encourage your child to:**

- Hold their pencil correctly
- Practise forming letters correctly, starting in the right place
- Sit letters with "tails" e.g. g, p, q and y on the line rather than standing on the line
- Ensure tall letters such as b, d, h and t are tall and almost touch the line above
- Ensure capital letters reach the line above



# Phonics Screening and Handwriting Information



- **INVITE CHILDREN IN TO TRY OUT THE PACK WITH THEIR PARENTS.**

**Please feel free to ask any questions while you are trying out your pack.**

**Any questions:**

**Thank you so much for coming!**

**Please do not hesitate to contact us if you have any queries or questions. We are here to help.**

**We really do value everything you do at home.**

**Please would you complete the parent feedback form and return it to us. You can complete it now or return it to school tomorrow. If you would like to attend further phonics coffee meetings please let us know what times are best.**

# **Year One Reading Club**

**We are passionate about developing a love of reading in Year One. We are holding a Year 1 Reading Club every Monday evening after school. You can hear your child read their school reading book, read a core book with them or visit the library and borrow a book for the week.**

**We will be on hand to answer any questions you might have about hearing your child read at home. You can even bring your phonics pack along to work with your child.**

**Older and younger siblings are welcome too and we will provide juice and a biscuit for the children.**

**We look forward to welcoming you into our classrooms.**

