

# Hazelwood Schools Parent Workshop

## Phonics and Early Reading in Reception

### Spring Term





**Phonics is:**

**making connections between the sounds  
of our spoken words and the letters that  
are used to write them down.**





# Terminology – a recap!

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

# This term we are teaching Phase 3









Last term we taught your child to blend and read words with Phase 2 graphemes.







In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



# Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	oo	 hook a book	Pucker your lips and keep them small as you say <b>oo oo oo</b>
ee	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>
igh	 a light in the night	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar ar</b>
oa	 soap that goat	Make an 'o' with your mouth and say <b>oa oa oa</b>	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say <b>or or or</b>

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
ow	 wow owl	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	air	 chair in the air	Open your mouth wide, push your tongue down as you say <b>air air air</b>
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>

# Let's say the Phase 3 sounds

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



Phase 3 sounds taught in  
Reception Spring 1

# Reading words with vowel digraphs/trigraphs

- During Phase 2 we taught your child to blend using the teacher-led blending approach.
- Now they can start to blend independently.
- Children are taught to spot the digraph/trigraph in words first.



# Reading longer words

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

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

# Phase 3 tricky words

## Spring 1 Phase 3 graphemes

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

- words with double letters
- longer words

## New tricky words

was you they my by all are sure pure

## Spring 2 Phase 3 graphemes

Review Phase 3

- words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words
- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end

## No new tricky words

Review all taught so far



# Spelling

# This term's spelling

- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



# How we teach spelling – a recap

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**



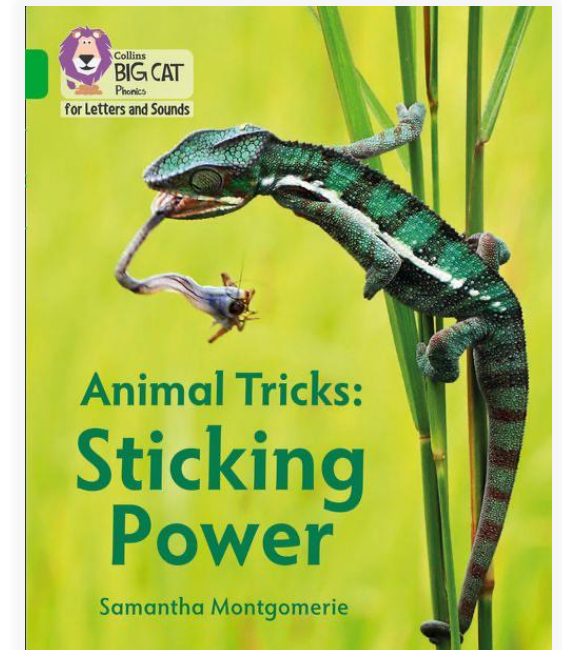
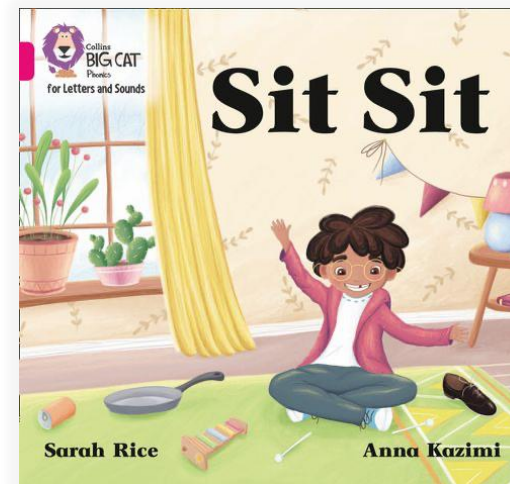
# Reading at home

# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.

Books are matched to children's level through assessments.

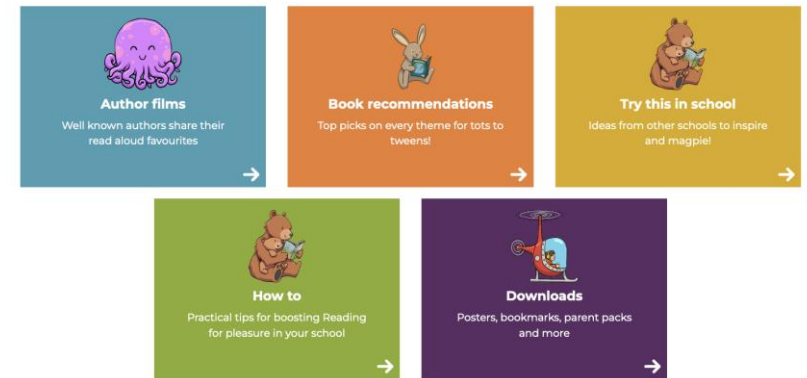


# The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to ...

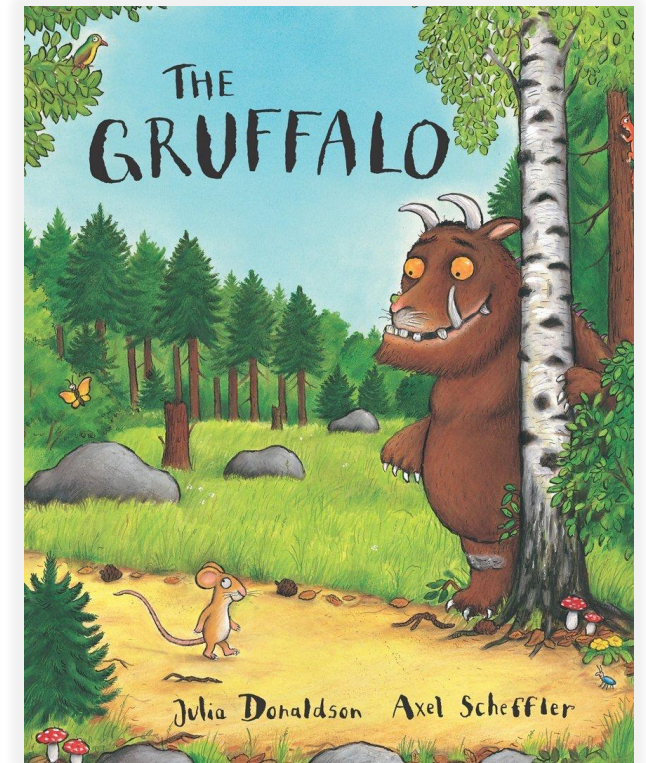
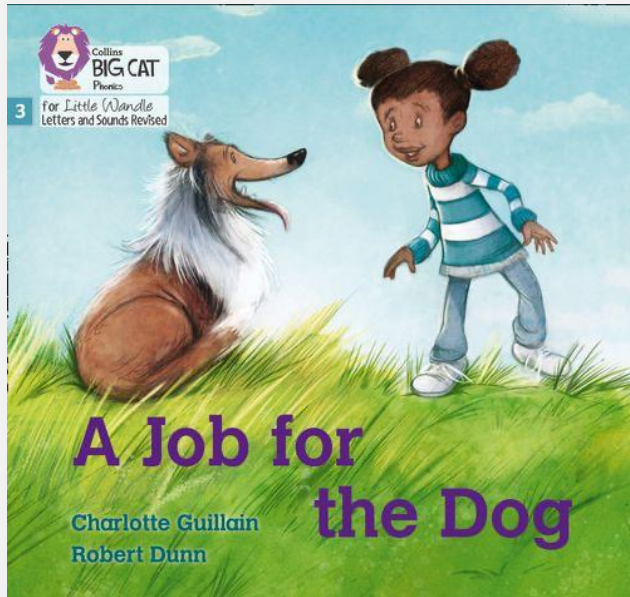
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



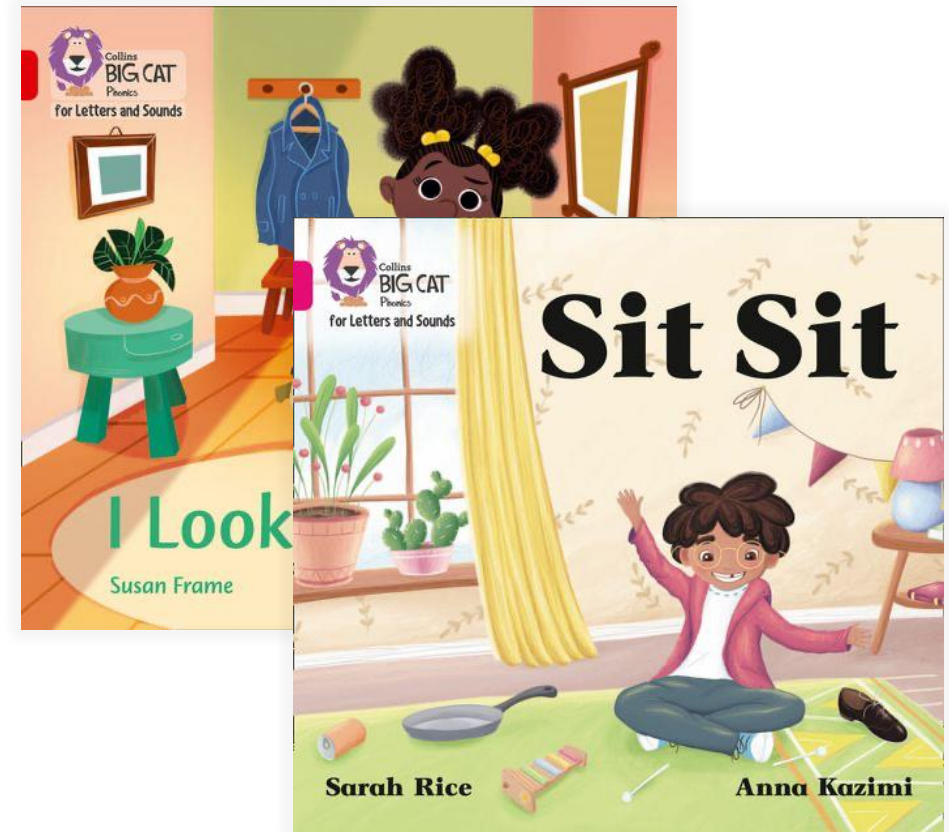
[Little Wandle – Everybody read!](#)

# Books going home – a reminder



# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



# Read to your child



## The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language.
  - Encourage your child to use new vocabulary.
  - Make up sentences together.
  - Find different words to use.
  - Describe things you see.





**Children are made readers on  
the laps of their parents.**

**— Emilie Buchwald**



# Reading a book at the right level

## This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.



# Parent in Class Sessions



- You will now go and visit your child's classroom.
- They will be in a whole-class phonics session
- The session will be 25 -30 mins long
- Please do remain in the classroom until you are collected by a member of Hazelwood Staff.
- We hope you enjoy the session!

