

# Phonics and Reading in EYFS

# Learning to read is a journey...

We are all privileged travelling companions.



Don't expect your child to embark on the journey without you!



# Concepts

- Front/back of book
- Top/bottom of book
- First/last (of a book and a word)
- Directionality: we read (and write) from left to right with a return sweep
- The **writing** carries the meaning and the pictures just support.
- We know where to start because there will always be a capital letter.

# RWI Phonics






At Hayes Primary we follow the RWI programme which allows children to learn to read and write quickly.

We teach phonics every day in differentiated groups.

We complete half termly assessments.

# How we teach Phonics

We start by teaching children one way of reading and spelling  
42 of the 44 English sounds.

				
<b>m</b>	<b>a</b>	<b>s</b>	<b>d</b>	<b>t</b>

We repeat this for all sounds until the children know  
a set of sounds that they can read at speed.

# How we teach Phonics

Some sounds are written with one letter, but many sounds are written with two or three sounds. We call these pairs and trios 'special friends'

## Speed Sounds, Set 2



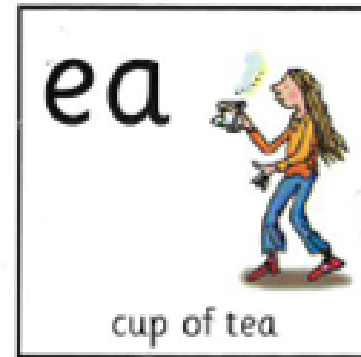
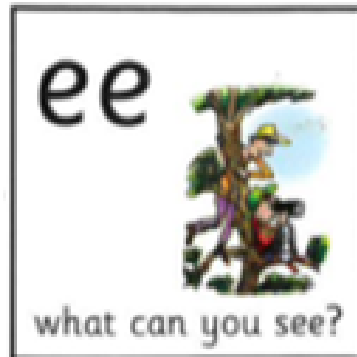
# How we teach Phonics

The sounds are broken up into 3 sets.

Set 1- mostly written with one letter

Set 2- written with special friends.

Set 3- same sounds as Set 2 but alternative spelling.



# How we teach Phonics

Once children can read a set of sounds at speed, we start to teach children how to put these sounds together to build words.

c-a-t → cat

Children read through blending sounds together.



Children segment words in to sounds to spell them.

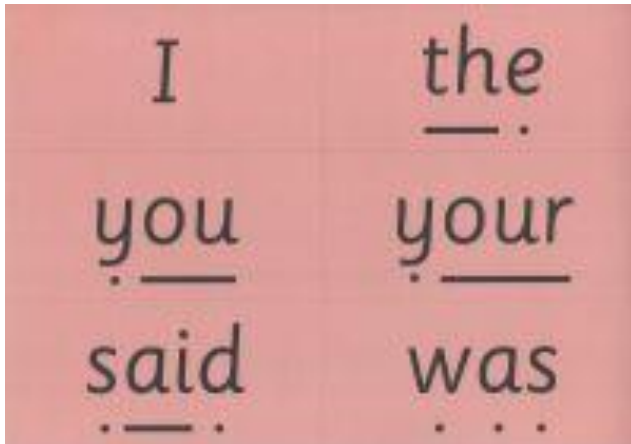


# Reading words

Children use their phonic knowledge to sound out green words.

play

play  
· · \_



Words that we cannot sound out we refer to as red words.

# Reading in Phonics

Once children can recognise sounds and orally blend simple words, we give them books to read in their phonics session.

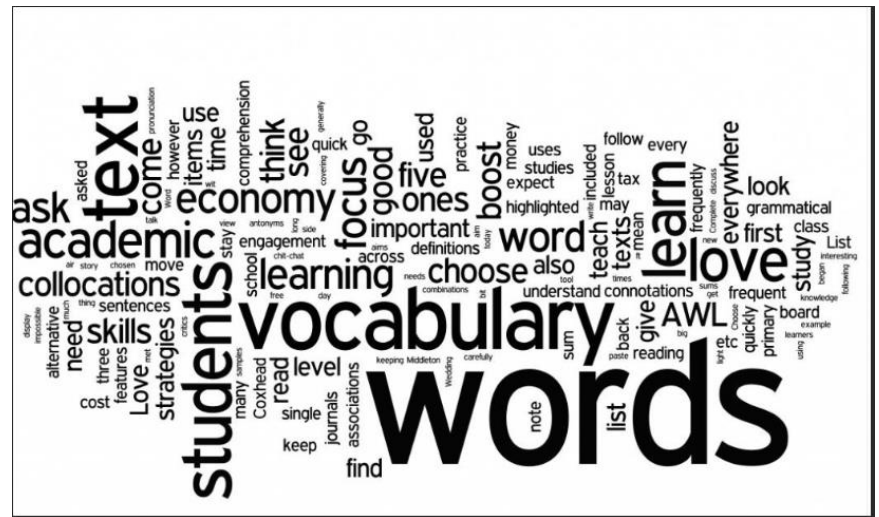
We give children books with the letters that they can read which allows them to build in confidence.



# The importance of Reading

Research indicates that children who read for 20 minutes per day out of school read almost two million words per year compared to those who do not.

Reading at home is the biggest way that parents can support their child's progress at school.



# By the end of Reception - Reading

- Children link sounds to letters.
- They recognise letter shapes.
- They hear and say sounds in the order in which they occur in a word.
- They read simple words by sounding out and blending the phonemes from left to right.
- They recognise and read some high frequency words.

# By the end of Reception - Writing

- Can segment the sounds in simple words and blend them together.
- Uses phonic knowledge to write words in ways which match their spoken sounds.
- Children can write some high frequency words.
- Children can write simple sentences which can be read by themselves and others.

# How you can help

- If your child is ready to start writing letters, please help them to write **lower case letters only**.
- Please encourage your child to use our 'Penpal' script.
- Children may like to do this outside using chalk or water and a large paintbrush.
- Please help your child to write the sounds they can hear in each word.

# Useful Online help

[www.hayes-pri.bromley.sch.uk](http://www.hayes-pri.bromley.sch.uk)

Click on: Learning Excellence/ Our curriculum/ English/  
Teaching of Reading and Phonics

- Ruth Miskin- <https://www.ruthmiskin.com/en/>
- Oxford Owl- <https://home.oxfordowl.co.uk/>