

# St George's Reception Phonics and Reading Parent Workshop

September 2025



## Fisher Family Trust: Success For All Phonics

Ensures whole class teaching throughout the year and no grouping.

A daily phonics lesson that involves lots of blending & segmenting of words.

Children join in chorally as a class.

Daily Shared Reading.

Children who need extra support with phonics will complete intervention at a separate time to whole class phonics.





# **Literacy Early Learning Goal**

(End of Reception)

## **Early Learning Goal – Word Reading**

- Say a sound for each letter of 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.

## **Early Learning Goal – 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.



# What happens in daily lessons?

## Each day:

- revisit phonemes and graphemes
- consolidate learning before new content is introduced
- orally blend
- segment
- read words and then sentences

## Also:

- learn the alphabet
- how to write letters in upper and lower case
- write simple words and then sentences

## Reading:

- daily opportunities to apply their learning into reading
- discussing the text to develop their comprehension skills



# Reading & Writing of CVC words.

## Blending

Recognition of letter sounds.

**cat**

**man**

**bus**



**The dog ran on the bus.**

**'Pure' sounds**

## Segmenting

Listening for a sound in a word...

Can you hear an 'oa' in these words?

**toad road tail goat**

Which other sounds can you hear?  
Use sound talking fingers.



Digraph:

**Two letters one sound**

**ch th sh ng oo ee**

Trigraph:

**Three letters one sound**

**igh air ure ear**

Tricky Words

These words need to be learned by sight.

**I the go to into no he  
she me be we you they**



## Alien/nonsense words

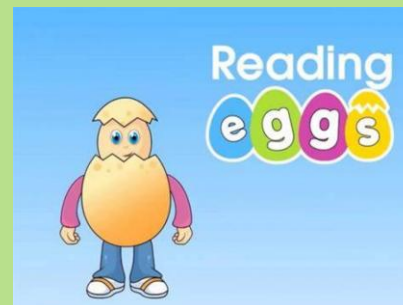
Is it a real word?

**ran reg rog run**

If so, what does it mean? Can you put it in a sentence?

Playing the online **Phonics Play** games help the children to blend the sounds together. Some of the games are free and you can access these at home.

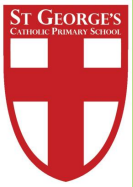
**Reading Eggs**



# Letter Formation

GPC	Phonics Phrase	Letter Formation Cue
/s/	'The snake slides and slithers.'	'Left around, right around, from head to tail.'
/a/	'Alphie asks for apples.'	'Around the apple and down the leaf.'
/t/	'Tap the tall tower.'	'Down the tower, lift and cross.'
/p/	'Peek at the proud parrot.'	'From head to tail then right around the parrot.'
/i/	'Imagine itchy insects.'	'Down the insect, lift and dot.'
/n/	'Ned is near the net.'	'From head to toe and over the net.'
/m/	'The man marches on mountains.'	'From the man go down, climb one mountain then the other.'
/d/	'Don't disturb the dinosaur.'	'Around his back then head to toe.'
/g/	'The girl is glad.'	'Left around the girl, down her plait and curl.'
/o/	'The octopus observes olives.'	'From the top of the head and all the way round the octopus.'
/c/	'The curly caterpillar crawls.'	'Curl around the caterpillar.'
/k/	'The kangaroo keeps kicking.'	'From head to toe, arm up, kick out.'
/ck/	'The chick pecks.'	'Curl around the caterpillar.'
		'From head to toe, arm up, kick out.'
/e/	'Every elephant enters.'	'Under his ear and around his trunk.'
/u/	'The upside-down umbrella is unusual.'	'Under the umbrella, up and down.'
/r/	'The rapid rabbit races.'	'From head to tail then up and over along his ears.'
/h/	'The happy horse hops.'	'From head to toe and over his back.'
/b/	'Bat before the ball.'	'Down the bat and around the ball.'
/f/	'The floppy flower falls.'	'Down the flower and across the leaves.'
/ff/	'Huff and puff.'	'Down the flower and across the leaves.'
/l/	'The long leg leaps.'	'Down the long, long leg.'
/ll/	'Bill is ill.'	'Down the long, long leg.'
/ss/	'Less mess, Jess.'	'Left around, right around, from head to tail.'
/j/	'Jane jumps for joy.'	'Down Jane's back, up to her toes. Jump to the ball.'
/v/	'The vulture veers over valleys.'	'Down one wing and up the other.'
/w/	'Watch the worm wiggle.'	'Wiggle down, wiggle up, down and up.'
/x/	'The excited fox exercises.'	'Hand to toe this way, hand to toe that way.'
/y/	'Yank the yellow yo-yo.'	'Slant down one string and way down the other.'
/z/	'Zip the zig-zag zip.'	'Zig, zag, zig.'
/zz/	'The fuzzy bee buzzes'	'Zig, zag, zig.'
		'Right around the queen and way down her staff.'
/qu/	'The queen is quite quiet.'	'Under the umbrella, up and down.'





# FFT Parent Portal

Access to the Parent Portal and resources.

Shared reader will be added to the homework sheet to practise at home.

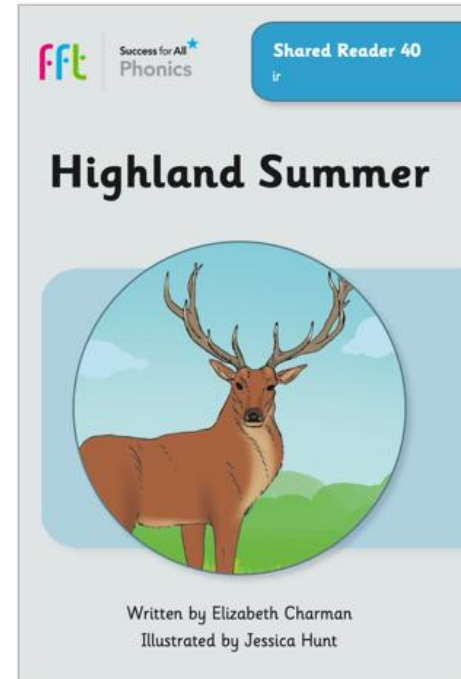
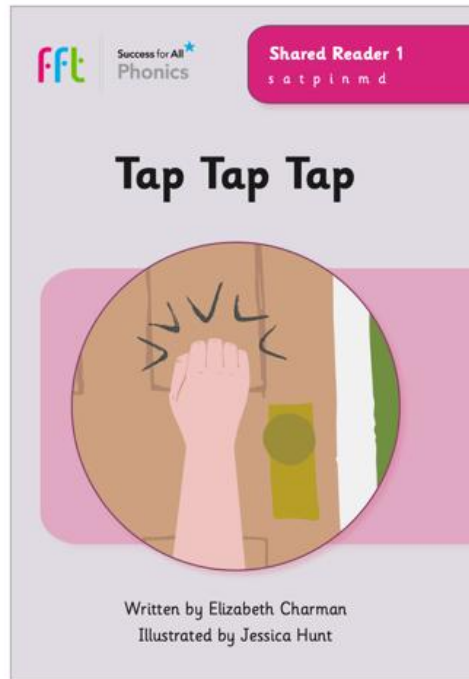
[Parent Portal \(fft.org.uk\)](https://fft.org.uk)

Password: **yx6fkq**



Week beginning:	Phoneme (sound)	Grapheme (written form of sound)
18 <sup>th</sup> September	s a t p	s – 'Left around, right around, from head to tail.' a – 'Around the apple and down the leaf.' t – 'Down the tower, lift and cross.' p – 'From head to tail then right around the parrot.'
25 <sup>th</sup> September	i n m d	i – 'Down the insect, lift and dot.' n – 'From head to toe and over the net.' m – 'From the man go down, climb one mountain then the other.' d – 'Around his back then head to toe.'
2 <sup>nd</sup> October	g o c k	g – 'Left around the girl, down her plait and curl.' o – 'From the top of the head and all the way round the octopus.' c – 'Curl around the caterpillar.' k – 'From head to toe, arm up, kick out.'
9 <sup>th</sup> October	ck e u r	ck – 'Curl around the caterpillar. From head to toe, arm up, kick out.' e – 'Under his ear and around his trunk.' u – 'Under the umbrella, up and down.' r – 'From head to tail then up and over along his ears.'
16 <sup>th</sup> October	Recap of all sounds taught so far.	

# 68 fully decodable Shared Readers



- 68 new decodable Shared Readers, published by FFT
- Shared Readers are linked to our scope and sequence and are used in class for the daily reading lessons (children share a book in pairs)



# Home Reading

**Please listen to your child read at home – using the home reading books or shared reader online. These are chosen based on the phonics knowledge your child has.**

**Please record at least once a week in their reading diary.**

**Please bring reading books and diaries into school every day – they will be read with in class too.**

**Access Reading Eggs at home – logins are found in the front of the reading diary.**

## Tips to help:

- Know that a **GPC is a grapheme phoneme correspondence**. That means a sound is matched to one or more written letters: /a/ /ai/ /ay/.
- Saying **pure sounds** is important
  - some sounds stretch e.g. m, n, r
  - some bounce e.g. b, p.
  - say them softly and say a word that begins with the sound to help.
  - try to avoid a big 'Uh' sound at the end
- Be aware that your child will be learning GPCs each week and applying them to reading and writing.
- The Shared Reader you practise at home with your child will include the focus GPC that they have just learnt that week.
- They will have also read that Shared Reader in class that week.

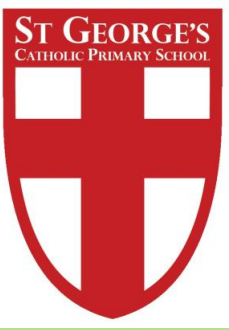
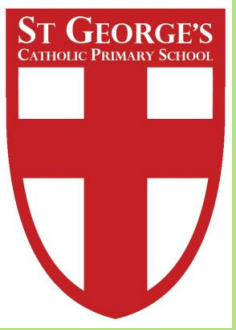






## **Examples of activities to share at home to develop reading and phonics.**

- Letter matching pairs or snap.
- Tricky word matching pairs or snap.
- Letter or word 'splat'.
- Making words with magnetic/wooden letters.
- Writing letters and words using pens, pencils, chalks, white board pens, paint.
- Choose a book and read it together – Story Sack Library books are ideal for this! (Changed weekly on Friday's!)
- School Reading books – please record comments in the Reading Diary.



Thank you!