

St George's Early Years Phonics Workshop

January 2026

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.

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

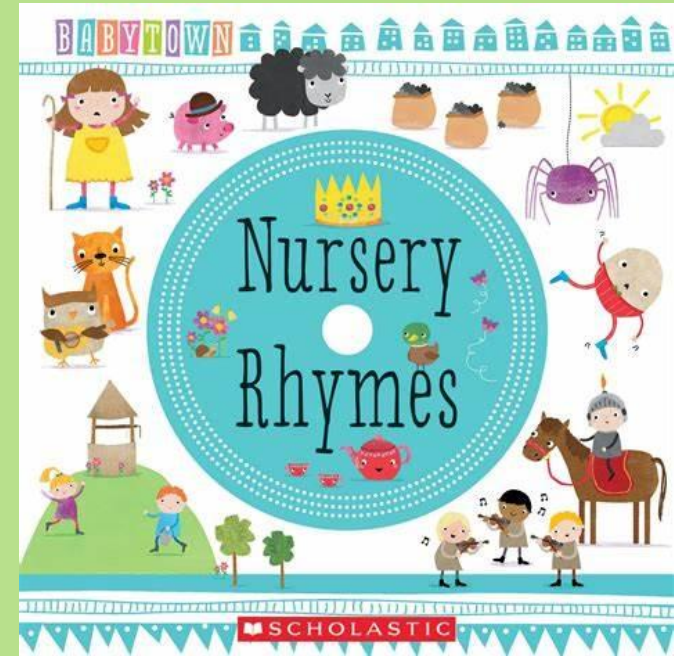


Nursery

Nursery

Phase 1 Phonics

- Environmental sounds.
- Instrumental sounds.
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')





Nursery children will bring home wordless reading books.

Books allow children to learn how stories work, including the order and direction in which they read, without the pressure of words on the page. Children will enjoy talking about the story and discussing what is happening in the pictures.

The first step in reading is to use visual prompts to help read the words. The pictures provide lots of opportunities for playing with environmental sounds, an important first step in the teaching of phonics.

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.

Reception



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



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

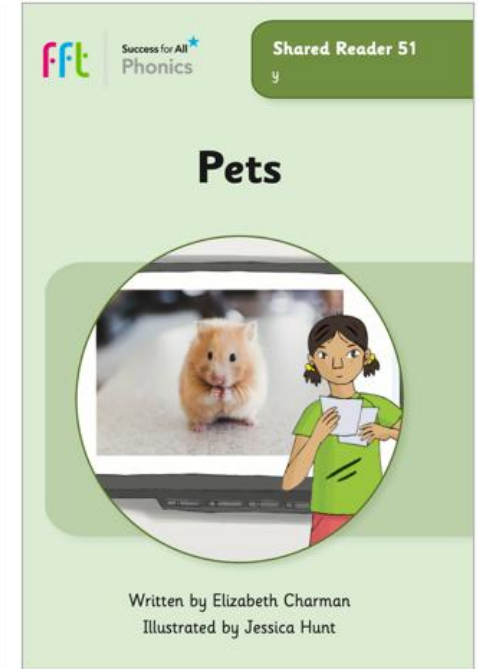
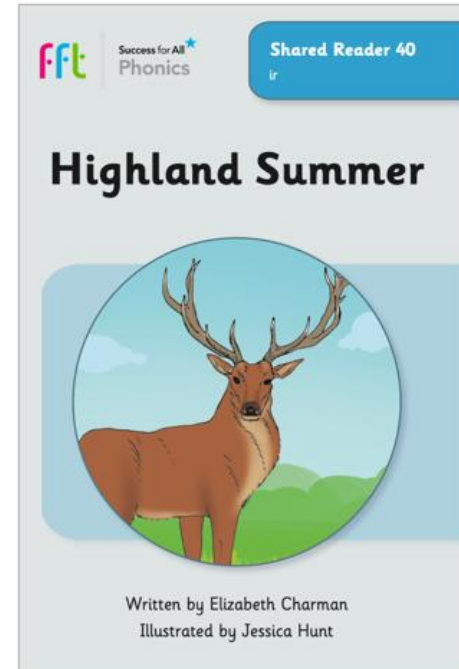
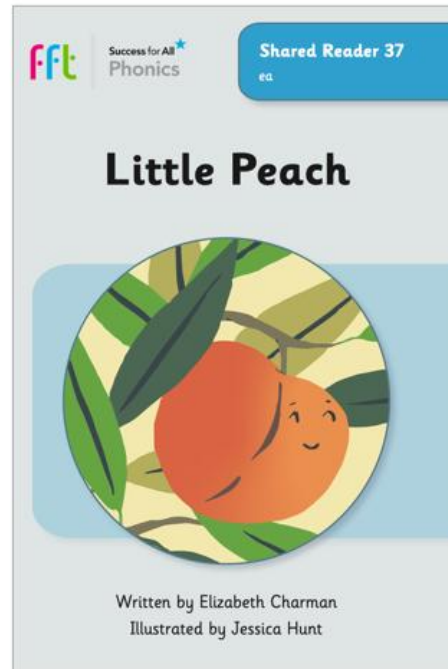
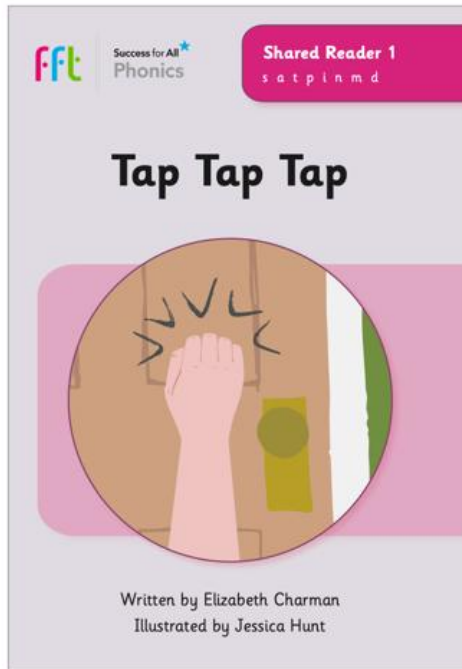


Week beginning:	Phoneme (sound)	Grapheme (written form of sound)
18 th September	s a t p	s – 'Left around, right around, from head to tail.' a – 'Around the apple and down the leaf.' t – 'Down the tower, lift and cross.' p – 'From head to tail then right around the parrot.'
25 th September	i n m d	i – '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 nd 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 th 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 th October	Recap of all sounds taught so far.	

68 fully decodable Shared Readers



Success for All
Phonics



- 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.



Activities and ideas when sharing these books with your child:

Respond to your child's ideas by repeating them back and introducing new words to increase their vocabulary.

Look at the front cover and read the title to your child. Ask them what they think the story will be about? Relate the title back to your child i.e. 'The Lost Gloves' have they ever lost anything? or 'Puddles' what do you do when you see a puddle?

Allow your child to turn the pages of the book and describe what they see in the pictures. You could take it in turns to tell a page of the story.

Encourage your child to add sounds to accompany the action in story and talk about any sounds that might be found in the story setting i.e. 'Feed the Birds' what sounds might you hear outside?

Once you have finished sharing the book ask your child to retell the story in their own words. Did they enjoy the story? Why?

Ask your child to point to different things on the page e.g. The angry man.

Record any comments in your child's reading record book, every time you read together.

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.

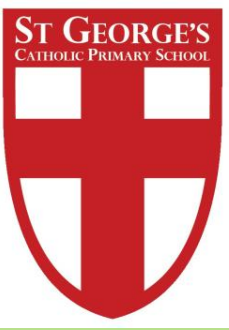
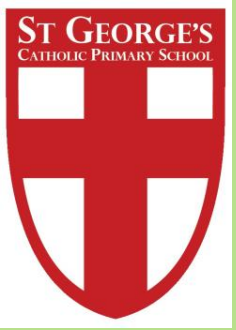


Top Tips



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.)
- School Reading books – please record comments in the Reading Diary.



Thank you!