



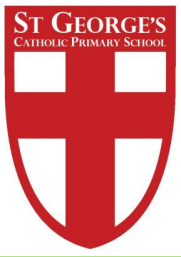
St George's Early Years Parent Workshop

January 2024

Fisher Family Trust: Success For All Phonics

Reception

- daily phonics lessons learning a new sound weekly
 - learn to confidently blend & segment words
 - join in choral and shared reading as a class
 - 1 to 1 reading throughout the week
- home school reading books changed weekly



Reading & Writing of CVC words.

Blending

Segmenting

Digraph:

two letters one sound

ch th sh ai ee

Trigraph:

three letters one sound

igh air ure ear

Tricky Words

These words are learned
by sight.

I the go to into
no

Alien/nonsense words

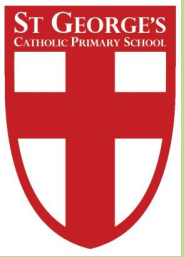
Fisher Family Trust: Success For All Phonics

Nursery

- wordless reading books
- phonics sessions: phase 1 activities
- introduction of letters and sounds

All

Story Sack Library books - changed weekly on a
Friday

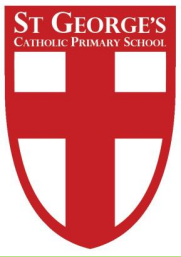


Nursery

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')

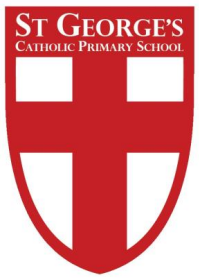
Introduce letters and sounds using pictures and mnemonics.



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.



FFT Parent Portal

**Access to Portal and resources.
Shared reader to practise at home.**

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

Password: yx6fkq

Year 1 Phonics and Spellings Coverage and Homework

These are the sounds (phonemes) we will be learning this half term. Please practise recognising, saying and writing these sounds in words with your child, as they are taught each week in class.

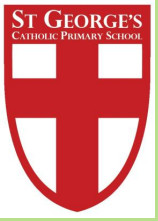
Please access the **Shared Reader** - found via the **Parent Portal** at: www.fft.org.uk (password: yx6fkq)

Please **write in the reading record** when your child has read with you – home readers, shared reader and other books. Please also **practise the spellings** each week for spelling challenges to take place on **Friday's**.

Week beginning:	New Phoneme (sound)	Red Words to Read	Shared Reader
8 th January	e-e 'Athlete Pete competes.'	every whole	No.46 Every Good Thing
15 th January	i-e 'In a while crocodile.'	only move	No.47 I am a caver
22 nd January	o-e 'Phone home.'	father grass	No.48 Yig's Trombone
29 th January	u-e 'Huge cube.'	eye	No.49 The Music of the Sea
5 th February	Review and revision week.		No.50 The Sock Dispute
12 th February	-y 'Silly, happy puppy.'	busy pretty	No.51 Pets

Activities and ideas when sharing 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?
- Record any comments in your child's reading record book, every time you read together.
- Ask your child to point to different things on the page e.g. The angry man.



Early Years Maths

Maths activities are practical, play based and use lots of vocabulary. Staff are able to question children to help with reasoning and problem solving. We embed the basics before they move on to begin to write numbers, number sentences, etc. We can do this through using the ‘**4C’s**’ to develop number sense and effective “Maths Mastery.”

Counting. On and back.

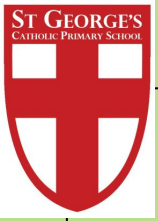
Cardinality. The introduction of numerals, (the amount counted, total number, through games).

Subitising, verbal counting (1 to 1 correspondence, rote counting, songs, rhymes), object counting (pattern then move onto numbers), number conversations, hierarchal awareness.

Composition. How a number is made, understanding other numbers are used to make another (addition).

Comparison. Comparing numbers (vocabulary: “this one is bigger than...”).

Maths can found in EY settings through adult led activities, the resources provided, continuous provision, routines (daily opportunities: date, weather, children present/absent, snack time, tidy up time, transitions, songs) and the environment.



Online Reading & Phonics Games

All reception children have a **Reading Eggs** login
- Phonics Programme.

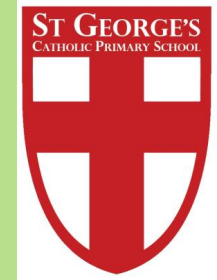
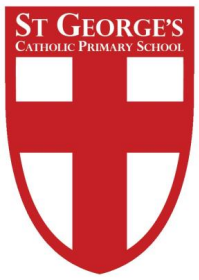
Phonics Play – free phonics games.

Online Maths Games

Numbots (all Reception have a login)

Jack Hartman - counting songs.

Topmarks – maths game



Thank you!