



Pippins Class

Phonics Evening
Welcome!

Aims and Objectives

- Outline our Reception ethos
- End of EYFS Curriculum Goals
- How we teach phonics
- Encouraging writing
- How you can support at home



Curriculum Approach



‘Play is the highest form of research’

Albert Einstein

- ‘Children are ‘hands-on’ learners. They acquire knowledge through playful interaction with objects and people’ - Unicef & Lego Foundation
- ‘When you see your child playing, remember: they are not ‘just playing’. They are thinking, communicating, negotiating, imagining, problem-solving, practising, persevering — and learning.’
- ‘The goal of early childhood education should be to activate the child’s own natural desire to learn’ - Maria Montessori

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in 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.

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.



Little Wandle



- Still very play-based and fun. I adapt in the moment!
- Almost all of the words in the English Language can be worked out using what we call the Alphabetic code - this is made up of 44 sounds or 'phonemes'. We teach a picture side to help them remember, as well as the grapheme.
- [Everything you need to know is here!](#)

Little Wandle

Weekly grid Reception Phase 2

Autumn 1 week 3

Lesson focus	 Revisit and review	 Teach and practise							 Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
g goat	s a t p i n m d	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the sound g g g	grapes glue glasses goat	g goat 	Round the goat's face and curl under its chin.	Review: m-a-n p-i-n s-a-t New: d-i-g p-i-g	man mat sad pin dig	is	Can you touch your ... ? l-i-p ch-i-n h-ea-d f-oo-t



Reading practice session:

Notes for these lessons

- Use the GPCs in **red** for Quick review. Use the prompt card and 'How to' video 'Revisit and Review: GPCs' for support.
- You will need to source the objects for **What's in the box?** and **Blend from the box**. Alternatively, use the 'Images for What's in the box?' and 'Images for Blend from the box' downloads.
- This is the first week for the **Tricky words** activities. Take time to establish routines. The 'tricky' part of the word is in **bold**.
- See the download 'Providing repeated practice: Practice throughout the day' for additional support about embedding phonics in your continuous provision.



Reading

- Children are taught to recognise the connection between the sounds (phonemes) and the letters used to write them down (graphemes)
- When we read we see the letters written down and change them back into sound. We join them together and read! (this is called **sounding out** and **blending**).
- Early books have sound buttons to help.
- Reading books will start to come home when they are blending confidently. Try to read every day if possible!
- Encourage reading with pace, fluency and confidence. Make it sound interesting! (prosody)



Vocabulary



- Phoneme
- Grapheme
- Digraph e.g ck th sh
- Trigraph e.g igh
- GPC - Grapheme/ Phoneme/Correspondence
- Tricky words
- Sounding out
- Blending – Oral blending/ Blending in your head
- Prosody- reading naturally and with expression
- Segmenting and Segmenting fingers- used for spelling
- Chunking – used for reading longer words



Writing

The **2025 DfE Writing Framework** places particular importance on Reception as the year when children build the foundations for future writing. It emphasises that children need plenty of opportunities to **talk, develop their ideas, practise phonics and spelling, and learn how to form letters correctly**. Children should be encouraged to say a sentence aloud before attempting to write it, and to develop the strength and control needed for writing through everyday activities and play. The focus is on **building secure foundations rather than expecting children to write at length** — helping them become confident in expressing their ideas and understanding that writing has meaning.



How are we doing this?

- Making writing interesting, fun and purposeful
 - Writing during play
 - Lots of fun activities to strengthen hands, arms and shoulders
 - Writing about something that interests them or is personal to them
- Very little pressure and a lot of encouragement
- Composing, scribing and acting stories out together
- Daily handwriting sheets if they're ready
- More focussed handwriting practice in Spring, when they have the right underlying skills.



How can you help?

Reading:

- Spotting graphemes as you are out and about
- Leaving words around the home for them to find
- Listening to them read each day
- Encourage reading with pace, fluency and confidence. Make it sound interesting! (prosody)
- Share other books and stories, and model reading for pleasure yourself
- Practice tricky words

Writing

- Have a whiteboard or a chalkboard for them to use
- Encourage mark-making wherever you can (patio, windows, notebooks, clipboards)
- Make up funny, short stories and write them down, then encourage them to do the same
- Share any stories they write with us
- Get them cleaning the patio with bubbles and a brush, or 'painting' your outdoor walls with water and rollers/paintbrushes
- Practice writing X and doing anti-clockwise circles
- Use [Letter-join](#) to practice or print patterns. Not letters yet as these have the join!



Any Questions?

Thank you for joining us!