

Structure throughout the year for phonics and handwriting:



Foundation Stage Reception Class

	Term 1	Term 2
Structure	<p>First Three weeks:</p> <ul style="list-style-type: none"> Establish pencil grasps success – tracked using the visuals in classroom. Complete baseline portrait – update INSIGHT Anticlockwise movements to encourage and support correct letter formation. Segmenting and blending is a daily activity (orally – CVC) Introduce phoneme fingers for each sound – bringing fingers together when saying the whole word as a word (Blending). Singing and movement is used for gross motor skills and anti clockwise movement Fine motor activities in enhanced provision. Opportunities for mark making in different forms using a range of materials to spark curiosity. <hr/> <ul style="list-style-type: none"> Taught sounds: Unit 1 (each sound is taught by whole class participating in storytelling and actions) Taught letter formation along side the above sounds. Each time a letter sound is taught a flash card is sent home (and when appropriate, a cumulative decodable text based around that sound is also sent home) Hand over hand is used to encourage exact letter formation and noted in books Sound picture is coloured in – this is an activity to increase pencil control and also placed in sound book marking where the hand needs to be placed while writing hand writes the letters. This encourages children to be positioned correctly and build their core and stamina Children are encouraged to place magnetic letters in the correct alphabetical order (with support sheet) – embedding letter shape familiarity. Blending and segmenting intervention and sound recognition embedding use of phoneme fingers Reading books to be sent home matching sounds learnt so far. Workshop for parents on phonics understanding and how to support the program at home. Give them insight into what happens in a daily phonics session. Making CVC words with magnetic letters – encouraging phoneme fingers More able writing CVC words on paper/post-it-notes rather than making them with magnetic letters Practice independent segmenting to match CVC words to pictures (use of phoneme fingers) Modelling writing CVC words in a sentence (phoneme used) Modelling in whole class learning – reading a sentence ‘smoothly’ – toy car moved under sentence to say sentence smoothly (also use hand movement if no car available) 	<ul style="list-style-type: none"> Establish intervention for any with poor pencil grasp (recorded on INSIGHT) Intervention will be looking at ‘crossing the core and gross motor as well as fine Additional booklet sent home during parents evening based on sounds learnt so far which give a variety of CVC words and short simple sentences that is progressive. Tips on how to read 1:1 at home given out at parents evening. Pencil grips introduced for children not able to hold pencil independently Taught sounds: unit 2 up to ‘y’ Taught letter formation along side the above sounds. Sentence books introduced once all sounds have been taught. Whole teaching on writing a sentence with taught sounds already (refer to letters and sounds) In sentence books – children will be encouraged to write a sentence (max of 3 words) around a simple theme including some tricky words. Each word is placed on a post-it-note, these are then muddled up for child to read own writing and give opportunities to self correct before placing in book. Letter formation will be picked up and any incorrect letter formation will be modelled and children will practice at that moment (responsive teaching used). This will be evident in their books. Books will be marked in accordance with the marking policy. Written words that are phonetically correct will not be corrected at this time. (This is due to encouraging intrinsic motivation on writing – fairy dust also used for pencils that don’t work – reluctant writers) High frequency words introduced 90% children secure at unit 1 Introduce writing lists (enhanced provision in own learning time) Tricky words taught using ‘houses’ no, go, so (house) I (lives on own) The (Lives on own) to, into, do (house) Videos inline with what would have been the parent workshop will be created. Videos with the children making actions for the sounds will be filmed and put together as a short video sent out to parents each term.
	Term 3	Term 4
Structure	<ul style="list-style-type: none"> Revision of unit 1 sounds and tricky words. Pencil grip assessed formally and recorded on INSIGHT checking for any children who have regressed – intervention started/continued Extension dictation of sentences. Using unit 1 sounds building up to phase 3. This is while whole class singing and movement to continue for those needing to child upon their gross motor and anti clockwise movement (letter formation) Revision of tricky words Sentence books continued Taught sounds: ai, ay, w, oa, ow, oa ie, igh, /u/ o, (finished unit 2) Tricky words taught using ‘houses’ we, he, she, me, be (house) 	<ul style="list-style-type: none"> Revision of unit 1 and unit 2 sounds and tricky words. Tricky words taught using ‘houses’ was (house) my, by (house) are (house) all (house) Extension dictation of sentences. Sentence books continued Taught sounds: ee, or z, zz, wh ee, ea /e/e, ea (Unit 3) Tricky words taught using ‘houses’ was, (house) why, my, by (house) you, your (house)

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	Term 5	Term 6	
Structure	<ul style="list-style-type: none"> • Revision of unit 1, 2, 3 and teach 'ng' • Taught sounds: unit 4 'nk' 'v' 'oo-oo' 'y' -y', 'x, ch' • Lots of opportunities in the continuous and enhanced provision to promote independent writing alongside daily phonics lessons including writing books used. • Tricky words taught using 'houses' are, all 	<ul style="list-style-type: none"> • Revision of unit 1, 2, 3 and taught sounds from unit 4 • Unit 4 unit 5: 'sh, th/th' 'ed, qu' 'ou,ow' 'oi,oy' 'ue,er' 'ar' 	Summer holiday homework preparation for year 1