

Welcome to...

Reception Phonics Meeting 3

Moving from oral blending to
reading.



Set 1 sounds: m a s d t l n p g o c k u b f e l h r j v y w z x

Orally blending – listening to sounds and blending them together to make a word

Independently blending – reading sounds and blending them together to make a word

Set 1 special friends: sh th ch qu ng nk ck ss ll ff

When reading words ask:

- Special friend? (if yes which?)
- Fred talk
- Say the word

- When they become more confident they could read with Fred in their head.

Fred fingers – to help spell



Set 1 sounds: m a s d t l n p g o c k u b f e l h r j v
y w z x

Orally blending – listening to sounds and
blending them together to make a word

Independently blending – reading sounds and
blending them together to make a word

dog

SIA



Set 1 sounds: m a s d t l n p g o c k u b f e l h r j v
y w z x

Orally blending – listening to sounds and
blending them together to make a word

Independently blending – reading sounds and
blending them together to make a word

man

SIA



Set 1 sounds: m a s d t l n p g o c k u b f e l h r j v
y w z x

Orally blending – listening to sounds and
blending them together to make a word

Independently blending – reading sounds and
blending them together to make a word

vet

SIA



Set 1 special friends: sh th ch qu ng nk ck ss ll ff

When reading words ask:

- Special friend? (if yes which?)
- Fred talk
- Say the word

- When they become more confident they could read with Fred in their head.

chin

SIA



Set 1 special friends: sh th ch qu ng nk ck ss ll ff

When reading words ask:

- Special friend? (if yes which?)
- Fred talk
- Say the word

- When they become more confident they could read with Fred in their head.

Ship

SIA



Set 1 special friends: sh th ch qu ng nk ck ss ll ff

When reading words ask:

- Special friend? (if yes which?)
 - Fred talk
 - Say the word
- When they become more confident they could read with Fred in their head.

fox

SIA



Set 1 special friends: sh th ch qu ng nk ck ss ll ff

When reading words ask:

- Special friend? (if yes which?)
- Fred talk
- Say the word

- When they become more confident they could read with Fred in their head.

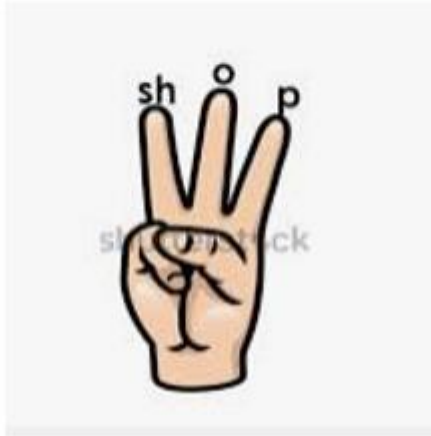
wink

SIA



Fred fingers

– they help us to spell



Set 1 single sound words:

It, on, it, an, and, pin, pat, got, dog, sit, tip pan, gap, dig, top,
bin, cat, cot, can, kit, mud, up, cup, bad,
Bed, met, get, fan, fun ,fat, lip, log, led, had, hit, hen,
Red, run, rat, jog, jet, jam, vet, van yes, yet, yum, yap, win, web, wet, Zag, zip,
fox, box, fix, six

Set 1 special friend words:

Ship, shop, fish, wish, thin, this, chin, chop, chat, quiz, quit, sing, bang, wing,
wink,
bell, well, huff, mess, sock, think, quick, thing

4 sound words: Blob, blip, brat, drop, clip, from, frog, flag, flop, grin, gran,
pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, best, test, bend, jump,
hand, send, dress, fluff, black, stink

5 sound words: strop, stamp, stand, pocket, packet, ticket, rocket, puppet,
bucket, carrot, rabbit, cannot, kitten, kitchen, comic, seven, given, robin,
lemon, ribbon, button, jacket.



Alien words










These are words that are not real but the children can read if they use their phonics.

We make it fun by acting surprised when they can speak alien!

These show us that the children really know their phonics and aren't just remembering words due to repetition (nothing wrong with that but we need their phonics to be strong too!)

These feature in the Year 1 National Phonics Screening.



 <p>ib</p>	 <p>ip</p>	 <p>teb</p>
 <p>mip</p>	 <p>vab</p>	 <p>geb</p>
 <p>sem</p>	 <p>pid</p>	 <p>fot</p>

SIA

 <p>menk</p>	 <p>zep</p>
 <p>thab</p>	 <p>ched</p>



Ditties

Ditties are an introduction to reading sentences. They will be practice in school and sent home each week.

Red words – you will see these words at the top of each ditty sheet. These are words that are common, and our phonics cannot help us to read them. These are words we just need to remember through recognition and practice.



Partner Reading

Children take turns to be the teacher.

They use lolly sticks to point to each sound.

They can do this at home with their blending books and ditty sheets.



Hold a sentence

Say a simple sentence several times and in different tones and volumes.

Can the children remember the sentence?
Even after a distraction?

This helps to **COMPREHEND** what we read as a whole sentence and will help when we come to **WRITE** sentences.

