



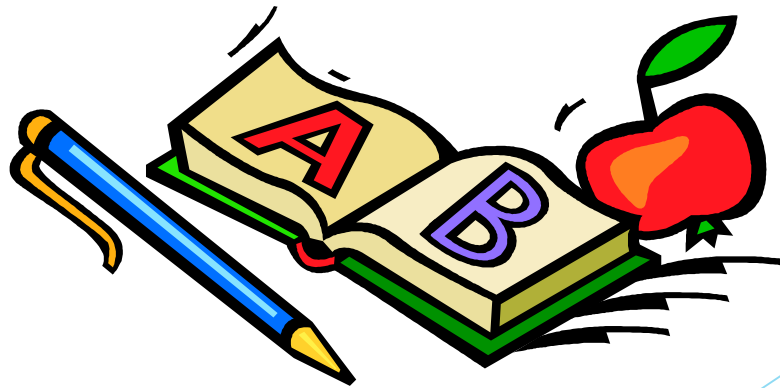
Phonics & Handwriting Workshop for Nursery and Reception



6.10.2026

What is Phonics?

- ▶ Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabet code and an understanding of the principles underpinning the way the code is used in reading and spelling.





But before we introduce 'letters' there is a whole host of learning (phonological awareness) which comes before and without this knowledge we do not create firm foundations for our children to acquire the skills to be able to read and write.

Red Rose Letters and Sounds

The intent behind Red Rose Letters and Sounds, Communication, Language and Literacy, Phonological Awareness - Phase 1 is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of Phase 1 Phonological Awareness. It supports children in becoming successful communicators, paving the way for them to make a good start on their reading and writing journey.

Phase One consists of seven aspects of learning...

Aspect 1 Environmental Sounds

Aspect 2 Instrumental Sounds

Aspect 3 Body Percussion

Aspect 4 Rhythm and Rhyme

Aspect 5 Alliteration

Aspect 6 Voice Sounds

Aspect 7 Oral Blending and Segmenting

Oral Blending and Segmenting

- ▶ It is really important that children have plenty of experience of listening to adults modelling oral blending before being introduced to phoneme – grapheme correspondences. Once children can orally blend and segment they are better able and are ready to learn phoneme – grapheme correspondences.

Blending and Segmenting

- ▶ Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important.

The Terminology

► **Phonemes**

A phoneme is the smallest unit of sound. It is generally accepted that most varieties of spoken English use about 44 phonemes.

► **Graphemes**

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There are 26 letters in the alphabet but we use these to make all the graphemes that represent the phonemes of English.

Moving on...

Once the children have a good grasp of the seven aspects of learning phonological awareness - in particular aspect seven: oral blending and segmenting, we have built the firm foundations in readiness to learn graphemes and phonemes...

How do we pronounce the phonemes?

- ▶ <https://home.oxfordowl.co.uk/phonics-videos/>
- ▶ It does matter - we have to pronounce the phonemes accurately...
- ▶ Let's practise together!

How can we teach the phoneme - grapheme correspondences?

In reception we continue to use Red Rose Letters and Sounds.
Lessons follow the same structure every day.

Revisit/ Review	Teach	Practise	Apply
We play games to recap our prior learning.	New learning: Hear it - say it - see it - write it.	We play games and practise reading and writing with our new learning	We apply our learning through reading and/ or writing.

Phonics fingers for segmenting/ pushing hands together for blending

When segmenting we encourage children to use their phonic fingers as this helps them to recognise the number of phonemes in a word.

When blending we say the phonemes and push these together to say the word.

Your help with this is greatly appreciated!



Grapheme - Phoneme Correspondences and Phoneme - Grapheme Correspondences

We convert graphemes to phonemes when we are reading aloud – decoding written words. We convert phonemes to graphemes when we are spelling – encoding words for writing. Therefore, children need to learn which graphemes correspond to which phoneme and vice versa.

Reading

In order to read an unfamiliar word, a child must recognise (sound out) each grapheme, not each letter. To read cat, they will sound out /c/a/t/, for ship /sh/i/p/ and then push the sounds together to blend and read the words.



Reading

The books children will bring home will match the phonemes that they have learned and are learning. To begin with, their reading books will contain the phonemes:

/s/ /a/ /t/ /p/ /i/ /n/



PHASE 2	GPCs	Tricky words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach the
Week 6	Teach c k e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k c k e u r h b	Teach into
Week 9	Teach f f f l	Recap the I to no go into
Week 10	Teach l l s s	Recap the I to no go into
Week 11	Consolidate f f f l l s s s	Recap the I to no go into
Week 12	Consolidate if required	Recap the I to no go into

Phase 3

Digraph: two letters that make one sound.

A consonant digraph contains two consonant
sh ck ll ch

A vowel digraph contains at least one vowel
ai ee or oy

Trigraph: three letters that make one sound
igh ear ire air

PHASE 3	GPCs	Tricky words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z/zz	Teach we be me
Week 3	Teach qu ch sh	Teach was my
Week 4	Teach th/th ng	Teach you they
Week 5	Consolidate qu ch sh th/th ng	Recap he she we be me you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa	Teach are like (Phase 4)
Week 8	Teach oo/oo	Teach said when
Week 9	Teach ar or	Teach have one
Week 10	Consolidate ai ee igh oa oo/oo ar or	Recap her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear	Teach so were
Week 13	Teach air ure er	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Recap Phase 3/ 4 tricky words as required

Phase 4

Phase 4 phonics teaches children to blend and segment longer words with adjacent consonants. They will also be able to read and spell CVCC, CCV, CCVC, CCVCC, CCVC & CCCVCC words. They will know all letter names and be able to read and spell some tricky words and polysyllabic words.

PHASE 4	ADJACENT CONSONANTS	Tricky words
Week 1	Teach CVCC & CCV	Teach said so have like
Week 2	Teach CCVC & CCVCC	Teach some come were there
Week 3	Teach CCCVC & CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's

Phase 5

Split digraphs: A digraph in which the two letters are not adjacent e.g.
maake

Alternative sounds: different graphemes which sound the same.

Further Graphemes for Reading		Tricky words
Week 1	Teach ay, ou, ie, ea	Teach Mr, Mrs, people
Week 2	Teach oy, ir, ue, aw	Teach looked, called, asked
Week 3	Teach wh, ph, ew	Teach oh, their, could
Week 4	Teach oe au a-e e-e	Teach water, where, who
Week 5	Teach i-e o-e u-e	Teach HF words again, thought, through
Alternative Pronunciations for Graphemes		Tricky words
Week 6	Teach Alternative pronunciations for i, o, c and g	Teach HF words work, mouse, many
Week 7	Teach Alternative pronunciations of u, ow, ie and ea	Teach HF words laughed, because, different
Week 8	Teach Alternative pronunciations for er, ch and a	Teach HF words any, eyes, friends
Week 9	Teach Alternative pronunciations for e, y and ou	Teach HF words once, please
Alternative Spellings for Phonemes		Tricky words
Week 10	Teach /ee/ ee, ea, y, ie, e-e, ey, e	Teach HF words I'm, I'll, let's
Week 11	Teach /ee/ ee, ea, y, ie, e-e, ey, e	Teach HF words : small, great, before
Week 12	Teach /oo/ ew, u-e, ue, ui	Teach HF words : jumped, stopped, pulled
Week 13	Teach /ai/ ay, a-e, eigh, ey	Teach HF words gone, we're
Week 14	Teach /igh/ ie, i-e, y, i	Revise/ re-teach tricky words from above as and when required.
Week 15	Teach /oa/ ow, oe, o-e, o, oul	
Week 16	Teach /ow/ ou, ough + /oi/ oy	
Week 17	Teach /ar/ a al + /u/ oo ou	
Week 18	Teach /or/ aw oor au al a our augh	
Week 19	Teach /ur/ ir er or ear	
Week 20	Teach /ear/ eer ere	
Week 21	Teach /air/ ear are ere	
Week 22	Teach /l/ le al + /z/ se + /zh/ su si	
Week 23	Teach /n/ kn gn + /r/ wr	

Using Phonics

Let's play some games...

Games to use at home:

<https://www.phonicsplay.co.uk/>

<https://www.phonicsbloom.com/>

<https://www.education.com/games/word-patterns/>

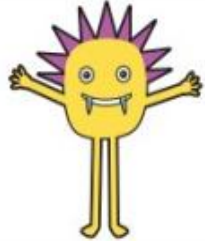
Nonsense Words

The more phonemes the children learn the more words they will be able to decode and read.

In Year One, the children have a phonics screening check. This consists of twenty real words and twenty nonsense words. The nonsense words in the check have an alien next to them so we often call them alien words. The reason they are included is because they are new to all pupils; they do not favour children with a good vocabulary or visual memory. It is important to remember that this text is literally just to assess the children's ability to segment and blend sounds. It does not assess their understanding.

Nonsense Words

sut



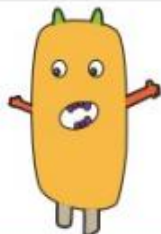
yad



dop



uct



crust

trails

strip

scraps

Tricky Words

And, just to complicate things further there are common exception words – tricky words to learn too!

For example, was and the...

Note the unusual correspondence between the spelling and sound; hence why we call them tricky. Children need to learn to read these words by sight and also to spell by heart because they do not follow the rules!



Phonics Homework

The homework sent home supports your child's learning in phonics and letter formation.

Again, your help with this is greatly appreciated.



So how can you help?

- ▶ Continue to sing nursery rhymes and play clapping games together.
- ▶ Play sound games such as sound lotto or simply listen to the sounds in the environment.
- ▶ Make silly sounds together e.g. chchchchch for the train.
- ▶ Play rhyming games – e.g. what rhymes with pan? Can you continue the rhyme and play rhyme tennis?
- ▶ Make up alliterative phrases e.g. Suzy sizzles sausages.

So how can you help?

- ▶ Practise orally blending and segmenting words - use phonics fingers!
- ▶ Practise reading the phoneme – grapheme correspondences.
- ▶ Touch it say it blend it e.g. t/i/n c/u/p
- ▶ Read regularly.
- ▶ Play games such as pairs to help learn the tricky words.
- ▶ Use magnetic letters and spell out simple words on the fridge – have a new word each day with the phonemes your child knows.
- ▶ Play write messages together – make it fun! Emphasise the positives – look you wrote jam right in your shopping list, then write how the words should be spelt. Do not make negative comments. We do not want to put our children off writing!

Remember!

Whatever you do with your child it needs to be fun and engaging. If your child is tired or if you are tired many of these activities will become strained. Little and often works best.



Handwriting

The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side and bottom of the frame, creating a modern, dynamic aesthetic.

Developing Handwriting - how can you help?



Gross Motor Development

Gross motor control is the term used to describe the development of controlled movements of the whole body, or limbs (arms or legs). Of particular importance in relation to handwriting is the development of good posture and balance. Activities such as dance, football, use of small apparatus, cycling, gripping climbing frames and building with large-scale construction kits all develop gross motor control.



Magic 3 &
Fundamental Skills



Fine Motor Development

Fine motor control is the term used to describe smaller movements, usually of the hand and fingers (or of the feet and toes for children who communicate using touch sensitive pads with their feet). Fine motor control is best developed through activities which involve small-scale movements such as, threading, sewing, weaving, pegboards, woodwork activities involving hammers, screwdrivers and pliers.



Story Dough

The Pincer Movement

The pincer movement is required to help children grip a pencil...



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How handwriting is taught:

- ▶ Through mark-making opportunities.
 - ▶ Through fine motor development activities.
 - ▶ Through adult-led and child-initiated learning.
 - ▶ Alongside phonics whilst maintaining explicit handwriting instruction.
-
- ▶ **Posture**
 - ▶ Children should:
 - ▶ Sit with backs supported.
 - ▶ Place feet flat on the floor.
 - ▶ Sit close to the table.
 - ▶ Support paper with their non-writing hand.
 - ▶ **Pencil Grip**
 - ▶ Children are encouraged to use an efficient tripod grasp where possible.
 - ▶ Staff recognise that some alternative grips may be effective and comfortable and should not automatically be corrected.

Letter Families

Letter families

For teaching letter formation

Letter family 1

Down and off in another direction

l i t j u y

Letter family 2

Down and retrace upwards

m n r b p h k

Letter family 3

Anticlockwise round

c a d o q g e f s

Letter family 4

Zig-zag letters

v w x z



Round the anchor
and down the rope.



Down the bat and
round the ball.



Curl round
the cat.



Back round the
dog's body, up to
his ears and down
to his tail.



Across the shelf
and over the elf.



Follow down
the flamingo
and fly.



Go round the
gorilla and swing
from the vine.



Down the hill and
over the hedge.



Down the insect
and don't forget
his cap.



Jump off the jetty
and don't forget
your cap.



Down the koala's
body, arm and leg.



Down the long
ladder.



Down the mound
and over the moles.



Down the nose and
over the nostril.



Back round the
octopus.



Down the path, up
the path and round
the pond.



Quick! Back round
the pond, down
and splash.



Rain down to the
ground and over
the rainbow.



Slip down
the slide.



Down the tree and
across the branch.



Down under the
sea, up for breath
and down again.



Down the vase and
up the vase.



Down the wave and
up the wave. Down
the wave and up
the wave.



Cross the box and
cross the box.



Down the yo-yo,
up the yo-yo
and swing.



Zip, zap, zoom!

LPDS
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Letters and Sounds