

EYFS Phonics and Transition to KS1



Aims of the session

- How phonics will continue into Year 1
- The expectations of reading in Year 1
- What transition looks like
- How you can support your child at home

Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Adjacent consonant

Split digraph

Year 1 - Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y z zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a e ea	 i y	 o a	 u o-e ou	

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent



Reading words - strategies

- Blending in your head
- Spot digraphs in words before reading the word as a whole.
- Eventually, reading becomes automatic and children will be able to read words that they know fluently.
- Fluency is the ultimate goal of phonics teaching and fluent reading is explicitly taught.



Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children will learn to read Phase 5 tricky words.



Spelling - continuation

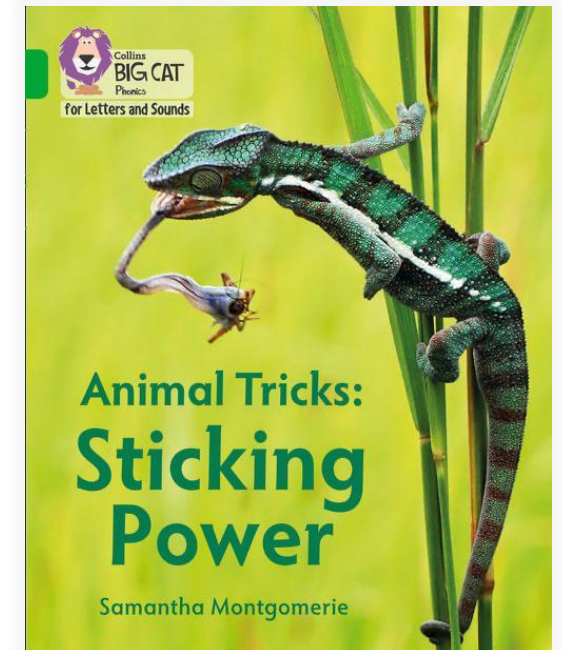
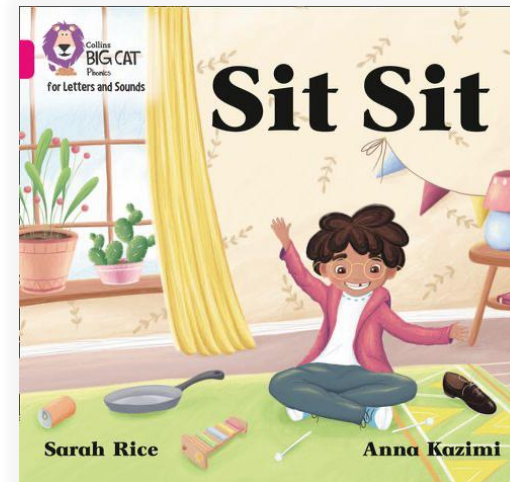
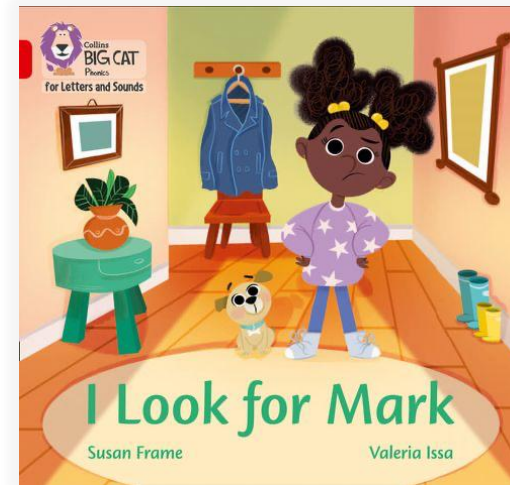
- In Year 1, your child will continue to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



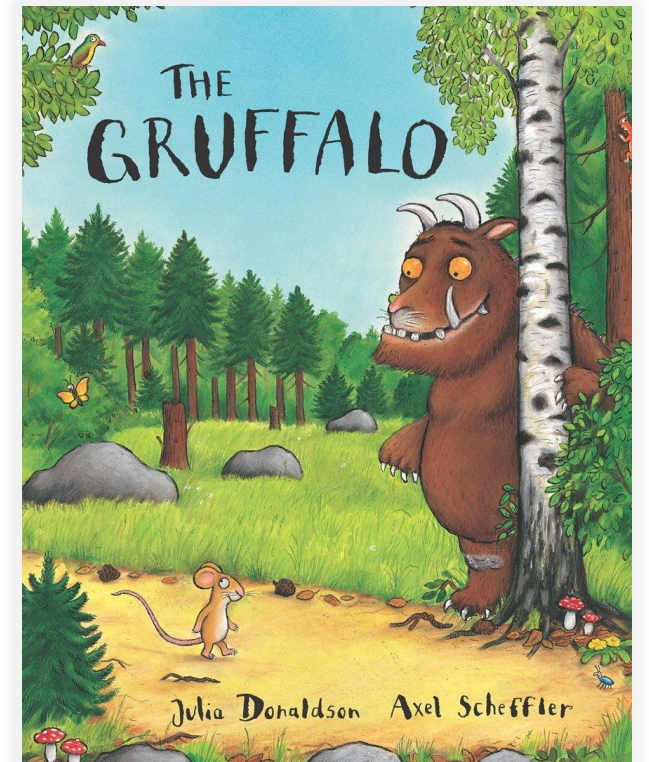
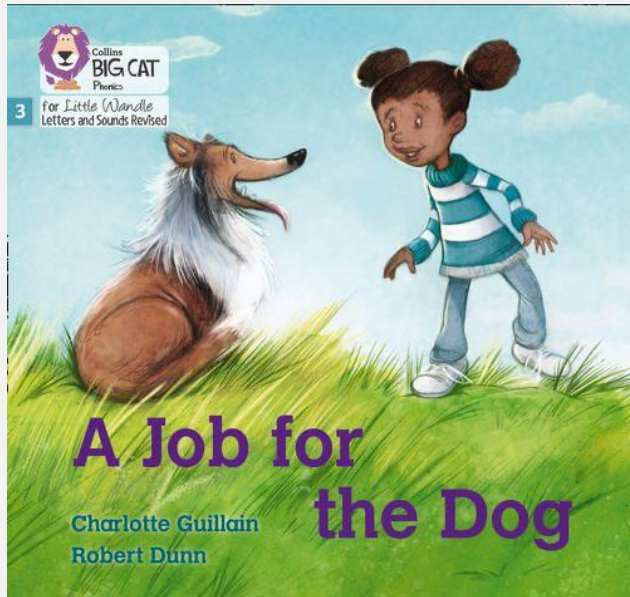
How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



Books going home



stip



prool



darps



thand



Screening check

Wider transition

*“learning becomes more formal,
subject-based and adult-directed.”*

“Expectations increase in year 1”

*“There are fewer opportunities to
'let off steam' or to have some quiet
time.”*

“Homework expectations increase.”

Change of any kind can be difficult and can make us feel nervous.



Seeing **change** as a **positive** opportunity to learn, develop and grow in confidence will help young people adapt and become more resilient.



Can we be inspired by the challenge?

Consistencies

- Forest School and PE
- Daily carpet sessions for maths and literacy
- Daily carpet sessions for phonics and reading
- Communication with staff
- Writing in maths, literacy and phonics books
- Opportunities to play with their peers
- Assemblies in the hall
- Lunches

A morning in Reception

8.45	9.00	9.30	10.45	11.20	11.30
Early morning work	Literacy carpet session	Free flow and focus task with teacher 10am assembly	Phonics	Story and prepare for lunch	Lunch time

A morning in Year 1

8.45	9.00	9.30	10.15	10.30	10.50	11.30
Early morning work	Literacy carpet session	Group task at tables 10 am assembly	Break time	Maths carpet session	Group task at tables	Prepare for lunch time

A large orange circle is positioned on the left side of the slide, partially cut off by the edge.

Changes that will occur

- Continuous provision at break times
- More subjects throughout the day
- Opportunity to learn at tables
- Books for each subjects
- Exposure to the whole foundation curriculum

The way that children learn does not change,
but the structures will.

A series of four yellow curved dashes are located in the bottom right corner of the slide, arranged in a diagonal line from bottom-left to top-right.

Transition in EYFS

- More independence in learning tasks
- Starting learning as a whole class
- Visits to Year 1 to see the classroom
- Practice on the playground
- Longer teaching sessions
- Introduction to foundation subjects
- Meet the teacher

Transition in Year 1

- Building up expectations slowly
- Not all learning is in books
- Practical tasks
- Excitement of foundation subjects
- Realistic expectations
- Clear models, scaffolds and support from adults
- Enjoying writing in new books!
- Breaks



Support at home

- Be excited!
- Rather than discussing the 'cannots' "*we cannot use the mud kitchen*" Discuss the 'cannot waits' "*we cannot wait to start doing art lessons*"
- Listen to their questions and bring them to your teacher
- Reassure them that there are lots of adults that they already know, and they can always ask for help
- Discuss change in the wider sense, and the positives of growing up

Over the holidays

- Reading!
- Structure – do they know how many weeks they have off and when they will return?
- Create something for your new teacher: a diary, a picture...





Questions