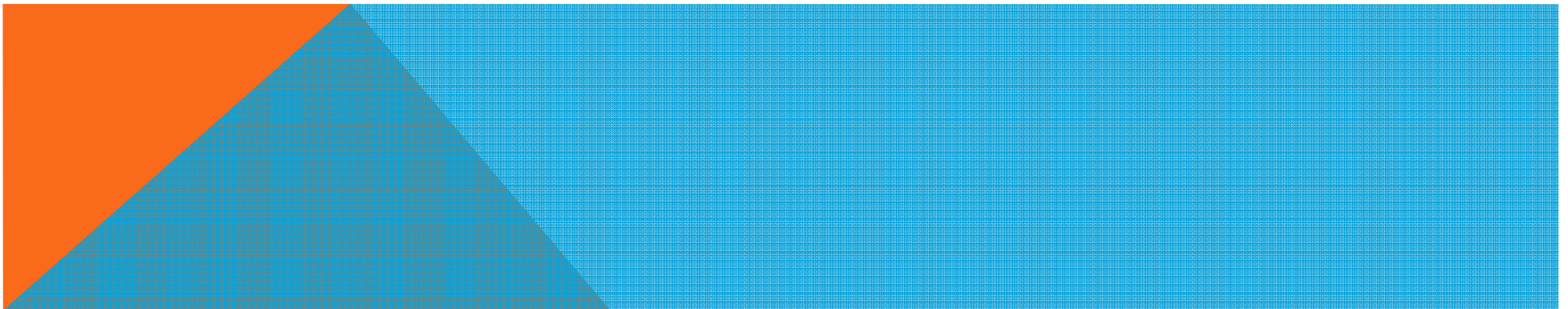


The background features a large blue textured area on the right side, which tapers to a point on the left. An orange triangle is positioned on the left side, overlapping the blue area. The text is centered in the white space.

Phonics and Tapestry at
The Willows Primary
School

October 2016

We follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases. Alongside this we use Jolly Phonics.



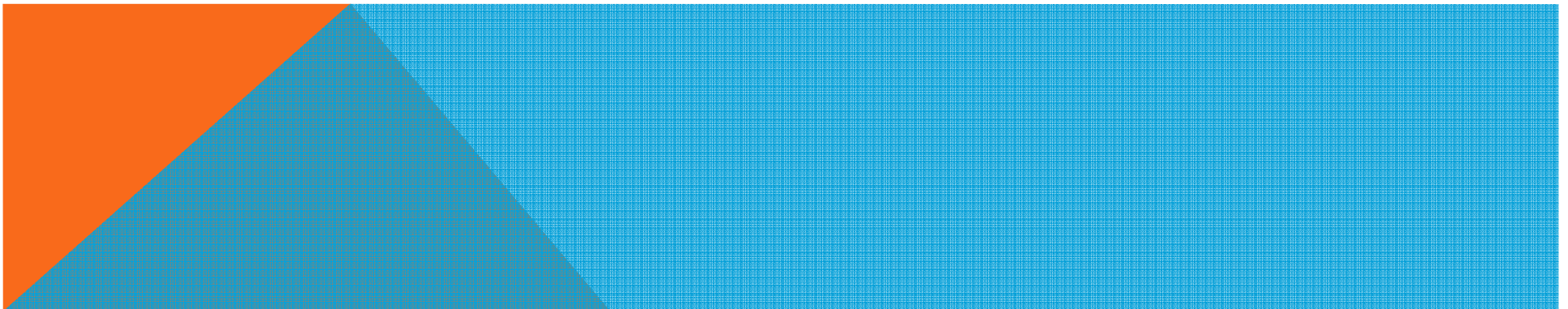
PHASE 1

Children learn to explore and experiment with sounds, differentiate between sounds and become familiar with rhyme, rhythm and alliteration. There are seven aspects to Phase 1;

1) Environmental sound 2) Instrumental sounds 3) Body percussion

4) Rhythm and rhyme 5) Alliteration 6) Voice sounds

7) Oral blending and segmenting.



PHASE 2

Children learn which letter makes which sounds. Letters are taught in sets.

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

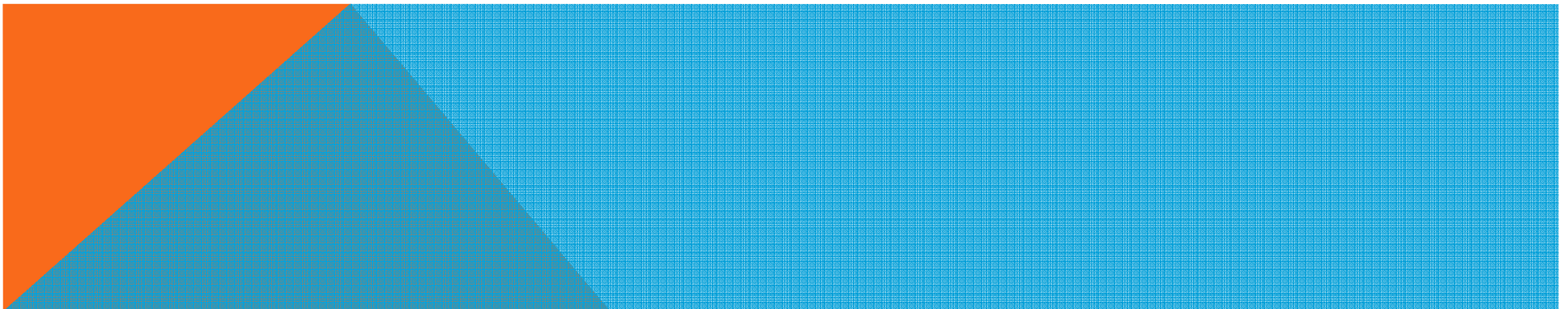
Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Children are taught to use these letters to read and spell simple words and captions.

Alongside this the children are taught the set of 'Tricky' words

the/ to/ I/ no/ go/ into



PHASE 3

Children continue to learn sets of letters

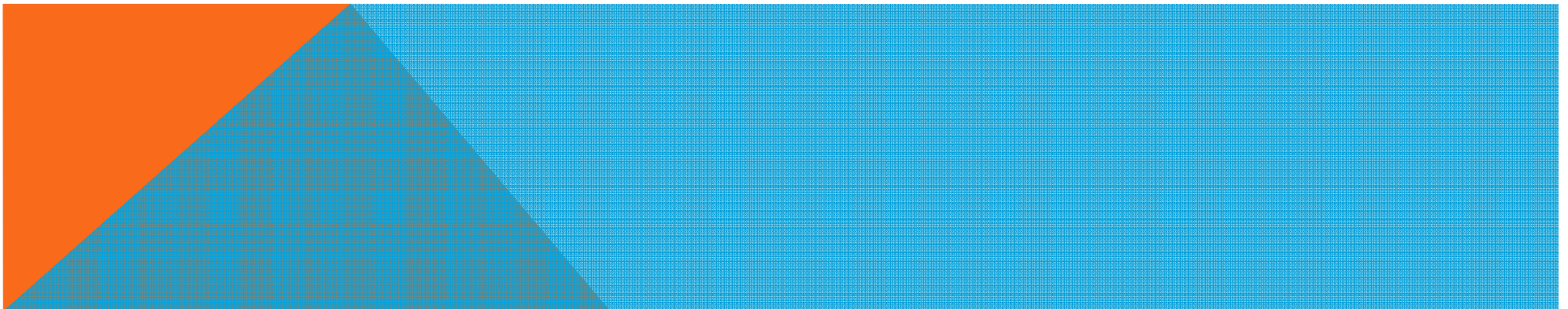
Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

They hear and say sounds in the order they occur in a word and read simple words by blending the phonemes from left to right.

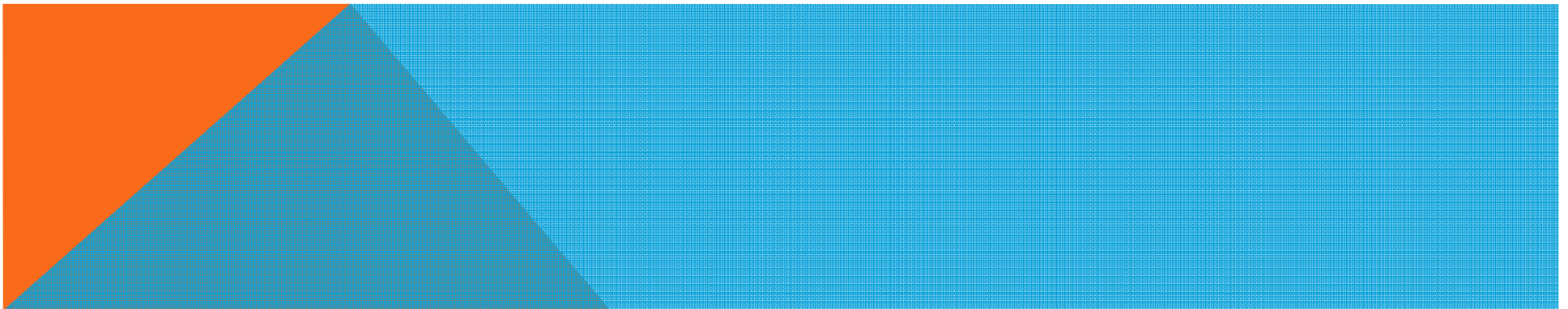


PHASE 4

This phase consolidates all the children have learnt in the previous phases.

Children learn to be able to blend and segment adjacent consonants in words and apply this skill when reading and spelling.

Children will move from *CVC* words (pot) to *CVCC* words (pots) and *CCVC* words (spot) and then *CCVCC* words (spots).



PHASE 5 & 6

Typically taught in year 1 & 2

Phase 5 - Children will be taught new graphemes and alternative pronunciations for these graphemes.

Vowel digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au

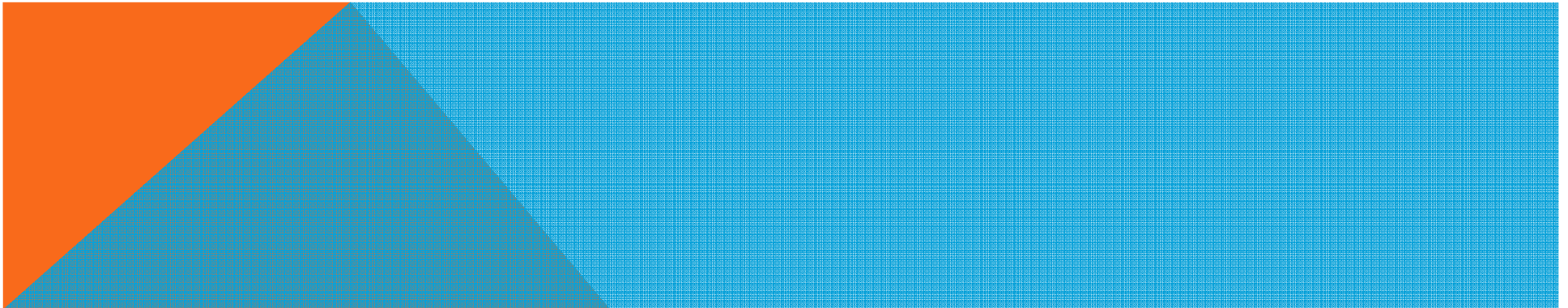
Split digraphs: a_e, e_e, i_e, o_e, u_e

Phase 6 - The focus is on learning spelling rules for suffixes.

-s -es -ing -ed

-er -est -y -en

-ful -ly -ment -ness



SEGMENTING

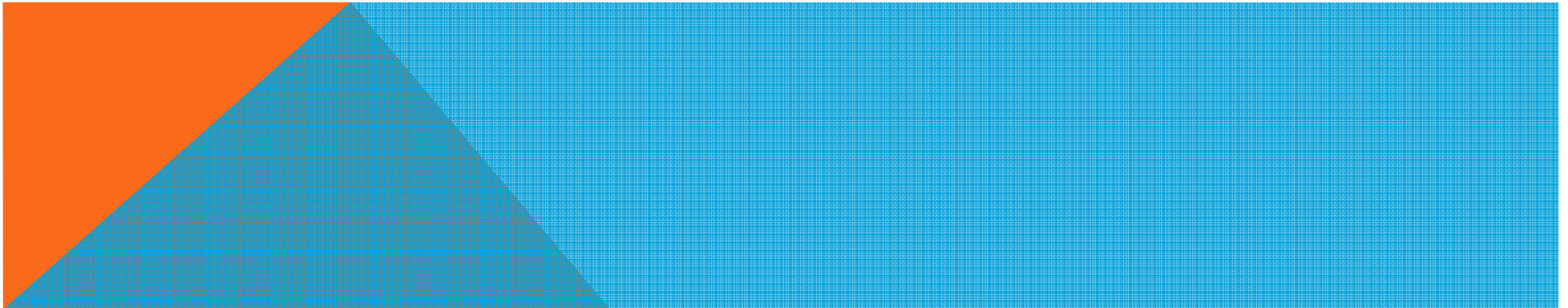
Breaking down words for spelling.

cat

c a t
● ● ●

queen

qu ee ●



BLENDING

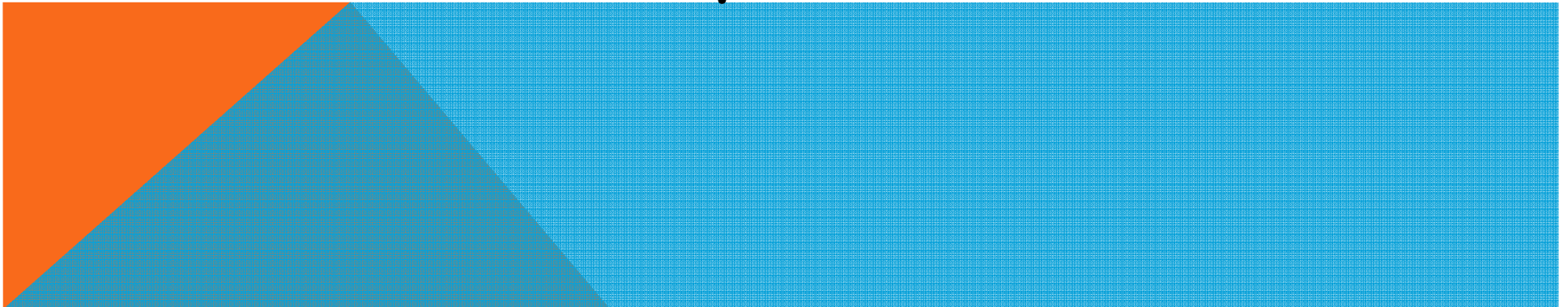
Building words from phonemes to read.

c a t
● ● ●

cat

qu ee ●

queen



HELPING AT HOME

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

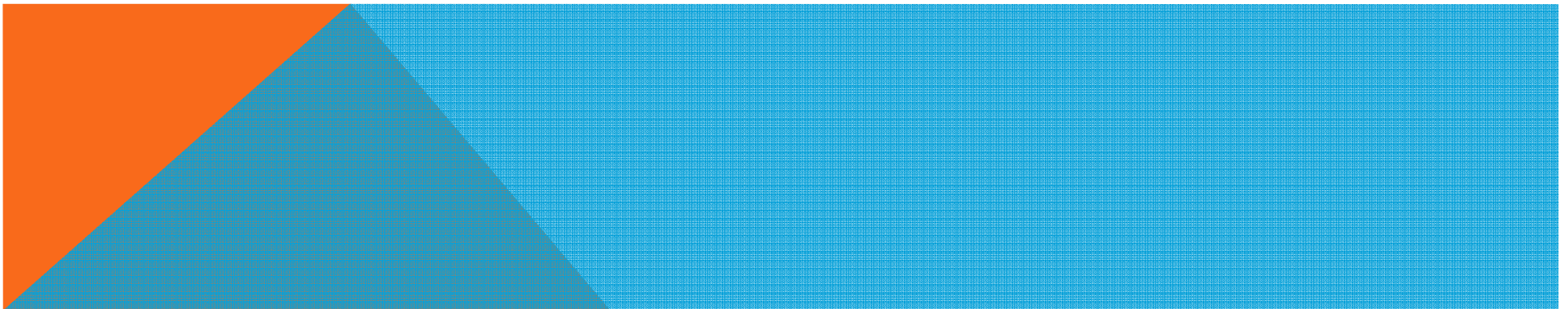
Playing games:

I spy a c-a-t, something beginning with c etc

Give instructions in sound talk.. Stand u-p, c-l-a-p,
J-u-m-p etc.

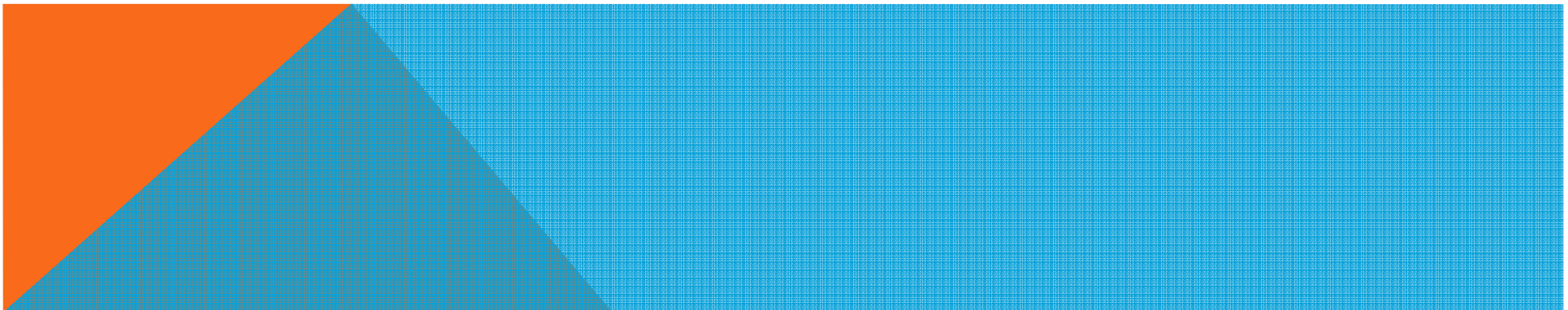
We are going on a picnic shall we take... some h-a-m (yes)
what about some s-o-i-l (no) etc

Say CVC words and ask your child to show you the number
of phonemes on their fingers.



READING AT THE WILLOWS

- Children read in groups at school with a member of staff.
(Reception Class when ready)
- We use coloured coded book bands so the children read at an appropriate level.
- The first level is Lilac (wordless books) this is a crucial stage for reading development.
- Children need to develop comprehension skills, reading is not just about decoding words!
- Be able to tell a story, use picture clues, describe and apply their knowledge.
- The next level is Pink and has limited words and tends to be repetitive, then red which has more content etc.
- Children read at a higher level at school for challenge.
- Reading at home is to build confidence and for pleasure.



ASSESSMENT

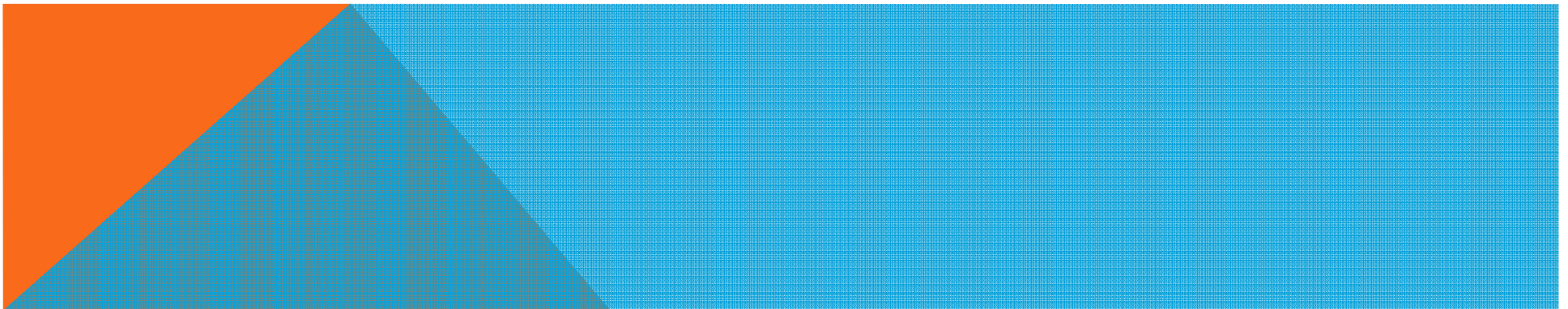
- At present EYFS is assessed at the end of Reception using the EY Profile.
- Each child receives a level for each Early Learning Goal i.e Emerging, Expected or Exceeding.
- This is reported to parents in the end of year report. (as below)

Personal, Social and Emotional Development	Communication and Language	Physical Development									
<p><u>ELG - Self-confidence and self-awareness:</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p><u>ELG - Listening and attention:</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p><u>ELG - Moving and handling:</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING
EMERGING	EXPECTED	EXCEEDING									
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<p><u>ELG - Managing feelings and behaviour:</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p><u>ELG - Understanding:</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p><u>ELG - Health and self-care:</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING
EMERGING	EXPECTED	EXCEEDING									
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<p><u>ELG - Making relationships:</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p><u>ELG - Speaking:</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING				
EMERGING	EXPECTED	EXCEEDING									
EMERGING	EXPECTED	EXCEEDING									

Please Note: Emerging – attainment not yet at the level of development expected at the end of the EYFS; Expected – the level of development expected at the end of the EYFS; Exceeding – attainment beyond the level of development expected at the end of the EYFS

ASSESSMENT CONTINUED

- We constantly assess the children through observations and focus group tasks in order to plan for their next steps in learning.
- Tapestry is our online learning journey where parents can have access to their children's observations and can make their own observations that we can share at school.





TAPESTRY

ONLINE LEARNING JOURNAL



What Is Tapestry?

- An Online learning journal system.
- Staff record children's activities using tablet devices and PCs.
- Parents can view their child's journal on mobile devices and on their home computers, and can make observations of their own.



Why Are We Using Tapestry?

- It creates a two way communication between us (the EYFS team), and you (the parents and carers).
- We can upload pictures of what your child is doing at school and you can view them instantly.



How Does It Work?

- Photos and observations are uploaded to Tapestry.
- It is accessed via the android/iOS app or the Tapestry website.
- It enables you to comment on observations or add your own, weekend trips, exciting learning opportunities etc.
- Email notifications can be sent to inform parents of new observations and comments.



What Does It Look Like?

Welcome to Karen's Network Page Filters Notifications Logout

Test 11 Jul 2011 04:52 AM by Sarah Glen 2488
100% Like Comment

Psed 11 Jul 2014 08:30 PM by Dan Hickey 5777
"There was a my brother's birthday" has all a long time left. There still is going to be 2 years left. The end of days have been here you get a big smile on a little later? Friend. Like...

making 60 11 Jul 2014 08:12 PM by Elizabeth Ireland
In our world today, only a few that do work right could be get together in a relative amount of time to work on that one job.

Baking a cake 11 Jul 2014 08:01 AM by Elizabeth Ireland
Aaron helped me making cake and all the members are it.

Number of the week 11 Jul 2014 07:57 AM by Elizabeth Ireland
A book that is the most

Reading 11 Jul 2014 08:04 PM by Rachel Adams 2488
Aaron was looking at book in the reading area and I was looking at book in the reading area.



Carrie Aaron Active 21 Oct 2015 10:01 PM Like

Wow I love this cake, it looks delicious! Can Aaron bring a piece home?

Joe Gardner Like 21 Oct 2015 10:02 PM Like

Yes of course I will make sure we save a slice

Leave a reply



Add Reply



How Is The Data Protected?

- A password is required to access Tapestry, and parents can only view observations of their own children, or group observations which their child features in.
- Tapestry's personnel require our permission to access our Tapestry account.



When Will We Get Started?

- Each child already has a Tapestry account with several observations for you to see.
- Before you leave tonight you will be given a guide which shows you how to gain access to your account.
- Tapestry is not our only means of recording and assessment so you will not receive observations daily but in general (there will be exceptions!) you should get one per fortnight sometimes more often.



Any Questions?