



# Reception Parental Workshop

Tuesday 14<sup>th</sup> January 2025

## Purpose

>Phonics

>Blending & Segmenting

>Writing



























>Home Reading

# Phonics

- ☐ Children are taught to read by breaking down words into separate **sounds** or 'phonemes'. They are then taught how to **blend** these sounds together to read the whole word.



**Rocket Phonics**  
Sounds Mat  
1

<b>s</b> sun 	<b>a</b> apple 	<b>t</b> tap 	<b>i</b> insect 	<b>p</b> pan 
<b>n</b> net 	<b>m</b> mouse 	<b>d</b> dog 	<b>g</b> goat 	<b>o</b> octopus 
<b>k</b> kite 	<b>ck</b> duck 	<b>e</b> elephant 	<b>u</b> umbrella 	<b>r</b> rabbit 
<b>b</b> bat 	<b>f</b> frog 	<b>ff</b> cliff 	<b>l</b> ladder 	<b>ll</b> shell 
<b>j</b> jug 	<b>v</b> van 	<b>w</b> web 	<b>x</b> fox 	<b>y</b> yellow 
			<b>z</b> zebra 	

**Rocket Phonics**  
Sounds Mat  
2

<b>zz</b> fizzy 	<b>qu</b> queen 	<b>ch</b> chick 	<b>sh</b> sheep 	<b>th</b> thumb 
<b>ng</b> ring 	<b>ai</b> train 	<b>ee</b> bee 	<b>igh</b> light 	<b>oa</b> boat 
<b>oo</b> book 	<b>or</b> fork 	<b>ow</b> owl 	<b>oi</b> coin 	<b>oo</b> moon 
<b>ar</b> car 	<b>ur</b> purse 	<b>oi</b> ear 	<b>air</b> chair 	<b>er</b> hammer 
<b>ure</b> manure 	<b>wh</b> wheel 	<b>ph</b> dolphin 	<b>ay</b> crayon 	
<b>a-e</b> cake 	<b>a</b> acorn 	<b>e-e</b> scene 	<b>ie</b> shield 	<b>ea</b> peach 
				

bat

fan

off

leg

hill

mess

hiss

Ben

fat

huff

lip

fell

tell

bug

lap

less

fun

puff

jam

fox

Max

van

jug

swim

win

mix

jump

box

vet

six

went

web

vest

will

went

twin

# Common Exception Words

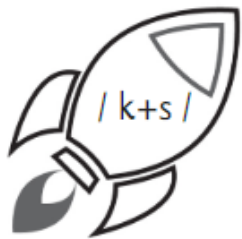
I  
the  
to  
no  
go  
into

he                      her  
she                    my  
we                     are  
me                    all  
be  
was  
you  
they

said                    what  
have                  one  
like                    out  
so                      when  
do                      little  
some  
come  
were  
there

oh  
their  
people  
Mr  
Mrs  
looked  
called  
asked  
could

Common exception words are words that contain one or more irregular or unusual letter sequences. Common exception words may also contain sounds that are made up of letter combinations that haven't been taught yet.



x

X



1. Revisit and review: Say and tick each sound.

g b ss a n o s u

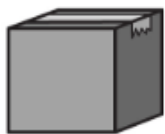
2. Grapheme search: Find and circle all the x letters.

A fox sits on a box.

How many did you spot?

3. Blending practice: Decode and match the words to the pictures.

fox



box

exit

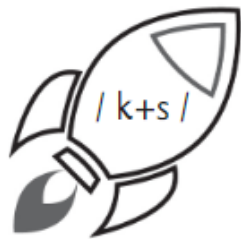


mix

4. Apply: Tick the sentence that matches the picture.

Jax can fix it.

Jax can mix it.



x

X

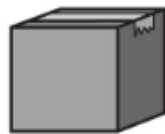
1. Revisit and review: Listen to the sounds and point to the letters.

ff t m c r l d s

2. Grapheme write: Copy the letters and say the sound as you write.

x      x      x       
X      X      X     

3. Segmenting practice: Look and write the words.



                
b x o



                
x s i

4. Apply: Let's write a sentence.

\_\_\_\_\_  
\_\_\_\_\_



# Kinetic Letters - Handwriting

- ▶ Gorilla Sitting
- ▶ Penguin

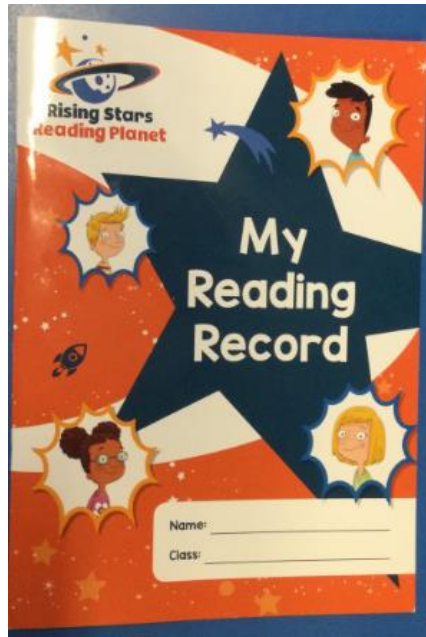





# How can you help?

At home you can support your child by:

- Reading a little bit every night and signing their reading record – reading books will be changed once a week on a **Friday**.
- Play games with letter sounds e.g. robot talk, I spy
- Looking for and talking about numbers in the environment e.g. house numbers, bus numbers
- Making learning as practical as possible e.g. counting steps while going upstairs forwards and downstairs backwards.
- Termly Homework – school website

# Home Reading



Date	Book title and page number	Parent/Teacher/Pupil Comments
18/10/22	"Pip and the Map" Pg-2-11 (Book)	He reading by himself! → And he answer all questions (pg 12) New Magda!
19/10/2022		Words PINK A ready 1 2, 3 blends!
20/10/22		Thank you so much for all your support at home. Nikodem always tries hard with his learning and you should be very proud! Mrs Evans.
		  
20/10/22		Please get Nikodem to segment and blend the words on the sheet and then tick them off e.g s a t Thank you.
Date	Book title and page number	Parent/Teacher/Pupil Comments
20/10/22 24/10/22		Blend all words on the sheet! Magda
25/10/22	"Pip and the Map" Finish!	Reading book! and practice words!... Magda
01/11/22	Pip and the Map	lovely reading!
	(H) Sit and Sep (W)	
Words to learn		
Progress		
Date:		

Please remember to sign your child's reading record – reading books will not be changed if reading records are not signed.



Any questions?

