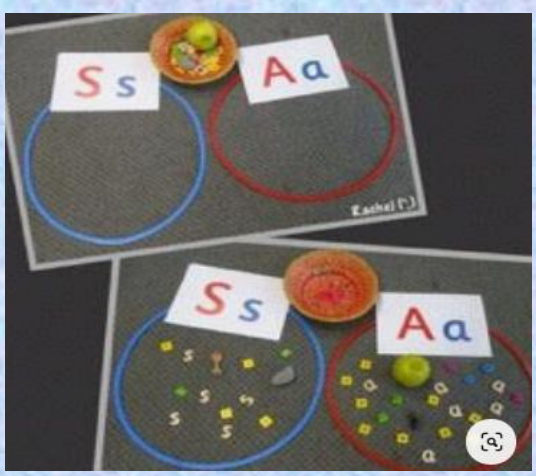
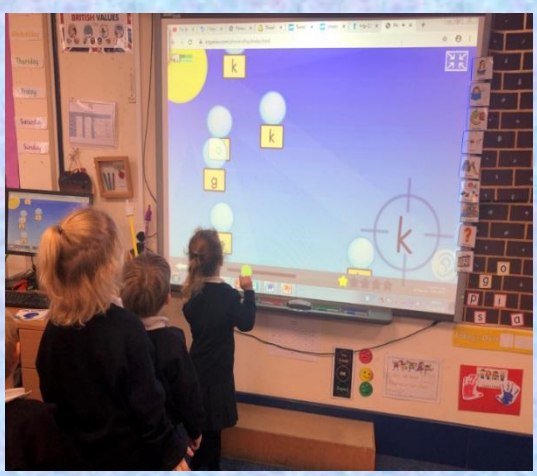
Great Berry:
Early Years Phonics Meeting

Monday 9th November 2026







Why is Phonics essential for the children's development of early reading?

At Great Berry, the children are taught reading skills from the Early Years Foundation Stage. Each skill is taught to their individual needs and although we use the following strategies they are adapted to meet the children's individual needs of development. By taking this approach, we believe the children can become skilled confident readers and show enjoyment in developing independent, successful reading skills.



Letters and Sounds Scheme

Letters and Sounds is the programme of phonics that we follow at Great Berry.

It is broken into 6 phases.

Within these phases the children will learn to recognise initial sounds, blend words and then segment words.

The children will then learn letter combinations that make different sounds and apply these to their blending and segmenting skills.

Running alongside these skills the children will learn high frequency or common words. Some of these need to be taught by sight as the children can't use their sounds to work these words out. We call these our tricky words.

The children have one taught phonics sessions every day. The children also have a quick afternoon revision phonics session and take part in daily handwriting sessions in the afternoon.



Letters and Sounds Scheme

We teach the children word reading using a Systematic Synthetic Phonics approach. First, we teach the individual letter sounds (**phonemes**) and then build up to blending (**synthesising**) these sounds together to achieve full pronunciation of whole words.

They are taught to pronounce each sound individually within words. When they are confident with recognising the individual sounds, the children are then taught to **blend** the phonemes to read the word successfully. This knowledge can then help the children when spelling the new words they hear by **segmenting** words into sounds.

E.G.

In the word 'sat', we would model 'chopping up' the word into its individual phonetic sounds:

/s/ - /a/- /t/

Then, we would blend the sounds together to read:

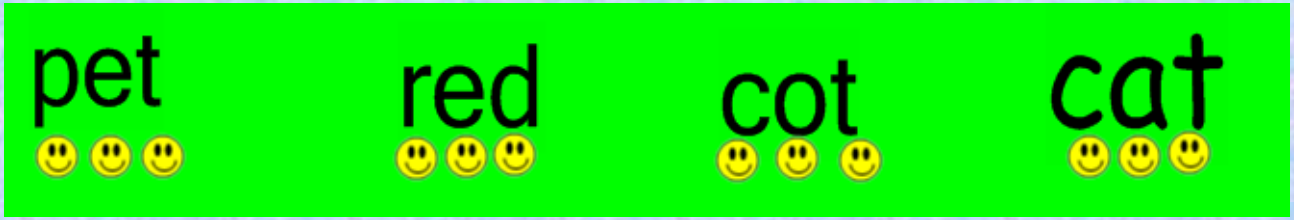
sat

CVC Words

We start by chopping up 2 letter words so that the children can build their confidence with reading and so will practise reading words like up, on and at. We would present these words to them by using sound buttons as seen below:

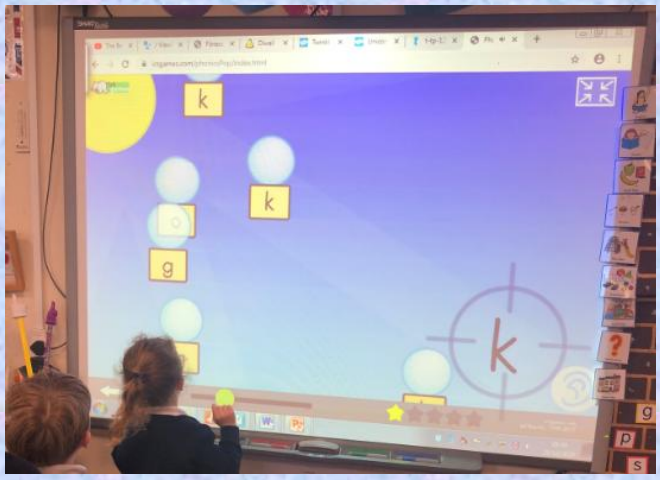


When the children feel confident blending 2 letter words we then move on to blending 3 letter words. We call these words CVC words (consonant, vowel, consonant words). We find that CVC words are the easiest words to chop up and blend the sounds together. Here are some examples of CVC words we might practise reading.



What do we do in class?

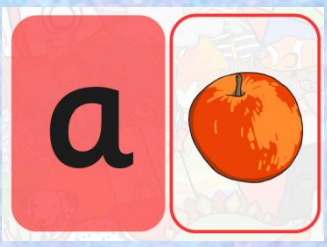
- **Recap:** Flash up individual sounds onto interactive whiteboard. Use a fast pace for sounds and actions.
- **Introduce:** Introduce the new sound and look at objects and words that start with that sound. Learn the sound and action and say the objects that start with that sound.
- **Sound out** words and **blend** sounds.
- **Apply** skills and read sounds and words in sentences



Recap Phonic Sounds

- Flash up on IWB.









- My turn, your turn.

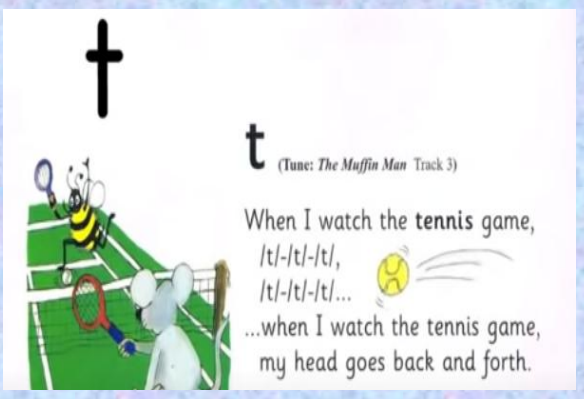


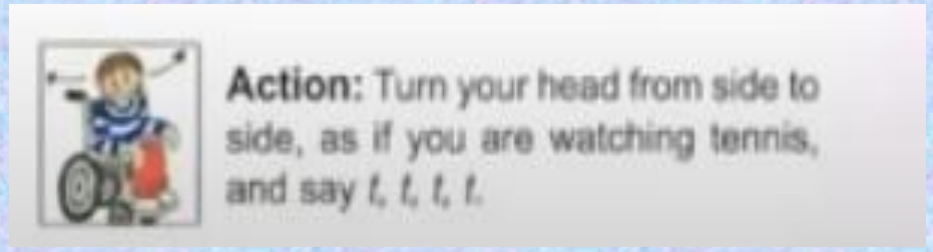


- Fast pace for sounds and actions.

Introduce New Sounds

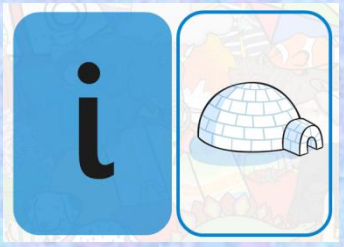
- Look at the sound and letter shape. Learn the sound, jolly phonics sound and action.

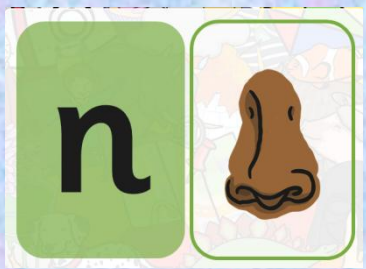




- Look at the sound and objects that start with that sound.







Sound out words and blend sounds

get map sat dip top

pet dad pen ten

Sound button

this fish

Line to show difference between phonemes and digraphs

Digraphs



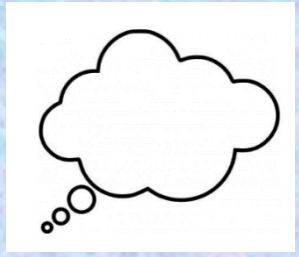
Line to show difference between phonemes and digraphs

When the children have learned all of the initial sounds (singular sounds) from Phase 2 within the Letters and Sounds scheme, they then move onto learning digraphs which are in Phase 3 of Letters and Sounds.

Digraphs are sounds which contain 2 letters and make one sound. Examples of digraphs are 'ch', 'sh', 'ai'. There are Jolly Phonics songs for all of these sounds too.

Segmenting: How to write words using phonic sounds

- Think of your word and say it out loud.



- Chop your word up.



- Write the sounds you hear.
- If they can't yet form the sounds, they can verbally chop the word into individual sounds.





High Frequency Words or Sight Recognition Words

Alongside these skills to decode words the children are taught sight recognition (words that don't lend themselves to the decoding rules). Therefore, the children learn the shape and letter combinations for these words. This also facilitates the development of fluency as the reader gains confidence.

Comprehension and vocabulary are taught throughout topics, shared stories and discussion during class time and group reading time.



First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

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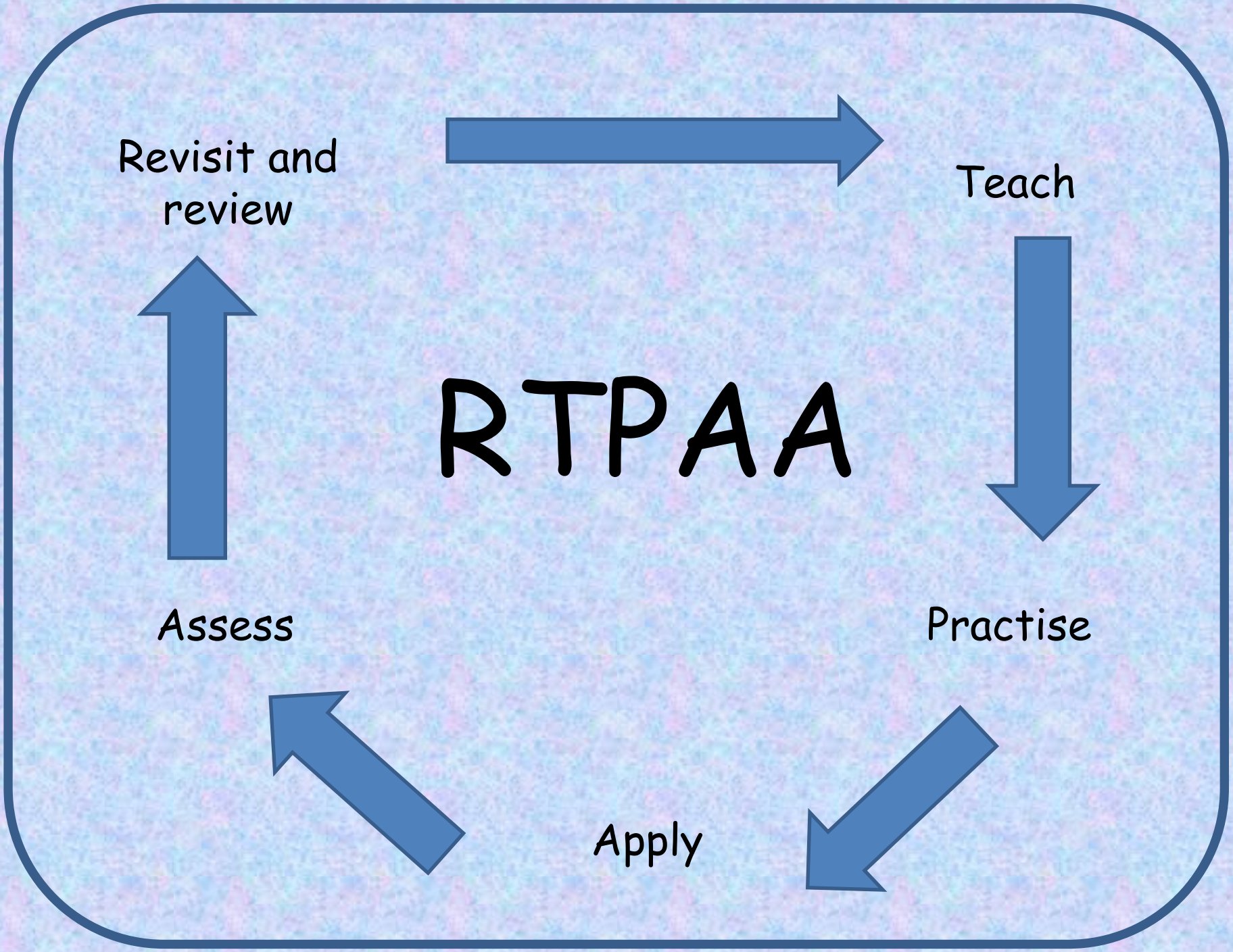
High Frequency Words

Clap flash up words:

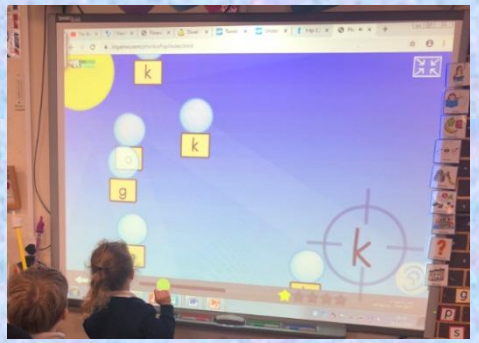


Read words and use sounds in simple sentences.

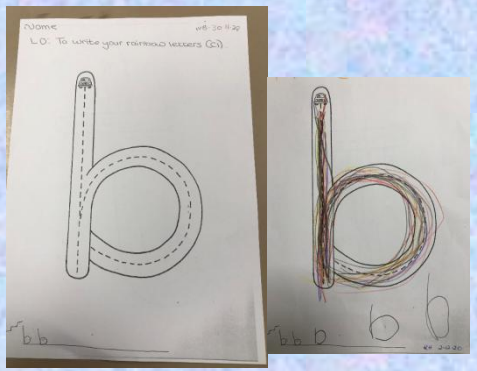



Revisit and review
Teach
RTPAA
Assess
Practise
Apply

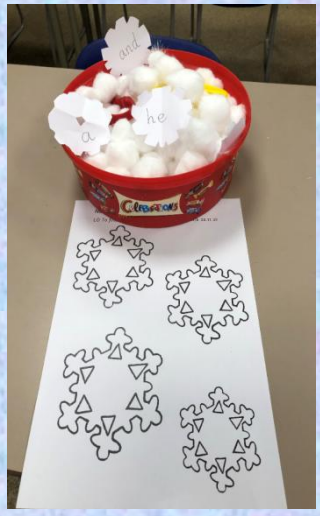
Applying Phonics Knowledge to activities set up in class







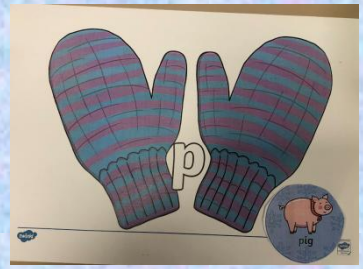
















How to make Phonics activities fun at home















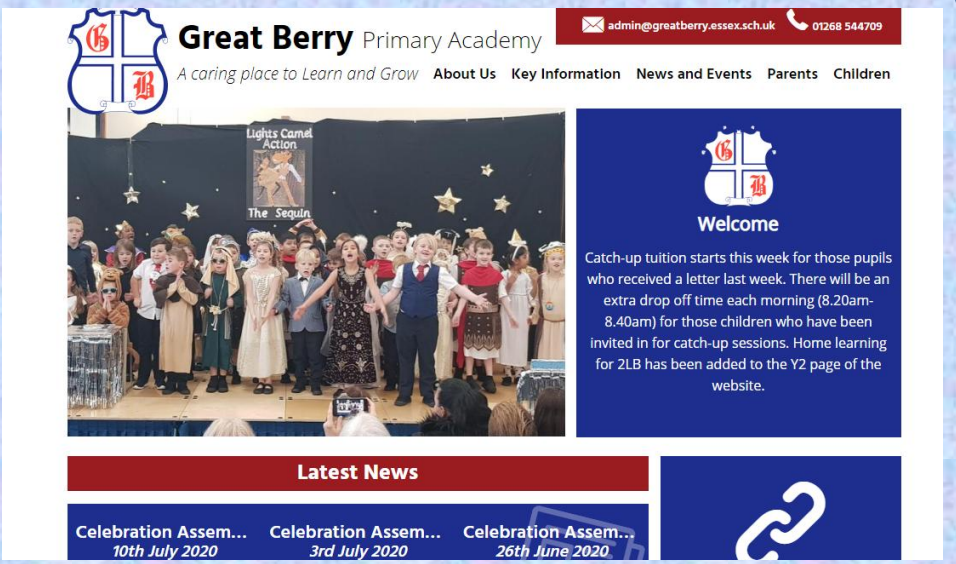




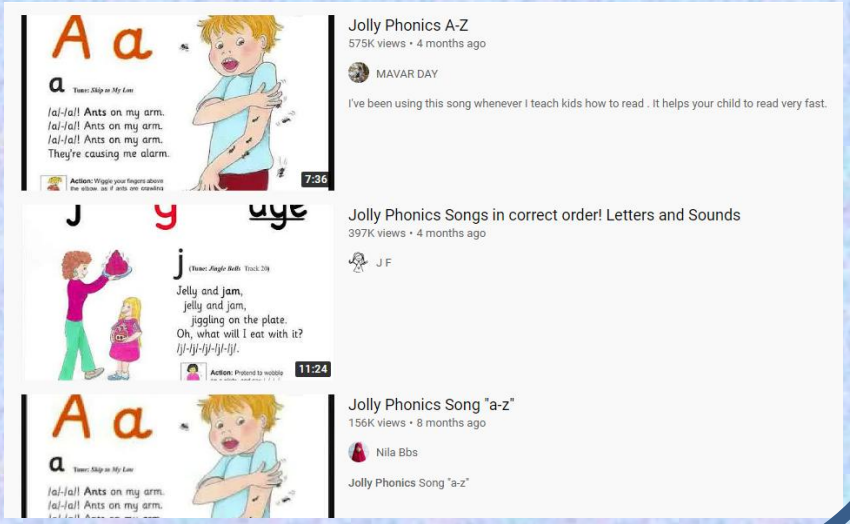
Useful Resources

- Links to useful internet sites can be found on the Great Berry Website.

http://www.greatberry.co.uk/



- Jolly Phonics songs on Youtube



Phonics Workshops



- Great Berry Phonics Workshop:
- Tuesday 17th November
- 3:30-4pm

- We will release the children out to you as usual. Please then wait for us to set up the classrooms and then we will come and open the gate when we are ready. Please just wait in the playground.



Questions

Does anybody have any questions?



Thank you all for coming



If you think of any questions you would like to ask, please don't hesitate to approach us.