



**VAUGHAN**  
Primary School

# Reception Phonics Meeting

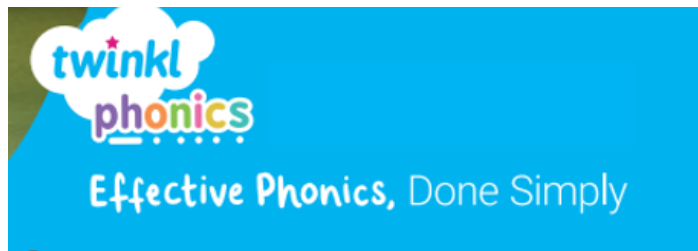
THURSDAY 28<sup>TH</sup> SEPTEMBER 2023



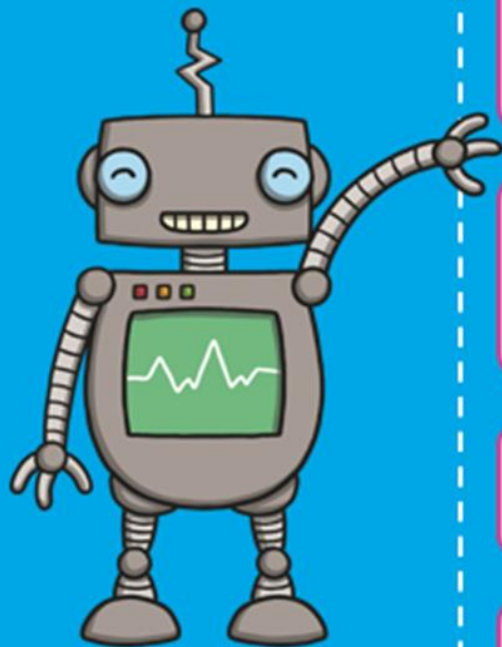
# Reception Phonics Meeting

## Aims of the session

- To explain the teaching of phonics in Reception
- To give a brief outline of the 'Twinkl' phonics scheme
- To suggest ways in which you can support your child at home (see appendices also)



# What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

# What Are the Benefits of Synthetic Phonics?



Children progress through the stages as they are ready.

Planning ensures progression and coverage.

Children can attempt new words working from sounds alone.

Reading and writing become practices that are developed hand in hand.



# What Does Twinkl Phonics Look Like?

Twinkl Phonics Level	Age of Children
Level 1	3-4 years
Level 2	4-5 years
Level 3	4-5 years
Level 4	4-5 years
Level 5	5-6 years
Level 6	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

# Level 1



Level 1 is taught in  
Nursery/Preschool.

**By the end of Level 1,  
children will have had  
the opportunities to:**

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented  
through 7 Aspects.

# What Are the 7 Aspects of Level 1?

## Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

## Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

## Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

## Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

## Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

## Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

## Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



More info on how to help at home is in the appendices.

# Level 2



Level 2 is taught in Reception.

**By the end of Level 2, children will have had the opportunities to:**



- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, 'sat' and 'pat';
- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, I, no, go.



# Level 2 Actions and Mnemonics

<p><b>s</b></p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p><b>a</b></p>  <p>Pretend to bite into a crunchy apple.</p>	<p><b>t</b></p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p><b>p</b></p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p><b>i</b></p>  <p>Flap your hands like an insect's wings.</p>	<p><b>n</b></p>  <p>Make your fist into a nut and tap it.</p>
<p><b>m</b></p>  <p>Yummy! Rub your tummy.</p>	<p><b>d</b></p>  <p>Pretend to play your drum kit.</p>	<p><b>g</b></p>  <p>Pretend to wrap your scarf like Gabi.</p>	<p><b>o</b></p>  <p>Pretend to squeeze a juicy orange.</p>	<p><b>c</b></p>  <p>Wiggle your finger like a caterpillar.</p>	<p><b>k</b></p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p><b>ck</b></p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p><b>e</b></p>  <p>Make an egg with one hand and tap it with the other.</p>	<p><b>u</b></p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p><b>r</b></p>  <p>Move your arms like a robot.</p>	<p><b>h</b></p>  <p>Pretend to open the door of the house.</p>	<p><b>b</b></p>  <p>Pretend to throw and catch a ball.</p>
<p><b>f</b></p>  <p>Pretend to wave a magic wand.</p>	<p><b>l</b></p>  <p>Pretend to lick an ice lolly.</p>	<p><b>ff</b></p>  <p>Pretend to switch off the light.</p>	<p><b>ll</b></p>  <p>Pretend to ring a bell.</p>	<p><b>ss</b></p>  <p>Blow a kiss.</p>	



## Phase 2: Enunciation

Phonemes should be articulated clearly and precisely

For example, not

**cer a ter**

But c a t - cat





# Phase 2: Matching the sound to written form

We show the children how to form the letter which makes the sound and experiment with writing in fun ways eg magic finger, magic pen, painting, in the air, in sand, soil or glitter!

Try these at home and have fun with it!



## Phase 2: Handwriting

We follow the 'Twinkl' Handwriting Scheme at Vaughan which links with the phonics taught.

We encourage children to develop a secure tripod pencil grip and to form letters correctly.

<https://www.youtube.com/watch?v=UPg9qpq6Hhg>





# Sound buttons

We use sound buttons to help blend and segment words.

Blending is joining the sounds together to help us to read a word.



# Sound buttons

j a m



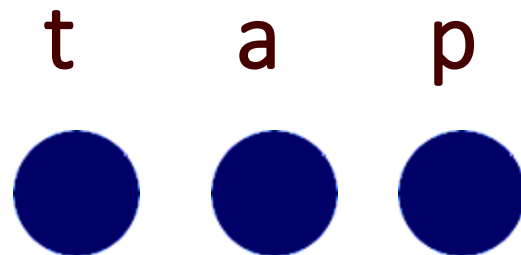


# Segmenting

Segmenting is listening to how a word sounds and splitting it up into the phonemes in order to write the word.

We use robot arms to segment the sounds in words

For example tap





## Phase 3: Digraphs

Phase 3 introduces children to units of sound made up of more than one letter.

**Digraph** – two letters that make one sound

Example - 'ch' 'sh' 'ng'

For example 'chin'

ch-i-n



# Level 3



Level 3 is taught in Reception.

**By the end of Level 3, children will have had the opportunities to:**



- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

# Level 3 Actions and Mnemonics

<b>j</b>   Sweep your hand up like a jumbo jet taking off.	<b>v</b>   Draw a v shape on your chest to show the V-neck of the vest.	<b>w</b>   Make waves with your hand.	<b>x</b>   Hold one hand like a map and draw an x on it.	<b>y</b>   Pretend to raise and lower a yo-yo.	<b>z</b>   Draw the zigzag path in the air.
<b>qu</b>   Give a royal wave.	<b>ch</b>   Use your thumb and forefinger to make a chick's beak.	<b>sh</b>   Put a finger to your lips.	<b>th</b>   Put your forefingers on your head and wiggle your moth's feelers.	<b>th</b>   Stroke your hand on your cheek like a soft feather.	<b>ng</b>   Tap your ring finger.
<b>ai</b>   Draw a spiral snail's shell.	<b>ee</b>   Make mouse whiskers.	<b>igh</b>   Hold one arm across your body as if holding a shield and pat it with your other hand.	<b>oa</b>   Pretend to row your boat.	<b>oo</b>   Point at the moon.	<b>oo</b>   Pretend to open a book.
<b>ar</b>   Make twinkly star fingers.	<b>or</b>   Pretend to press a car horn.	<b>ur</b>   Pretend to open a purse.	<b>ow</b>   Pretend to squeeze the squirly flower on your coat.	<b>oi</b>   Flick your thumb as if tossing a coin.	<b>ear</b>   Cup your hand around your ear.
<b>air</b>   Hold a chair, move it in and out from a desk.	<b>ure</b>   Swing your arm like a pirate.	<b>er</b>   Pretend to sneeze.			

# Level 4



Level 4 is taught in Reception.

**By the end of Level 4, children will have had the opportunities to:**


No new sounds are taught in Level 4.








- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants, such as 'sand', 'bench' and 'flight';
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

















# How can I support my Reception child at home?

- Practise listening skills using the **Level 1** ideas for home.
- Practise the new sounds and graphemes at home using the **Parent Information Sheets**. Remember to use the smallest unit of sounds when pronouncing the sounds and model the correct letter formation as taught in school.
- **Letter names, letter formation** and **capital letters** are taught alongside each phoneme. So you can practise these too!
- **Read every day** with your child. Use the **Before Reading** page each time to develop rapid recall.
- Practise **writing** the tricky words as well as reading them. Be creative to make it fun - paint them, write them in sand or lentils / rice on a plate, make them out of playdough etc.
- Practise hearing and **segmenting sounds for writing** through a purpose. Can they make a shopping list for you or can they label what they have built in lego or made in playdough.

Today, we have been learning **h**.  Level 2

<b>Picture</b>  house	<b>Action</b>  Pretend to open the door of the house.						
<b>Formation</b>  Down the chimney to the floor, up and over the new front door!	<b>Song</b> (To the tune of 'Here We Go Looby Loo') Into the house - h, h, In through the new front door. Into the house - h, h, We cannot wait to explore!						
<b>Word List</b> Help your child to sound out and blend to read these words: <table><tr><td>had</td><td>hop</td></tr><tr><td>him</td><td>hum</td></tr><tr><td>hot</td><td>hug</td></tr></table>	had	hop	him	hum	hot	hug	 <b>Hh</b>
had	hop						
him	hum						
hot	hug						

**Before Reading**  Say the sounds.  
If your child needs help, point to the picture and read the word to them.

<b>s</b>  snake	<b>s</b>  pigs	<b>t</b>  tea	<b>p</b>  puppy
<b>n</b>  nut	<b>d</b>  drum	<b>i</b>  insect	<b>c</b>  caterpillar
<b>u</b>  umbrella	<b>o</b>  orange	<b>e</b>  egg	<b>a</b>  apple
<b>h</b>  house	<b>ll</b>  bell	<b>ck</b>  duck	<b>ff</b>  off







# End of Reception Expectations

## Literacy Early Learning Goal

### Word reading

Say a sound for each letter in the alphabet and at least 10 digraphs.  
Read words consistent with their phonic knowledge by sound-blending.  
Read aloud simple sentences and books that are consistent with their phonic knowledge

### Writing

Write recognisable letters, most of which are correctly formed.  
Spell words by identifying sounds in them and representing the sounds with a letter or letters.  
Write simple phrases and sentences that can be read by others.



# End of Reception Expectations

## Literacy Early Learning Goal

### Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.



# **How to help your child at home**

See the appendices for useful links to websites

A photograph of a large group of children in school uniforms sitting in a classroom. Several children in the foreground have their hands raised, suggesting an interactive activity or a lesson. The image has a warm, reddish-pink tint. The text 'Reading at Vaughan Primary School' is overlaid in white, bold font. Below it, 'RHINO READERS' is written in a smaller, white, sans-serif font.

# Reading at Vaughan Primary School

RHINO READERS





# Rhino Readers plus choice book

Rhino reader book is for your child to read.

Choice book is a library book for you to share and which will be mostly you reading to your child.

Please return books to school each Thursday.

A new reading book will be assigned each Friday.



# **This week choice book only**

Teachers have been carrying out statutory baseline assessment so the teaching of phonics has just begun.

The first letter sounds must be taught before the first books are sent home.

Teaching includes learning to blend and segment but these are skills which can take a while to secure.

# Rhino Readers – Home Reading Books

- **Fully decodable books** for your child's stage of development.
- Linked to **phonics teaching** and only progress through the levels when the sounds have been **taught** and when your child has shown they are **secure** in the prior levels.
- Twinkl has **sets of books for each level** which are divided into sub-levels. Books can be sent home more than once.
- Remember home reading is for **practise** and to develop **fluency**. Your child should be able to decode the book.

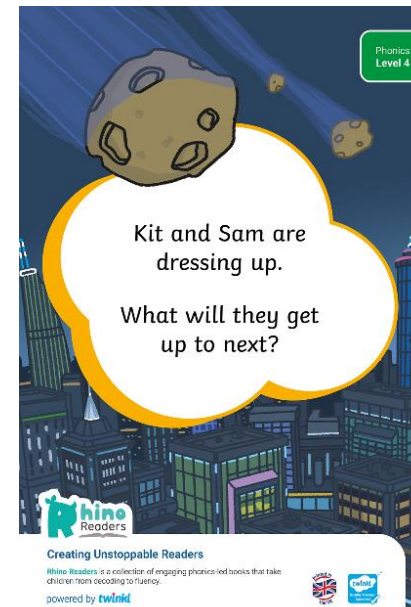


Level 2	2a
	2b
	2c
Level 3	3a
	3b
	3c



# How can you support your child when reading at home?

- Positive experiences to foster a **love of reading**. A mix of **child-led** and **adult-led** reading.
- **Daily reading** – children thrive on **repetition**. Hardwiring phonemes and tricky words!
- Finding a **time** to read that is right for your child – try and get into a routine.
- **Pre-reading talk** is really important. Explore the **front cover** and **blurb** together. What do they notice? Do they have the **vocabulary** to discuss what they can see and are they excited by the **title**?



# How can you support your child when reading at home?

- Don't skip the '**Before Reading Page**'. **Point and say** the phonemes and words. Keep this pacey and fun!
- If your child isn't sure on a sound, first say the **word underneath**. Then **segment / stretch it out** to hear the sound they need. Emphasising the phoneme they need.
- When reading the **focus words** can your child identify the **digraphs** and do they understand the **meaning** of the word?
- **Pink words** are tricky words to learn by sight. **If it's pink, stop and think!** You can help your child with these words.

**Before Reading**

**Say the sounds.**  
If your child needs help, point to the picture and read the word to them.

s snake	s pigs	b bat	ss kiss	ck duck
x box	w wave	sh sheep	th feather	th moth
qu queen	ng ring	oa boat	ow clown	ee cheese
er pepper	oo book	oo moon	ur purse	ear ear

**Read the focus words.**  
The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

burst	cloaks
dressing	speedboat
Twister	Squish

**Read the tricky words.**  
Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

have	when	come
some	little	
what	do	

Level 4 reviews sounds from Levels 2 and 3 and focuses on blending an increasing number of sounds together.



# Rhino Readers

Please remember that reading is not just about saying the words but understanding what has been read.

Ask your child questions to check their understanding.



A photograph of a classroom full of young children in school uniforms. They are all looking towards the left side of the frame. One child in the center foreground has their right hand raised high. The image has a warm, reddish-pink color overlay. The text 'Reception Homework at Vaughan Primary School' is written in large white letters across the middle of the image.

# Reception Homework at Vaughan Primary School

MICROSOFT TEAMS





# Microsoft Teams Homework Platform

You will receive log in details for MS Teams

Your child will be issued with homework in the 'assignments' section of teams.

Homework will be set on Fridays – no need to send work into school. It is for you to consolidate the work taught in phonics lessons.



# **MS Teams Homework Platform**

**Homework will be based on the phonics taught that week and may also include:-**

- Letter sounds to learn**
- Words to read using sound buttons to blend**
- Tricky words to learn to read and spell**

**We may also give details of a theme we are currently learning about for example 'noticing the changing seasons' so that you can support your child at home.**

A group of young children in school uniforms, some raising their hands, with a red overlay.

# Evidence Me: Online Learning Platform

2 SIMPLE



# Evidence Me: Online Learning Platform



You have recently and hopefully completed a form and provided one or two email addresses to enable you to access Evidence Me.



# Evidence Me: Online Learning Platform

Evidence Me is used as an online platform to share children's learning experiences. It allows photos, observations and comments to be stored and accessed by Parents and Teachers.



# Evidence Me: Online Learning Platform

We appreciate that you enjoy seeing photos of your child in the Reception setting so will include some photos which are for you to discuss and share at home.

Examples might be dressing up for World Book Day or performing a class poem.





# **Evidence Me: Your child outside the school setting**

Evidence Me can provide greater opportunities to extend your child's learning at home by talking about what your child is learning at school.

Ideas and suggestions may be issued on MS Teams.



# Evidence Me: What can I contribute?

As a Parent, Evidence Me enables you to capture and share experiences which are different to those at school.

This enables the teacher to see a more rounded picture of your child, their interests and the characteristics of their learning.



# **Evidence Me: What can I contribute?**

Please see the appendices to the slides which explain more about how you can contribute your own observations from home.



# Evidence Me: Feedback

Your observations will be acknowledged by the class teacher however teachers do not receive a direct notification when you post something.

Teachers check in periodically with the website to oversee everything, so your post will be viewed during one of these 'check in's.'



# Evidence Me: Where do I start?

If you have do not confirm that you wish to join Evidence Me then the email will need to be resent.

Class Teachers can view that information so will know whether you have confirmed or not.

**Please confirm as soon as possible to reduce the time that class teachers will need to spend checking and resending links.**

Please check your junk email box

A photograph of a group of young children in school uniforms, some raising their hands, with a red overlay. The children are smiling and looking up, suggesting an active learning environment. The text 'Appendices' is overlaid in white, bold font, and 'USEFUL INFORMATION' is overlaid in a smaller, white, all-caps font below it.

# Appendices

USEFUL INFORMATION



# Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

<b>Phoneme</b>	the smallest unit of sound in words
<b>Grapheme</b>	the written representation of a sound
<b>GPC</b> (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
<b>Blending</b>	joining individual speech sounds together to read a word
<b>Segmenting</b>	breaking down words into individual speech sounds to spell a word
<b>Digraph</b>	two letters making one sound e.g. 'sh'
<b>Trigraph</b>	three letters making one sound e.g. 'igh'
<b>Split Digraph</b>	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
<b>Tricky/Common Exception Words</b>	words that are not fully decodable such as 'the' and 'was'
<b>Sound buttons</b>	circles or spots that can be written underneath a sound to support reading
<b>Sound bars</b>	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
<b>Mnemonic</b>	a visual prompt to help children remember a sound



# Level 1

## How can I support my child at home?

- Work on **listening skills**, taking turns and encouraging your child to **look at you** when you are speaking.
- Go on a **listening walk** around your house or outside and talk about the sounds they can hear.
- Play the game **'I Hear with My Little Ear'**! Take it in turns to imitate the sound of something and guess what makes that sound.
- Make a collection of your own **noisemakers**. Can they guess a sound being played under a blanket? You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.
- **Read** with your child daily at home. Could they use instruments or noise makers to add **sound affects**? Can they create their own **voice sounds** for sound affects?



# Level 1

## How can I support my child at home?

- Play a **listening and copying game** using a small set of instruments and noisemakers. Try creating loud or quiet sounds and simple patterns.
- Learn and perform lots of **nursery rhymes**. Use actions for **body percussion**!
- Read **rhyming books** and play with rhyme. Play **rhyming bingo** or **snap**. You can even challenge your child to make the **rhymes silly**, e.g. Hickory dickory dock the mouse ran up the sock!
- Oral **blending** and **segmenting games**. Such as **I spy...** a c-a-t, I spy a f-r-o-g or **Simon Says** touch your h-e-a-d.





# Phonics: Links to support at home

How to say the letter sounds

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Jolly phonics songs for each sound

<https://www.youtube.com/watch?v=jvAYUvQUrGo>

Blending and lots of other useful information

<https://www.ruthmiskin.com/en/find-out-more/parents/>



# Reception Phonics Meeting

Oxford Owl

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

<https://www.miniwritersclub.com>

Also has an Instagram page



# End of Reception Expectations

## Literacy Early Learning Goal

### Word reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge

### Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.





# Rhino Readers

Useful link:

10 things to think about when reading with your child

<https://www.ruthmiskin.com/en/find-out-more/parents/>



# **Evidence Me: Where do I start?**

You will be sent an email to confirm that you wish to use Evidence Me – from Evidence Me

Confirm that link and then you can start using Evidence Me to view observations which we have posted and post your own.

This is how the activation email should look:-



# Evidence Me: Where do I start?

## Example Email Invitation

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*Subject: Evidence Me – Activation of Joe Smith's parent account for St Mary's School*

*Welcome to the St Mary's School Parent Suite!*

*You have been registered at St Mary's School as a Parent of Joe Smith. Please follow the link from below in order to activate your user account:*

*Activate your account*

*Regards, The Evidence Me Team*

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# Evidence Me: Where do I start?

Once you have confirmed the email link sent to you you should be able to view the observations which the class teacher has posted.

You can do by downloading the app Evidence Me by a company called 2simple

Please see the appendices for further details and links to Parent Help from Evidence Me



# Evidence Me: What can I contribute?

It could be a photo of a bike ride you did together and your child had read some signs along the way.

It could be a discussion in the garden about the clouds, where they come from and where they go!



# Evidence Me: What can I contribute?

We would like to use Evidence Me from time to time to ask you to post specific observations.





# Evidence Me: Observations

We have recently been talking about Autumn at school. It would be great to follow this up by visiting the park and looking for signs of Autumn, discussing what you find such as acorns and conkers and extending vocabulary by describing the leaves you find.



# Evidence Me: Observations

Another theme we have been discussing is celebrations, for example Diwali and Christmas. It would be good to see the kind of celebrations that your child takes part in and what their understanding is.



# Evidence Me: Observations

Try to write exactly what your child says without correcting it.

For example, “I ate some yummy food for Diwali and had presents. I wore my red sparkly dress.”

It isn't about what is correct or what isn't, it is a case of understanding the stage your child is at now, so that we know how to support them with the next step of their learning.



# Evidence Me: Observations

The important thing is sharing the experiences and the discussion which comes as a result of this.

Children who are supported with learning at home make greater progress than those who are not.



# Evidence Me: Where do I start?

Log on to the website using the email address provided to us and choose a password to set up.

The screenshot shows a web browser window with the address bar displaying "evidence.me". The page has a blue header on the left with the "evidenceme" logo and the text "A 2Simple Leadership Product". The main content area is white and contains a login form with two input fields: "Email" and "Password". Below the "Password" field is a blue "Sign in" button. A link "Forgot password?" is located below the "Sign in" button. At the bottom of the page, there is a row of award logos including "era", "evidence", "bett Awards 2014", "bett Awards 2015", and "bett Awards 2016". The version number "version: 1.6.5.3351" is displayed in the bottom right corner.

version: 1.6.5.3351



# Evidence Me: How do I add an entry?

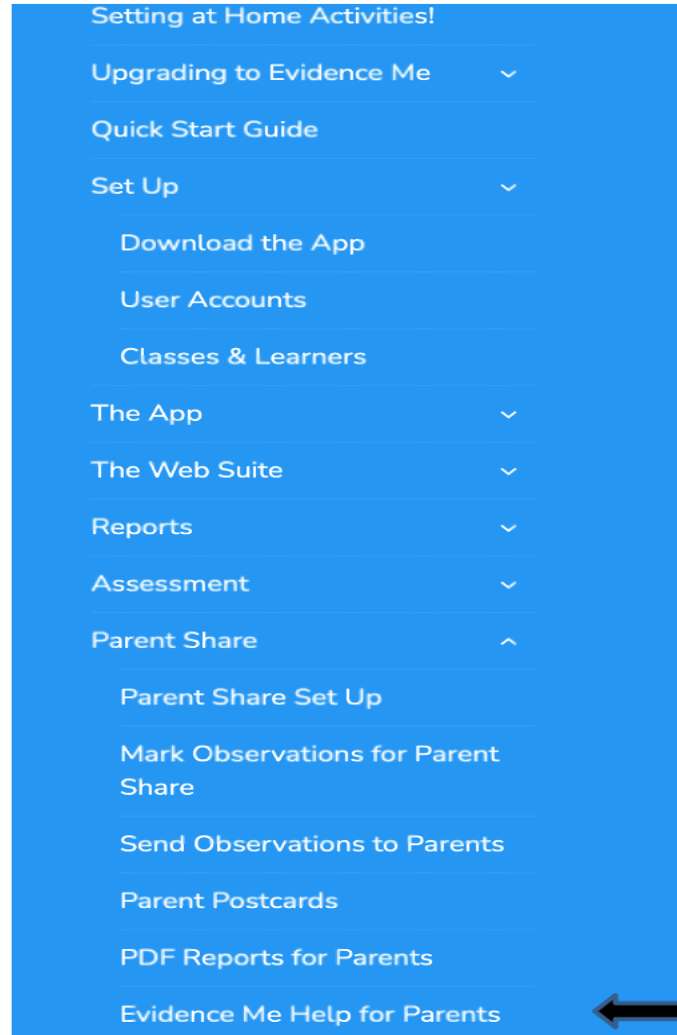
Go to the section called 'Parent Share'

'Evidence Me Help for Parents





# Evidence Me: How do I add an entry?



Click here



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Scroll down the page to 'Create a Parent App Observation'

You can submit a photo or video: there are lots of details here for how to do it.

The screenshot shows a web browser window with the URL `help.evidence.me`. The page has a blue sidebar on the left with a menu. The main content area is white with a blue header. The sidebar menu includes: The App, The Web Suite, Reports, Assessment, Parent Share (expanded), Parent Share Set Up, Mark Observations for Parent Share, Send Observations to Parents, Parent Postcards, PDF Reports for Parents, Evidence Me Help for Parents, Administration, Link with Classroom Monitor, Video Guidance, Release Notes, Webinars, FAQ's, and Contact Us. The main content area has a blue header with the title 'Create a Parent App Observation'. Below the header, there is a paragraph: 'For each Parent Share observation, you can add evidence. This could be an activity or a piece of work.' followed by another paragraph: 'Tap on one of the below icons on the app Create screen to start your observation'. There are two sections: 'Photo' and 'Video'. The 'Photo' section has a list of 4 steps: 1. The photo will be instantly captured, 2. Edit your image using the image edit features – Please Note this feature will only appear if you have switched on Enable Crop Screen in the Settings area of the app, 3. Tap Done in the bottom right-hand corner, 4. Select Tap to Edit. Below the list is a 'TOP TIP' paragraph: 'Your observation will automatically appear on your recent observations bar so you can always edit it at a later date.' The 'Video' section is partially visible at the bottom.

## Create a Parent App Observation

For each Parent Share observation, you can add evidence. This could be an activity or a piece of work.

Tap on one of the below icons on the app Create screen to start your observation

### Photo

1. The photo will be instantly captured
2. Edit your image using the image edit features – **Please Note** this feature will only appear if you have switched on **Enable Crop Screen** in the **Settings** area of the app
3. Tap **Done** in the bottom right-hand corner
4. Select **Tap to Edit**

**TOP TIP:** Your observation will automatically appear on your recent observations bar so you can always edit it at a later date.

### Video

1. The video will automatically start recording