



Parent / Carer Introduction to Phonics and Early Reading

2024 - 2025

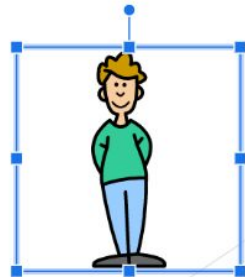
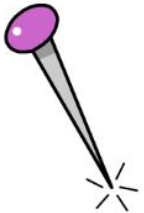
Welcome!



Initial sounds



Final sounds



sat



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



We love reading!

- It is SO important!

Why do we focus so much on it?

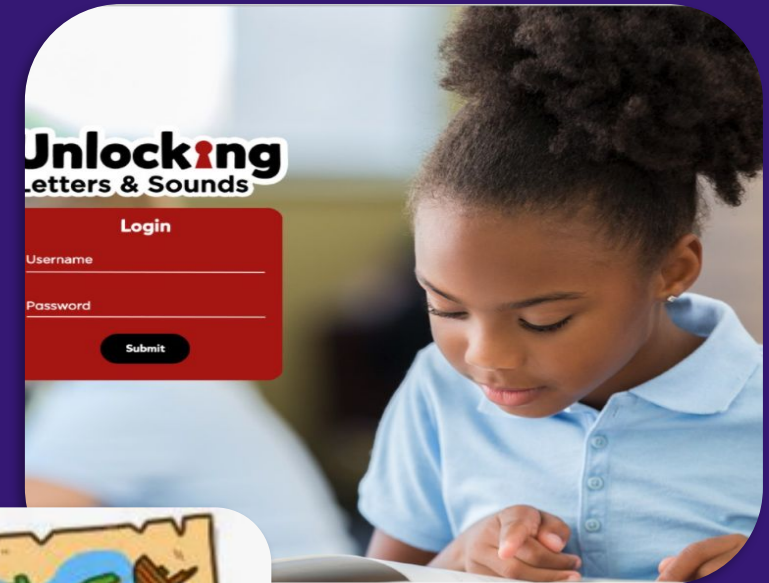
- Reading for pleasure
- Finding out information
- Reading the world around them
- Understanding forms and official documents
- Accessing learning

What is Phonics?

- Over 50 years of teaching children to read through different approaches.
- National Curriculum: Phonics is the main way that schools teach phonics
- Department of Education – approving phonics schemes that meet its criteria. I.e. ULS
- It teaches us to link between the words we say and the letters that represent each sound.






















Grapheme Phoneme Correspondance (GPC'S)

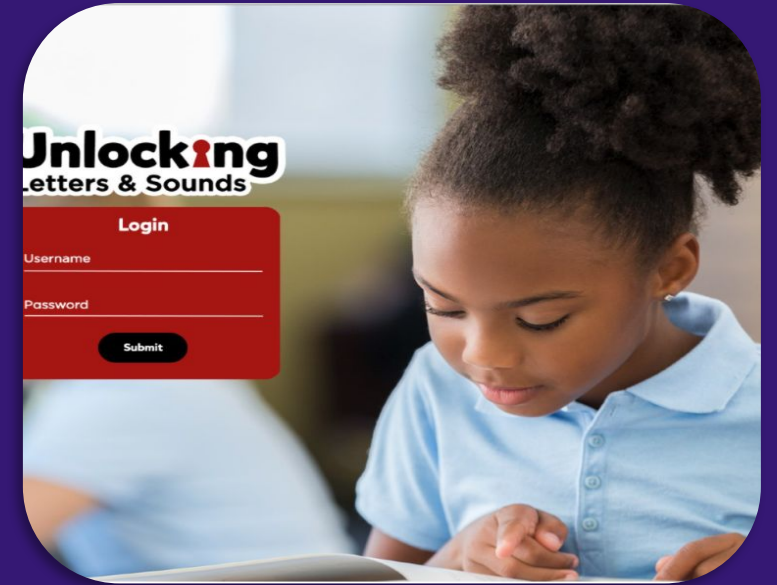
- Grapheme – the written letter (the letter name) or groups of letters
- Phoneme – the sounds that the letter makes.



What is Phonics?





























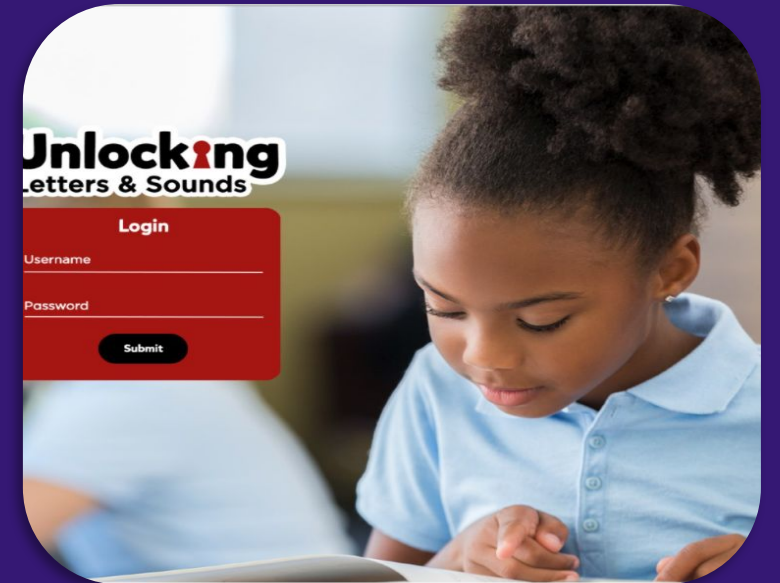
Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	



What is Phonics?



Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		



Blending

- Pushing the phonemes together to make a word.

C-a-t = cat

Segmenting

- Sounding the words out (for spelling) - we separate the phonemes so we can hear each sound to be able to spell the word.

Cat = c-a-t



Unlocking Letters and Sounds

Actions, Images and Handwriting – Phase 2

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		Snake – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		Tap – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

Images and Handwriting – Phase 2 page 1

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Common Exception Words

the

to

into

no

l

go

Reading and Books

- Children will be given books when they can blend – this will be different for every child
- Please don't compare with others, if you are concerned, contact us!
- Books precisely match children's phonics attainment (95% of the words in it recognisable)



Reading and Books

- Reading in school every week
- Phonics lessons 5 times a week
- Poetry Basket / Echo Reading
- Story reading
- Shared Reading
- Reading books are allocated to match the phases that the children are secure in. This may look different for each child.





Reading at home

- 5 – 10 minutes a day is more effective
- Choose a time that works for you – is bed time the best time?
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!

