

Unlocking Letters and Sounds - Phonics and Reading

Wednesday 22nd October - Parents' Meeting



Importance of reading

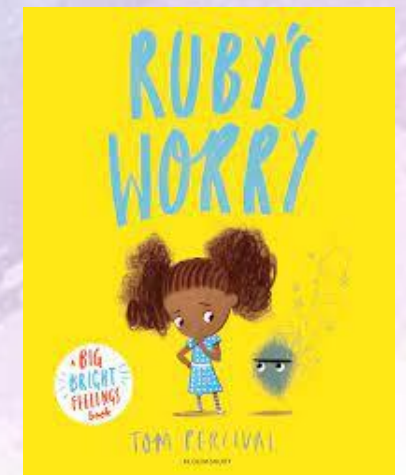
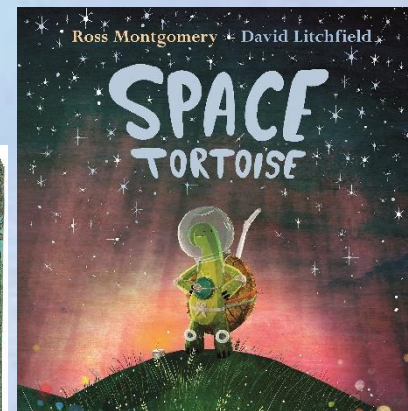
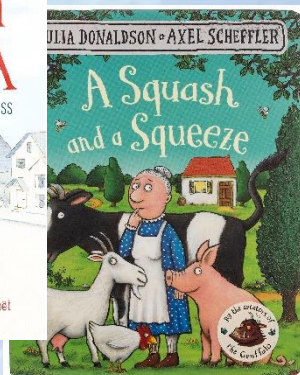
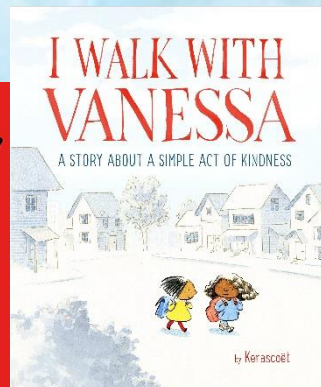
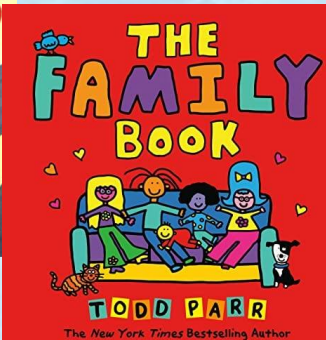
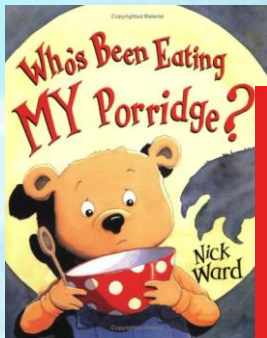
- It is the backbone of children's imagination. When children read or are read to they can imagine different situations and scenarios. Children learn that books can transport them elsewhere.
- Book related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

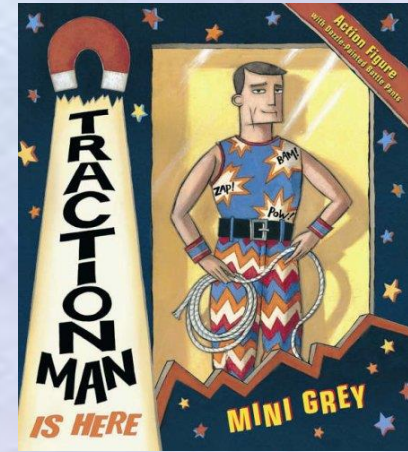
Reading for Pleasure – Sharing the shared reading books

- How often do you share a book with your child?
- Sharing and talking about picture books can help develop your child's:
 - Imagination and stimulate curiosity
 - Listening skills
 - Comprehension and knowledge of the world
 - Vocabulary
 - Love of reading
- You have the gift of reading to your child, beyond what they are capable of reading themselves.



How do we develop a love for reading?

- We have a **daily story time** to share high quality picture books with children and welcome discussion about them, for example, talking about the author and recommending other books they might enjoy.
- Exciting and engaging books are chosen as a stimulus for our **curriculum**.
- **Reading in the moment** – We share our thoughts with the children as we read them a book, taking them on the adventure with us and sharing our curiosity.
- **Mighty Writer** – which is a giant story map used to innovate stories giving children the opportunity to write alternative endings to stories.



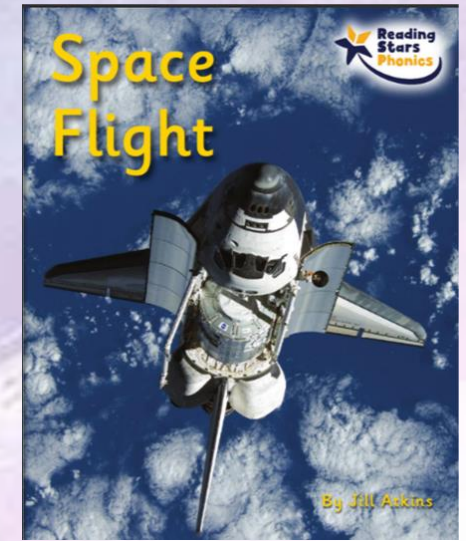
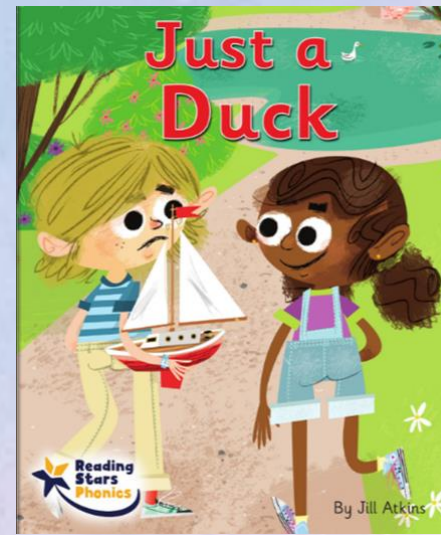
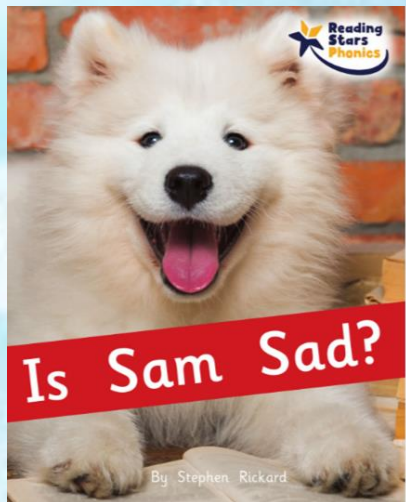
Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:



- Here's how many words children would have heard by the time they were 5 years old: Never read to, 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.
- Children who become engaged in reading can make huge progress in their development across the whole curriculum.

Reading Books

- Books must be fully decodable, not highly decodable or have "challenge words".
- Books must be clear about which GPCs are being practised.
- The order of books used for practise, both at home and at school, needs to match the teaching of GPCs.
- For example: If a child is learning phase 3, they should not be taking home books containing split diagraphs as these are not taught until phase 5.
- You will keep your book for a while for you to re-read. This is done on purpose so your child can develop a confidence of fluency and begin to read unfamiliar words without having to segment them.



Reading at home



- 5 - 10 minutes
- Choose a time that works for you
- 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
- Echo reading
- 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!
























Progression of Reading Books












We are teaching Phase 4 Revision at the moment so this is where you should expect your child to be.
















Reading Book Level	Sounds Covered
Phase 2 (Set 1 - 5)	s a t p i n m d g o c k ck e u r h b f ff l ll ss
Phase 2 Complete	Repeats all learned Ph2 sounds
Phase 3 Set 6	j v w x
Phase 3 Set 7	y z zz qu
Phase 3 Set 8	ch sh th ng
Phase 3 Set 9	ai ee igh oa
Phase 3 Set 10	oo ar or ur
Phase 3 Set 11	ow oi ear air
Phase 3 Complete	All the above as well as ure and er
Phase 4a	Introduces CVCC words eg camp
Phase 4b	CVCC, CCVC and CCVCC
Phase 4c	CCVCC, CCCVC and CCCVCC
Phase 5a	ay ou ie ea oy ir ue
Phase 5b	aw wh ph ew oe au ey /zh/
Phase 5c	a_e e_e i_e o_e u_e
Phase 5d Mastery	All of the above

 a	 e ea	 i y	 o a	 u o	 ai ay a-e ey a ei eigh	 ee ea e-e ey e y ie	 igh ie i-e i y	 oa oe o-e ow o	 oo ue ew u-e ou
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 (y)oo ue ew u-e u	 oo u oul	 ar a al	 or aw au al our augh oor ore	 air are ear ere	 ur ir er ear or	 ow ou	 oi oy	 ear ere eer	 ure	 er u
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 f ff ph	 l ll le	 m mm mb	 n nn gn kn	 r rr wr	 s ss se c ce	 v ve	 z zz s se	 sh ch ti ci s/ss	 th	 ng
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 b bb	 c k ck ch	 d dd	 g gg	 h	 j g ge dge	 p pp	 qu	 t tt	 w wh	 x	 y	 ch tch t
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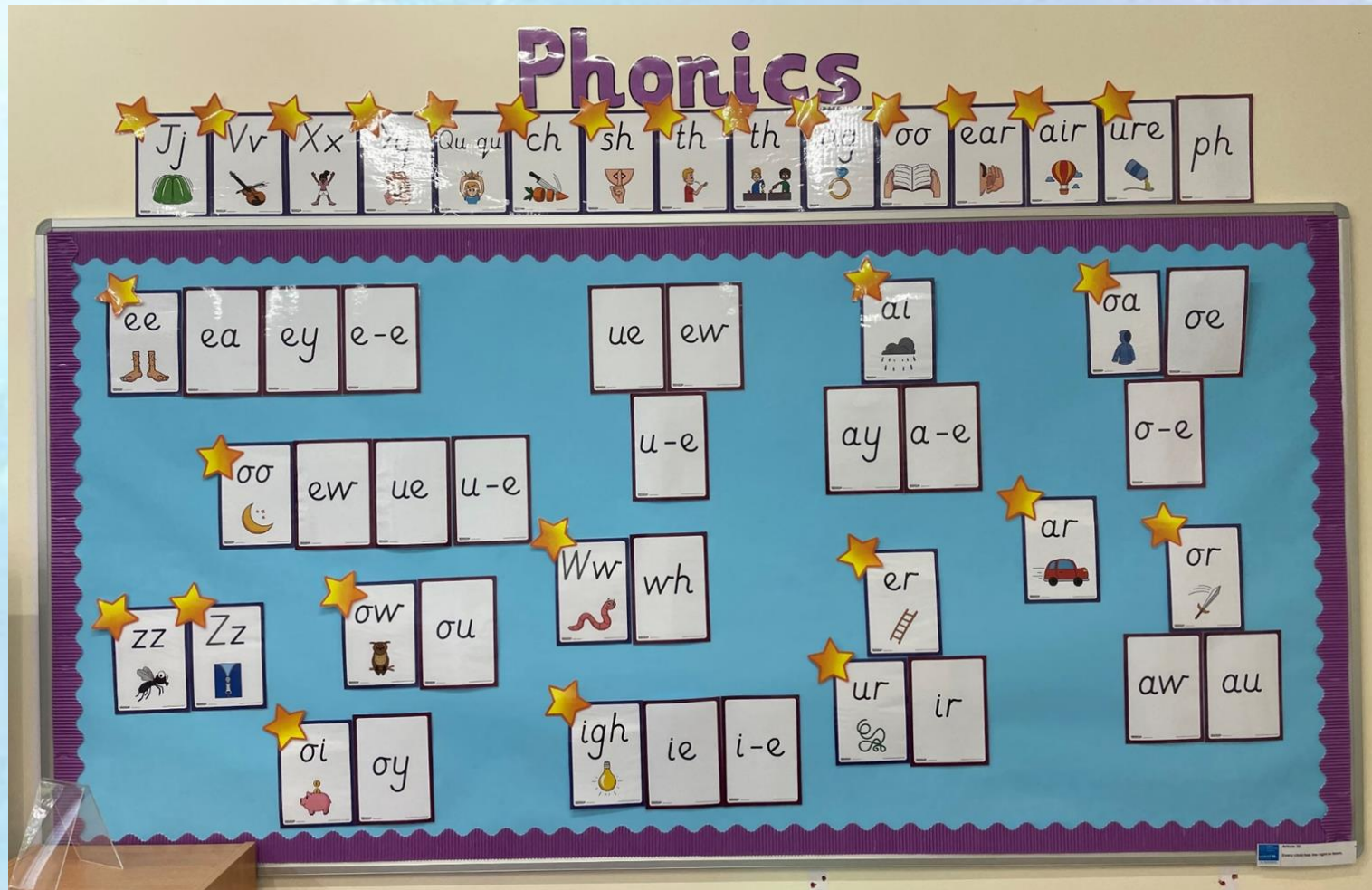
Back to Phonics!
The English language only has around **44 phonemes** but there are around **120 graphemes** (ways of writing these down).

What is phonics?

- Phonics is recommended as the first strategy that children should be taught in helping them learn to read and write. It's the link between letters and the sounds they make.
- Children are taught how to read by breaking down words into separate sounds (phonemes). They are then taught how to blend these sounds together to read the whole word.
- It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.



The sounds we learn in Year 1



Key Language Used

Phoneme

The smallest unit of the sound in a word – often referred to as “a sound”.

Grapheme

A letter (or sequence of letters) that represent a phoneme. It's how the sound is written down.

Key Language Used

digraph

A phoneme that is represented by two letters.

/sh/ as in fish

trigraph

A phoneme that is represented by three letters.

/ear/ as in fear

Reading words with focus sound

Segment - breaking a word down into its phonemes.

- For a single sound (t d p)

_ for digraphs and trigraphs (ai, ch, igh) **be aware of a schwa**

c a t
● ● ●

s h o p
— ● ●

Blend - slowly blend and merge the sounds together.

c a t
→

s h o p
→

Phonics Lessons

- Children take part in a phonics lesson daily.
- The lesson is split into 4 parts.
 - Re-visit/ re-view
 - Teach
 - Practise alongside letter formation
 - Apply (reading and writing of words and then sentences)



Phonic teaching sequence

Phase 2 (taught in Reception)

Single sounds (phonemes)- s a t p i n





























Phase 3 (taught in Reception)

Digraphs (two letters which make one sound)

• ch, qu, sh, ai snail shop

Trigraphs (three letters which make one sound)

igh, ear, air, light chair

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 		

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Phonic teaching sequence

Phase 4

- Adjacent consonants at the start of a word

dr, pl, tr tree plant

Adjacent consonants at the end of a word

mt, pt, nt went cramp

- Longer words (breaking words into sizable chunks/syllables – polysyllabic words)

hand|bag

park|ing

Phonic teaching sequence

Phase 5

More digraphs - ay ue ey

Link to sound families

ai ay a-e ee ea igh ie

Split digraph

a-e e-e i-e o-e u-e



a	e ea	i y	o a	u o	ai ay a-e ey a ei eigh	ee ea e-e ey e y ie	igh ie i-e i y	oa oe o-e ow o	oo ue ew u-e ou
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(y)oo ue ew u-e u	oo u oul	ar a al	or aw au al our augh oor ore	air are ear ere	ur ir er ear or	ow ou	oi oy	ear ere eer	ure	er u
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f ff ph	l ll le	m mm mb	n nn gn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ch ti ci s/ss	th	ng
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b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch t
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Common Exception words

<i>the</i>	<i>to</i>	<i>into</i>
<i>no</i>	<i>l</i>	<i>go</i>

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<i>said</i>	<i>have</i>	<i>like</i>
<i>so</i>	<i>do</i>	<i>some</i>
<i>come</i>	<i>were</i>	<i>there</i>
<i>little</i>	<i>one</i>	<i>when</i>
<i>out</i>	<i>what</i>	

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- Can not be fully sounded out.
- Need to recognise them by sight without sounding them out.
- Help with fluency in reading.
- Homework – starting in T3.
- Displayed in classrooms.

<i>me</i>	<i>we</i>	<i>be</i>	<i>he</i>
<i>she</i>	<i>was</i>	<i>you</i>	<i>they</i>
<i>all</i>	<i>are</i>	<i>my</i>	<i>her</i>

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<i>oh</i>	<i>their</i>	<i>people</i>	<i>Mr</i>	<i>Mrs</i>
<i>looked</i>	<i>called</i>	<i>asked</i>	<i>water</i>	<i>where</i>
<i>who</i>	<i>again</i>	<i>thought</i>	<i>through</i>	<i>mouse</i>
<i>work</i>	<i>many</i>	<i>laughed</i>	<i>because</i>	<i>different</i>
<i>any</i>	<i>eyes</i>	<i>friends</i>	<i>once</i>	<i>please</i>

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Phonic screening check

- Carried out in June 2026.
- 40 words- real and nonsense words.
- The pass mark is normally around 32 /40.
- If your child does not pass, children will be identified on entry into Year 2 and a phonics intervention will be put into place to support their phonic development.
- Children in Year 2 will then be re-tested in June 2027.
- The children are not usually fazed by the check as it's carried out in a fun, non-threatening way. We ask that parents don't add additional pressure.

river
diving
beehive
midnight

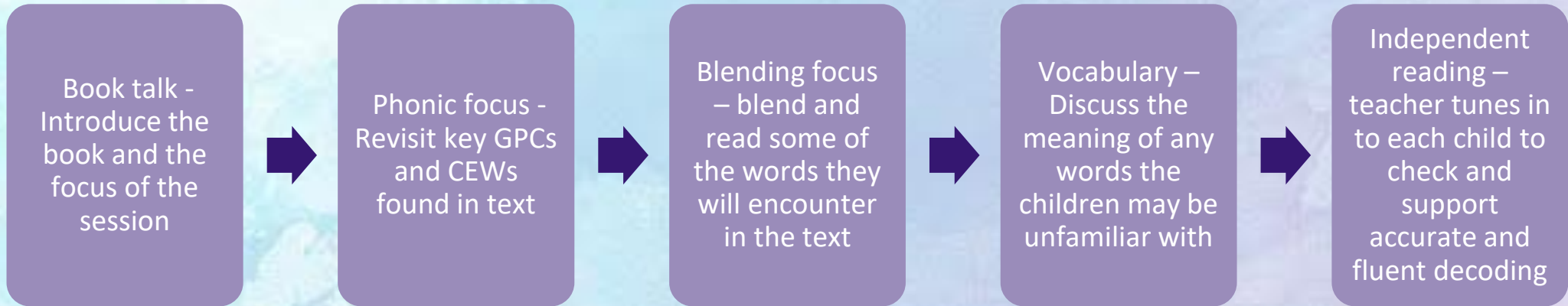
stip	
prool	
darps	
thand	

Guided Reading

- Children in Year 1 will start to take part in weekly group/guided reading sessions.
- This develops children's decoding, prosody and comprehension.



Decoding



Prosody



Comprehension

Prosody

Model reading some of text to children with appropriate intonation and expression



Children echo the teacher's reading with the correct intonation and expression



Move into independent reading with all children reading the text to apply their learning. Adult "tunes" in to one child at a time to check using prosody and support fluent reading



Decoding

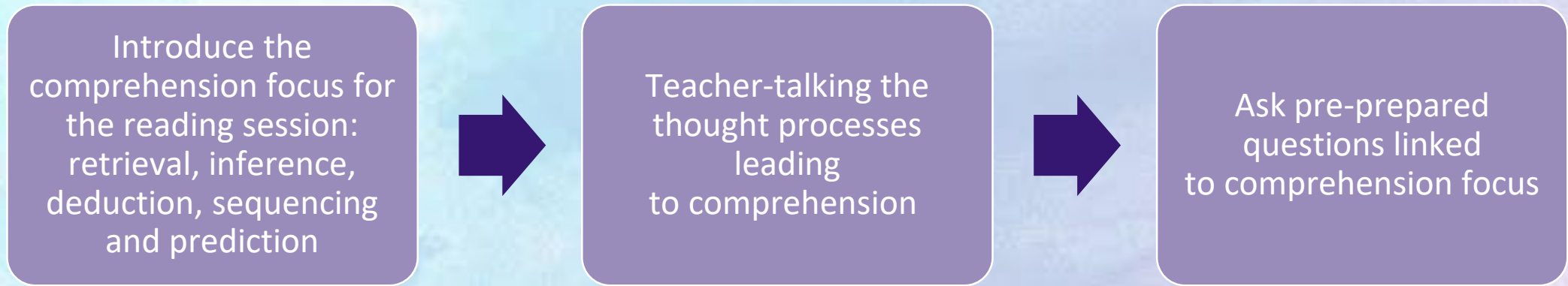


Prosody



Comprehension

Comprehension



Decoding



Prosody



Comprehension

What you can do to help at home

- Listen to your child read.
- Practise common exception words sent home.
- Learn phonic sounds - you will have sound mats in their reading record.
- Encourage your child to sound out unfamiliar words and then blend them together rather than guessing.
- Discuss the meaning of new words so that it helps your child to follow and understand the story.
- Make up silly words so that children get used to identifying sounds in non-real words.
- Keep an eye out for homework.
- Read words in the environment.
- Visit libraries.