



# Parent/ Carer Introduction to Phonics and Early Reading 2023-24

# Welcome!

- What is phonics?
- Blending
- Reading and books
- Reading at home
- Spelling
- Concerns about progress
- Questions and next steps



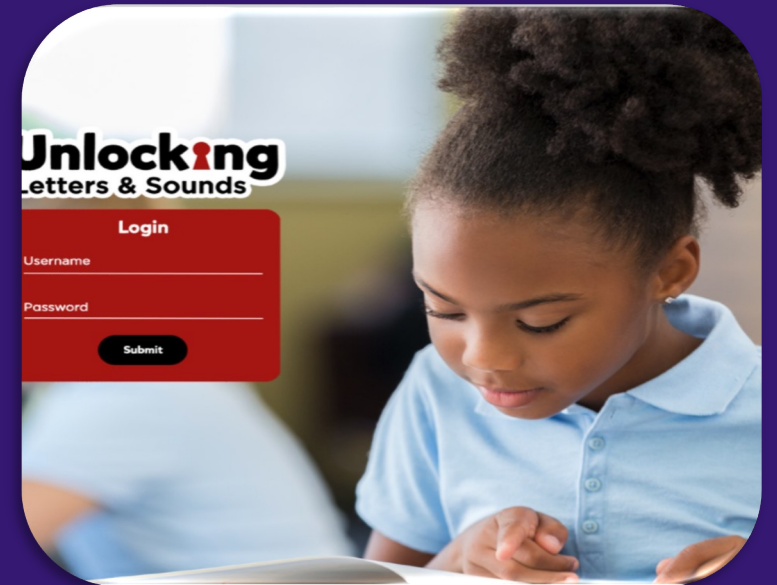


# We love reading!

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





























# What is Phonics?

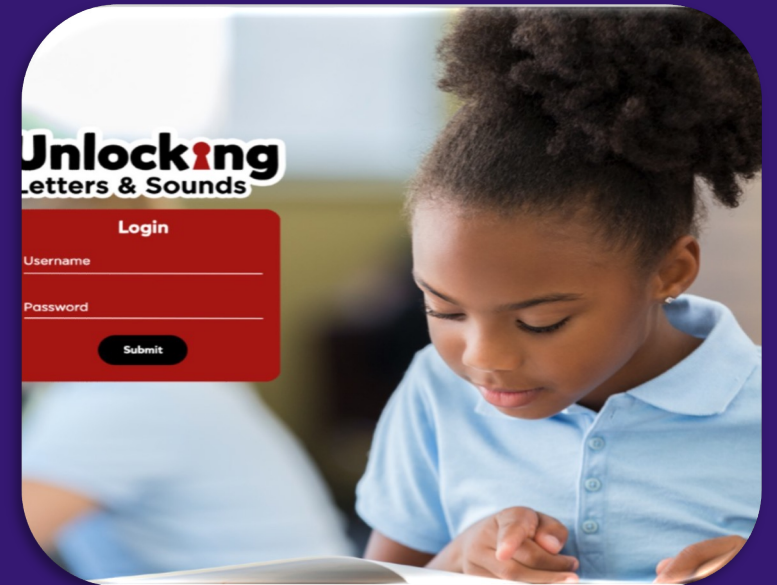
- Link between the words we say and the letters that represent each sound.
- Grapheme – the written letter or groups of letters
- Phoneme – the sounds that the grapheme makes.



# 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.





# Common Exception Words

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



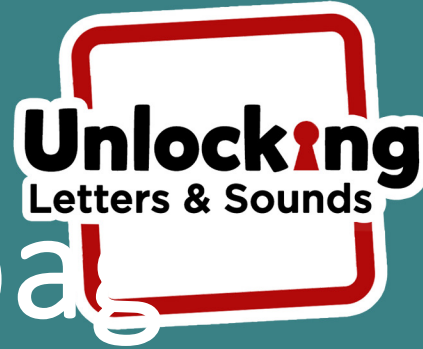
# Reading and Books

- Children will be given books when they can blend – this will be different for every child
- Books precisely match children's phonics attainment





# In your child's book bag



**At least 2 decodable reading scheme books, a hot and a cold text.**

**A red reading record book, please write in this every time you hear your child read.**

**A school library book-changed once a week.**

**A sounds keyring**



# Rocket Readers

**We challenge all children to read at home at least 3 times a week, the more the better.**

**The children are then rewarded for this in school.**



# 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
- Read common exception words by sight.

# Reading at home





- Continue to read stories 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!





## 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		<b>Snake</b> – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		<b>Arrow</b> – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		<b>Tap</b> – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		<b>Paint</b> – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

# Spelling

- Segmenting words



- Daily writing as part of phonics lessons



# Concerns about progress

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with
- Adaptions for children with SEND





# Questions and next steps

- Reading café to come...

