



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

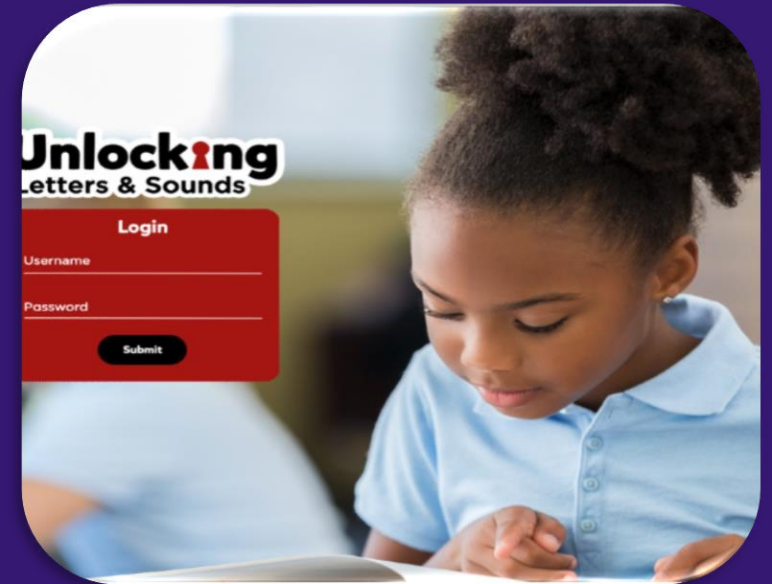
Welcome!

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



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.



The Alphabetic Code




















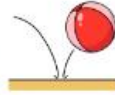





**44
phonemes**

**Simple
Code**

**Complex
Code**

What is Phase 2?



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

Common Exception words



the

to

into

no

I

go

Blending

- Pushing the phonemes together to make a word.



s a t

Three blue dots are positioned below the letters 's', 'a', and 't' respectively, indicating the starting point for blending the phonemes.

s a t

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



Blending

- Pushing the phonemes together to make a word.



s a t

Three blue dots are positioned below the letters 's', 'a', and 't' respectively, indicating the starting point for blending the phonemes.

s a t



Reading at home

- 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 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!

















Letter Formation

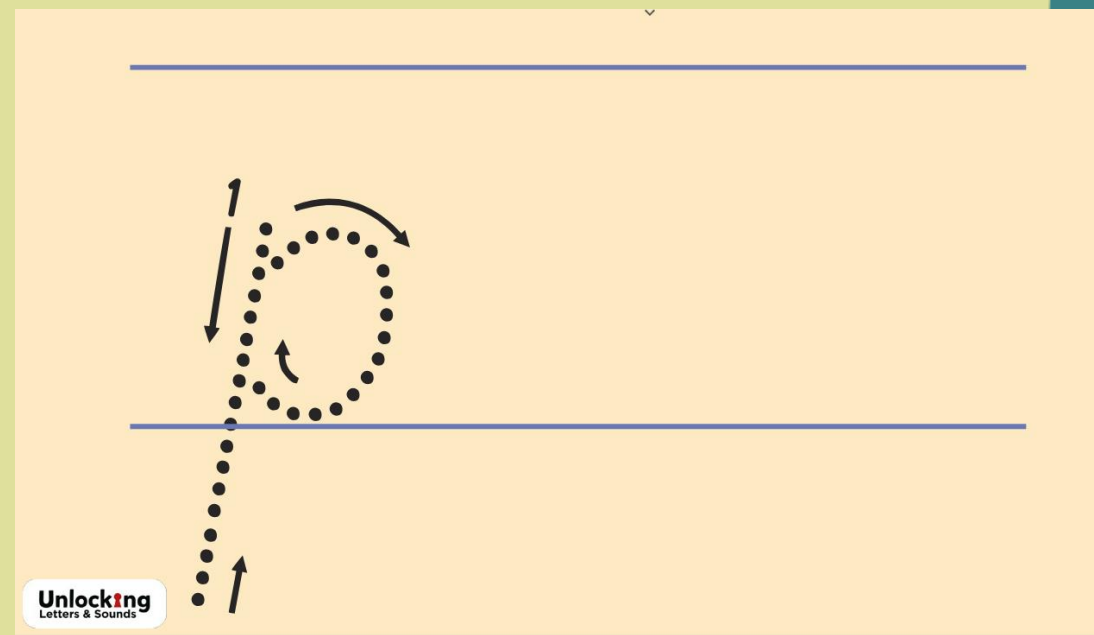


Unlocking Letters and Sounds

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	





Segmenting for Spelling



Segmenting hands
Stretch out the word



mat

Literacy

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, non-fiction, rhymes and poems and during role play.

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, including some common exception words.































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.

What is Phase 3?



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 		

Common Exception words



me	we	be	he
she	was	you	they
all	are	my	her

Homework

Name: _____

Phonics Homework

This week we have been learning these sounds:

s	a	t	p
---	---	---	---

Draw a line from the picture to the sound it starts with:



t



p



s



a

We have been using the sounds to read these words:

at	pat	sap	as
----	-----	-----	----

Draw a line from the picture to the word that matches it:



sat



tap



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

