



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

Quick Recap



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

| | | | | | |
|---|---|---|--|--|--|
| Jj  | Vv  | Ww  | Xx  | Yy  | Zz  |
| zz  | qu  | ch  | sh  | th  | th  |
| ng  | ai  | ee  | igh  | sa  | sa  |
| sa  | ar  | or  | ur  | ow  | si  |
| ear  | air  | ure  | er  | | |

Quick Recap



the

to

into

no

I

go

me

we

be

he

she

was

you

they

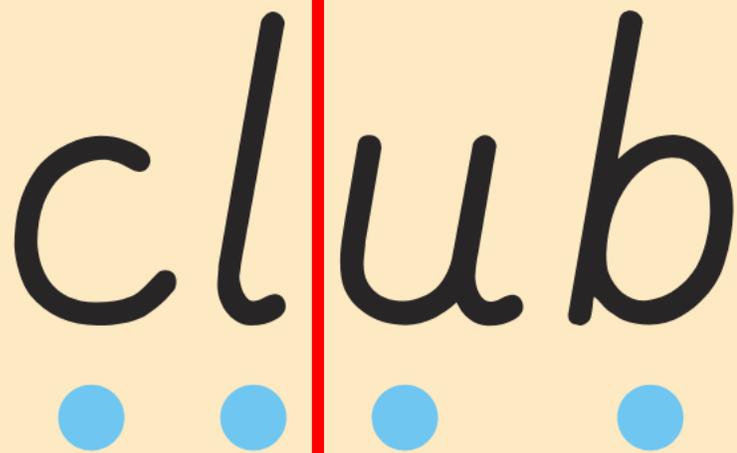
all

are

my

her

What have they learnt so far
this year?



club

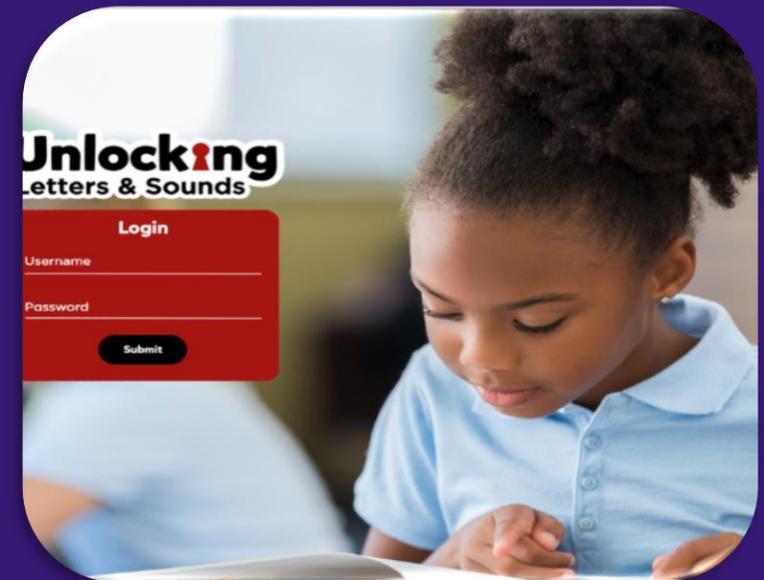
| | | |
|--------|------|-------|
| said | have | like |
| so | do | some |
| come | were | there |
| little | one | when |
| out | what | |

How will phonics change?



| | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|--|
|  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 |
|--|--|---|---|---|---|---|---|---|--|

| | | | | | | | | | | |
|---|---|--|--|---|--|---|--|--|--|--|
|  (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 |
|---|---|--|--|---|--|---|--|--|--|--|

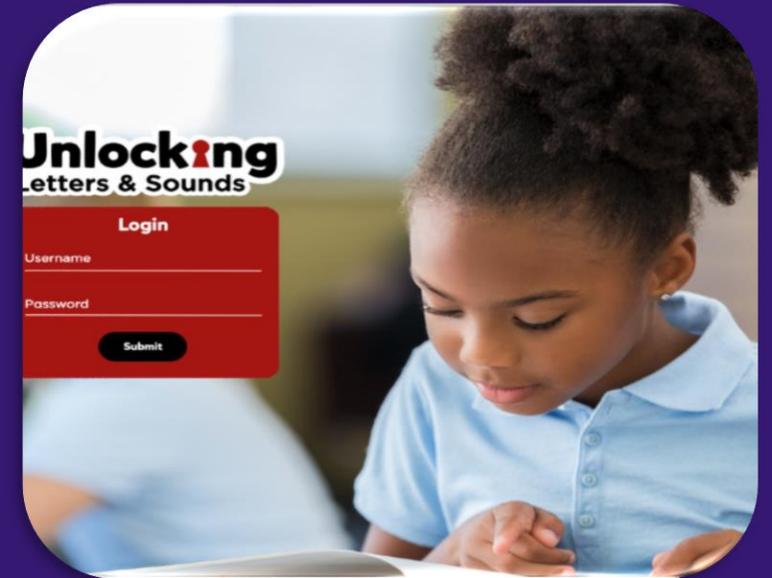


How will phonics change?



| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|--|---|
|  |  |  |  |  |  |  |  |  |  |  |
| 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 |

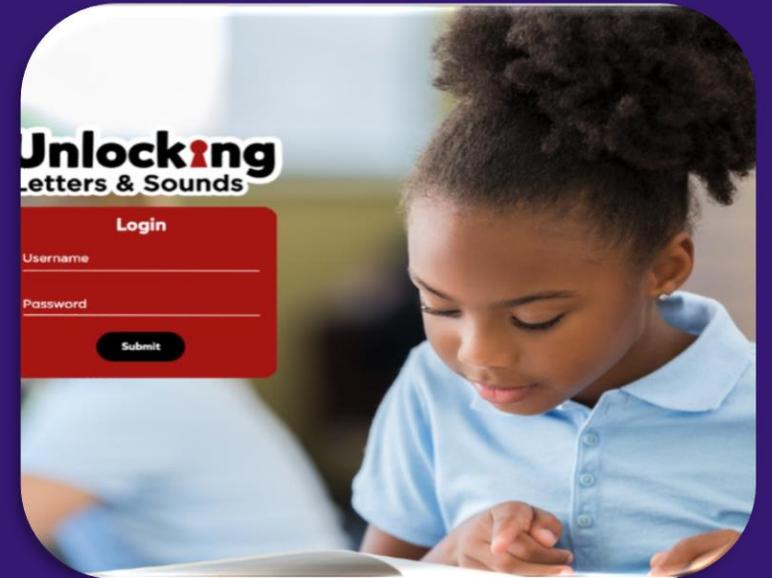
| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|--|--|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| b bb | c k ck ch | d dd | g gg | h | j g ge dge | p pp | qu | t tt | w wh | x | y | ch tch t |



How will phonics change?

ai, ay, a-e, a

rain
play
gate
radio



Common Exception Words



| | | | | |
|---------------|---------------|----------------|----------------|------------------|
| <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> |

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





Reading at home

- 15- 20 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!



Year 1 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

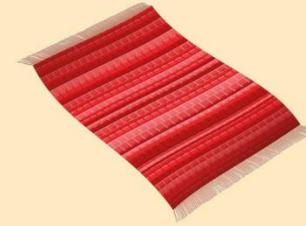




Segmenting for Spelling



Segmenting hands
Stretch out the word



mat



Statutory requirements

- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week



Spellings

| Spellings | Copy | Copy | Copy |
|-----------|------|------|------|
| jumping | | | |
| melting | | | |
| farmyard | | | |
| some | | | |
| come | | | |

Write simple sentences for two of your spellings.

| |
|--|
| |
| |
| |
| |

This week in phonics we have learnt:

CEW: some, come

GPC: Practising polysyllabic words

polysyllabic - words having more than one syllable

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

