Parent/ Carer Introduction to Phonics and Early Reading

2025-26

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.





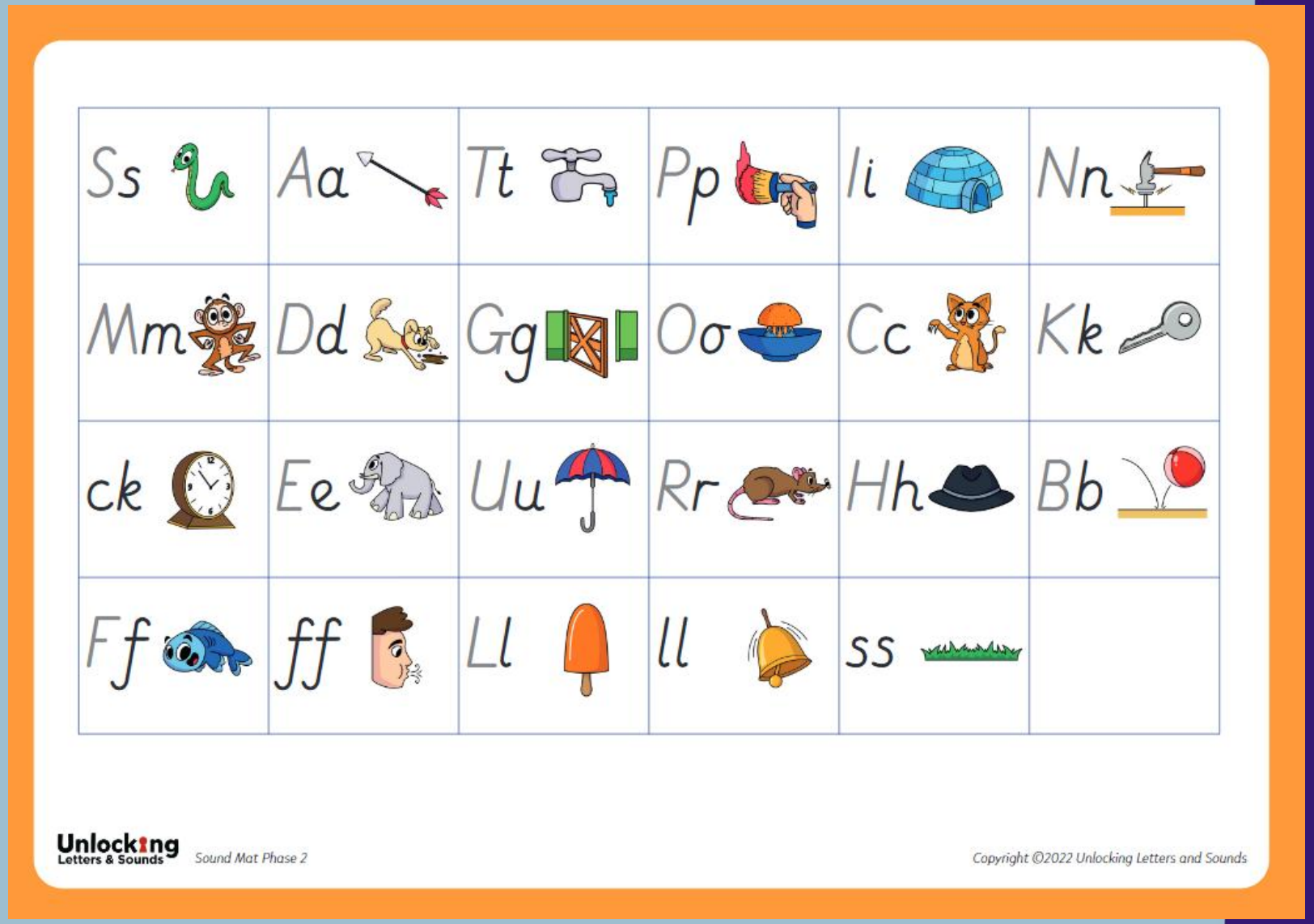
The Alphabetic Code

44 phonemes

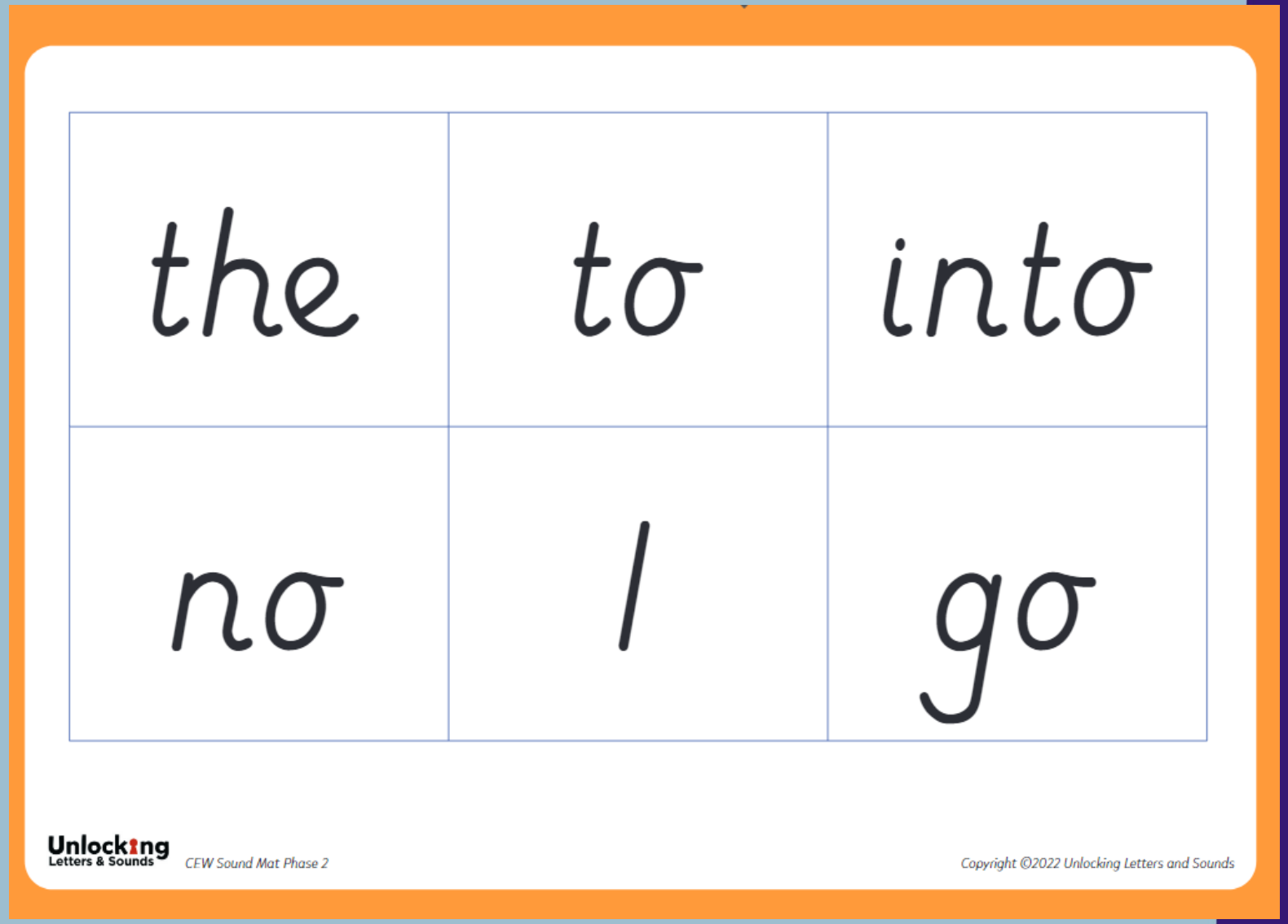
Simple Code

Complex Code

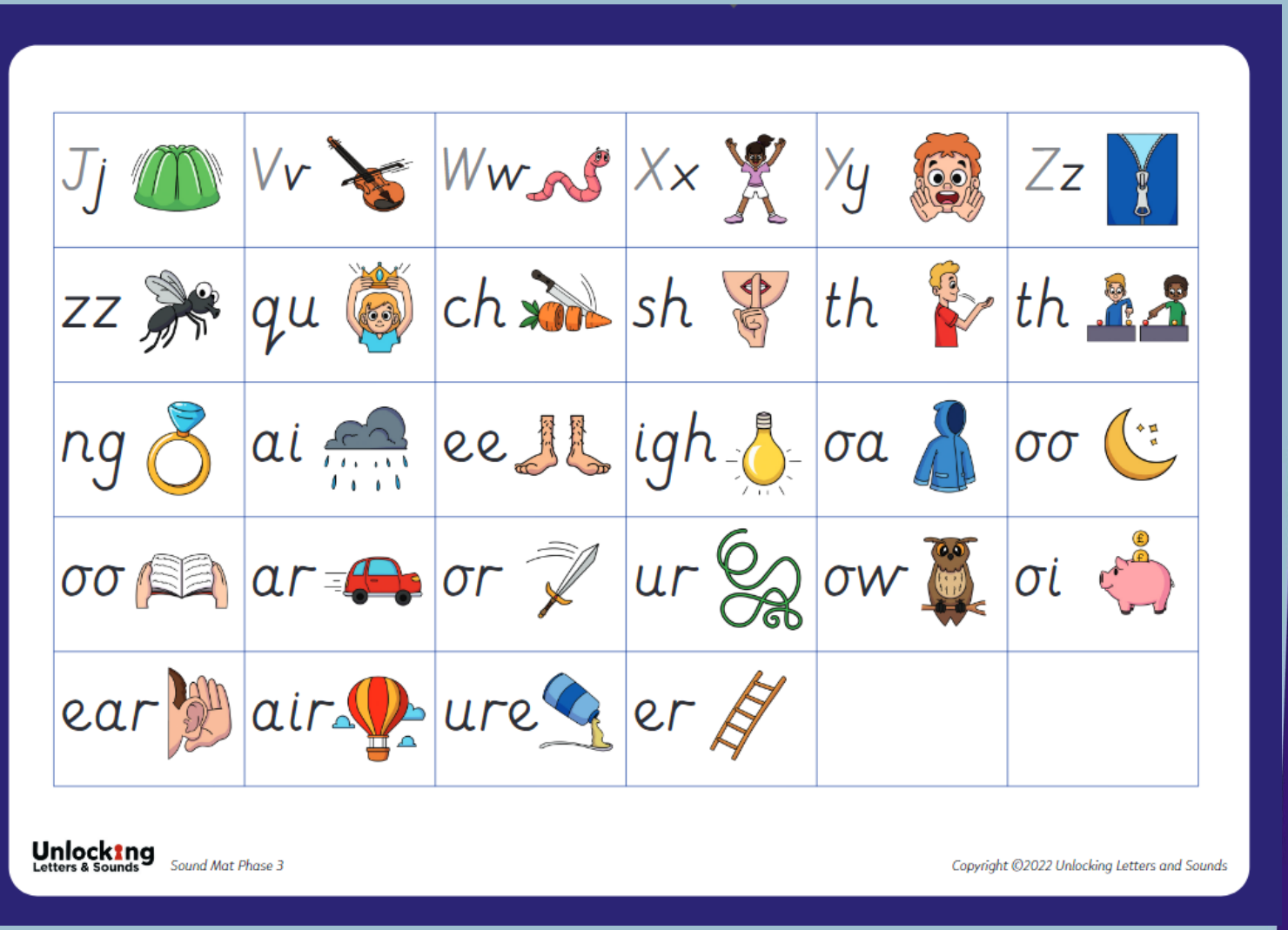
What is Phase 2?



Common Exception words



What is Phase 3?



Common Exception words



Blending

- Pushing the phonemes together to make a word.





Left to right

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



Unlocking Letters & Sounds

Reading Stars Phonics



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.

Letter Formation

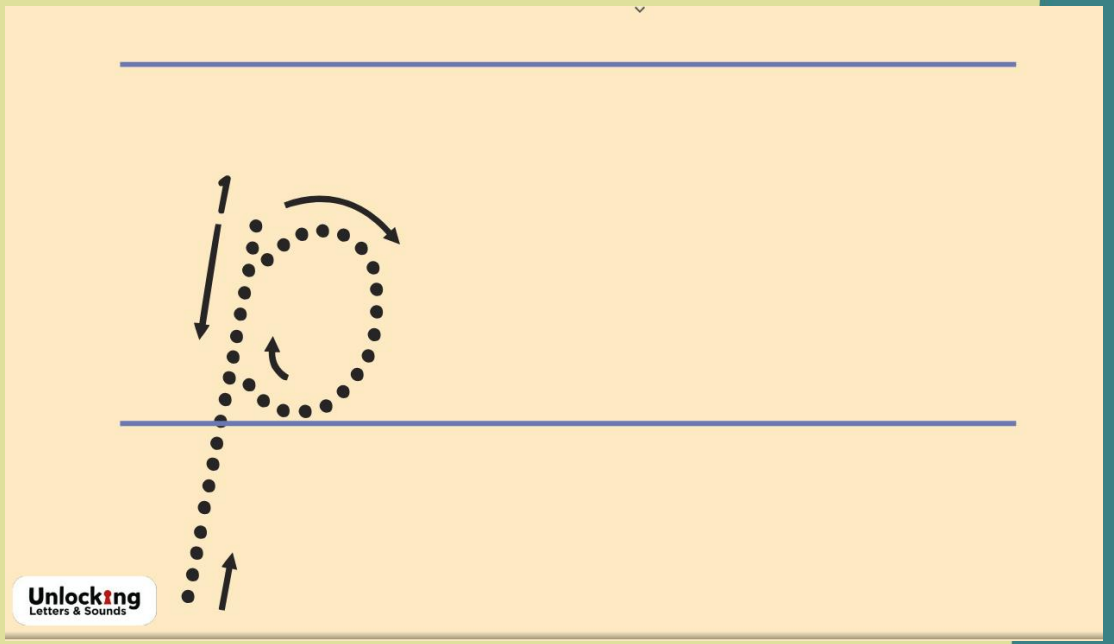
Unlocking Letters and Sounds

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	

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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.

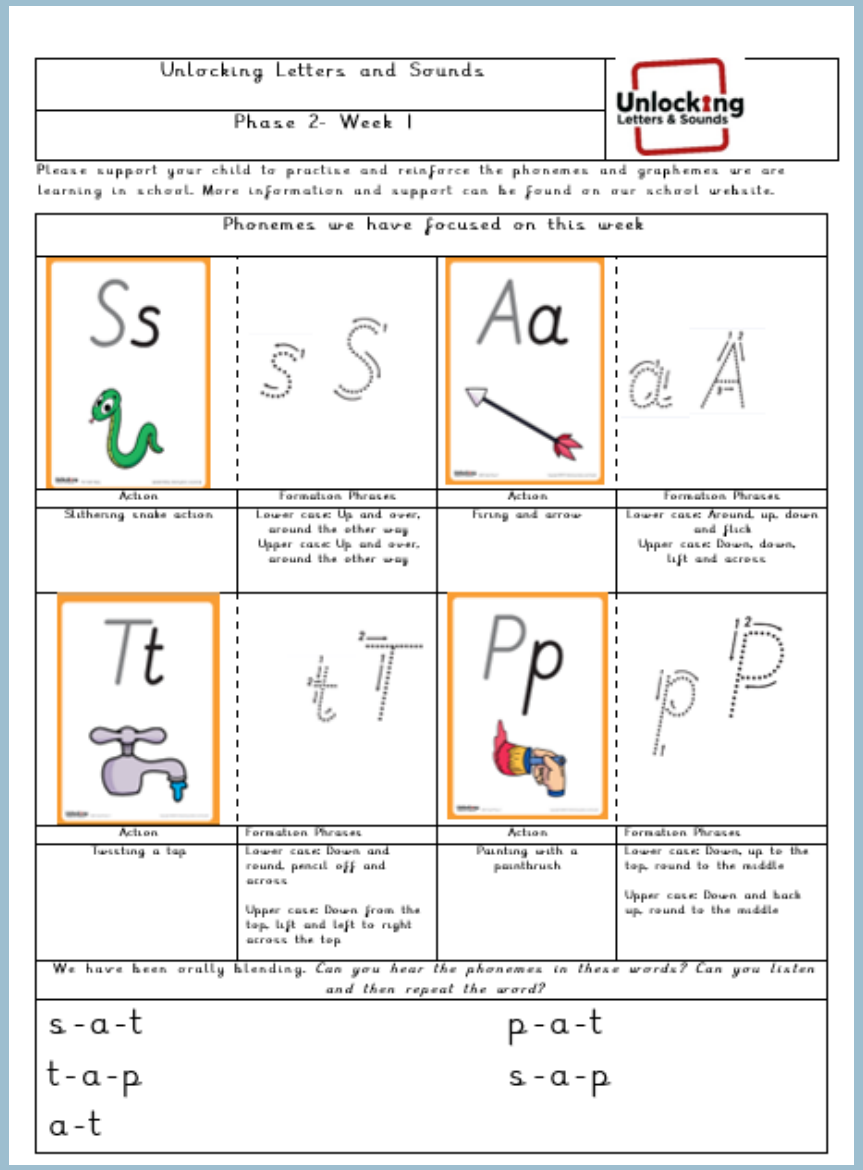
Word Reading

- 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.

Homework



Unlocking Letters and Sounds

Phase 2- Week 1

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on our school website.

Phonemes we have focused on this week

Ss		Aa	
Action	Formation Phrases	Action	Formation Phrases
Slithering snake action	Lower case: Up and over, around the other way Upper case: Up and over, around the other way	Firing and arrow	Lower case: Around, up, down and flick Upper case: Down, down, lift and across
Tt		**Pp**	
Action	Formation Phrases	Action	Formation Phrases
Twisting a tap	Lower case: Down and round, pencil off and across Upper case: Down from the top, lift and left to right across the top	Painting with a paintbrush	Lower case: Down, up to the top, round to the middle Upper case: Down and back up, round to the middle

We have been orally blending. *Can you hear the phonemes in these words? Can you listen and then repeat the word?*

s-a-t

t-a-p

a-t

p-a-t

s-a-p

Homework

Autumn Term 1 – Me and My Community

Phonics:

This term the children are learning Phase 2 phonemes and writing the corresponding graphemes. They are also learning the Phase 2 Common Exception Words (these can all be found on our school website, on the Reception page). The children will begin bringing books home to read with you for five minutes each day.



Challenge: *Can you write your name?*
Can you write a CVC word, like the pictures here: bag, web, bug, pot, cat, tub, log, sun & map?

English:

The children are exploring 3 main stories: Our Class is a Family, In Every House on Every Street and Incredible You. We are exploring the importance of school rules and values, different homes, different families and talking positively about ourselves. The children are also learning to write, using graphemes to represent phonemes that they hear in words.



Challenge: Can you draw a picture of you, your home or family? You could try to add words or captions using your phonics.

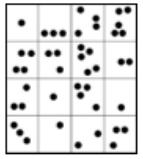
Message from the Reception Team: We are all very proud of the children for settling in so well. Thank you all for your support with sending your child to school in the correct uniform, coats and with a water bottle.



Maths:

This half term we are counting in different ways. Saying numbers in order, singing counting songs, counting objects by touching or moving them and counting out objects from a container. We are also learning to subitise, compose and decompose amounts we see, to help understand numbers to 10.

Challenge:
Can you practise counting as part of your daily routine? Keep practising subitising, spot patterns and groups of objects and say how many you see.



Wider Curriculum:

This term we are learning all about our local community and our environment. The children are thinking about their home and school communities and how they belong.



Challenge:
Can you collect natural items from the garden or park to make an Autumnal leaf picture?

Reminders:

Ensure that uniform, coats and water bottles are labelled with your child's name.

Please make sure you are listening and reading your child's school reading book for a short time each day. Send their reading book in each day in their book bag.

Don't forget to send your child to school wearing their PE kit on PE day. They should wear a white t-shirt, black shorts or joggers and pumps or trainers.

PE days are as follows:

Red Class – Tuesday

Yellow Class – Wednesday

Blue Class – Thursday



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