



# Parent/ Carer Introduction to Phonics and Early Reading

# Welcome!

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



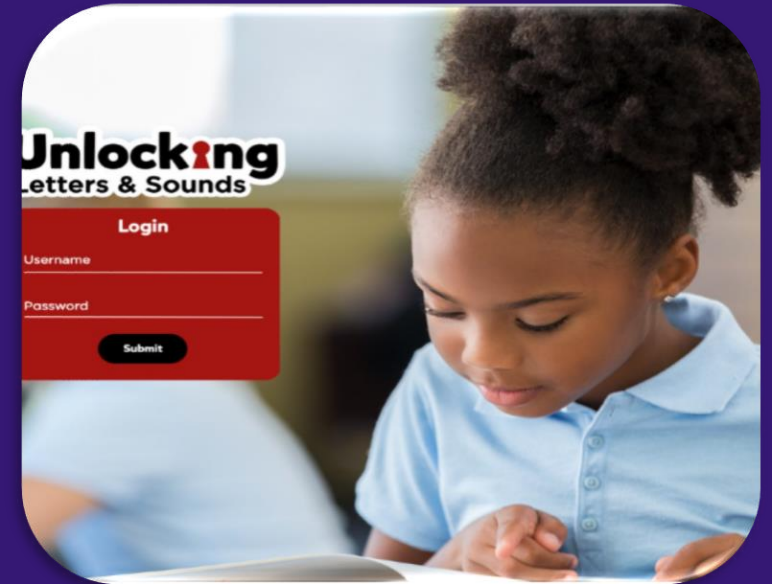


# We love reading!

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





























# What is Phonics?

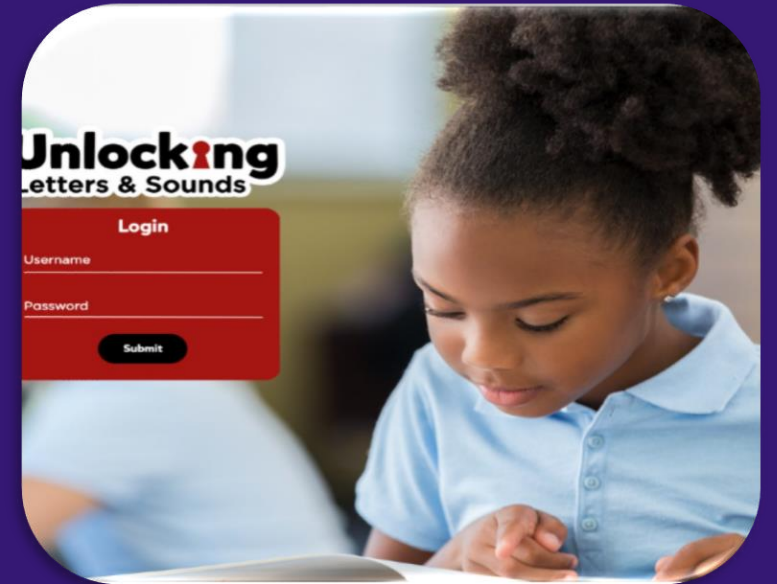
- Link between the words we say and the letters that represent each sound.
- Grapheme – the written letter or groups of letters
- Phoneme – the sounds that the grapheme makes.



# 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 		



# The Alphabetic Code



**44  
phonemes**

**Simple  
Code**

**Complex  
Code**

# Blending

- Pushing the phonemes together to make a word.



c / a / t



# 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





## 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 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!





What should I  
write in my child's  
Reading Record  
Book?



When your child brings a book home from School they usually will also receive a Reading Record Book alongside it too.

The Reading Record is a place for you to record the read and most Schools invite you to make a short comment.

*But what can I write?*

You may receive two types of book home over the course of a week and may be asked to keep the same book for a few days at a time.

- 1 Decodable Book- this is very closely matched to your child's current reading ability. Children should be secure with the graphemes within the book and be able to read the book pretty fluently (no need to 'sound out' the large majority of the words)
- 2 Story/Library Book - a book to share together. This is to develop a love of reading. Your child will NOT be expected to read the words in this themselves.

The type of book that your child brings home, and the number of times you've read it, can then impact the comment you make.



## Decodable Books

This is the book that will be matched to the Phonics scheme that the School is using and your child's reading ability.

If you have this book for a number of days you could make a comment for each read based on a different reading skill.

Read 1 - comment on the use of Phonics

Read 2 - comment on fluency and expression

Read 3 - Comprehension skills



The Reading Record is your chance to communicate to the teaching staff and tell them how your child got on with the book. If you can be a bit more specific with your comments then it will help staff ensure the decodable books are closely matched to your child's reading ability and inform their teaching.

*Read well!* They read the book almost fluently only stopping to sound out the word 'time'

The more specific comment above will notify staff that your child needs further practice with split digraphs



## Decodable Book - Read 1

### Use of Phonics

- ✍ Stopped to 'sound out' [insert word]
- ✍ They read most of the words fluently except [insert word]
- ✍ They struggled to segment and blend [insert word]
- ✍ Identified a [insert grapheme] within the book
- ✍ Identified [insert familiar word] independently
- ✍ self corrected when reading [insert word]
- read the whole book accurately and confidently

## Decodable Book - Read 2 Fluency and Expression

- ✍ Paused at the full stops
- ✍ They gave the characters different voices
- ✍ They knew which words to add expression to because of the exclamation mark
- ✍ Read the book at a faster pace this time
  - ✍ Used really good spoken expression
- ✍ Knew when to pause in the story to add effect
- ✍ Struggled to concentrate today



## Decodable Book - Read 3 Comprehension

- ✍ We had a good discussion about the events in the story
- ✍ They were able to talk about how the characters were feeling and why.
- ✍ Retold the story in the correct order
  - ✍ They were able to answer lots of my questions about what was happening
- ✍ Able to predict what happened next
  - ✍ Talked about how they would do things differently



## Story/Library Book

Use any of the comments from the previous slide and...

- ✍ We looked up some of the other books the author had written
- ✍ We shared the book together before bedtime
- ✍ They noticed it was a similar story to...
- ✍ They predicted what might happen in the story by looking at the front cover
- ✍ They wanted to retell the story in their own words by looking at the illustrations
- ✍ We discussed the title, spine, covers, blurb
  - ✍ Their favourite part was...











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

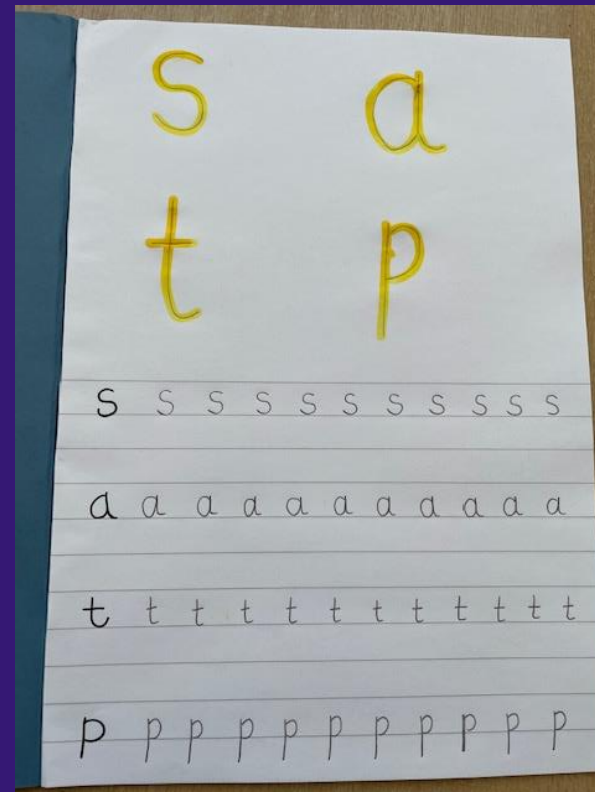
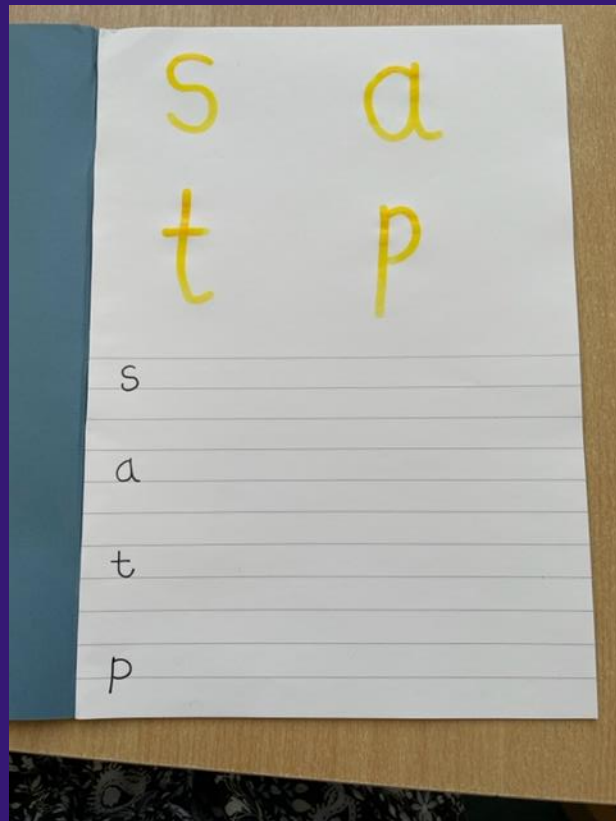
# Concerns about progress

- 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



# Phonics Writing Book

- Each week your child will be given a set of phonemes to learn and practise writing.
- They will trace the graphemes and then write a line practising each one individually.



Questions

Thank you for your on-going  
support

