



Parent/Carer Introduction to Phonics and Early Reading 2025-26 (Year 1)

Welcome!

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



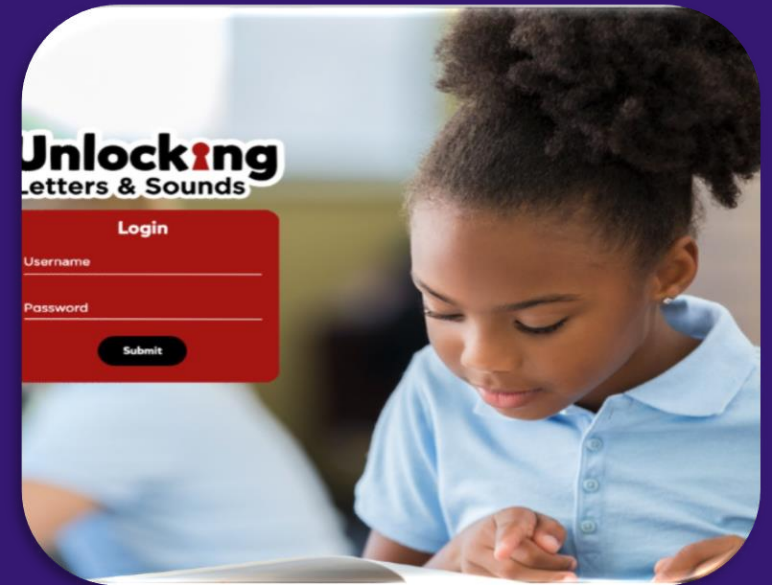


We love reading!

- 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?



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 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		



Phase 2 Sounds



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

Phase 3 Sounds



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.



- Dolphin
- Lunchbox
- Handmade





Common Exception Words

the	to	into
no	I	go

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

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

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please

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

- 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!





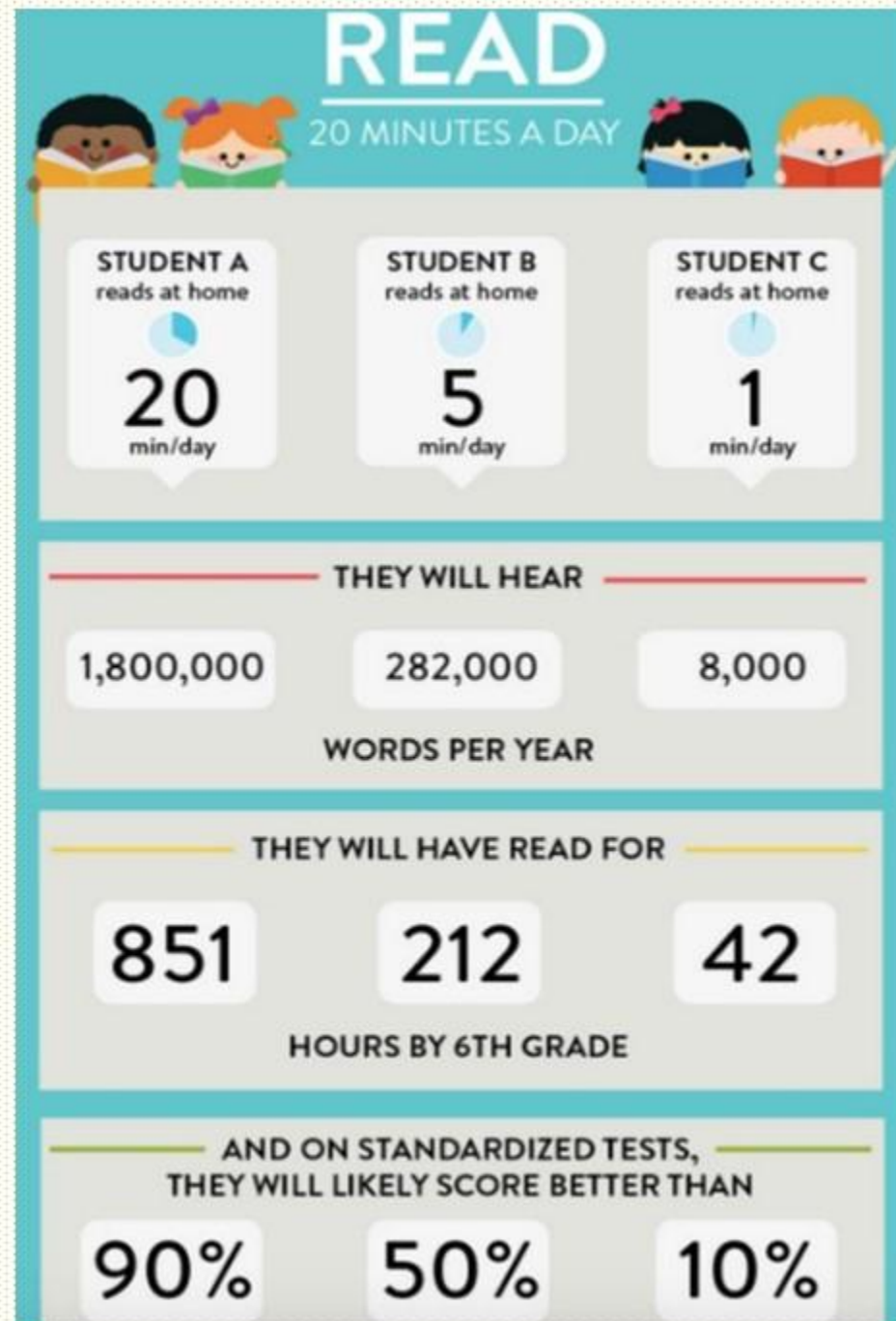
St Gregory's 'Reading Rules'



- All children MUST be reading at least 4 times a week at home.
- Parents need to 'make a mark' in reading records each time.
 - Class Teachers will be monitoring this weekly.
- Children will receive rewards if they achieve this goal each week!



- By the age of two, children learn a new word every two hours. This means that by the time they start school, they should be familiar with over 10,000 words. This is why talking to your children and reading bedtime stories is so important.
- There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.
- Children who often read books at age 10 and more than once a week at age 16 gain higher results in Maths and English than those who read less regularly.
- Reading stories about diverse characters and situations helps children develop empathy and a better understanding of the world around them.
- Regular reading sessions help improve a child's concentration span - a skill crucial for academic success and various aspects of life.





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

Actions, Images and Handwriting – Phase 2 page 1

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Unlocking Letters and Sounds

Actions, Images and Handwriting – Phase 3

- 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
j		Jelly – wobble like a jelly	Short down, tall, give it a dot	Down and curl. Lift and across.
v		Violin – play a violin	Down, up	Diagonal down, up
w		Worm – wiggle your finger like a worm	Down, up, down, up	Down, up, down, up
x		Exercise – lift arms as if lifting a weight	Across and across	Across and across

Actions, Images and Handwriting – Phase 3 page 1

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Spelling

- Segmenting words



- Daily writing as part of phonics lessons

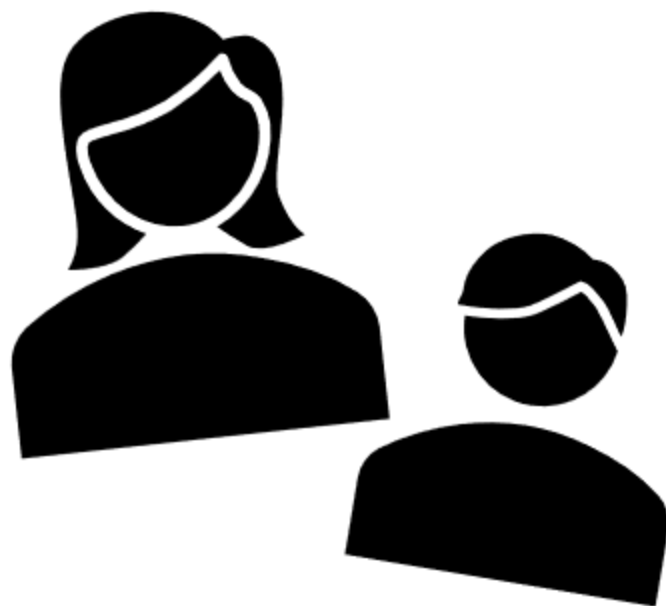


Phonics Screening Check

- Defined by the DfE as a “short, light touch assessment” which is used to gauge your child’s understanding of phonics.
- Consists of 20 real words and 20 pseudowords (nonsense/not real).
- It will take place during the week commencing 9th June.
- The pass mark is usually around 32/40, but this can vary after moderation.
- If a child doesn’t pass the screening this year, they will receive additional support during Year 2 and resit the test the following year.



LOW PRESSURE



1:1 WITH THEIR
TEACHER IN A QUIET
SPACE



4-9 MINUTES

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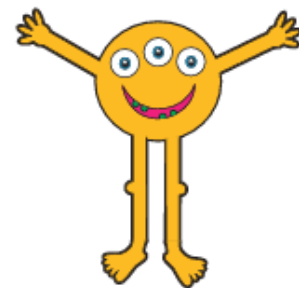
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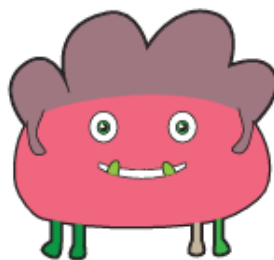
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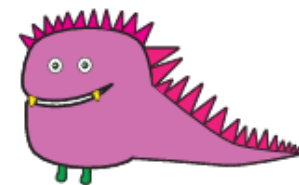
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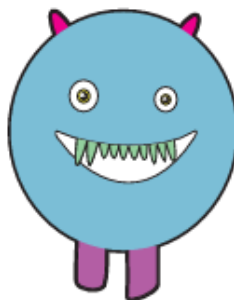
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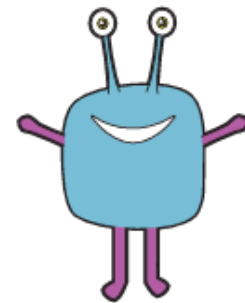
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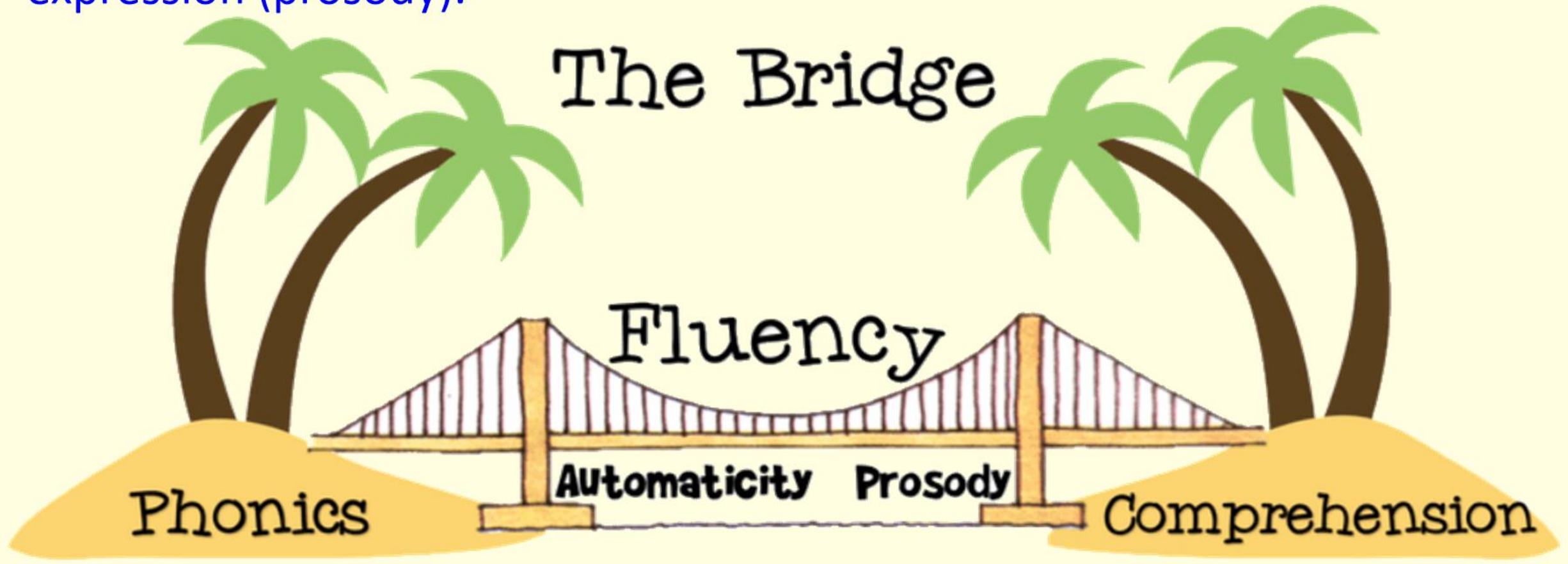
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Reading fluency

Fluency is the ability to read text accurately, quickly, effortlessly and with expression (prosody).



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

