



Parent/ Carer Introduction to Phonics  
and Early Reading at Wootton Bassett  
Infants School  
2023-24

# Welcome!

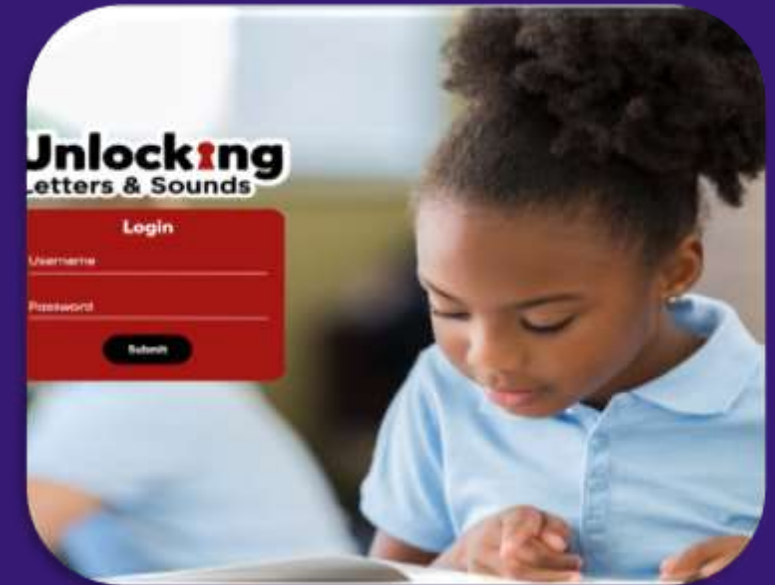
- What is phonics?
- How we teach phonics
- Common Exception Words
- Reading and books
- Reading at home
- Spelling
- Concerns about progress
- Year 1 Phonics Screening Check
- Questions



# What is Phonics?
















Phonics is a way of teaching reading, writing and spelling based on hearing and identifying letter sounds.

- **Grapheme**- is a way of representing a letter which represents a phoneme. Written words use graphemes.
- **Phoneme**- single spoken sound. There are approximately 44 phonemes in the English language.
- **Digraph**- consists of 2 letters, but makes 1 sound. /sh/ ship  
/ee/ creep
- **Trigraph**- consists of 3 letters, but makes 1 sound. /igh/ high  
/ear/ beard
- **Split digraph**- is a digraph that has been separated by a consonant. For example /ee/ in **complete** has been split by the letter **t**.
- **Blending**- blending sounds together enables children to decode and read words. h-a-t= hat.
- **Segment**- opposite to blending. Segmenting a word is to break the word down into its sounds hat= h-a-t. This helps with spelling.
- **Common Exception Words**- these are words that cannot be sounded out phonetically. the pull



# 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 		



# How we teach phonics

- Your child will learn 4 new GPCs each week – we organise them into sets. These sets are then put into phases.
- In reception children will be taught Phases 2 – 4. They will be taught phase 5 in years 1 and 2.
- We will teach basic phonemes and their matching graphemes first and then use these sounds to read words – the books will match the sounds they have learnt so far. This means that children can build confidence in their reading and develop reading fluency.







# Common Exception Words

<i>the</i>	<i>to</i>	<i>into</i>
<i>no</i>	<i>I</i>	<i>go</i>

Unlocking Letters & Sounds CEM Sound Mat Phase 2 Copyright © 2022 Unlocking Letters and Sounds



## Phase 2

Please see our school website for the video actions and pronunciations of these sounds.

s	a	t	p
<u>i</u>	n	m	d
g	o	c	k
ck	e	u	r
h	b	f	ff
l	<u>ll</u>	ss	

Please practise these common exception words (CEW)

the	to	into
no	I	go



## What is in your child's book bag?

- Every child will have a fully decodable book. This is for your child to read to you. Please make comments in your child's reading record of how they have done. We encourage the children to re-read these books to develop their fluency skills.
- Children will also be able to take home one 'reading for pleasure' book a week. The children can choose this book from the school library or from the reading corner in the classroom. This book is for you to share with your children. Please use this time to talk about the vocabulary within these books.

I am a super reader!

Date	Book title	Page	Parent/Teacher Comments
4/10/21	Zip and Zigzag	P6 next	Good sounding out today. Well done! SN
6/10/21	Zip and Zigzag	end	Found some words bricky. But tracked words well. Spoke about vocab. SN.
8/10/21	Zip and Zigzag	all	Read well. Some expression used for characters SN
9/10/21	Zip and Zigzag	all	Brilliant reading today. Well done 😊 SN

Words to learn



## Reading Records

Please ensure you write in your child's reading record when you have heard them read. This is so we can see what your child is reading and how they are getting on. Here are some examples of what you might include in your child's reading record.



# 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!





# Reading stories to children.

- Make reading aloud feel like a treat – make it a special time.
- Show curiosity yourself about what you're going to read – “This book looks interesting. It's about a angry bear. I wonder how angry he gets?”
- Read through the whole story the first time without stopping too much and read with enjoyment – if you're not enjoying it – your child won't!

Read favourite stories over and over.

- Let your child pause and comment on the pictures
- Chat about the pictures – “I wonder why she did that?” “Oh no – what do you think will happen now?”
- Encourage joining in with bits they know – rather than asking questions to see what they remember.
- Link to other books they have read or other experiences – “This reminds me of when ...” “Do you remember in the book we read yesterday that...”







Unlocking Letters & 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 across with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Fling an arrow	Across, up, down and flick	Down, down, lift and across
t		Tap – Turning a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Flipping with a paintbrush	Down, up to the top, round to the middle	Down and back as round to the middle

# Spelling

- Segmenting words



- Daily writing as part of phonics lessons
- Your child will also bring home a spelling book which will teach the CEWs and other common words.

## 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 Screening Check

- Every year the Year 1 children take the Phonics Check in June. This is a check to see how well the children use their phonics to read. There are real words and non words for the children to read so the children have to sound out the words. If they do not reach the required pass mark, then they retake the check in Y2. There will be 40 words to read during the check.

besh



twig

quab



flick

barp



vest

chell



horns

# Questions

