



Parent/ Carer Introduction to Phonics and Early Reading 2022-23

Welcome!

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



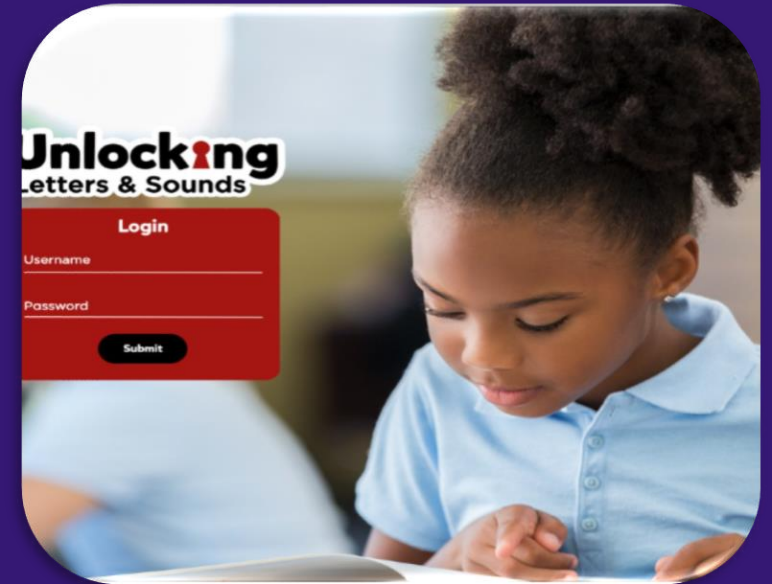


We love reading!

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





























What is Phonics?

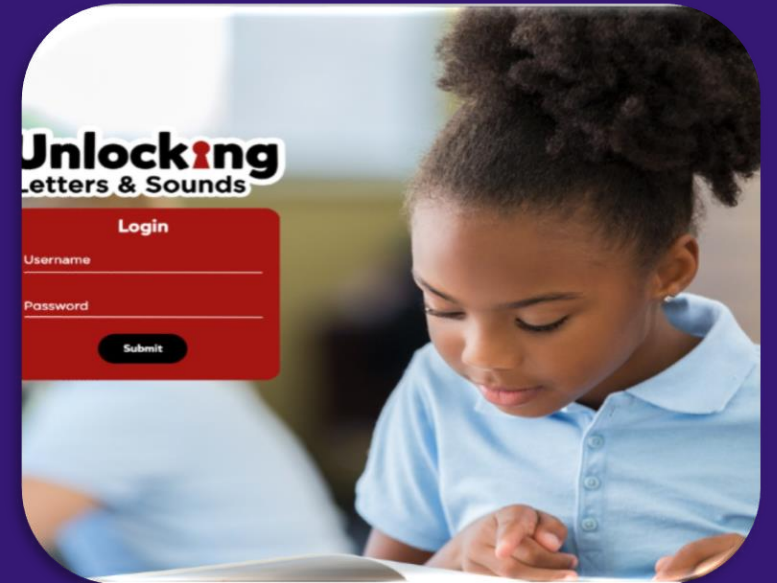
- Link between the words we say and the letters that represent each sound.
- Grapheme – the written letter or groups of letters.
- Phoneme – the sounds that the grapheme makes.



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.



- Fun – Funny – Funniest



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





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 |

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

