



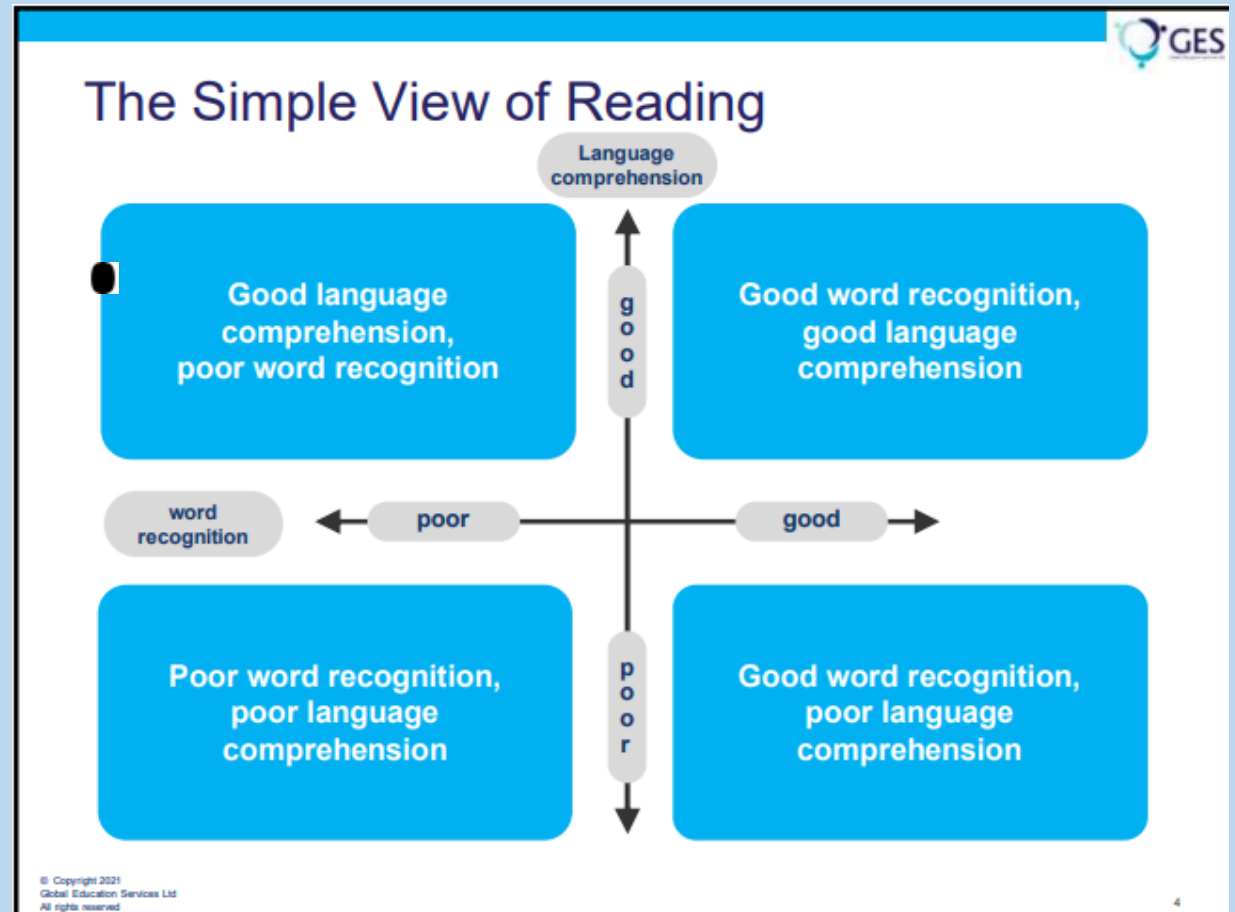
# Phonics and Early Reading Parent Information Session

8 September 2026

# Phonics

At St. Saviour's we use GES Simply Letters and Sounds

Introduction to Phonics  
Key Terminology  
Progression  
Lessons  
Books and Assessments  
Screening Check  
How to read with your child at home



# Terminology

- Phonemes
- Graphemes
- Blending
- Segmenting
- Digraphs
- Trigraphs
- CVC etc.

# Phonics is...

- Knowledge of the alphabetic code 26 letters in the English Alphabet
- Approximately 44 phonemes
- 140 graphemes
- Blending and segmenting skills
- Four concepts and how they are used to decode ( for reading) and encode (for spelling)
  - 1. Phonemes (sounds) are represented by graphemes (letters)
  - 2. Phonemes can be represented by one or more letters
  - 3. The same phoneme can be represented more than one way
  - 4. The same grapheme may represent more than one phoneme

# Progression

## Nursery:

- Phase One

## Reception:

- Autumn 1: Phase Two
- Autumn 2: Phase Two and start of Phase Three
- Spring 1: Phase Three
- Spring 2: Phase Four
- Summer 1: Phase Four
- Summer 2: Phase Four

## Year 1:

- Autumn 1: Phase Five and revision of Phase Three and Four
- Autumn 2: Phase Five
- Spring 1: Phase Five
- Spring 2: Phase Five
- Summer 1: Revision
- Summer 2: National Curriculum Content

# Lesson Structure

- Revisit and Review
- Teach
- Practise
- Apply

# Phase One

## Listening and Speaking :

- Environmental sounds (what do you hear around you?- buses, birds chirping, etc)
- Instrumental sounds
- Body percussion (clapping, stamping, etc)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Beginning of oral blending and segmenting

## Phase 2 Graphemes

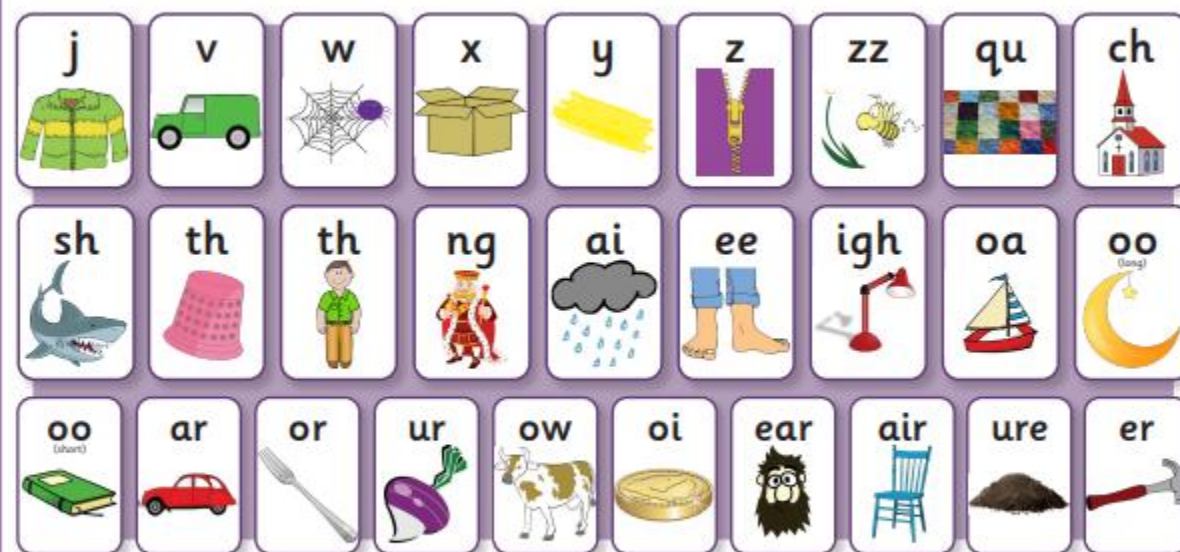


Letters and Sounds Phase 2 Letter sets 1-5

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## Phase 3 Graphemes



Letters and Sounds Phase 3 Letter sets 6-7, digraphs and trigraphs

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# Phase 5 Graphemes

|                                                                                                                   |                                                                                           |                                                                                            |                                                                                                        |                                                                                                    |                                                                                                          |                                                                                                        |                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| ay<br>                           | ou<br>   | ie<br>    | ea<br>              | oy<br>          | ir<br>                | ue<br>(long oo)<br> | ue<br>(yoo)<br> |
| aw<br>                           | wh<br>   | ph<br>   | ew<br>(long oo)<br> | ew<br>(yoo)<br> | oe<br>                | au<br>              | ey<br>          |
| split<br>vowel<br>digraphs<br> | a-e<br> | e-e<br> | i-e<br>            | o-e<br>        | u-e<br>(long oo)<br> | u-e<br>(yoo)<br>   |                                                                                                    |

## Phase 5 New graphemes for reading

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# Books and Assessments

- Phonics books are fully decodable
- Ransom Reading Stars and Bug Club Books
- Assessments happen during every lesson, and more formally once a half term. Catch up is in place every day.
- Screening Check at the End of Year One

# How you can help

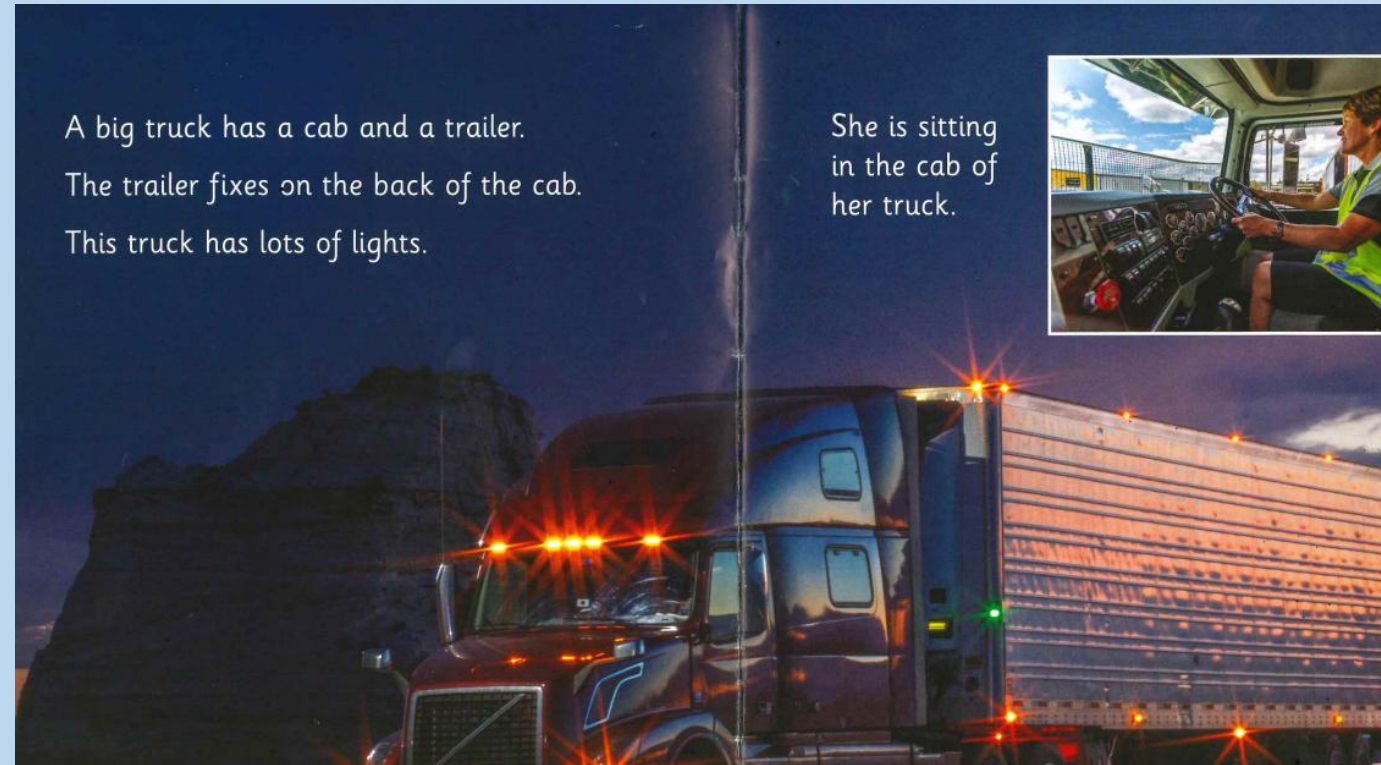
- Read daily with your child
- Learn the phonemes! (videos on the school website)
- Encourage and support with segmenting and blending
- Try to use these skills in your everyday life
- Make up 'alien' words
- Use [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- Use <https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page>
- Check your child's class page on the website for more information
- Reading Records

# Early Reading- blending

- Model of how to work on blending with child
  - Identify each grapheme and its phoneme in a word or environment
  - Say the phonemes quickly in order, encourage your child to listen to what sounds they and or you are saying
  - Children will blend the sounds together into a recognisable word
- How can I do this with my child?
  - Oral blending games: tell you child the sounds of a word and see if they can blend to figure out what you are telling them.
  - Have your child go on a grapheme hunt- looking for a target grapheme/phoneme in their environment (on the walk to school, etc)

# Early Reading- building fluency

- Model of how to read, building fluency in early reading
  - After your child blends a word, have them reread the sentence they have read so far, building their fluency.
  - When a child is reading at this stage, it is very exhausting and they can go into cognitive overload, so please read as much as your child is able or take the pages in turns
- Once children start to read recognising words on sight
  - Your child should read the words more than once
- Modelling and encouraging your child with prosody



A big truck has a cab and a trailer.

The trailer fixes on the back of the cab.

This truck has lots of lights.

She is sitting  
in the cab of  
her truck.



# How to Read with Your Child

- Use the bookmark guideline to build your child's reading skills using their phonics book throughout the week
- It is vitally important to read the phonics books everyday and sometimes multiple weeks, as the skills focus can adapt and change.
- The phonics books we send home aim to have a high fluency rate, so your child is successful and can focus on their learning and enjoyment of reading together with you.



## How to Read Phonics Books at Home:



Day 1: Look at the pictures and talk together and predict what the book might be about



Day 2: Target phoneme and tricky words hunt, whilst adult reads text.



Day 3: Take it in turns, child reads one page, adult reads next practising blending and fluency building skills.



Day 4: Child reads whole book practising blending and fluency building skills.



Day 5: Child reads whole book working on fluency, not sounding out words.



Day 6: Reading working on fluency and retelling comprehension skills.



Day 7: Reading working on fluency and mixed comprehension skills.

# Reading Records

- Use to record when you read the phonics books with your child at home.
- Your comments will communicate with the staff team about what you and your child have focused on together and any questions you may have.

| Date | Book Title    | Comments                                                                  |
|------|---------------|---------------------------------------------------------------------------|
| 12/9 | The Moon Race | George found the 'oo' phoneme and blended the word 'moon'.                |
| 13/9 | The Moon Race | George read page 2 and 3 by blending and rereading.                       |
| 14/9 | The Moon Race | Can he read the same page each day?                                       |
| 15/9 | The Moon Race | George was able to retell what he read and used the pictures for support. |

# Early Reading- building comprehension

- Types of comprehension- retelling, inferencing, predicting
  - Retelling:
    - Tell me what happened in this story.
    - What happened at the beginning?
    - What happened in the middle?
    - What happened at the end?
  - Inferencing:
    - Why do you think the character did that?
    - How do you think they are feeling?
  - Predicting:
    - What do you think will happen next? Why?





# Questions