



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

Scarborough Reading Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

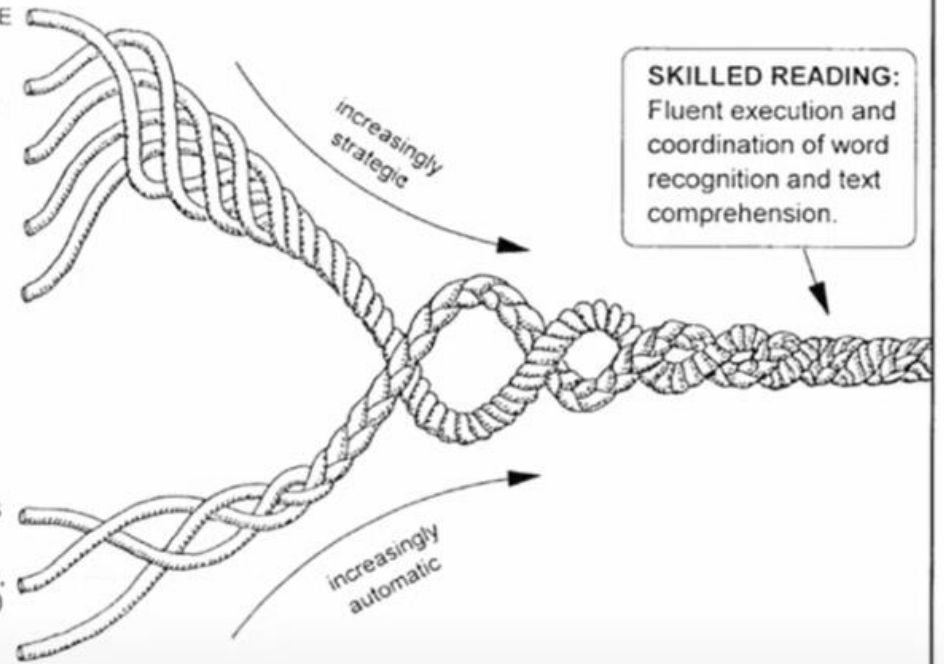
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)












SIGHT RECOGNITION
(of familiar words)



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

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 		

The Alphabetic Code



44
phonemes

Simple
Code

Complex
Code

Reception



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

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Phase 2

Jj	Vv	Ww	Xx	Xy	Zz
zz	qu	ch	sh	th	th
ng	ai	ee	igh	oa	oo
oo	ar	or	ur	ow	oi
ear	air	ure	er		

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Phase 3

- step
- brick
- street
- starlight

Phase 4

Blending is the key

- Pushing the phonemes together to make a word.



- Fun
- Funny
- Funniest
- Crepusular

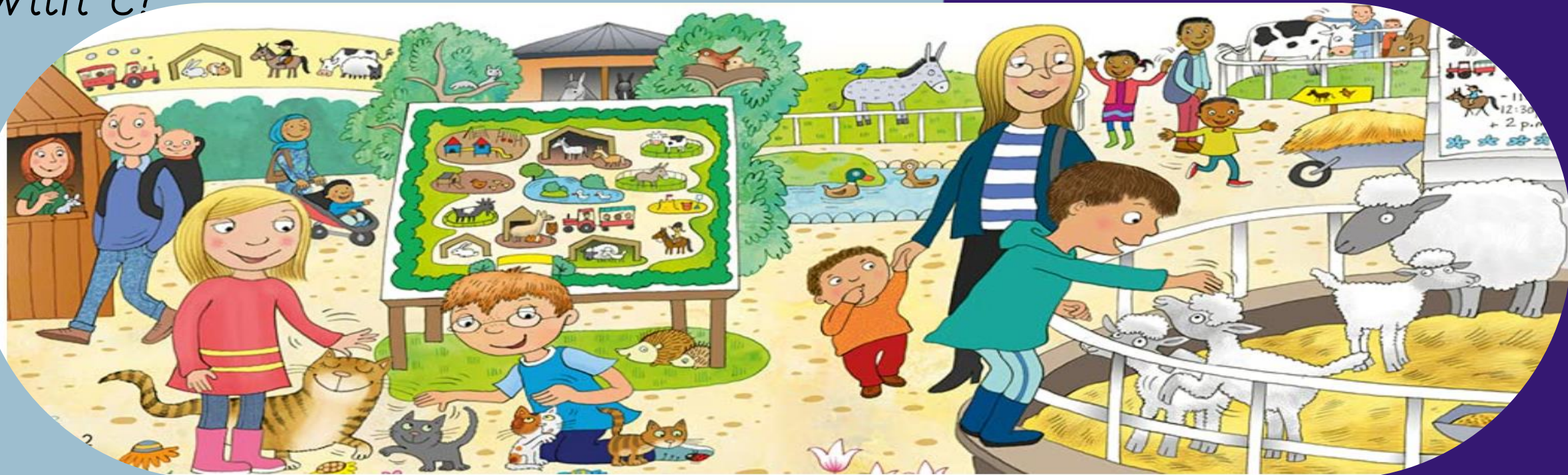


Top tips for helping with blending and alliteration

Look at the picture taken from our reading books and see what words you can segment.

e.g. 'I spy a f-i-sh'

What can you find that starts with c?



• Post it notes

What words can you make?

s

a

t

p

i

n



sat

pat

tap

tip

sap

sip

nap

nip

Common Exception Words



the	to	into
no	l	go

“They are not tricky words they have tricky parts.”

Can you find the tricky part?

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
- 1st read – decoding
- 2nd read – increasing in fluency
- 3rd read – fluency and comprehension
- Show video



Book Band	ULS Phase	Ways to help your child	How often should we read?	
Lilac <u>Reception</u>	Phase 1	Look through the book and talk about the pictures. You could read the book for the first time and encourage your child to then retell the story in their own words.	Ideally read the book three times – for decoding, fluency and expression	
Pink <u>Reception</u>	Phase 2	Encourage your child to look through the pictures in the book and describe what is happening. Ask your child to sound out the words and blend them together. Point out tricky words that cannot be sounded out. Support where necessary.	Ideally read the book three times – for decoding, fluency and expression	
Red <u>Reception</u>	Phase 3		Ideally read the book three times – for decoding, fluency and expression	
Yellow <u>Reception</u>	Phase 4		Ideally read the book three times – for decoding, fluency and expression	
Blue <u>Year 1</u>	Phase 4	Continue to look through the book to find out what it is <u>about</u> . Your child will now be reading with more fluency and need to sound out words less frequently. Encourage them to use all their reading strategies. Focus on asking them to add expression and ask questions to check if they understand the story.	Ideally read the book three times – for decoding, fluency and expression	
Green <u>Year 1</u>	5a		Ideally read the book three times – for decoding, fluency and expression	
Orange <u>Year 1</u>	5b		Ideally read the book three times – for decoding, fluency and expression	
Turquoise <u>Year 2</u>	5c		Continue to look through the book to find out what it is <u>about</u> . Your child will read with fluency, expression and understanding. Encourage your child to check their reading to ensure it makes sense. Ask how and why questions, talk about what is being learned or what is happening.	Read book once
Purple <u>Year 2</u>		Read book once		
Gold <u>Year 2</u>		Ask your child to read the blurb on the back of the book. Encourage your child to check their reading to ensure it makes sense. Ask how and why questions, talk about what is being learned or what is happening.		Change when finished (aim for two a week)
White <u>Year 2</u>				Change when finished (aim for two a week)
Lime <u>Year 2</u>				Change when finished (aim for two a week)



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



Although learning *how* to read is crucial, we know it is also crucial that children read for pleasure. We want to foster a life-long love of reading. Studies have shown that those who read for pleasure have academic outcomes, higher levels of self-esteem and a greater ability to cope with difficult situations (*reading agency*).

At school, children will...

- participate in whole class and/or group daily reading activities.
- Read and study whole class texts
- End each day with a class story or novel.
- Work in environments that inspire reading and place value on books and reading.
- Visit our fabulous newly designed library

At home, children will...

- **Read aloud 5 days** out of 7 to an adult in order for them to develop their fluency, expression and pace.
- Be read to. There is research to support the that reading to your child has huge value in terms of their academic ability.
- Experience reading magazines, newspapers, leaflets, menus, timetables, holiday brochures, listening to audio books and visiting the library all of which can have a positive impact on their future success. Technology can inspire children also.



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!





Spelling

- Segmenting words



- Daily writing as part of phonics lessons
- Stretching to sound out words

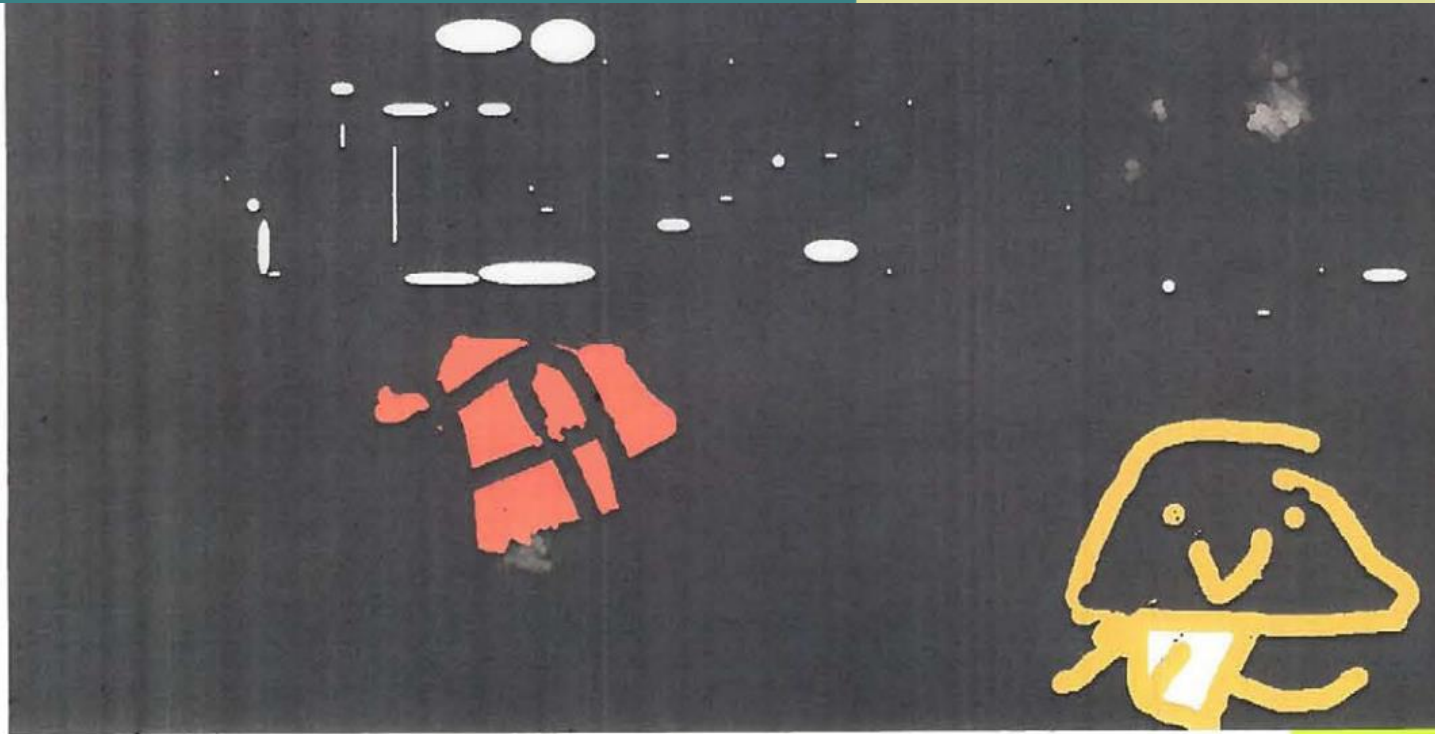


Unlocking Letters and Sounds

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



The litol bair looct owt of his windoa

Amy wa
Amelie
picture.



I Woched a
dinwson Mover
It was sooper
exsiting

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



- *Thank you for coming!*