



**Henleaze Infant School**



# Parent/Carer Introduction to Phonics and Early Reading

2024-25

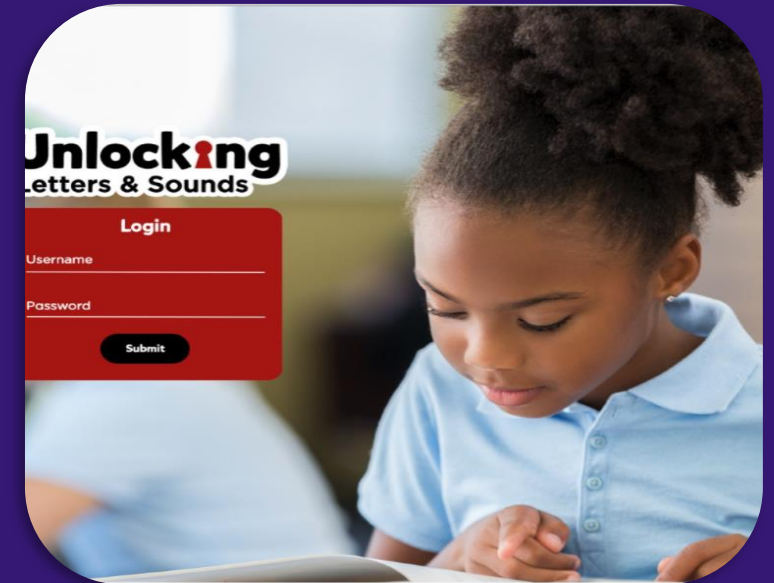


# We love reading!

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











# What is Phonics?

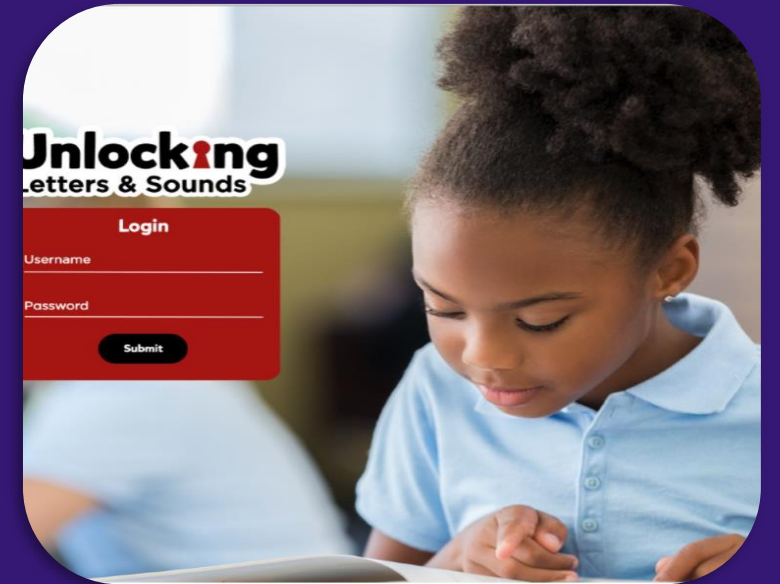
- Link between the words we say and the letters that represent each sound.
- Grapheme – the written letter or groups of letters
- Phoneme – the sounds that the grapheme makes.



# 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
- Crepuscular





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		<b>Snake</b> – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		<b>Arrow</b> – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		<b>Tap</b> – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		<b>Paint</b> – 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



# Common Exception Words

<i>the</i>	<i>to</i>	<i>into</i>
<i>no</i>	<i>l</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





# Reading at home

- 5 – 10 minutes daily
- 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

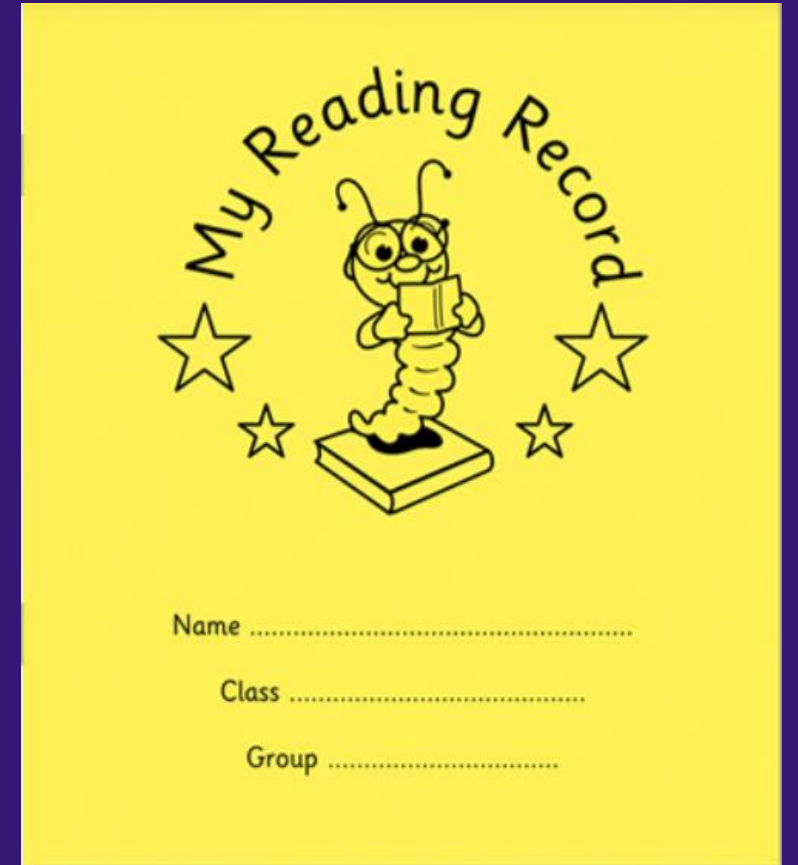
- Continue to read **to** your child: reading for pleasure book or library book.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!



# Reading at home: link with school

What a typical book bag contains: bring in daily

How to record in the Reading Records  
Read for the Stars Reading incentive



## Concerns about progress

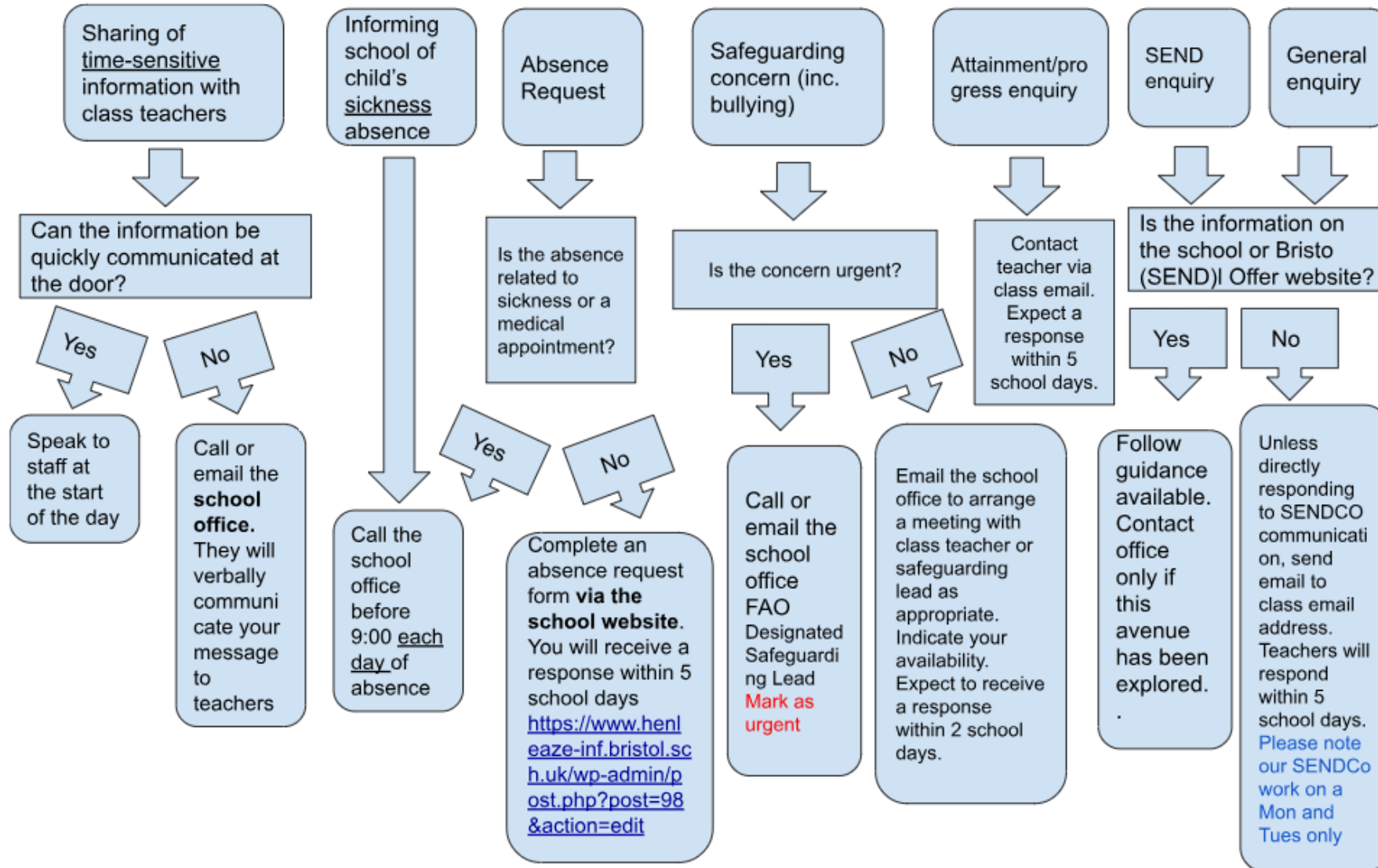
- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with
- Adaptations for children with SEND



# How to get in contact with school

## Parent/Carer Communication Flow Chart

For non-urgent communication, please endeavor to use the available information channels before contacting school



Any questions

Any questions?

