

Welcome to our phonics information sharing session Wednesday 1st October 2025



**With Jesus, we learn, we care, we share, so that He
might be seen in the people that we are and the
things that we do.**

Reading outcomes in reception

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers



End of reception expectations in reading

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.



Year 1 outcomes – word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
 - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
 - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading



Phonics and Early Reading

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading

Part 3 – supporting at home

How many times have you read today?



Research has shown that being able to read fluently by the age of 6 has a strong correlation with future academic success.

If children can read fluently, they are better able to access all areas of the curriculum.

‘If we learn to read, we can read to learn.’

Decoding using phonics is the most reliable method to work out unknown words which is why automatic decoding is the ultimate aim of the programme.

What is Phonics?

Phonics is a way of teaching children how to read and write.

It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

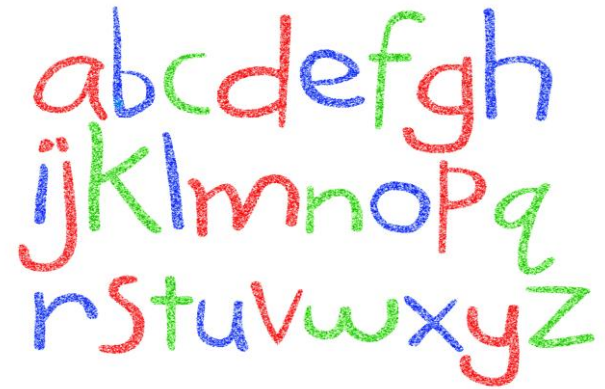
“Making connections between the sounds of our spoken words and the letters that are used to write them down.”

The teaching of phonics helps to create fluent readers and willing writers from an early stage

Did you know?

The English language has:-

- 26 letters



- 44 sounds



						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air

- Over 100 different ways to spell those sounds

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

You may hear your children say....

-phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

-phoneme - Any one of the 44 sounds which make up words in the English language.

-grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme ‘ay’ is spelt differently in each of the words ‘w**ay**’, ‘m**a**ke’, ‘f**ai**l’, ‘gr**ea**t’, ‘sl**ei**gh’ and ‘l**a**dy’.

You may hear your children say....

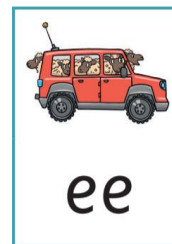
-blending – Putting together the sounds in a word in order to read it, e.g.

‘f – r – o – g, frog’



-segmenting – Breaking a word into sounds in order to spell them, e.g. ‘frog, f – r – o – g’

-Digraph- 2 letters making one sound



-Trigraph- 3 letters making one sound

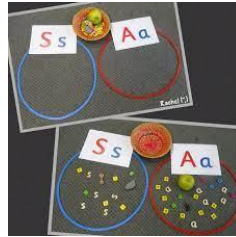


How we teach phonics

Daily short sessions, 30 minute sessions

Specific order of teaching

Revisit previously taught sounds at start of each lesson



Repeated practice



m-u-s-t

Correct pronunciation
is vital

Practice makes
permanent

s



t



n



d



th

ss

ck

ng



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book



ck

ck

How we teach phonics

Daily phonics sessions

Revisit and review: The children will revise previous learning by recapping known phonemes, words and tricky words.

Teach and practise: New phonemes, words and tricky words will be taught. The children will practise the new learning by blending to read words. Four new phonemes a week with a review on Fridays.

• **Practise and apply:** The children will apply their new learning by reading and/or writing words and sentences.
Assess and review every 6 weeks

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat



R Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

— — •

Tricky words

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point.

Examples: the go we of



R Au2

go

R Au1

the

R Au1

is

R Au2

to



bed
net
them

we

Think about the words 'bed', 'net' and 'them', but

Early Reading at St Joseph the Worker



We want
children to
love reading

Reading

Learning to
read should
be a positive
experience

Reading
should be
enjoyable



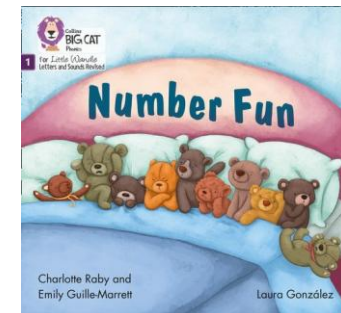
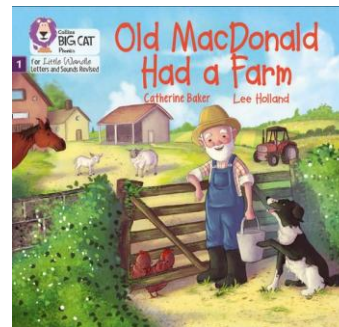
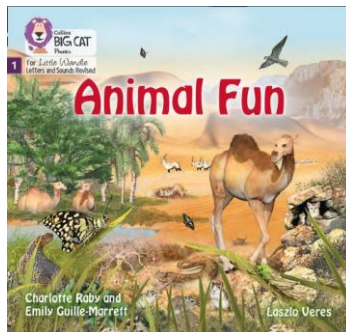
We want
children to
read
for pleasure
and be life
long readers

Reading underpins children's
access to the curriculum
and clearly impacts on their
achievement

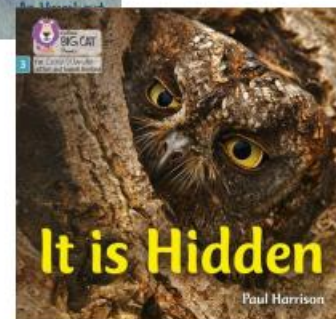
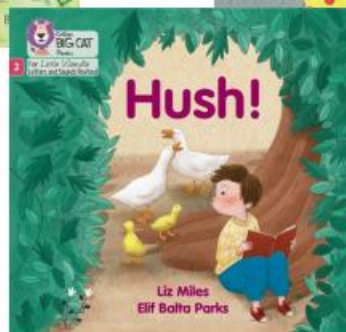
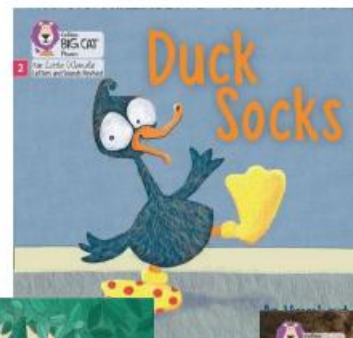
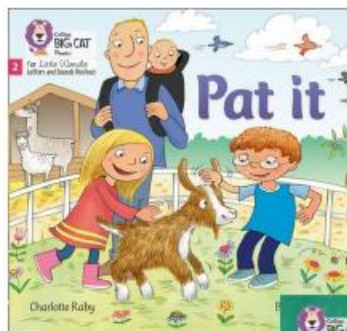


Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books



Big Cat Collins Reading books are carefully matched to children's **secure** phonic knowledge



How we teach reading

Reading practice sessions are :

Timetabled 3 times a week

Taught by trained teacher or teaching assistant

Taught in small groups



How we teach reading

Books are :

matched to children's
secure phonic knowledge and word reading

read three times

sent home



Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody
(intonation, expression)

3. Comprehension



When children take their book home to read, they should be 95% fluent.

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

How do we decide which books children read?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

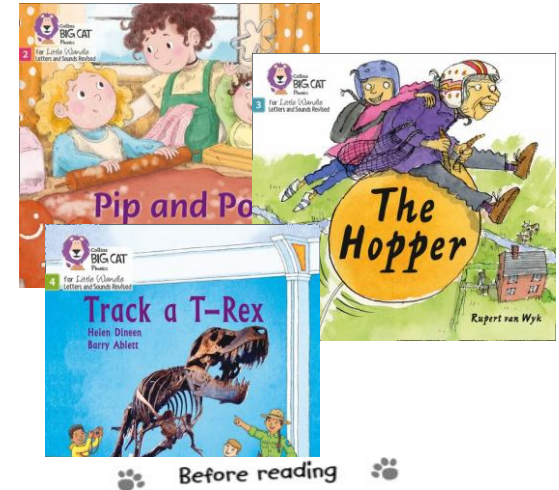
Children will take their Reading Practice Book home (after reading it 3 times in school)

Share the front cover page before reading – this cover sounds and words contained in the book.

Celebrate, praise, talk about the book with you child.

Please make sure books are in book bags and returned

Please look after our books.



Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

- Read the words together.

feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

- Ask your child:
 - What do these words mean?

coax hoots cavort talons curl
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park keeper does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (came(s))
- Now read the book. Enjoy looking at the pictures and talking about them.



Supporting at home.

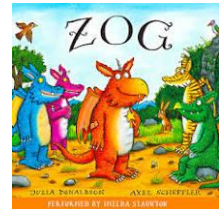
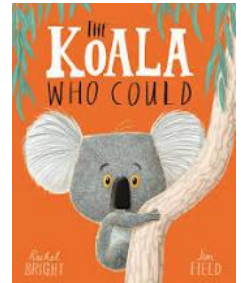
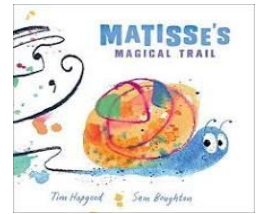
Reading for pleasure books

Children will also bring home a 'reading for pleasure book' from our class library each week.

To become lifelong readers, it is essential that they read for pleasure

Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together and foster a love of reading



What else can parents do?

Please look at the Little Wandle videos and guidance for parents on the school's website

Support children in learning the alphabetic code

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

Check on your class page for documents to support reading and phonics

In summary...

There are two types of reading book that your child may bring home:

1) **Reading Practice Book (ebook and book):** This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

2) **Sharing Book:** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.



Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

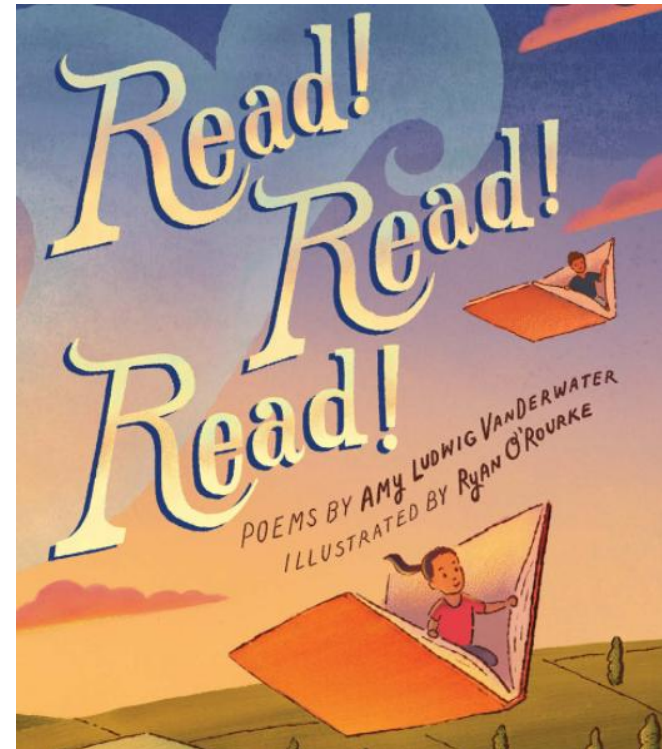
Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!





**Reading with and
to your child**

BENEFITS OF READING TO YOUR CHILD



Improves concentration skills.	1	
	2	Creates a curiosity of the world.
Helps with reading comprehension.	3	
	4	Broadens vocabulary.
Improves language skills.	5	
	6	Helps with pronunciation of words.
Promotes ease in learning.	7	
	8	Develops an imagination.
Inspires.	9	
	10	Entertains.
Assists in cognitive development.	11	
	12	Creates bonding time with parents.
Teaches empathy.	13	
	14	Encourages strong listening skills.
Expands their attention span.	15	



Spelling

Your child will be taught how to spell simple words, using the graphemes they have been taught.

They will practise the correct formation of letters.

Spelling

ea

each /ee/
head /e/
break /ai/

shell
chef
special

caption
mansion
passion

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- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Phase 2

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				

Phase 3

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Phase 2, 3 and 5

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg ck cc ch	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y z zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

A
Gr

Websites for Phonics games:

Phonics Play -

<https://www.phonicsplay.co.uk/>

Phonic Bloom -

<https://www.phonicsbloom.com/>

Topmarks -

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>



Learning with Parents Digital Reading Log



@learnwparents

www.learningwithparents.com



Why your support is important

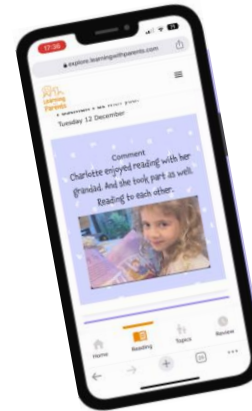
- We want to encourage a love of reading and want to see you reading all sorts of things, not just your school book
- Reading for 5 minutes, 3 times a week means your child will have read for an extra hour a month!
- By making reading aloud a regular part of your family's routine, you're not just helping your children with their learning – you're
 - building memories
 - finding out more about each other
 - instilling a love of reading that will last a lifetime!



[Click here to watch our parent demo video!](#)

Why Learning with Parents?

- ✓ No password or login to remember
- ✓ Accessible – record reading anytime, anywhere by using your phone
- ✓ Interactive and fun! Record audio clips, take photos, leave messages



"It's always at hand, even on the go"

"You can track progress and receive feedback from teachers"

"I can listen and learn how my child reads fluently through the days and if they have improved."

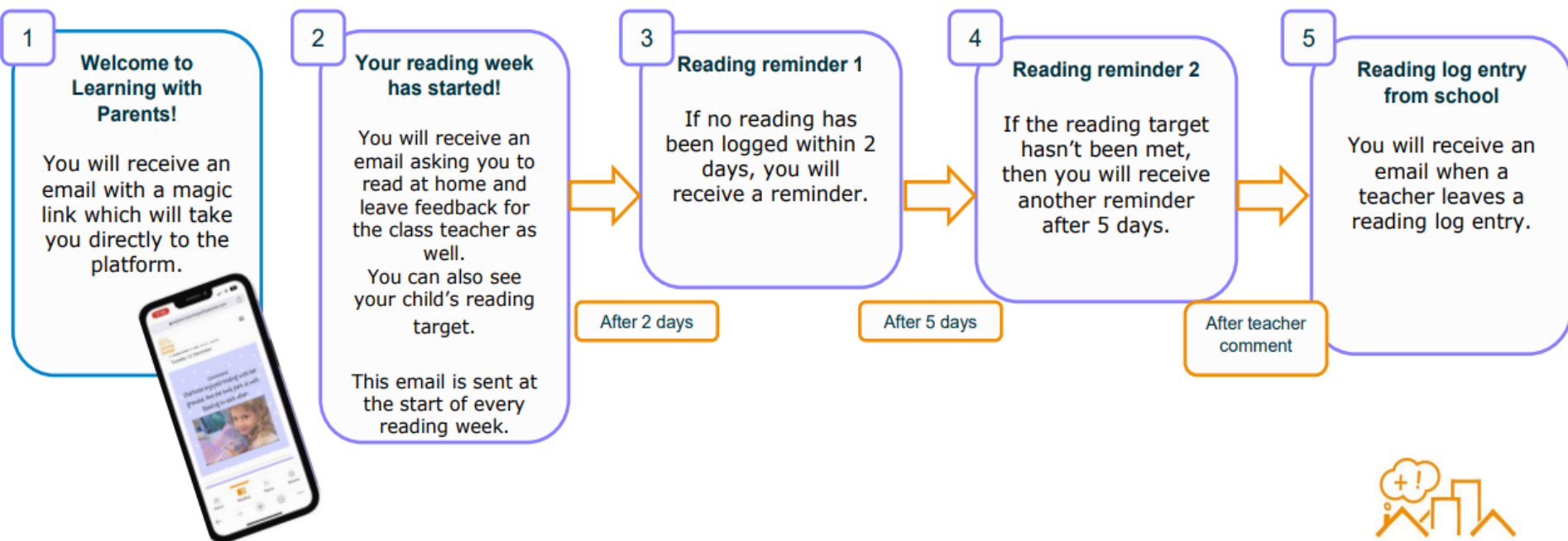
Feedback from parent survey 2025

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- [Parent Introduction to the Reading Log \(video\) - Learning with Parents](#)



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[Little Wandle at Home First Phonics Flashcards for Reception : Wandle Learning Trust and Little Sutton Primary School: Amazon.co.uk: Books](#)



Reception

Reception



[Little Wandle at Home More Phonics Flashcards for Reception: Amazon.co.uk: Wandle Learning Trust and Little Sutton Primary School: 9780008587543: Books](#)

[Little Wandle at Home Phonics Flashcards for Year 1: Phase 5 \(Big Cat Phonics for Little Wandle Letters and Sounds Revised\) : Wandle Learning Trust and Little Sutton Primary School: Amazon.co.uk: Books](#)



Year 1

Thank you for joining us

Any questions ?

