



# St Joseph's Catholic Primary School

Parents' early reading and phonics evening for  
Reception children - September 2025



- **Aims of tonight:**

Give you some more information about:

- What phonics is
- Key vocabulary
- The teaching of phonics
- The importance of early reading
- What you can do to support your child at home



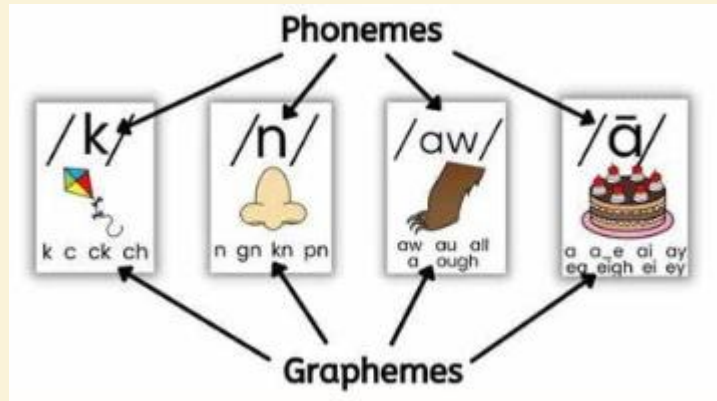
# What is Phonics?

- A way of teaching children to read by linking sounds (phonemes) to letters/groups of letters (graphemes).
- A method that helps children decode words to read and spell.
- A tool that builds confidence and a love of reading.



# Key Vocabulary

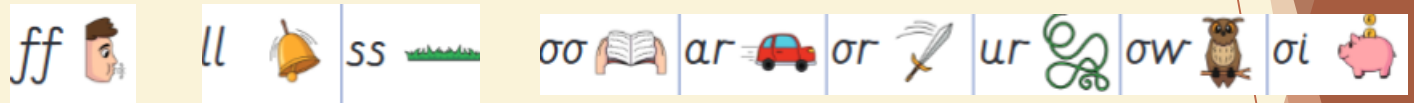
- ▶ Phoneme: the smallest unit of **sound** in a word.



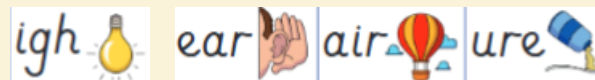
- ▶ Grapheme: the **written** letter(s) that represent a phoneme.

# Key Vocabulary

- ▶ Digraph: two letters that make one sound:



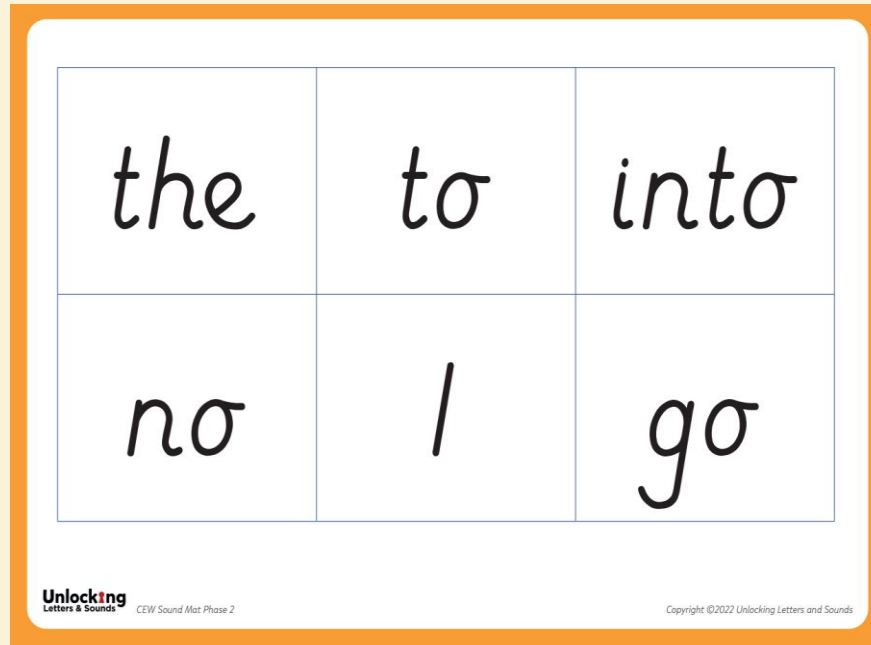
- ▶ Trigraph: three letters that make one sound:



# Key Vocabulary

- **Blending** – pushing the sounds together to make a word.
- Children identify the grapheme and say the phoneme.  
e.g. c/a/t   cat
- **Segmenting** – breaking the word up.
- Saying the phonemes and writing the corresponding grapheme  
e.g. dog   d/o/g

# Key Vocabulary – Common Exception Words



- Otherwise known as 'Tricky Words'.
- CEW's are words that the children cannot phonetically sound out.
- Children should 'sight read' these words.

# The Teaching of Phonics

Pace and Progression					
Pre-school					
Phase 1					
Reception Term 1	Reception Term 2	Reception Term 3	Reception Term 4	Reception Term 5	Reception Term 6
Phase 2	Phase 3	Continue Phase 3 & Phase 3 Mastery	Continue Phase 3 Mastery	Phase 4	Phase 4 Mastery plus NC requirements
Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 1 Term 4	Year 1 Term 5	Year 1 Term 6
Phase 4 Revision plus NC requirements	Phase 5a	Phase 5a Mastery	Phase 5b	Phase 5c	Continue Phase 5c
Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Year 2 Term 4	Year 2 Term 5	Year 2 Term 6
Phase 5a and 5b Mastery	Phase 5c Mastery	Phase 5b and 5c Mastery aspart of spelling lessons		Continue teaching discrete Year 2 spelling lessons. Provide regular intervention and robust assessment for children who need support to master phonics skills.	

- ULS (Unlocking Letters and Sounds) Scheme
- Taught daily from Reception until Year 2
- 20 minute lesson – same format each day
- Learn 4 sounds a week (Phase 3 and Phase 4 have revision phase to embed learning).
- Friday's session is revisiting the 4 sounds of the week.
- Blending sounds to real words.
- Segmenting words to spell.
- Learning to read with decodable books.



# The teaching of Phonics

## *Teach*

1. New grapheme shown and phoneme modelled, with action in Phase 2
2. Letter formation modelled
3. Blending and segmenting words with new sound is taught – with and without sound buttons



# The teaching of Phonics



## *Practise*

1. Letter formation
2. Blending words to read using the taught phoneme
3. Segmenting words to spell using the taught phoneme

# The teaching of Phonics

## *Apply*

1. Read or write a caption or sentence including words with the new phoneme and other fully decodable words.



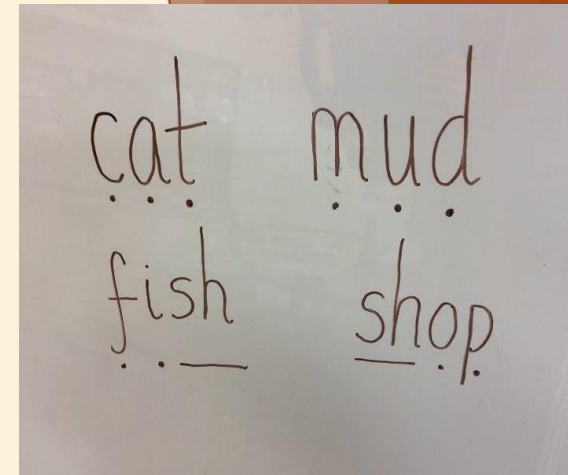
# The teaching of Phonics

## *Revise*

1. Revise the key learning
2. Address misconceptions



# Reading words



You may hear your child refer to the following:

- ***Sound hands/ Phoneme fingers*** – Using your hands to help sound out the word.
- ***Sound buttons*** – ‘pressing’ the buttons underneath the letters to say the sounds.

**c a t**

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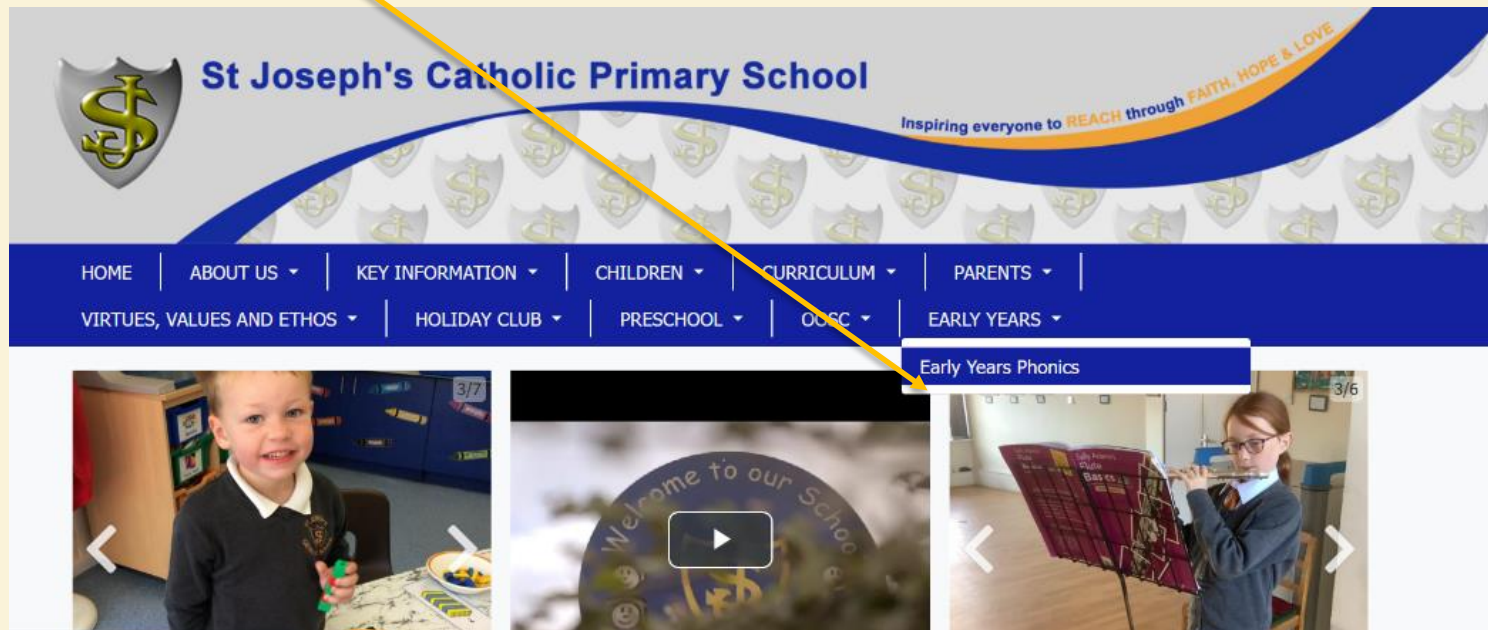
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# Phonics on website

## EARLY YEARS, Early Years Phonics



There is also phase-based videos and actions on the class page of the website.

# Early Reading

ULS recommends a 2 book system:

## Fully decodable book:

- Matched to children's secure phonics knowledge
- To be read 3 times for decoding, fluency/prosody and comprehension

## High quality text sharing book:

- To be shared with your child twice a week

***This then totals to 5 reads per week, which results in 1 reading point***



# Parents as Partners

*Supporting your child at home can look like this...*

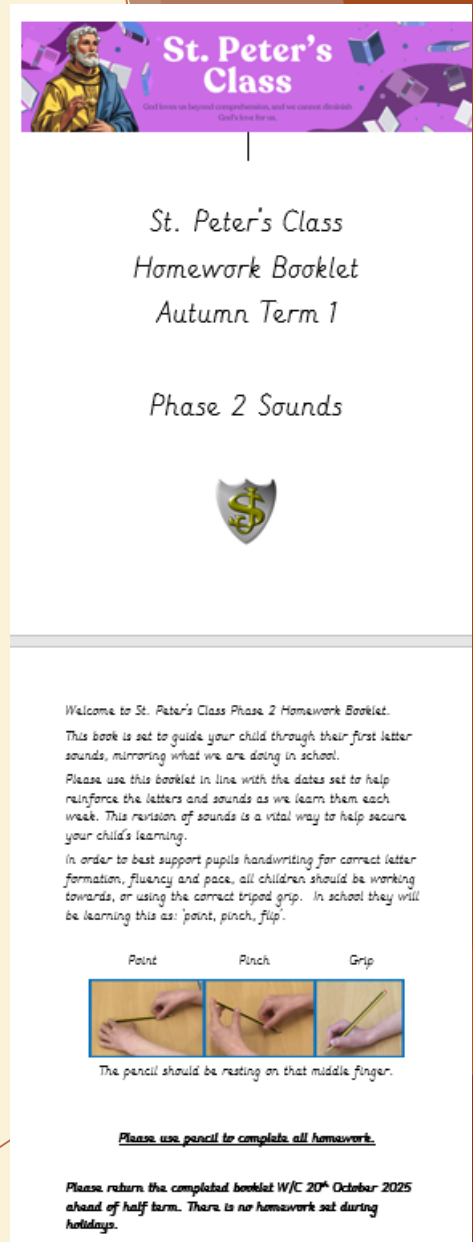
- Practice blending and segmenting of words (including throughout daily life)
  - *Can you go and brush your t-ee-th?*
  - *What would you like for t-ea?*
  - *D-a-d is out for a r-u-n.*
- Correct pronunciation of phonemes (not adding 'uh')
- Practice letter formation





# What can you do at home?

- Daily reading (10 min)
- Daily flashcards (please record in child's reading diary)
- Sound bingo
- Spot it games
- Celebrate them and their development – effort, not just accuracy
- Visit the local libraries for new books that inspire and engage them



# Early Years Foundation Stage Framework

## Communication and Language

The development of children's spoken language underpins all learning and development. Children's back-and-forth interactions form the foundations for language and cognitive development and quality of the conversations they have with adults and peers. Day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with interest, practitioners will build children's language effectively. This includes listening to children, and engaging them actively in **stories**, non-fiction, and then providing them with extensive opportunities to use a range of language.

## Literacy

It is crucial for children to develop two dimensions: language comprehension (necessary for understanding) and language expression. Children develop when adults talk with them, read to them, and sing songs together. Skilled word recognition is essential for reading.

### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and **books** that are consistent with their phonic knowledge, including some common exception words.

## Understanding the World

Understanding the world involves children learning about the world and their community. The more children know about the world and their experiences increases their knowledge. Children learn from visiting parks, libraries and museums, and from stories in society such as police officers, nurses, and firefighters. A broad selection of **stories**, non-fiction, and maps helps children understand our culturally, socially, and geographically diverse world.

## Understanding the World

### ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and the lives of people in the past;
- Know some similarities and differences between different communities in this country, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters, and **books** read in class and storytelling.

## Expressive Arts and Design

### ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials and tools, experimenting with colour, design and texture;
- Share their creations, explaining what they have made;
- Make use of props and materials to tell stories and **stories**.

### ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from discussion, **stories**, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and other countries, drawing on knowledge from **stories**, non-fiction texts and maps when appropriate – maps.

### ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and **stories** with peers and their teacher;

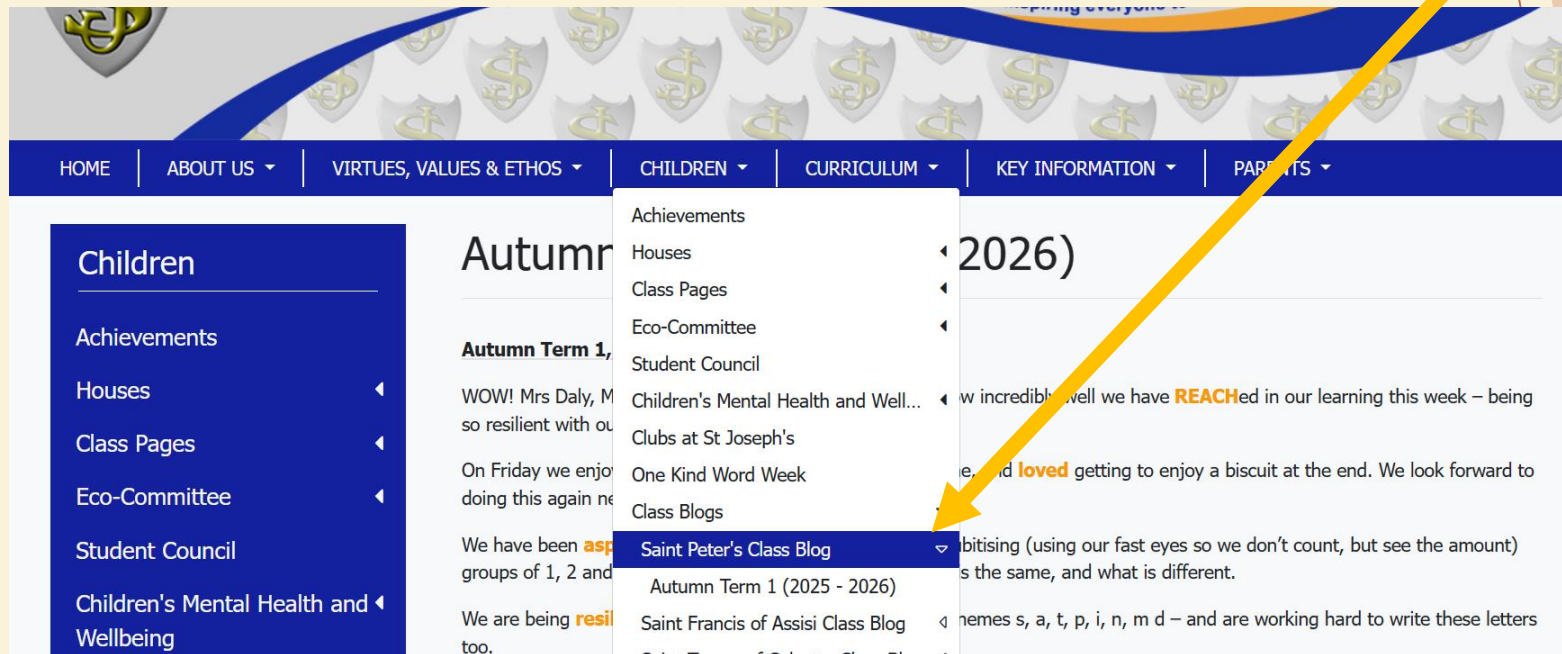
# Reading, Vocabulary, Talking

- Reading at home should be a celebration of what your child can do!
- Read **anything** and **everything**!
  - Books
  - Magazines
  - Road signs
  - Cereal boxes
- Read **everywhere**!
  - Reading challenges
- Play **games**
  - I spy... using letter sounds, not names.



# Class Blog

Finally, if you haven't found us already, please visit our class blog to see us all **REACHing** in learning!



**Any questions?**

**Thank you.**

