Meole Brace
C of E Primary School and Nursery

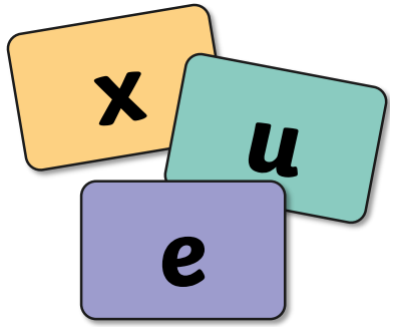
Let Your Light Shine!

Community Respect Perseverance

Reading and Phonics
Key Stage 1
Parent and Carer Workshop
September 2026

Bug Club Phonics

Phonics



Did you know that the English language has:

26 letters

44 sounds

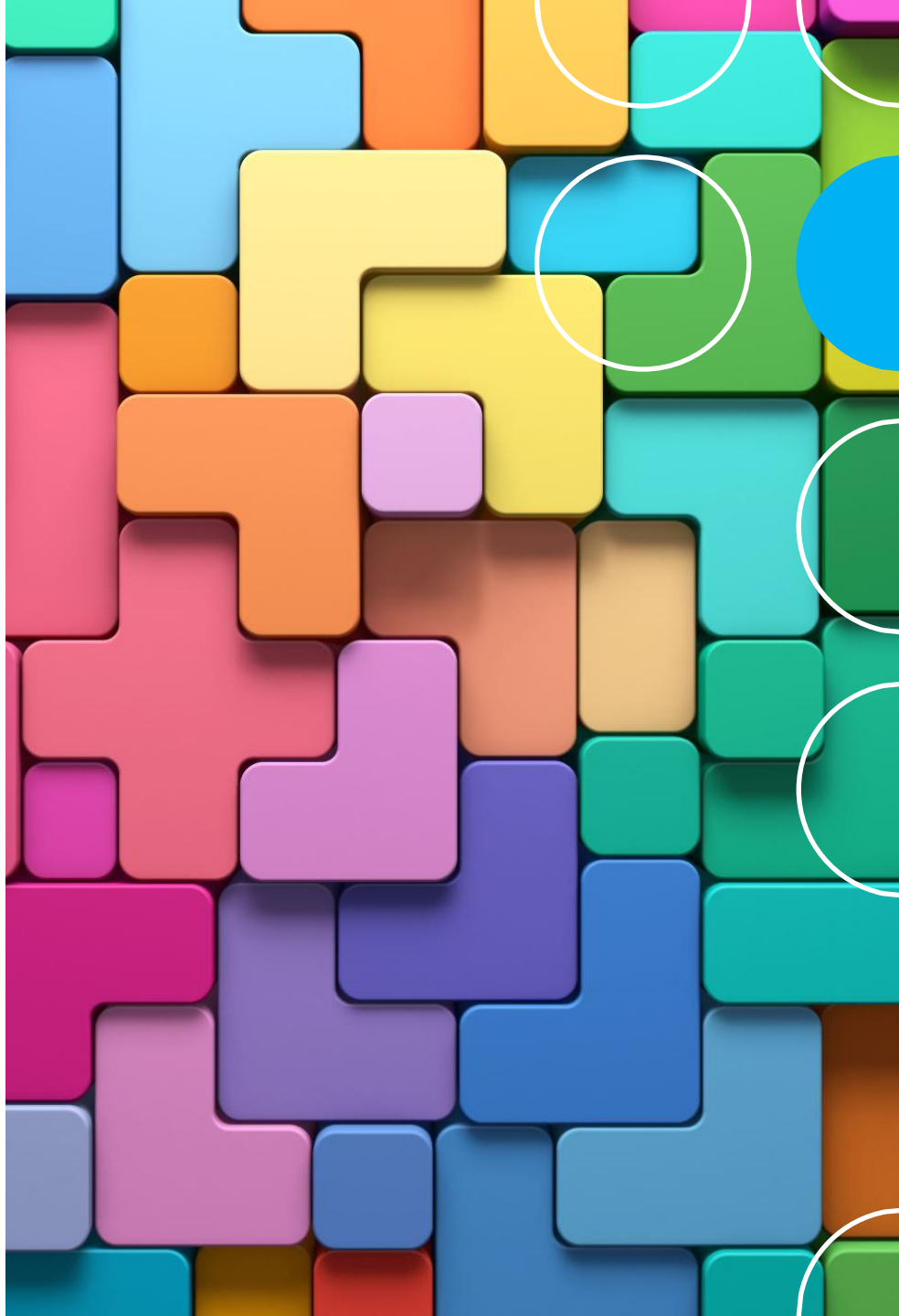
and over 100 ways of spelling these sounds!

Phonics is how we make sense of all of these.

Systematic Synthetic Phonics - the teaching of reading and spelling by breaking down words into the smallest unit of sound.

Bug Club

It's all about hearing, recognising and using sounds enabling us to break down and build up words (segmenting and blending).



Phonics

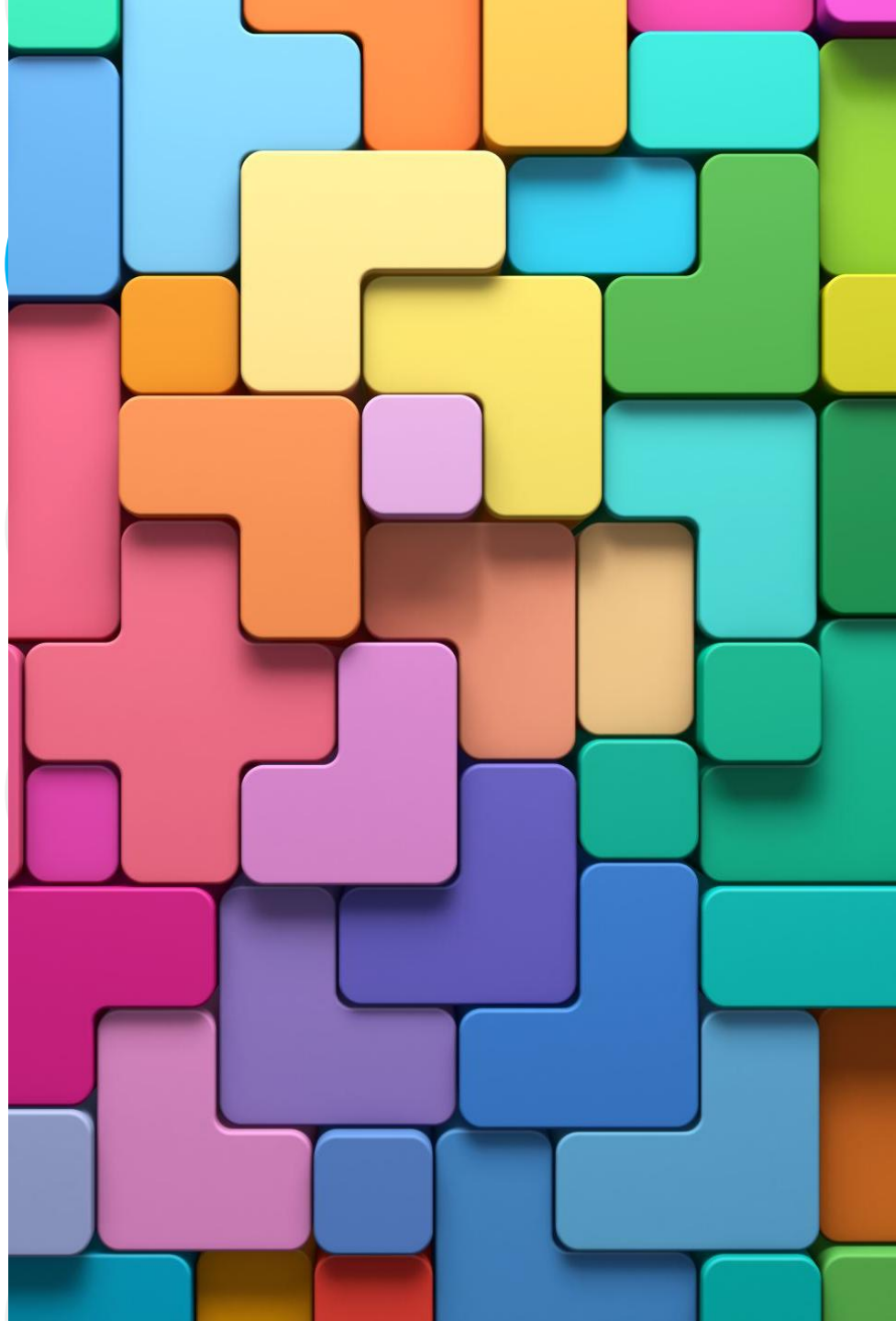
All words are reducible to units of sounds called '**phonemes**' which we write down using letters or small groups of letters called '**graphemes**'.

-DfE approved scheme Bug Club

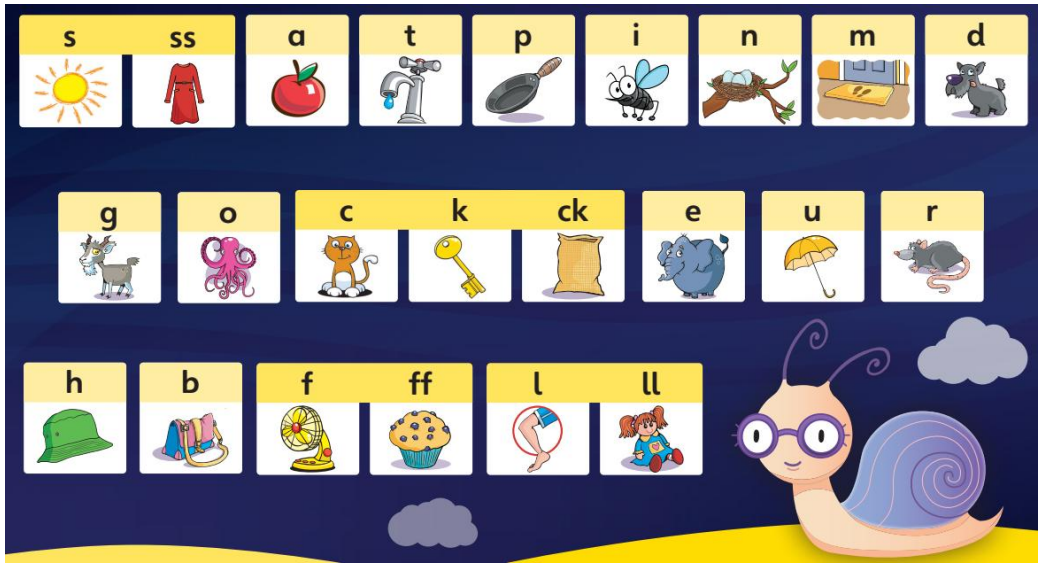
-Each phoneme has an image and action linked to it to aide recall

We teach:
-Pure phonics for reading and spelling
-Letter names are taught alongside
As well as:
-High frequency words
-Irregular/Tricky words (shape words)
-Common Exception Words

Phase 1	rhymes, sounds in the environment.	Nursery
Phase 2	alphabet sounds s, a, t, p, i, n	Reception
Phase 3	looking at double/triple letter sounds (digraphs/trigraphs) ch, sh, igh	Reception
Phase 4	cvcc and ccvc words flap, jump	Reception
Phase 5	alternative spellings - ay, ai, a-e	Year 1
Phase 6	refining skills, developing accuracy and fluency and learning rules	Year 2



Phase 2



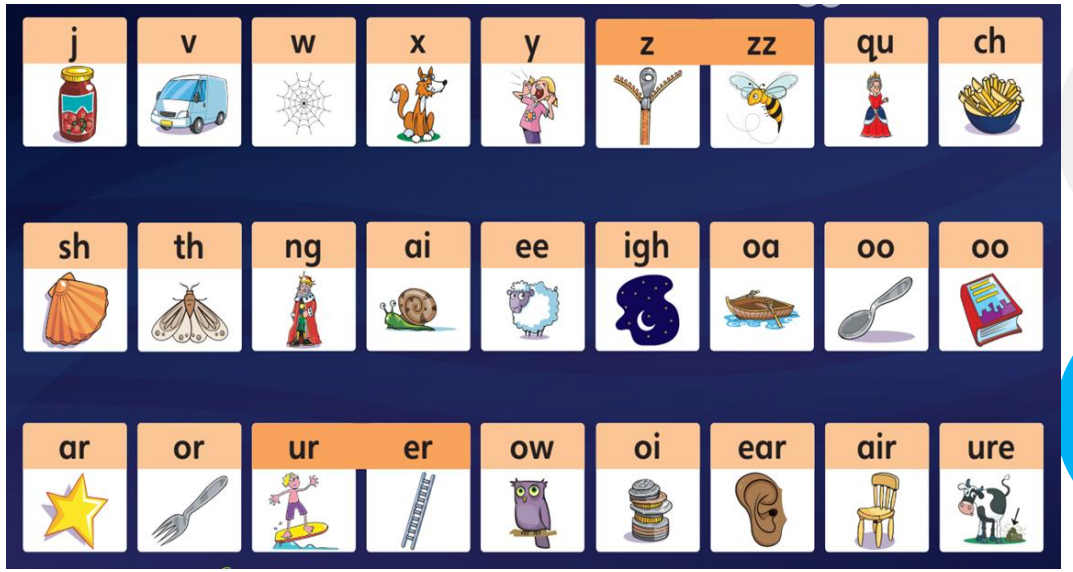
Phoneme
The smallest unit of sound in a word. The sound a letter or group of letters makes. You hear a phoneme.

Grapheme
Letter(s) representing a phoneme. How you write the sound down. You can see a grapheme

Single letter sounds such as; s, a, t

Digraphs
~~Two letters making one phoneme (sound) such as; ch, sh, ai.~~
In phase 2 these are our friendly letters - ll, ck, ss, ff, zz.

Phase 3



Digraphs
Common digraphs: sh, ch, th, ng

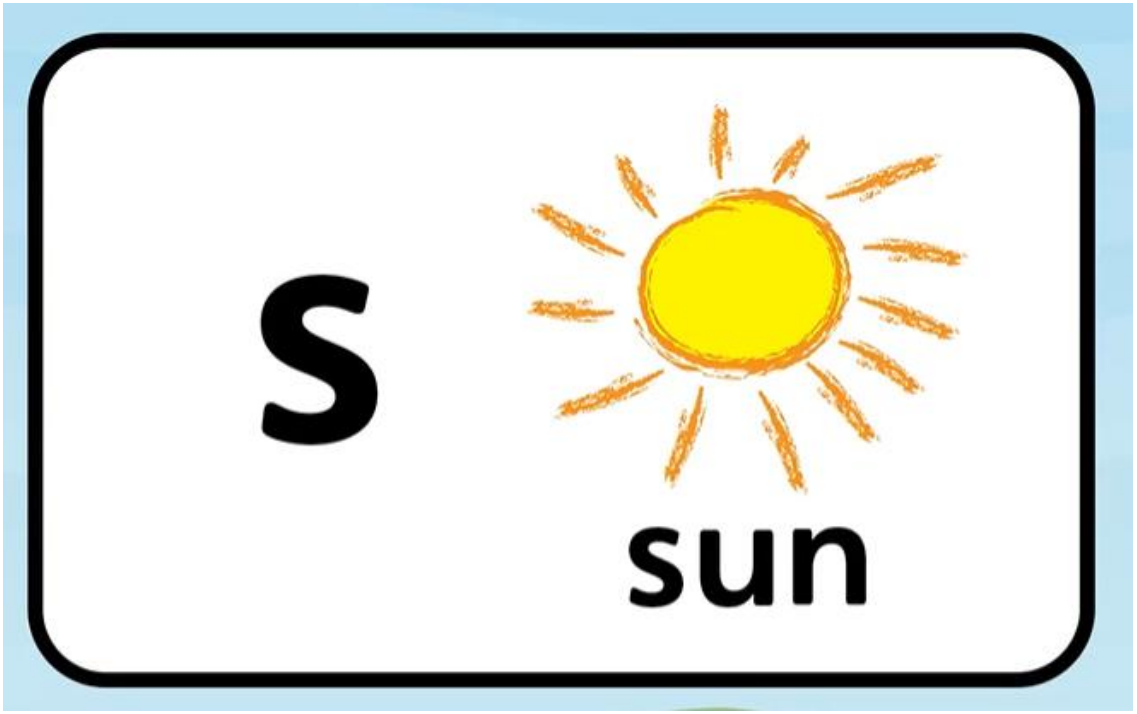
Vowel digraphs: contains at least 1 vowel - ar, or, ur, ow

Long vowel digraphs: two vowels which together make the vowel letter name - ai, ee, ie, oa, oo

Trigraphs
3 letters which make 1 phoneme (sound) such as; igh, air, ear, ure

Not as common

Actions and pictures to aide recall





Demonstration videos of how to say each phoneme and of the action and image which corresponds to each one are available on the '**Supporting Your Child at Home**' page in the English Curriculum section of our school website.
https://www.meolebraceceprimary.co.uk/page/supporting-your-child-at-home/57774

Segment to spell
Blend to read





hat

b	a	t

goat

night

ch	i	ck

Segmenting

- Identifying and splitting a word up into individual sounds

Blending

- Combining the individual sounds we can hear together to make a word

Strategies

- Sound talking - robot talk, arm, sound fingers, Switch-It fingers
- Sound buttons and tiles
- Phoneme frames

Phase 4

When children start Phase 4 they will know a grapheme for each of the 44 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words, and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as **trap**, **string** and **milk**

tent flap cramp float sprout

Phase 5



Unit 13: wh, ph

Then **Units 14 - 27** are alternative graphemes for previously taught digraphs and trigraphs

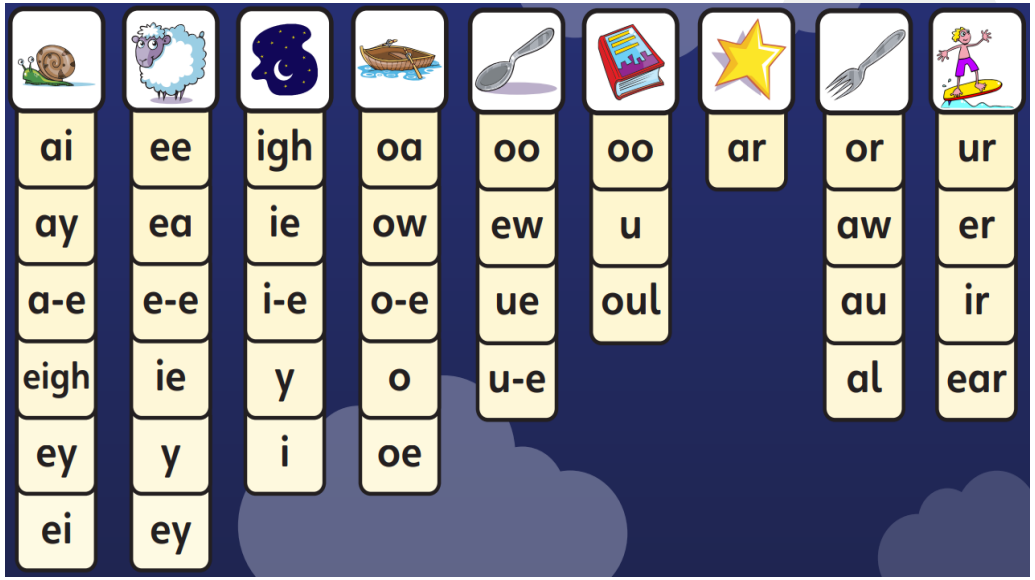
Alternative Spellings

- Explore all the different ways we can write the same sound down
- Begin to learn rules for when we use each one

For example;

All of these make the long i sound

- pie
- time
- fly
- night



- Other examples
  - ch making the c sound as in school, Christmas
  - c making the s sound as in cycle, December

Split digraphs

- 2 letters not adjacent, split by another letter.

- Used to be known as magic e - makes you say the letter name



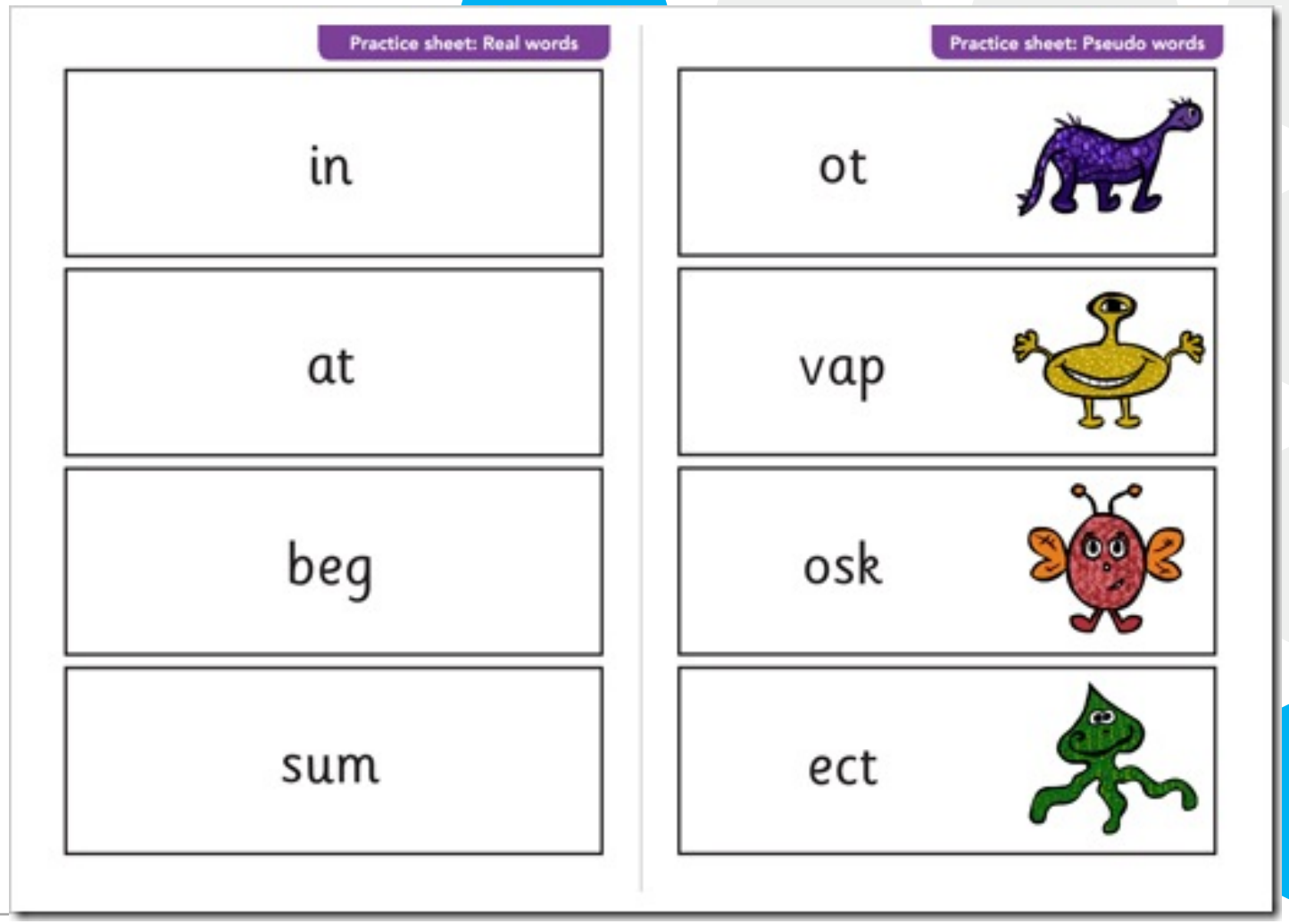
https://www.youtube.com/watch?v=uCvtMzULOlw

Real and nonsense words - Year 1 Phonics Screening Check

Aim is to check that a child is making progress in phonics.

They are expected to read a mixture of real and nonsense words.

Takes place in June of Year 1.



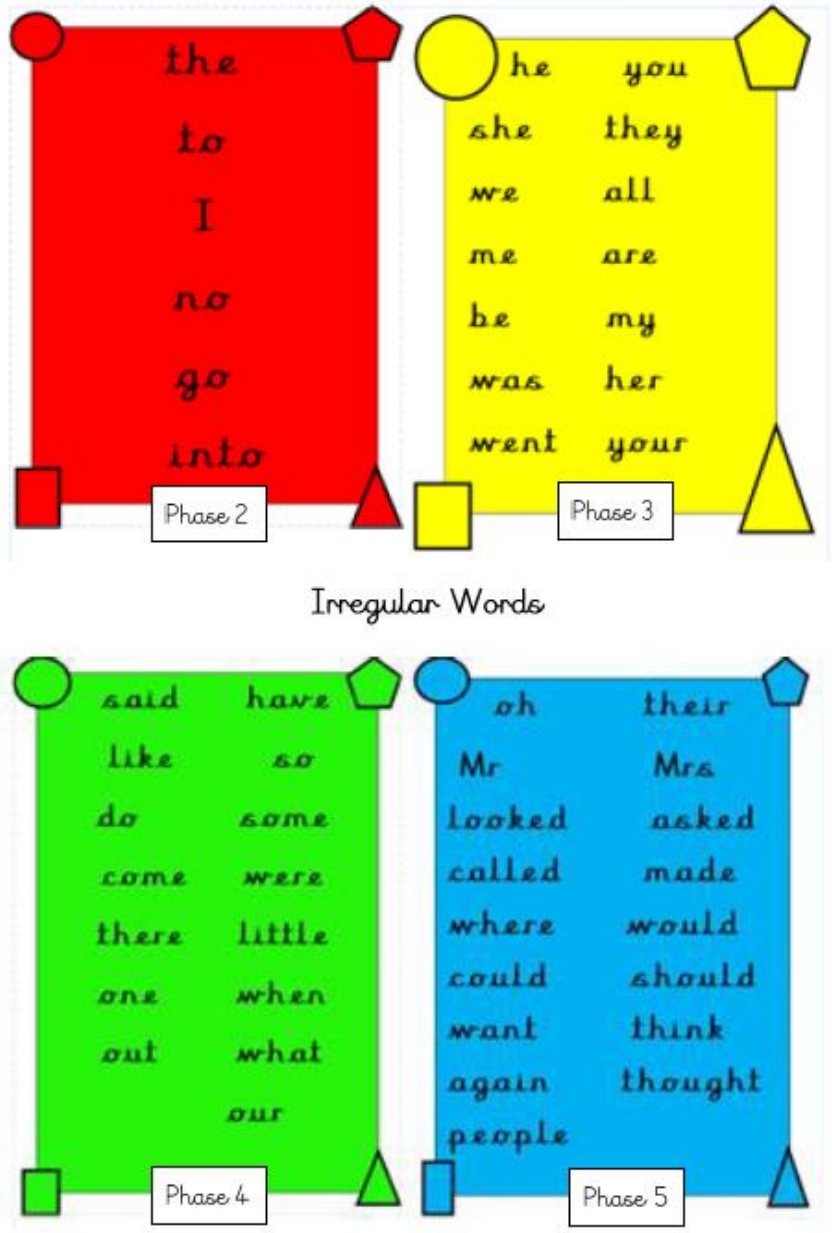
Words we have to learn

Tricky/irregular words (shape words)
Common exception words

- You can't sound them out - you just have to learn them!
- Daily practice

Strategies:

- funny voices
- take a photo
- flashcards (repeat after an adult)
- games - run to a word, write them in paint, flour, shaving foam etc



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Year 1 Common Exception Words

a	he	once	some
are	here	one	the
ask	his	our	there
be	house	pull	they
by	I	push	to
come	is	put	today
do	love	said	was
friend	me	says	we
full	my	school	were
go	no	she	where
has	of	so	you

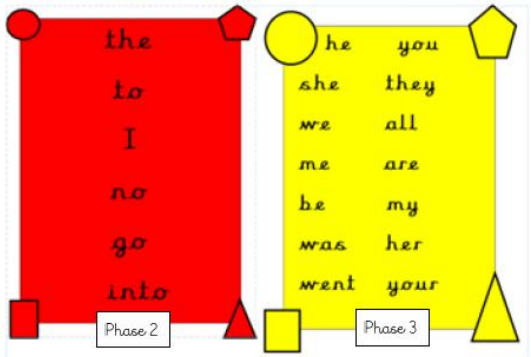
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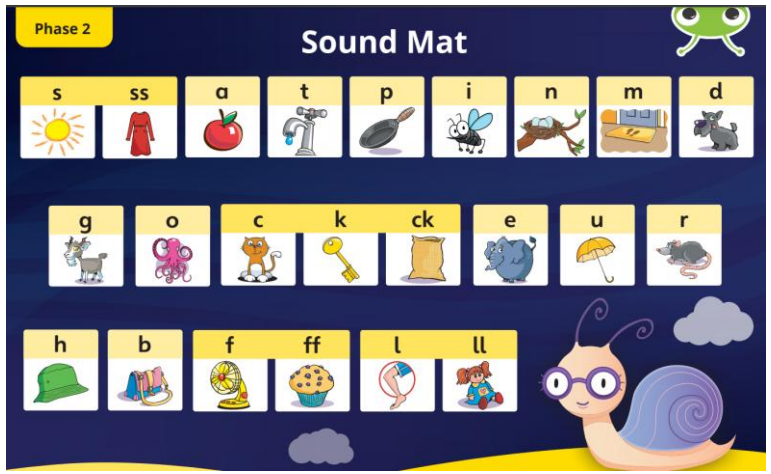
Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

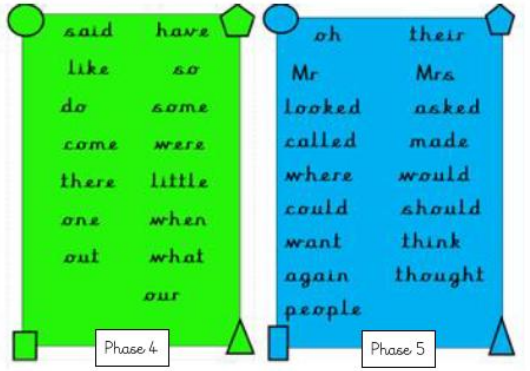
Resources to support recall

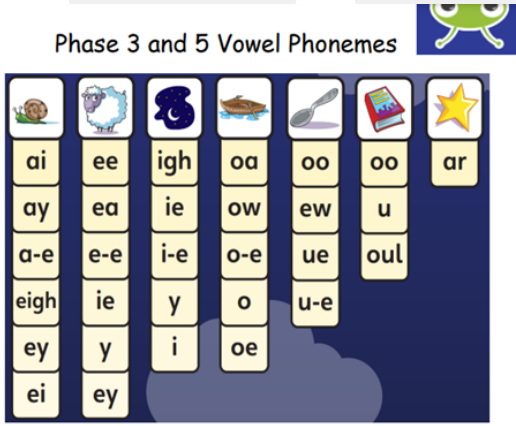






Irregular Words









All of these resources are available to download on the 'Supporting Your Child at Home' page in the English Curriculum section of our school website.

Reading in Year One

Children will have Guided Reading sessions three times a week.

They read in a group, with an adult leading the session.

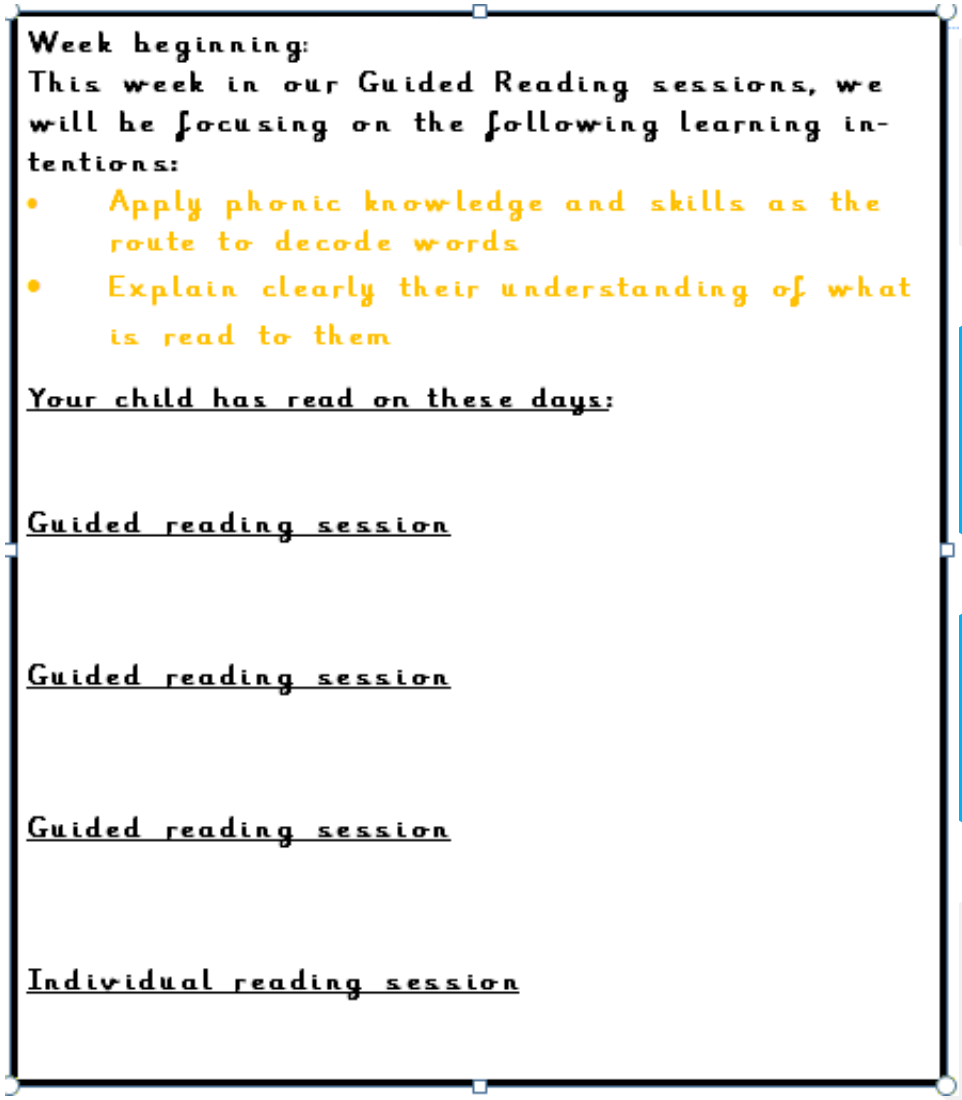
We begin the session with 'Switch it' - a game which helps children's segmenting and early decoding skills.

We then have a closer look at decoding words from the book. We monitor children's reading as they read alongside each other focusing on different Year One objectives, have a phoneme hunt and complete some verbal or written comprehension.

These sessions will be stamped on their objectives slip and a record will be kept in their reading diaries.

Your child will read individually on a Thursday or a Friday, where their book will be changed, and we will check who has read at home.

We change children's books once a week to ensure they gain an in depth understanding of the book and the language and become fluent in decoding words they may have initially found more difficult.



Reading in Year Two

As they move through the Key Stage and into Year Two, the children become more fluent with their reading, relying less on segmenting and blending and beginning to read to learn rather than learning to read.

Children follow the same routines as in Year One, being heard read regularly and giving them chance to build confidence and fluency. Year Two brings a greater emphasis on comprehension and understanding of the text they have read.

Each week, children will be heard reading as part of Guided Reading sessions with the Class Teacher and the class TA as well as being heard individually whenever possible. These sessions will be stamped on their objectives slip and a record will be kept in their reading diaries.

Switch It and phonics practise still forms an important building block in each reading session, before moving on to word and sentence level work and developing their comprehension skills.

We change children's books once a week to ensure they gain an in depth understanding of the book and the language and become fluent in decoding words they may have initially found more difficult.

Week beginning: Duddle 2

<u>Text : Whizz!</u>

This week in our Guided Reading sessions, we will be focusing on the following learning intentions:

To demonstrate understanding of what is read independently, self-correcting where the sense of the text is lost.

To sound out unfamiliar words accurately without undue hesitation when reading aloud.

How can you help at home?





Provide opportunities for reading and writing at home.

Play games.

Share your own love of books and words.



Make it fun - it doesn't have to be a chore.

Think about the building blocks - it doesn't always have to be reading a book.

Repetition leads to fluency.



Actions, songs and rhymes aide memory.

Give your children a model to follow. Read to them and share your favourite stories.



Remember, reading doesn't always have to involve a book! Play games and have fun and still practise those segmenting and blending skills.

Early Phonics—Reading and Spelling Games

Bug Club Online World—Make the most of the bank of online eBooks to enable your children to practise their skills, earn and enjoy spending rewards and access a wide range of books to read for pleasure.

Sound sort—use objects or picture cards and put them in a lucky dip bag or a sand tray. Pull out an object/picture, name it, identify initial sound and sort.

Trikes and Bikes— Set up some 'garages' labelled with a phoneme. Chn. pick an object/picture out of a lucky dip bag then deliver it to the correct garage.

What's in the box?—fill a box with a collection of objects that all start with the same phoneme. Pull out the objects and see if chn. can recognise the common initial sound.

Write in any way that excites them—chunky chalks, rainbow words, on the floor, in the air, on their hands on a friend's back.

Walk the plank— Use the phonemes you've been practising to make some simple word cards. Set up a 'plank' and explain that only pirates who can read the word can walk the plank.

Hopscotch—set up a hopscotch style grid with different phonemes written in them, then give chn. the challenge of jumping to particular ones in a particular order.

Useful Websites:

Phonics Play, Bug Club Alphablocks (iPlayer)

Sound Hunt—hunt around home/outside for things that start with that days phoneme.

Bean bag/ball throw—Spread out some targets and place a flashcard in each one. Throw a ball/bean bag at a target and say the phoneme inside whichever target they hit. Or swap it round and give them a phoneme to aim for.

Silly Soup—Have a collection of ingredients ready to sort into your soup. Your soup is only allowed ingredients that start with a particular phoneme. Sing the song—'we're making silly soup today, we'll make it nice and silly, we're going to put it in the fridge to make it nice and chilly.'

Sensory tray formation—use fingers in sand/foam trays to make patterns, letter shapes or write words.

Buried Treasure—Hunt for coins with words on then sort into 'treasure' and 'trash'.

Blending cars—write a word and add sound buttons, then drive the car along the sound buttons to encourage them to blend.

Find what they love and build from there.

How can you help at home?

Getting involved with reading

The reader

Until they are fluent readers, younger children will benefit from reading aloud to you as often as possible.



Before reading: look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

While reading: support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.

After reading: talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what they did or didn't like and why.



Reading Leaflet

Professor Barbara Sahakian from the Department of Psychiatry at the University of Cambridge said:

"Reading isn't just a pleasurable experience – it's widely accepted that it inspires thinking and creativity, increases empathy and reduces stress. But on top of this, we found significant evidence that it's linked to important developmental factors in children, improving their cognition, mental health, and brain structure, which are cornerstones for future learning and well-being."

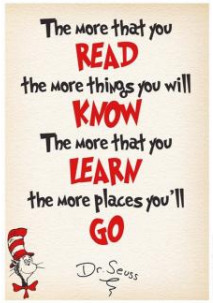
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Let Your Light Shine — Community, Respect, Perseverance

Reading in Key Stage 1







Retrieval Questions

These are questions where the child is asked about something which is already in the text.

- Who is the main character(s)?
- When/where is the story set? How do you know?
- Which is your scariest/worst/funniest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where…
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



Inference Questions- are questions where the child is making a good guess based on information given to them in the text.



- What do you think…means? Why do you think that?
- Why do you think…?
- How do you think…?
- When do you think…?
- Where do you think…?
- How has the author made us think that…?
- Can you explain why…?
- What do these words mean and why do you think that the author chose them?
- Find two ways the author tells you….

Ways to support reading unfamiliar words.

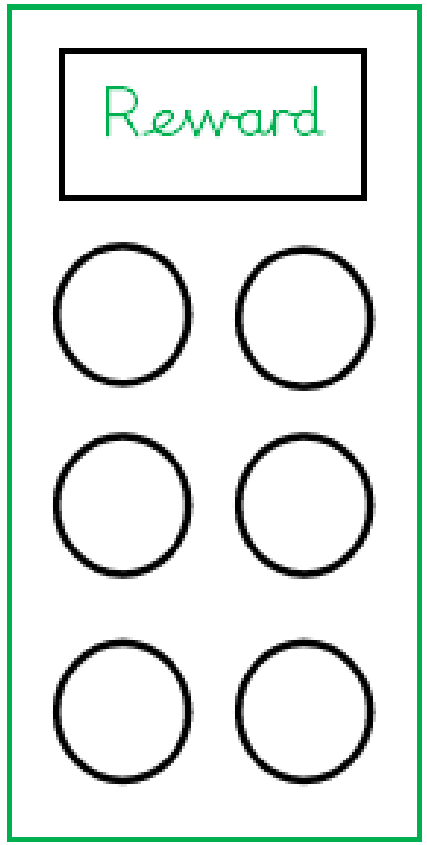
Bug Club

- Can you break it up into chunks/syllables/sounds?
- Which sounds do you know?
- Will reading the rest of the sentence help us?
- What's the first/last sound?
- Which sound do these two letters make when they are together?

Reading Rewards

To encourage reading for pleasure, each year group will have a reading reward chart in their reading diaries. Each week, if a child can demonstrate they've read at home, a section on their chart will be completed by an adult in school. When their charts are full, they can collect their reward.











Recommended Reads





Brilliant books to share with your children

Thank you for coming!

Now let's get the children...

