



Parent Information – Reading & Phonics



Reading



Why is reading so important?

Reading for pleasure

- Studies show that reading for pleasure makes a big difference to children's educational performance.
- Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

How can you support reading for pleasure?

- reading aloud to your child, talking about the words and pictures, and sharing ideas about the book
- reading yourself – children who see adults reading, and enjoying it, are much more likely to want to read themselves
- surrounding your child with books – you don't need hundreds of books at home, but go to the library or bookshop regularly to borrow books, spend time together, browse and make choices. In this way, reading becomes a habit.

Taken from Pearson website

Developing the Love of Reading at



- daily story time sessions
- exciting and engaging books used as part of our curriculum
- inviting book areas in every classroom
- separate KS2 and infant libraries
- shared reading sessions from Year 1 to Year 6

Reading in School



- Foundation Stage – daily whole class phonic sessions, individual reading, whole class shared reading from Spring term
- Year 1 - daily whole class phonic sessions, individual reading, Phonics based guided reading sessions and whole class VIPERS shared reading
- Year 2 - daily whole class phonic sessions for the Autumn term, individual reading, Phonics based guided reading in Autumn term and VIPERS whole class shared reading.
- Key Stage 2 – Whole class shared reading using VIPERS, individual reading
- All books sent home with children are decodeable and matched to their current Phonics phase until children can demonstrate sound Phonic knowledge beyond Phase 5

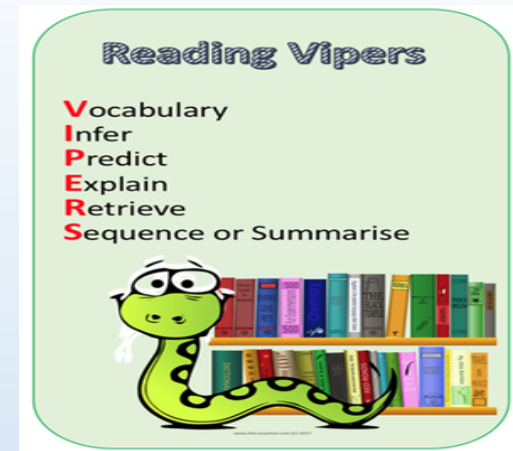
Shared Reading in School

Year 1 & Year 2 until the end of Autumn Term (& Foundation Stage from the Spring term)

These sessions are where we explicitly teach the children to apply their phonic knowledge to read phonetically decodable books. The emphasis of these sessions is to encourage children to use their skills in a more fluent manner to read more accurately.



Shared Reading in School Year 1 and beyond



Children are taught the skills of reading through the use of VIPERS. VIPERS is an anagram to help aid the recall of the six reading domains as part of the reading curriculum. These key areas children need to know and understand in order to improve their comprehension of texts.

Reading at Home FS2 & Year 1



- children will bring home a phonetically decodable book and a shared library book in FS2 that they will choose from a selection in the classroom during 1:1 reading time
- phonetically decodable books are matched to the children's phonic knowledge and should be able to be read with 95% accuracy
- practise is key – in FS, phonetically decodable books will be read around three times before it is changed. This helps to develop fluency, word recognition and comprehension
- re-reading sentences helps to build fluency
- read along with your child for the first read, if needed – demonstrating how to decode and blend where possible
- reading at home is a celebration of your child's reading
- please try and listen to your child 5 -10 minutes every day – little and often is the best policy for reluctant readers!
- the shared library book should be read by the adult to the child. This helps widen their vocabulary and gain insight into appropriate use of prosody when reading. Adults can model how to use tone, timing, phrasing, expression and emphasis effectively. Book talk is important when reading the shared text.

Reading at Home

Year 2

- Once children progress beyond decodable texts (after Phase 5), they move onto our banded book scheme. Using the banded book scheme, they can continue to progress in their fluency, inference and comprehension skills to become avid, expert readers.
- Children that did not reach the required standard in the Year 1 Phonic Screening Check will continue to bring home a phonetically decodable book and a shared library book.

New infant library!

- As some of you will already know, we are very excited to have opened our new infant library last year!
- Children in Y1 and Y2 have weekly library sessions with our librarian Mrs Balson who is there to support children in finding books suited to their interests.



Book Talk question prompts to use when reading with your child



09/10/2026

BOOK TALK

Question prompts when reading with your child (choose one or two!)

Before reading:

Look at the title, cover and illustrations/pictures, what do you think will happen in this book?
What makes you think that?
What characters do you think might be in the book?
What is the setting?
Do you think there will be a problem in the story? Why?
What do you already know about the topic of this book?
Does the topic or story relate to you or your family? How?
Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During reading:

What has happened so far in the story? Can you tell me using time words? (first, then, next, after, finally, etc.)
What do you predict will happen next?
How do you think the story will end?
Why do you think the character did _____?
What would you have done if you were the character?
How would you have felt if you were the character?
What does that word mean?
Why has the author used that word?
I wonder why the writer decided to
Can you explain why ...?

After reading:

Is the title a good title for the book/story?
If you had to give it a different title, what would be another good title for it?
How did the character try to solve the problem?
What happened because of the problem?
Did any of the characters change through the story? Who changed, and how did they change?
Why do you think the author wrote this?
What was your favourite part? Why?
If you could change one part, what would you change?
If you could ask the author a question, what would you ask?
Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
Would you like to read another book by this author?

Phonics



Phonics

Teaches children to listen to and identify the sounds that make up words. This helps them read and write.



letters



sound



Over 100 ways
to spell these
sounds

Terminology

- **Phoneme** - A phoneme is the smallest unit of sound e.g. the word 'cat' contains three phonemes; c - a - t.
- **Grapheme** - A grapheme is a visual representation of a sound (how it is written) e.g. a letter or a group of letters. Some sounds are represented by a single letter whilst others are represented by more than one letter.
- **Digraph** - A digraph is a sound that is represented by two letters e.g. the sound 'a' in rain is represented by the digraph 'ai'.
- **Trigraph** – A trigraph is a sound represented by three letters e.g. the 'air' in hair is represented by the trigraph 'air'

- **Blending** - Blending is the skill of joining sounds together to read words. Children are taught to say the separate sounds in a word and to then blend them together to decode the word.
- **Segmenting** - Segmenting is the opposite of blending. Children are taught to segment a word into its separate sounds in order to spell it.
- **Common Exception Words** – Words that cannot be easily decoded e.g. the, said, have



Phases

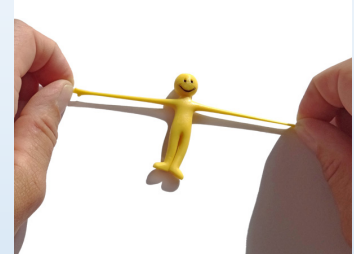
- **There are 5 phases**
- **The phonic phases are taught in different year groups and children are supported to keep up through interventions. 'Keep up, not catch up'**
- **It is taught as a whole class approach**

Children are taught to say the sounds correctly.



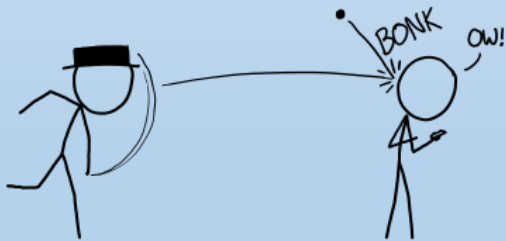
Stretchy sounds

mmmmm not muh



- /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/, /sh/, /th/, /ng/

Bouncy sounds



- /b/, /k/, /d/, /g/, /h/, /j/, /p/, /qu/, /t/, /w/, /x/, /y/, /ch/, /a/, /e/, /i/, /o/, /u/

These are clipped and pure. Helps to repeat the sound e.g
bbbbbb

09/10/2026 Phonemes should be articulated clearly and precisely – watch out for the 'schwa'!

- Phase 1- taught in Nursey. We will teach this phase to children who need it in FS2 and activities during continuous provision will support this phase too. Children learn to hear and say sounds, play with rhyme, rhythm & alliteration and orally blend and segment.

[Unlocking20Letters20and20Sounds20Phase20120Activities.p.pdf](https://www.markeatonprimaryschool.co.uk/wp-content/uploads/2020/09/Unlocking20Letters20and20Sounds20Phase20120Activities.p.pdf)

- Phase 2 – begins in FS2. The children learn

s a t p i n m d g o c k e u r c k h f b l ss ll ff

Each sound has an action and picture to help the children phoneme. These can be found on the school website.

[Markeaton Primary School - Phonics](https://www.markeatonprimaryschool.co.uk/)

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

remember the

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 		

- Phase 3 – teaches the children the rest of the phonemes including digraphs and trigraphs-

j v w x y z zz qu sh ch th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er

Again, there is an action and picture to help the children remember them. These can be found on the school website.

[Markeaton Primary School - Phonics](#)

- Phase 4 – teaches the children to use the graphemes they know to blend and segment words with 4 or 5 phonemes, and longer words that can be chunked to read e.g. desktop – desk/top. This phase is revised in the Autumn term of Year 1

- Phase 5 – begins in Year 1 and continues into the Autumn term of Year 2. It teaches the children the alternative grapheme for the 42 phonemes they know. Year 1 NC requirements are taught here too e.g. reading contractions (isn't, doesn't), adding the prefix un- to verbs, adding the suffix -ed to verbs.
- 5a – new graphemes - ay ou ie ea nk oy ir ue ue ph aw ew wh au oe ey tch a-e e-e i-e o-e u-e u-e
- 5b – alternative pronunciations for graphemes – a e i o u ow ea er ou y ch c g ey. For example children know ow as in cow and will learn ow as in snow, children know a as in cat and will learn a as in acorn etc.
- 5c – alternative graphemes for these phonemes – ch j m n r s z u i ear ar air or ur oo ai ee igh oa oo oo sh. For example children will learn the j in fudge is spelt using dge, the m in lamb is spelt using mb etc.

See the school website for the ULS progression grid.

[Unlocking Letters and Sounds Progression](#)

[Markeaton Primary School - Phonics](#)



 a	 e ea	 i y	 o a	 u o	 ai ay a-e ey a ei eigh	 ee ea e-e ey e y ie	 igh ie i-e i y	 oa oe o-e ow o	 oo ue ew u-e ou	 (y)oo ue ew u-e u	 oo u oul	 ar a al	 or aw au al our augh oor ore	 air are ear ere
 ur ir er ear or	 ow ou	 oi oy	 ear ere eer	 ure	 er u	 f ff ph	 l ll le	 m mm mb	 n nn gn kn	 r rr wr	 s ss se c ce	 v ve	 z zz s se	 sh ch ti ci s/ss
 th	 ng	 b bb	 c k ck ch	 d dd	 g gg	 h	 j g ge dge	 p pp	 qu	 t tt	 w wh	 x	 y	 ch tch t



An
overview of
graphemes
and
phonemes
Phases 2 -5

Blending - sound buttons

- We put sound buttons under the grapheme (the letter or the letters that make that sound) and then tap the buttons to blend the sounds together to read the word e.g.



Daily Phonic Lessons

- Takes place first session of the morning for 25 minutes
- Lessons consists of:-

Revisit and review – flashcard previous phonemes

For reading and blending, children should use the phonemes (sounds).

Teach – teach new sound

For spelling, children should use letter names.

Practise – practise using the new phoneme, reading words or writing words with the new phoneme in

Apply - apply into a situation either reading or writing sentences

- Common exception words are taught during the daily sessions, either read or spelt

Year 1 Phonics Screen Check



- Children are assessed in school during the year using previous Year 1 screening checks.
- We introduce monster words e.g. blit, pimms, blarb through our English Fast Four.
- There are 40 words to read- a mixture of monster words and real words. Children are told if the words are real or monster words. The children read one-to-one to the teacher.
- There is no time limit (usually takes between 4 and 9 minutes) and it takes place in a quiet area of school.
- The statutory phonic screening check is in early June. Results are sent home with end of year reports.
- If children do not reach the expected standard in Year 1, they will retake the test in the June of Year 2. They will have phonics interventions daily during Year 2.

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



And Finally . . .

