



Early Reading

Miss Griffiths – Year Group Lead, Year 1

Miss Ellis – Year Group Lead, Reception

Early Reading

Reading supports children to...

Bond with their caregivers and experience better mental wellbeing

Feelings of security and bonds with parents/carers are enhanced. Children are more likely to have healthy routines and habits. They are more likely to experience better mental wellbeing, self-esteem and socio-emotional skills.

Develop empathy, creativity and imagination

Children build empathy by reading fiction. They develop creative problem-solving skills, and they develop their creativity and imagination.

Meet early development milestones and do better at school

Brain development, attention, and cognitive ability are all enhanced. Children have better school readiness and make more progress across the curriculum. They have better speech and language development and literacy skills.

Benefits of reading as your child grows...



What is phonics?

- Phonics is a method of teaching children to read. Phonics works by breaking words down into individual sounds.
- There are 44 different sounds in the English language
- Learning to read with phonics is therefore a bit like learning a code, after learning just a few sounds, you will be able to use this code to read 100's of words. The more sounds you know, the more words you will be able to work out how to read

Tricky Words

- Not all words are phonetically decode-able. Lots of words need to be learnt by recognising them immediately (on sight)

Pre Phonics

•Pre-phonics refers to the foundational listening, sound awareness, and oral language skills children develop from birth to preschool before learning formal letter-sound matching.

•What is Pre-Phonics?

- **Sound Discrimination:** Children learn to tune their ears to environmental sounds, musical instruments, and animal noises.
- **Rhythm and Rhyme:** Enjoying nursery rhymes, repetitive songs, and clapping out the syllables in words.
- **Oral Blending and Segmenting:** Hearing spoken sounds put together (like guessing "c-a-t" makes *cat*) before seeing the letters on a page.
- **Communication and Vocabulary:** Building listening, speaking, and vocabulary skills through talking and reading books together daily.
- **Motor Skills:** Developing gross and fine motor coordination, including hand and finger strength needed later for writing letters.

Pre Phonics

How to Help at Home

- **Talk and Sing:** Sing rhyming songs, play listening games, and point out sounds you hear when walking outside.
- **Read Daily:** Share books with your child every day to build a love for stories and language.
- **Play Sound Games:** Practice oral blending during everyday routines, such as asking, "Can you pass me the c-oa-t?"

Jolly Phonics

At RGPS, we follow the Jolly Phonics Programme.

This is a Department for Education validated programme that is used world-wide to teach phonics .



Jolly Phonics is a fun, multi-sensory synthetic phonics programme that gets children reading and writing from an early age.

Terminology

- Your child may come home saying words you are unfamiliar with. When teaching phonics it is really important that we teach children the correct vocabulary/terminology to use. All staff use these terms from the very first lesson.

Terminology	Description	example
phoneme	a single unit of sound	44 phonemes in the English language
grapheme	written form of a phoneme	
digraph	a single sound/phoneme represented by two letters	ch, th, sh, ai, ee
tri-graph	a single sound/phoneme represented by three letters	lgh, air, ear, ure
Split digraph	when a vowel sounds is split by a consonant	a_e, e_e, i_e, o_e, u_e wrote – the o-e here make oe sound split by the t lake – the a-e here make ae sound split by the k Complete – the e-e here make ee split by the t
segmenting	how you spell a word	c-a-t / d-o-g / m-a-t / p-i-g /
blending	how you read a word	cat / dog / mat / pig

Steps to success



Step 1

Introduce the 42 letter sounds

Step 1 focuses on the five key skills of Jolly Phonics to teach reading and writing.

Learning the letter sounds

Children are taught the main 42 letter sounds. This includes alphabet sounds and digraphs such as /sh/, /th/, /ai/, and /ue/.

Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

Blending

Children are taught how to blend the sounds together to read and write new words.

Segmenting

Children learn to identify and break down the sounds in words.

Tricky Words

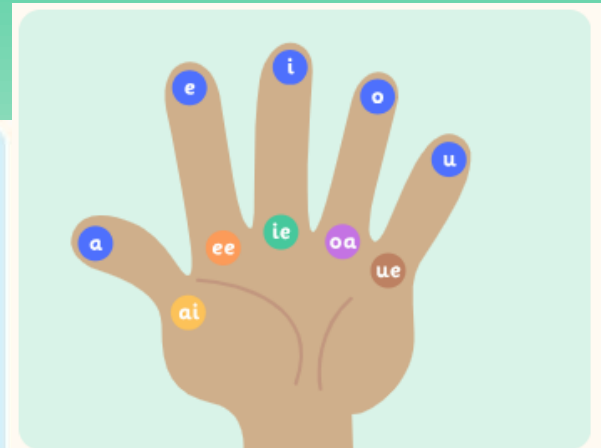
Children learn that there are irregular spellings for certain words.



Step 2

Build on the initial teaching

Step 2 builds on the teaching in Step 1 by introducing new tricky words and the alternative spellings of vowels.



Step 3

Consolidate the teaching

Step 3 consolidates the learning of Steps 1 and 2 by introducing new tricky words and spelling patterns, as well as long and short vowels.

What are the key skills required for reading and writing?

1. Learning the letter names and sounds
2. Learning letter formation
3. Segmenting and blending
4. The tricky words
5. Identifying sounds within words

These skills are all taught alongside each other.



Phonics Lesson

Sequence of Lesson	What we do
Revisit/Review	Flashcards to practice phonemes taught and learnt so far.
Teach	Teach the new phoneme.
Practice	Practice reading, spelling and writing words with the new grapheme.
Apply	Read/write words, sentences and captions by sounding out and blending sounds and using knowledge of tricky words that have been taught. For example, A cat in the hat. The dog ran to get the stick.

Reception

In Reception we begin phonics as soon as the children are in school full time.

We work through Step 1 of Jolly Phonics until this step is completed – usually by Christmas.

Once step 1 is completed we may revisit sounds to further practise and consolidate using and applying them.

s	a	t	i	p	n
ck	e	h	r	m	d
g	o	u	l	f	b
ai	j	oa	ie	ee or	
z	w	ng	v	oo oo	
y	x	ch	sh	th th	
qu	ou	oi	ue	er	ar

What happens in Year 1?

- In Year 1, children continue to revisit and practise sounds that they learnt in Reception.
- They progress onto alternative sounds, such as ai, ay, a-e, in Steps 2 and 3 and learn rules to support them in choosing the correct grapheme when spelling

ai – rain, pain, train, aim

ay – pay, tray, stay

a-e – cake, name, snake, elevator

Unit 7	Unit 8	Unit 9	Unit 10
1: Alternatives ay and oy ★	1: Alternatives ea as /ee/ ★	1: Alternatives y and igh as /ie/ ★	1: Alternatives ow as /oa/ and /ou/ ★
2: Hand Writing the alphabet ★	2: Hand Writing b and d ★	2: Hand Writing r, n, m, h ★	2: Hand Writing caterpillar /c/ letters ★
3: Tricky Words only, old ★	3: Tricky Words like, have ★	3: Tricky Words live, give ★	3: Tricky Words little, down ★
4: Words and Sentences the noisy ducks ★	4: Words and Sentences the queen ★	4: Words and Sentences digging for gold ★	4: Words and Sentences the shark in the ship ★
5: Weekly Practice 5th Day Practice ★	5: Weekly Practice 5th Day Practice ★	5: Weekly Practice 5th Day Practice ★	5: Weekly Practice 5th Day Practice ★

- Children also learn high frequency words as part of weekly phonics lessons.

Sound mat to support reading and writing



Phoneme Frames



Phoneme frames are visual grids with side-by-side boxes used to help children break words down into individual sounds (phonemes) for early reading and spelling.

What is a Phoneme Frame?

- **Definition:** A rectangular grid divided into squares, where each box represents one single sound heard in a word.
- **Structure:** Boxes match the number of sounds, not necessarily the number of letters. For example, the word "dog" uses a 3-box frame (d-o-g), while "fish" also uses a 3-box frame because "sh" makes one sound.
- **Purpose:** They connect spoken sounds to written letters (graphemes), teaching children how to segment words.

Phoneme Frames

How They Work

- **Listening:** Say a target word out loud (e.g., "cat"). Have your child repeat the word and count the distinct sounds they hear (/c/ - /a/ - /t/).
- **Selecting:** Choose a frame that matches the count. A three-sound word needs a three-box frame.
- **Writing:** Write one sound or grapheme into each box. The first box holds the beginning sound, the middle box holds the vowel/middle sound, and the last box holds the ending sound.

Why They Help

- **Visual Clarity:** Children see that words are made of separate building blocks rather than a single confusing string of letters.
- **Sound-Letter Link:** They teach children that a single sound can sometimes be written with more than one letter (like "ch" or "ee" in a single box).
- **Versatility:** You do not need special worksheets. You can draw boxes on a whiteboard, use sidewalk chalk outside, or lay out sticks and blocks on the floor.

Pencil Grip and handwriting

1 to 2 Years Old: Fisted grasp or Palmar Supinate Grasp



- Pencil is held in the palm.
- All fingers and thumb are used.
- Movement is from the shoulder; the arm and the hand move as a unit.
- Light scribbles are produced with this pencil grip.

2 to 3 Years Old: Digital Pronate Grasp



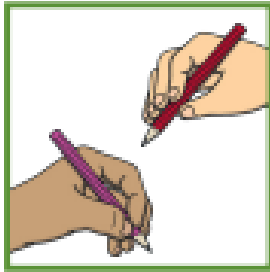
- All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.
- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

3 to 4 Years Old: Four-Finger Grasp



- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.

4 to 6 Years Old: Static Tripod Grasp or Static Quadropod Grasp



- A three-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and squares can be copied with this grip.

6 to 7 Years Old: Dynamic Tripod Grasp



- Pencil is held in a stable position between the thumb, index and middle finger.
- The ring and little fingers are bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- Movement comes from the fingertips.
- This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.

To support pencil grip development at home, focus on building hand strength, finger dexterity, and proper posture through playful, everyday fine motor activities.

Hand and Finger Strengthening

- **Play-Doh and Putty:** Have your child roll, squeeze, pinch, and mold modeling clay or theraputty to build the intrinsic hand muscles needed for endurance.
- **Tongs and Tweezers:** Set up sorting games using kitchen tongs or craft-stick tweezers to pick up small objects like cotton balls, beads, or cereal, which encourages a tripod grasp and an open web space.
- **Sponge and Water Play:** Ask your child to squeeze water out of large sponges or use spray bottles to water plants, strengthening hand arches and grip control.

Fine Motor and Dexterity Games

- **Pinch and Flip:** Teach your child to pick up a pencil with a simple pincer grasp near the tip and flip it over so it rests naturally in the web space between the thumb and index finger.
- **Stickers and Taping:** Let your child peel small stickers or pull strips of tape off a table or wall, which isolates the thumb and index finger.
- **Threading and Lacing:** Use DIY lacing cards, large beads, or dried pasta pieces to practice bilateral coordination and precise finger movements.

Writing Surface and Posture Adjustments

- **Vertical Surfaces:** Tape paper to a wall, easel, or the refrigerator, or use a chalkboard. Working upright naturally extends the wrist and keeps the thumb web space open.
- **Proper Seating:** Ensure your child's chair and table fit their size properly, ideally with their hips, knees, and ankles at 90-degree angles and feet resting flat on the floor (use a box or book as a footrest if needed).

What is the Phonics Screening Check?

- Every Year 1 child in the country will be taking the Phonics Screening Check in the week beginning Monday 14th June 2027.
- The aim of the check is to ensure that all children are able to decode unknown words by using and applying the phonics knowledge that they have acquired throughout Reception and Year 1.
- It will be carried out by a member of SLT or the Year Group Leader.

What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to 'sound out' a word and blend the sounds together.

For example, d-o-g - dog



- The focus of the check is to see which sounds the children know and therefore the children will also be asked to read made up 'nonsense' words.

Examples of words:

- The check includes real words as well as 'nonsense words'. Children practice this regularly in phonics lessons.

in

at

beg

sum

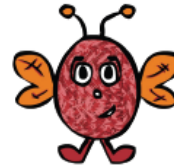
ot



vap



osk



ect



Comprehension Skills

Developing reading comprehension skills at home helps children understand, remember, and enjoy what they read.

Core Comprehension Strategies

- **Prediction:** Ask your child what they think will happen next before turning a page. This keeps them actively engaged in the plot.
- **Making Connections:** Relate events or characters in the book to your child's real-life experiences. Ask, "Does this remind you of a time when we did something similar?"
- **Summarising:** Pause after a page to have your child retell the main events in their own words. Focus on the beginning, middle, and end.
- **Inference:** Encourage your child to read between the lines. Ask how a character might be feeling based on the pictures or clues in the text.
- **Vocabulary Check:** Talk about new or tricky words while reading. Help your child figure out meanings using the surrounding sentence clues.

Practical At-Home Tips

- **Use the book band stickers** in reading diaries
- **Reread Favorites:** Read the same beloved books over and over. Repetition builds language patterns, confidence, and deeper understanding.
- **Use Open-Ended Questions:** Avoid simple "yes" or "no" questions. Instead, ask "Why do you think that happened?" or "What would you do if you were in the story?"
- **Incorporate Play:** Use toys or puppets to act out scenes with younger children to turn reading into an interactive game.

How can you help at home?

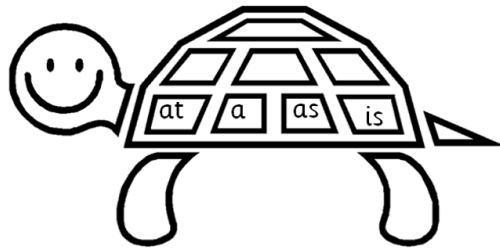
Reading together

Date, book and page number	Comments Complete the face to show how much you enjoyed reading.
24/9 There was a Princess long Ago	
Rush Green Primary School Reading Prompt	
The purpose of this bookmark is to help understand what level of reading your child is at and to support parents in asking questions to help develop your child's confidence and comprehension ability. If you would like any further help, please speak to your child's class teacher.	
Date <u>25/9/26</u>	
Book Band - Pink	
At this level, your child should be able to:	
Find the title.	
Read from left to right.	
Know where a sentence begins and ends.	
Point to each word as it is read.	
Look for words which they know.	
Predict what the story might be about and what might come next in a sentence.	
Talk about the story.	
Possible Fiction Questions:	
What sounds can you see on the page?	
What can you see in the picture?	
Are you enjoying this book?	
What might happen next?	
Can you retell the story in your own words?	
What words can you read or sound out?	
Possible Non-Fiction Questions:	
Before reading: What is this book about?	
What would you like to find out about in this book?	
Is this a story book? How do you know?	
	
	
	
	
	
	
	
	
	

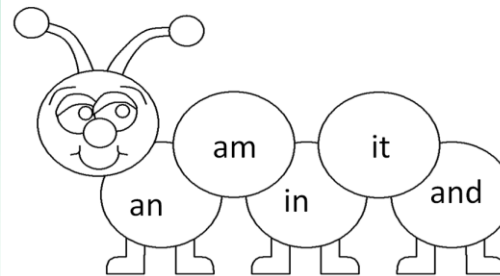
How can you help at home?

High Frequency Word Books

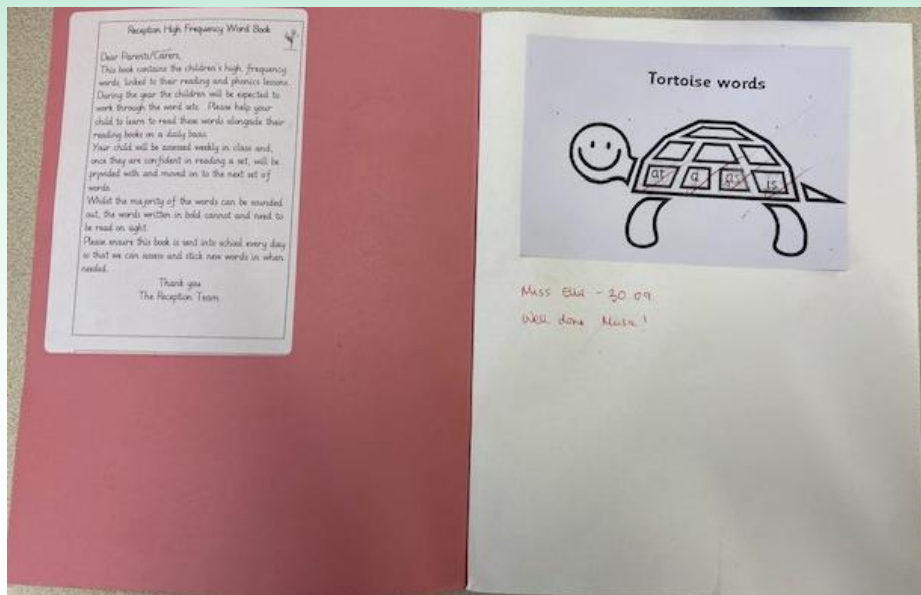
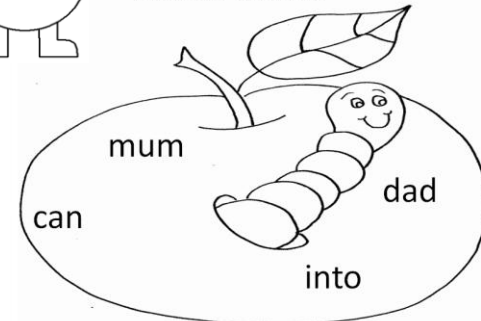
Tortoise words



Caterpillar words



Worm words



How can you help at home?

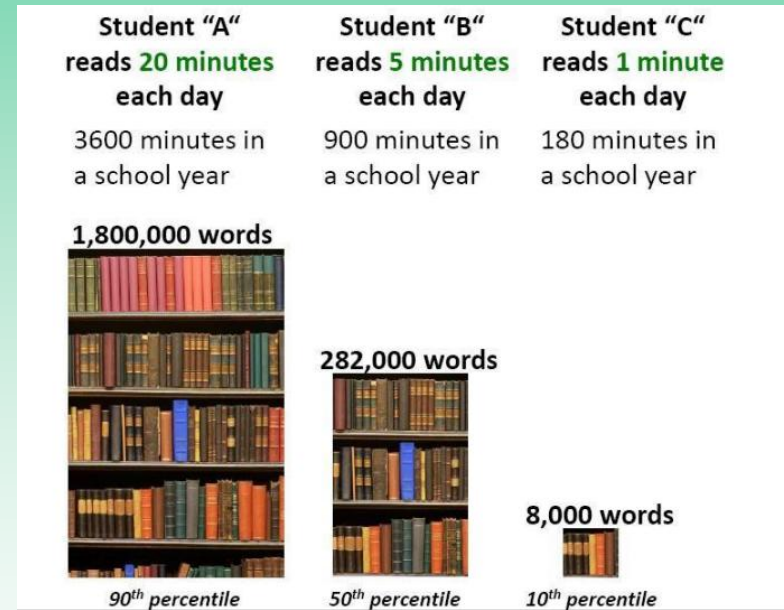
Reading together



- Read together for 10 – 15 mins every day.
- Talk about the pictures – What might happen next? How does the character feel?
- My turn, your turn
- Re-read favourite books
- Let your child talk the lead – let them hold the book, turn the pages, point to the pictures
- Play games – Can you point to something in the picture that starts with the /s/ sound?

How can you help?

1. Encourage your child to read regularly
2. Read aloud regularly
3. Encourage reading choice
4. Read together — enjoys books; it should be fun, not a battle, so pick a time that is relaxed and unrushed
5. Create a comfortable environment
6. Talk about books. Characters, plots, setting, vocabulary the author has used
7. Bring reading to life
8. Engage your child to read in a way that suits them — let them read for pleasure — any book, comic, magazine, leaflet is good!!



How can you support at home?



- Environmental print is the print of everyday life. It's the name given to the print that appears in signs, labels and logos.
- Street signs, sweet wrappers, labels on food jars and the M in McDonalds are examples of environmental print and. Recognising these signs is important as it is the start of early reading.



How can you help at home?

Tricky Word Books



Jolly Reading

www.jollyreading.in

Jolly Phonics Handy Tricky Word List

Jolly Phonics Readers Red Level

- | | | | |
|------------------------------|------------------------------|------------------------------|-----------------------------|
| ☐ I | ☐ she | ☐ be | ☐ do |
| ☐ the | ☐ me | ☐ was | ☐ of |
| ☐ he | ☐ we | ☐ to | |

Jolly Phonics Readers Yellow Level

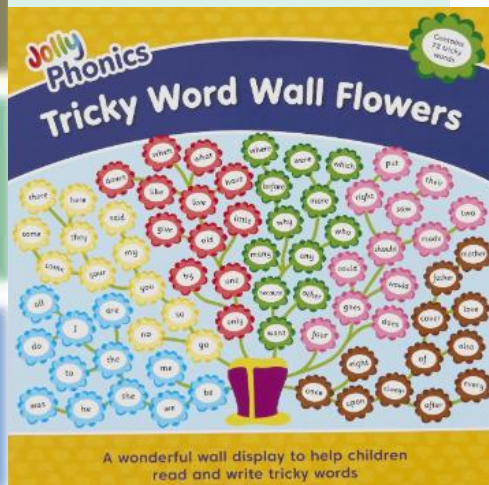
- | | | | |
|------------------------------|-------------------------------|-------------------------------|--------------------------------|
| ☐ are | ☐ your | ☐ said | ☐ there |
| ☐ all | ☐ come | ☐ here | ☐ they |
| ☐ you | ☐ some | | |

Jolly Phonics Readers Green Level

- | | | | |
|------------------------------|-------------------------------|---------------------------------|--------------------------------|
| ☐ go | ☐ by | ☐ live | ☐ when |
| ☐ no | ☐ only | ☐ give | ☐ why |
| ☐ so | ☐ old | ☐ little | ☐ where |
| ☐ my | ☐ like | ☐ down | ☐ who |
| ☐ one | ☐ have | ☐ what | ☐ which |

Jolly Phonics Readers Blue Level

- | | | | |
|---------------------------------|----------------------------------|---------------------------------|--------------------------------|
| ☐ any | ☐ were | ☐ could | ☐ four |
| ☐ many | ☐ because | ☐ should | ☐ goes |
| ☐ more | ☐ want | ☐ would | ☐ does |
| ☐ before | ☐ saw | ☐ right | ☐ made |
| ☐ other | ☐ put | ☐ two | ☐ their |



How can you help at home?

Week 3	ng	bang, king, ring, bring
	v	van, vet, vest, vivid
	oo (long sound)	boo, hoop, pool, spoon
	oo (short sound)	foot, good, woof, stood
	y	yum, yell, yuck, yelp
	Tricky words	we be
Week 4	x	box, fix, exit, next
	ch	chin, chess, chill, cheek, lunch
	sh	ash, dish, fish, shed, sheep, shock
	th	than, then, them, north, thing
	qu	quit, quiz, quack, squid
	Tricky words	was to
Week 5	ou	out, mouth, cloud, count
	oi	boil, join, point, spoil
	ue	cue, due, fuel, value
	er	her, mixer, butter, letter
	ar	arm, jar, bark, march
	Tricky words	do of
Week 6	Assessment week	
Week 7	Revision	

ch

I can read these words:

chop

chain

torch

bunch

I can write these words:

ch o p

I can read this sentence:

He has got such a big chin.



Tricky words

do

of

Phonics Journals

How can you help at home?

Week	Grapheme	Example Words
1 03.11.25	ai j oa ie	aim, rain, tail, nail, paint, train jail, jam, jog, object oat, coat, goat pie, lie, tie, magpie
2 10.11.25	ee or z w	see, meet, feet, feed, tree for, order, fork, corn, sport zip, fizz, zig-zag swim, wait, win
3 17.11.25	ng v oo (short sound) oo (long sound)	hang, sing, song, long vest, vet, van oops, book, look, cook, foot, wood zoo, food, root, shoot, moon
4 24.11.25	y x ch sh	yell, yes, yet, yoghurt box, fox, next such, much, chat, chip, rich, chop cash, rush, shock, shell, shop

Week Beginning 24.11.25

yes	fox	chain
boxing	check	sheep

Include each of these words in a sentence:

Practise Test (at home)

Week Beginning 24.11.25

Read each sentence and draw a picture to match.

1	
2	
3	
4	
5	
6	

Sam has cod and chips.	The hen has six chicks.
The bus chugs up the hill.	Dad has a cut on his chin.

Phonics Journals

How can you help?

- The phonics/spelling journals are linked to our lessons in school so use these to support your child.
- Have a go at the practise pages in the journals as well as the weekly activities.
- Encourage independence – children need to be confident to have a go for themselves
- If your child does write a word and it is spelt incorrectly but they have used the correct sound, praise them but then show them how to spell it correctly. Eg partee = party

How can you help?

- Attend a phonics demonstration lesson:

Mrs Begum and Mrs Tracey - Tuesday 10th November @ 9.00am

Miss Ellis & Miss Ibrahim - Wednesday 11th November @ 9.00am

Year 1 – Lessons will be taught in sets, please check your Arbor and / or your child's phonics journal

Miss Naz & Miss Griffiths Sets – Thursday 12th November 2026 @ 8.50

Miss McCorkell & Miss McDonagh and Mrs Bligh – Friday 13th November @ 8.50



Useful Links

You can access several free phonics resources online to support your child's reading and spelling development at home.

- [Oxford Owl for Home](#): Offers expert-created advice, free Read Write Inc. and phonics eBooks, spelling practice sheets, and flashcard guides.
- [Phonic Books](#): Features free downloadable activity sheets, game ideas, word lists, and diagnostic assessments tailored for UK phonics progression.
- [Monster Phonics Support](#): Includes free video guides demonstrating pure speech sound pronunciation, blending, segmenting, and high-frequency word strategies.
- [PhonicsPlay](#): Offers free games like *Buried Treasure*, *Dragons' Den*, and *Picnic on Pluto* that help children practice blending and reading real and fake words.
- [Teach Your Monster](#): Features the [Teach Your Monster to Read](#) game, which is free to play on the desktop web version and guides children through a magical reading adventure.
- [ICT Games](#): Includes an English section with free, fast-paced [literacy activities](#) for young learners focusing on CVC (consonant-vowel-consonant) words and blending.
- [Phonics Bloom](#): Features interactive games categorized by [Phonics Phases Overview](#), starting from environmental