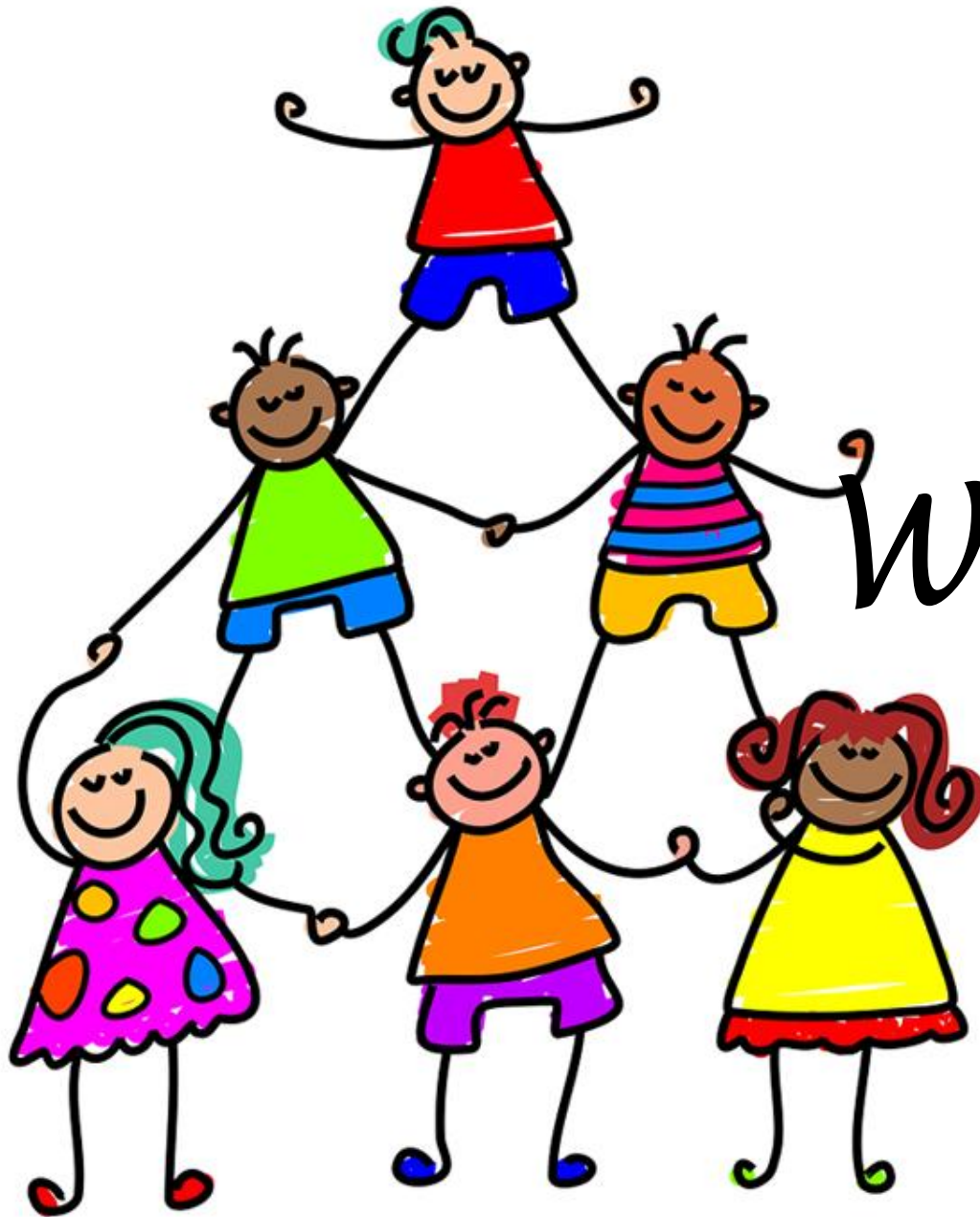
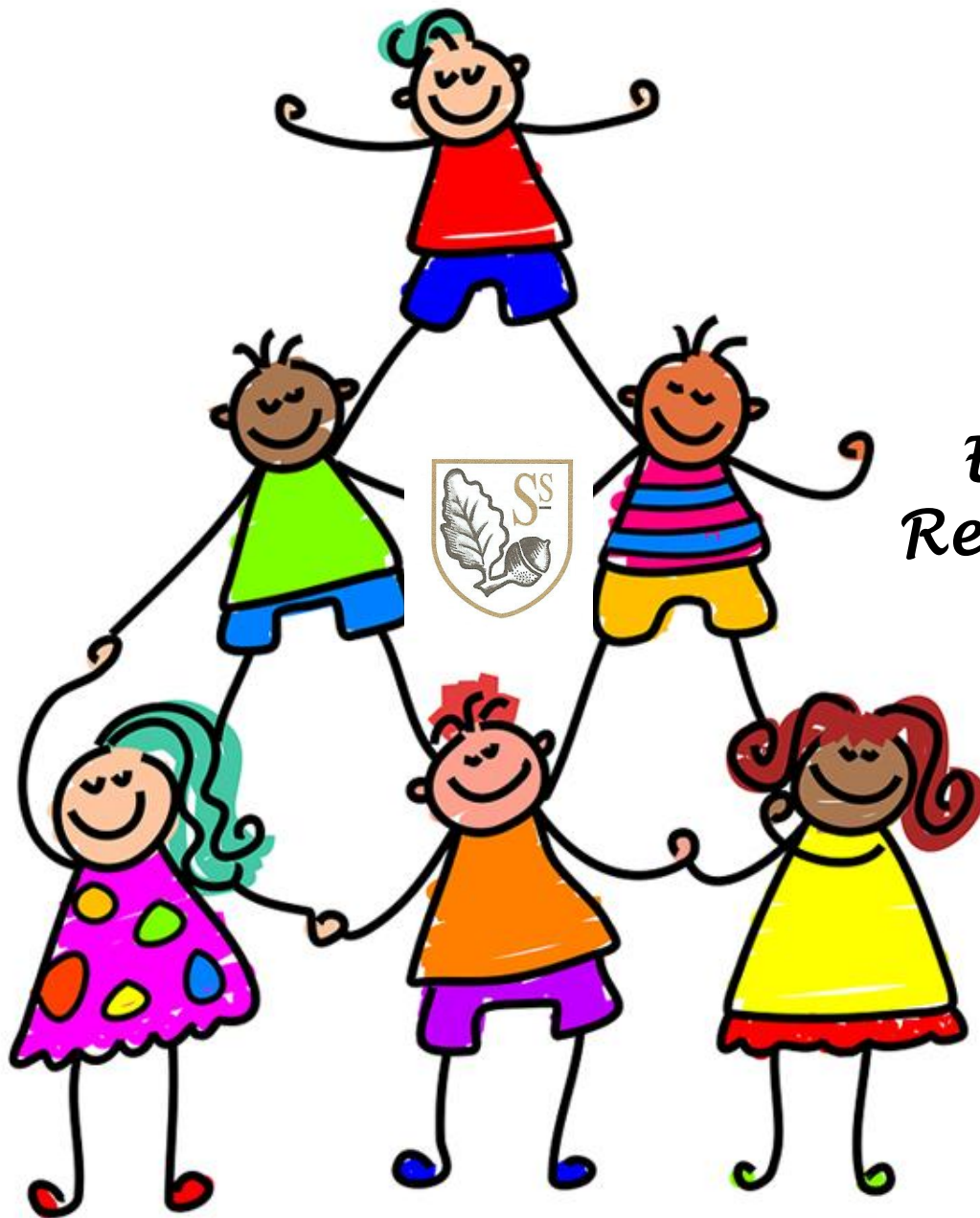




Welcome





*Early phonics and
Reading workshop for
Parents*

2026



“

**One of the greatest gifts adults
can give is to read to children**

Carl Sagan



*Streetsbrook Infant &
Early Years Academy*

Learning for Life



If you read with your child every day.....

- **Massive Vocabulary Growth:** Daily reading exposes children to nearly 290,000 to over 1 million words by the age of 5
- **Academic Achievement:** Children who read for pleasure, or are read to, perform better in school, with research indicating an improvement equivalent to 8 months of extra schooling
- **Stronger Well-being:** Daily readers are three times more likely to have higher well-being
- **Cognitive & Emotional Development:** Reading improves focus, memory, imagination, and empathy
- **Long-Term Impact:** Early reading habits are linked to higher qualifications and social mobility in adulthood



Early Learning Goal for Reading

Comprehension ELG:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Early Learning Goal for Reading

Word Reading ELG

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 (tricky words)



Phase 3 sounds



Phase 3 sounds taught in Reception Spring 1

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



Phase 3 Tricky Words

was

you

are

sure

they

my

pure

by

all



Matching words to pictures

Match the words to the pictures

Reception Phase 3 Spring 2 week 3



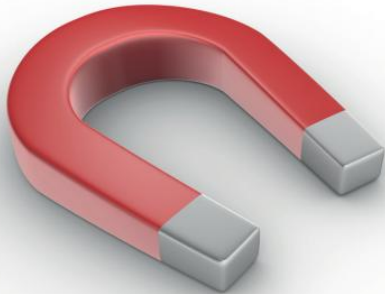
1



2



3



4



5



6



Spring 2 assessment words

pocket

seven

shimmer

helmet

shark

singer





Phase 4 Tricky words

said

so

have

like

some

come

were

here

little

says

love

do

there

when

what

one

out

today



Summer Assessment

Assessment words

Reception Summer 2 (2)

crowds

streets

presses

screen

portrait

balloon

morning

jumping

splashes



Daily catch up

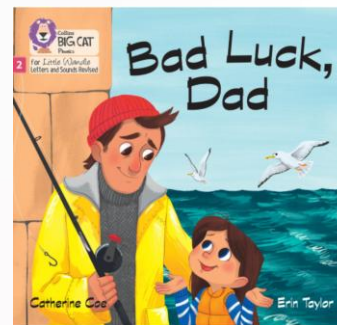
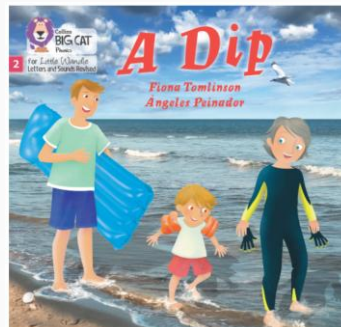
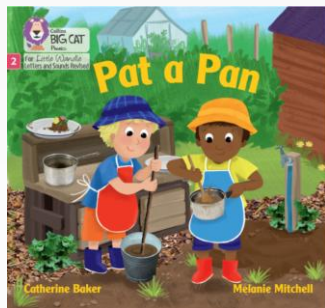
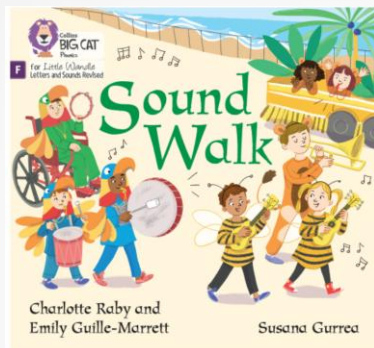
- Approximately 80% is secure (this can vary)
- Between 60-80% a little extra focus on gaps
- Below this, extra daily catch up
- Ten Minute daily extra practise
- Individually or in small groups
- Revisit graphemes in reading session
- Re-assess after 3 weeks

Grapheme card	Picture card	Objects for What's in the box?	Pronunciation phrase
		queen quack (duck) quick (action)	Pucker your mouth, then open it as you say qu qu
			Pucker your lips and show your teeth; use your tongue as you say ch ch ch
		No more objects for the games.	Show me your teeth and push the air out shshshsh
			Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th
			Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng
			Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk



Reading Practice sessions

- 3 x sessions per week
- De-coding Prosody Comprehension
- Flash cards first
- Blend in head
- Tap into read





Reading - Reception | Letters and Sounds

🐾 Before reading 🐾

Practising phonics: Phase 2, Set 5

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

v x y z
ch sh th
ng nk

Read the words

fox van shop
chops bang
thanks

Read the tricky words

to the he

Vocabulary

Ask the children to read these words. Check understanding.

fix zips Yak

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Fix it, Fox



Written by Samantha Montgomerie
Illustrated by Gustavo Mazali
Collins



Fox thanks Yak.



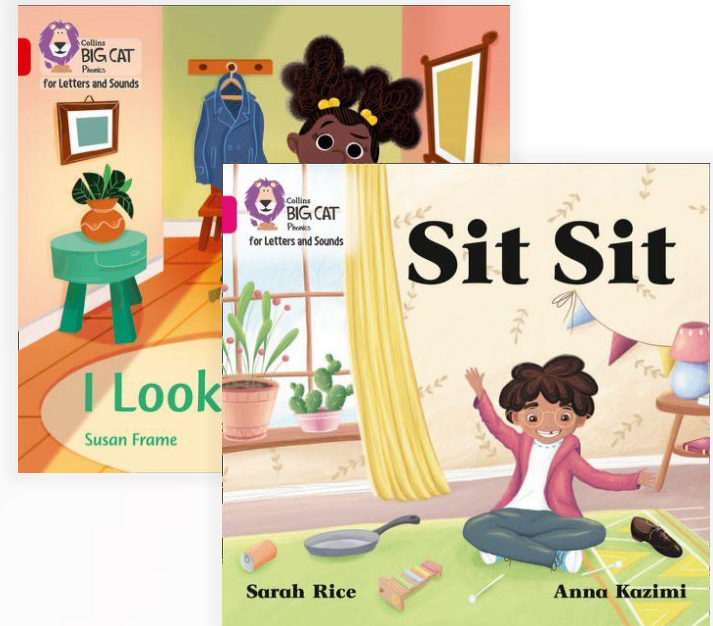
Fox can zip!





Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.





How can I help at home?

Help Your Child with Reading

Reread

Reread your child's favourite stories as many times as your child wants to hear them. Choose books and authors that your child enjoys.



Look

Look at the pictures and talk about them. For example, 'Can you find a bird or a cat?', 'What else can you see?', 'What are the children playing? Have you played that before?'



Talk

To help your child develop their vocabulary, talk to your child as much as possible about what you are doing. Ask them about their day. What have they been doing? What was their favourite thing? What games did you play today?

Visit

Visit the local library together. It is fun choosing new books to read. Keep an eye out for special story events at the library or local bookshops that you can join in with.



Story Sacks

A story sack is a great way to get your child talking about a story. They are bags that contain the story itself, alongside a variety of items linked to the story. It could be the story CD, a related non-fiction book, puppets, models or objects that are in the story and a related activity.



Sit

Sit close together and get comfy! You could encourage your child to hold the book themselves and turn the pages. Use funny voices, puppets or props to bring the story alive.

Storytelling Tin

Make a storytelling tin. Collect together a group of objects with a story theme. Open the tin and explore the objects inside. Your child can choose a character, talk about where the story will be and think about what might happen. Have fun making up a story with the objects from the tin.



Ask Questions

Ask questions when you are reading together, such as 'What can you see on this page?', 'How do you think the characters feel?' and 'What is the story about?'



Encourage

Encourage family and friends to share books with your child. The more your child sees you and others reading, the more they will want to read too.





*Any
questions?*

