



# Reception Parent Phonics Workshop

September 2025

# Focus

- What phonics scheme do we follow?
- What should a Reception pupil be able to read?
- How is phonics and reading taught at Garlinge?
- How are your children assessed in reading?
- How can you best support your child at home?

# Reading Early Learning Goals (ELGs)

## **ELG: Comprehension**

Children at the expected level of development will:

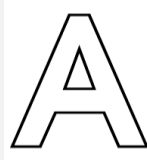
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction,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

## **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.

# Opportunities we provide?



*Daily Phonics lessons*



*Book scheme that matches  
your child's phonic  
knowledge*



*Reading rich learning  
environment*



*Modelling and sharing of  
texts throughout the day.*

# Our Reading Scheme



<https://www.youtube.com/watch?v=hK0bsskx5uQ>

“

**Phonics is:**

**making connections between the sounds  
of our spoken words and the letters that  
are used to write them down.**

”

# We use assessment to match your child the right level of book



## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

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

sat    man    hug    red    peck



# Reading a book at the right level



## This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.







Grapheme chart

Phase 2 and 3

s s ss	t t tt	p p pp	n n nn	m m mm	d d dd	g g gg	c c ck cc	r r rr	h h	b b bb	f f ff	l l ll	j j	v v vv
w w	x x	y y	z z zz s	qu qu	ch ch	sh sh	th th	ng ng	nk nk	a a	e e	i i	o o	u u
ai ai	ee ee	igh igh	oa oa	oo oo	ar ar	or or	ur ur	er er	ow ow	oi oi	ear ear	air air		



## Reading Colour Bands (Bands 1-39)

The following book bands are a tool to aid you in choosing the appropriate text level (book band) for the children in your class. These can be used to inform your teacher assessment, however please refer to the 'Kent Six Steps Tracking Statements' when deciding which band a child is working at.

	Band 1	Band 2	Band 3	Band 3.5	Band 4-5	Band 6-7	Band 8-9	Band 10-11	Band 12-13	Band 14-15
	Reception Emerging	Reception Expected	Reception Exceeding	Yr 1 Emerging	Yr 1 Emerging	Yr 1 Expected	Yr 1 Exceeding	Yr 2 Emerging	Yr 2 Expected	Yr 2 Exceeding
Low	F	Phase 2	Phase 3	Phase 4	Phase 4	Phase 5	Phase 5	TURQUOISE	GOLD	WHITE
High	Little Wandle readers without words	Little Wandle decodable reader phase 2	Little Wandle decodable reader phase 3	Little Wandle decodable reader phase 4	Little Wandle decodable reader phase 4	Little Wandle decodable reader phase 5	Little Wandle decodable reader phase 5	PURPLE	WHITE	LIME
LW Phonic Stage	Phase 2	Phase 2	Phase 3	Phase 4	Phase 4	Phase 5	Phase 5			

	Band 16-17	Band 18-19	Band 20-21	Band 22-23	Band 24-25	Band 26-27	Band 28-29	Band 30-31	Band 32-33	Band 34-35	Band 36-37	Band 38-39
	Yr 3 Emerging	Yr 3 Expected	Yr 3 Exceeding	Yr 4 Emerging	Yr 4 Expected	Yr 4 Exceeding	Yr 5 Emerging	Yr 5 Expected	Yr 5 Exceeding	Yr 6 Emerging	Yr 6 Expected	Yr 6 Exceeding
Low	LIME	KS2 Brown	KS2 Brown	KS2 Grey	KS2 Grey	KS2 Grey	KS2 Blue	KS2 Blue	KS2 Blue	KS2 Burgundy	KS2 Burgundy	KS2 Black
High			KS2 Grey			KS2 Blue			KS2 Burgundy		KS2 Black	Free Reader

# How we teach Phonics

- Daily phonics lessons of approximately 10-20 minutes
- Introduce each letter sound in a specific order (s,a,t,p,i,n ...)
- Model and practise the pronunciation and formation of the sound.
- Model and practise how to blend these sounds to form words.
- Teach tricky words for the children to learn and practise.



# Vocabulary Explained

Grapheme – What the letter looks like.

Phoneme – A single sound

CVC – A word made up of a consonant – vowel – consonant (cat, tip, tap, hop).

Digraph – Two letters that make one sound (sh, ch, th, oo, ai)

Trigraph – Three letters that make one sound (igh, air, ure)

Blending - Putting sounds together to form a word.

Segmenting – Separating the sounds of a word to help us read it.

Tricky Words – Words that cannot be read using our phonic knowledge (the, said, to)

# How many phonemes?

moon sight

star bird

pure hear



Children are taught high-frequency words,  
including tricky words...

is it in at and

to the no go I

he she

... as an example.



# How can I help at home?

The most important thing you can do is read with your child



**Reading a book and chatting had a positive impact a year later on children's ability to...**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



- \*Find opportunities to practise and apply their phonic knowledge – make it purposeful and fun.
- \*Ensure that you are modelling sounds correctly.
- \*Share books regularly with your child.

# The word gap

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At five years old:

Never read to – 4,622 words

1-2 times a week – 63,570 words

3-5 times a week – 169,520 words

Daily – 296,600 words

Five books a day – 1,483,300

*Science Daily (2019)*



# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



- Please fill in your child's reading record. We ask parents to read at least 3 times with their child at home each week. This will help them to practise the sounds they are learning in school.

# Supporting your child with phonics

Click to add text



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

There are lots of useful resources and videos on our school website, including information about the phonics screening check at the end of year 1.

## Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

# Finally...



*Children should learn that reading is pleasure, not just something teachers make you do at school.*

Beverly Cleary – Children's writer.