Parent Information Session:
Supporting your child's reading at home.

Tuesday 27th January 2026

Aims of this session

- To provide an overview of reading at TBS.
- To explain what phonics is and how it helps children to read and write.
- To model letter names and sounds.
- To outline the individual reading structure in FS2.
- To offer support and ideas enabling you as a parent/carer to help your child at home with their reading.

Overview of Reading at TBS

1. Phonics-daily practice
2. Book bands - phonics in practice
3. In class guided reading-(Year 2 upwards)

Skills: retrieval, simple/complex inference, authorial technique

4. Library books and Library Sessions-please ensure that you bring books back every week.
5. Literacy Lessons-based on recommended texts.
6. Events - author visits, bedtime stories, World Book Day, visit to book shop.
7. Apps which can be used at home Fast Phonics, Reading Eggs (FS2 upwards).

Phonics at TBS

The UK government recommends phonics as the best way to teach children to read and write. Here at TBS we use the Phonics Shed programme which has been DfE approved.

Phonics teaches children to identify the smallest units of sound within a word (known as phonemes).

It helps them to begin to decode the words, which means reading a word by blending its sounds together and spelling a word by breaking them down (known as segmenting).

Foundation 1	Chapter 1
Foundation 2	Chapter 1 Recap, Chapter 2-Single letter sounds - grapheme and phonemes - lower and upper), Chapter 3. Common Exception Words
Year 1	Finish Chapter 3 + 4a (digraphs + trigraphs, one way of saying each sound, alternate spellings) Common Exception Words
Year 2	Chapter 4a, 4b and 4c (Alternate spellings and alternative pronunciations) Common Exception Words

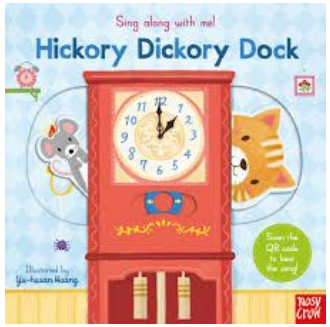
Chapter 1 Phonics

Chapter 1 phonics is all about developing listening skills and sound discrimination and is delivered in FS1.

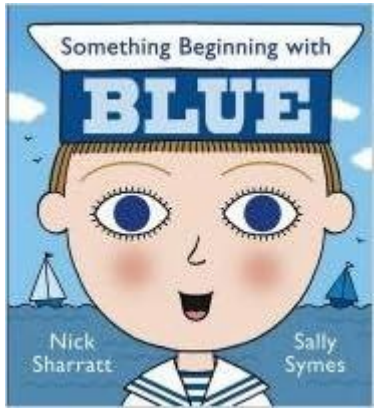
- Element 1- Environmental Sounds
- Element 2- Motor Skills
- Element 3- Our Bodies
- Element 4- Instrumental Sounds
- Element 5- Our Voices
- Element 6- Stories Rhymes and Rhythm
- Element 7- From Left to Right
- Element 8- Initial Sounds
- Element 9- Beginning to Blend and Segment

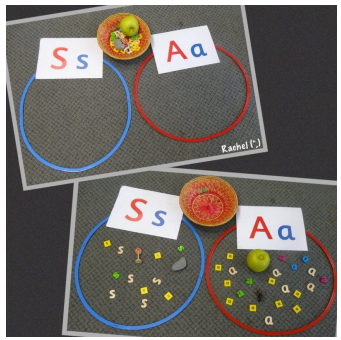
Examples of F1 Phonics activities:

Element 6 Stories Rhymes and Rhythm



Element 8- Initial Sounds





What does a F2 Phonics lesson look like?

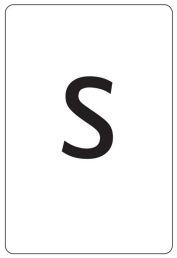
Lessons split into 4 parts:

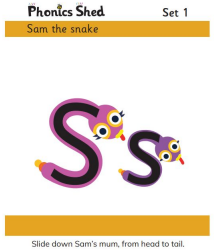
➔ Revisit and Review – practise the sounds already learned.

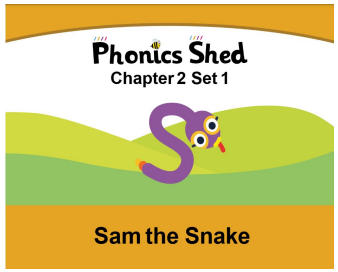
➔ Teach – teach new sounds, along with tricky words.

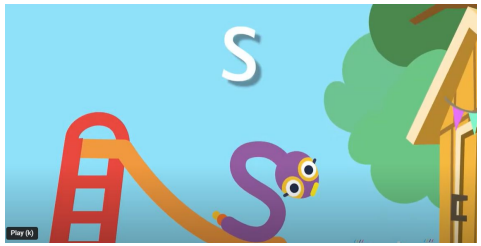
➔ Practise – children read or write with new sounds along with teacher.

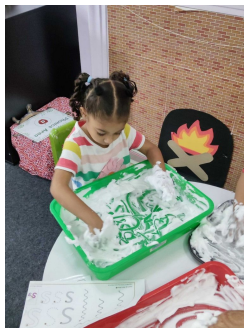
➔ Apply – children independently write using new words and sounds.











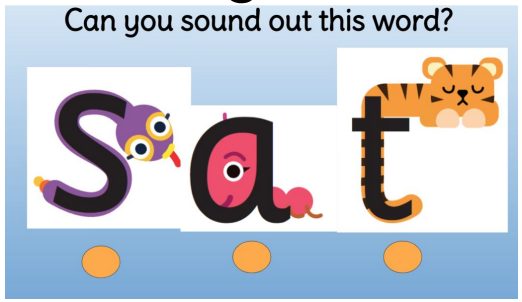
We introduce two new sounds each week.

We use picture cards, songs, actions and story books.

Then the children do different phonics activities related to the new sound.

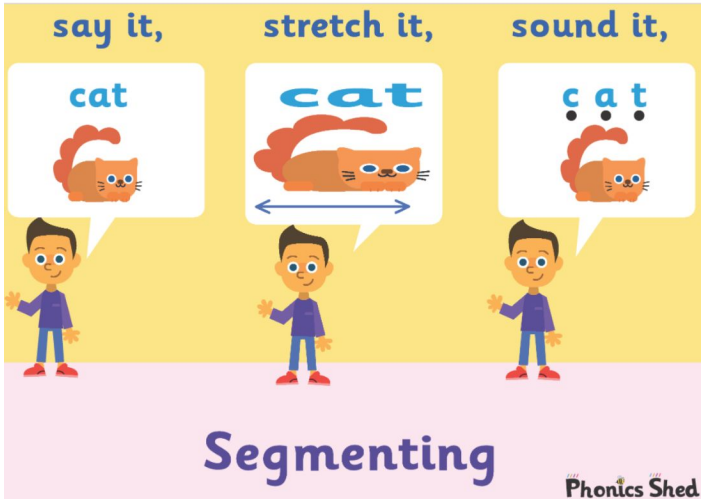
Segmenting / Blending

Once we finish the first group of letters, we start blending and segmenting.

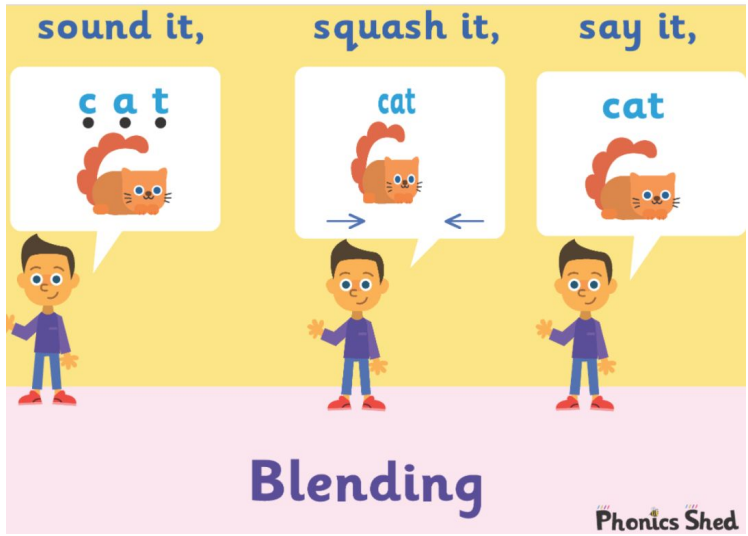


-s, a, t, p
pat, sat, tap, sap

Segmenting - for writing, breaking up the word into individual phonemes (sounds).



Blending - for reading, pushing the sounds together to make a word.



Common Exception Words

I

Set 2

to

Set 3

no

Set 4

the

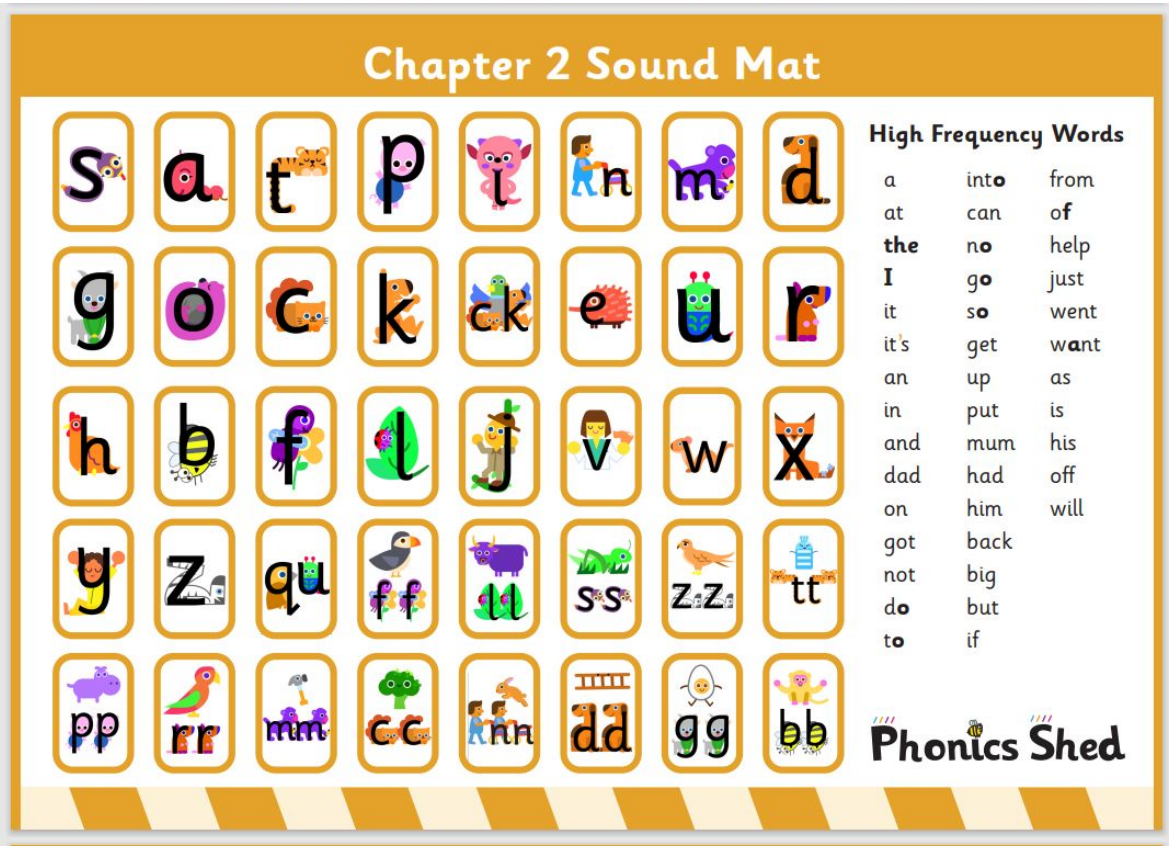
Set 1

Chapter 2

Common Exception Words

the
I
it's
do
to
into
no
go
so
of
want

Sound Mats



When children are sounding out words, it is helpful if they have a sound mat.

These sound mats help them to match the sound to the letter, they also support letter formation.

Pronunciation Guidance Videos

When showing your child how to make sounds, it is important to use ‘pure’ sounds. Sometimes people add an ‘uh’ at the end of sounds which can make them harder to blend.. For example, ‘cuh’-‘a’-‘tuh’ is harder to blend together than ‘k’-‘a’-‘t’.

Some sounds are long sounds, while some are short. For example, ‘ssss’, ‘nnnnn’ and ‘mmmm’ are long, stretched sounds, whereas ‘p’, ‘d’ and ‘t’ are short, snappy sounds.

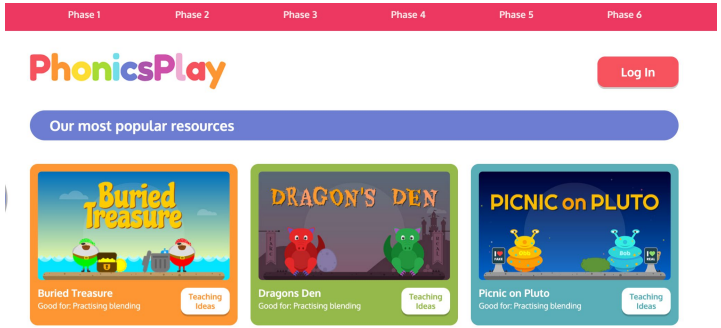
Chapter 2: Pronunciation Videos

Chapter 3: Pronunciation Videos

Chapter 4: Pronunciation Videos

Websites

Alphablocks



http://www.phonicsplay.co.uk/

Individual Reading in FS2

- FS2 children begin by reading lilac-level books which are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories.

- Next, the children start blending simple CVC (consonant, vowel, consonant) words e.g. cat, based on the sounds that we have learnt so far and short captions e.g. the cat on a mat.

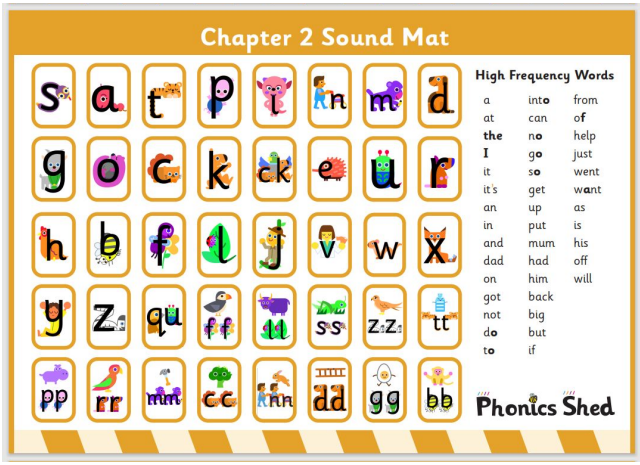
- Once they are confident with sounding out these words, they will bring home reading books linked to their current phonics level.

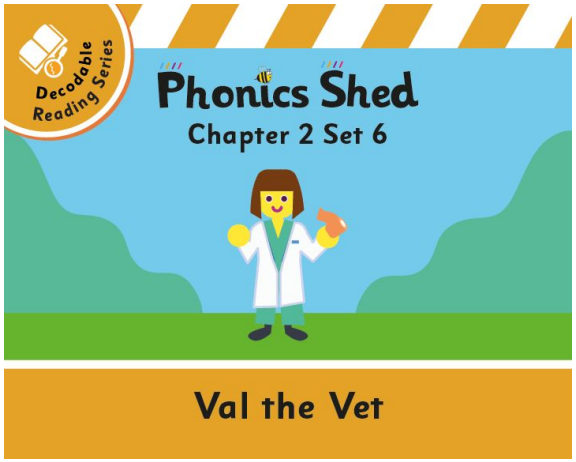
- Your child will have one book a week which we would like you to read twice with them. We would appreciate it if you could record the reading in their reading log. This will help us know when it is time to change their book.

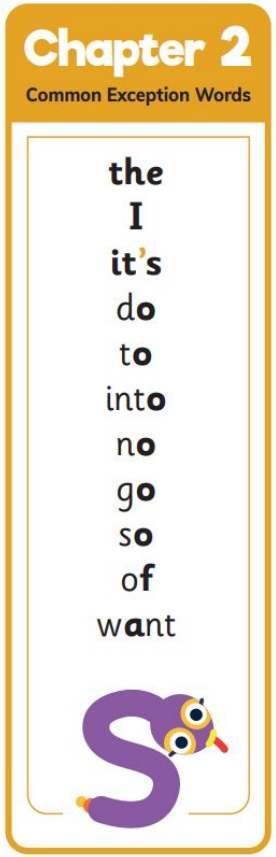
- We will also read with your child in school. The days will vary from week to week so please can you ensure your child brings their reading book and Reading Log to school every day.

- FS2 Children will be given login information for Fast Phonics/Reading Eggs after the February Half Term.
- **Please buy a blue reading book bag from the School Shop.**

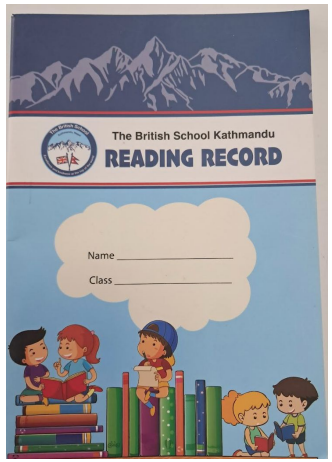
Blue Reading Bags







Please buy from the School Shop and bring every day.

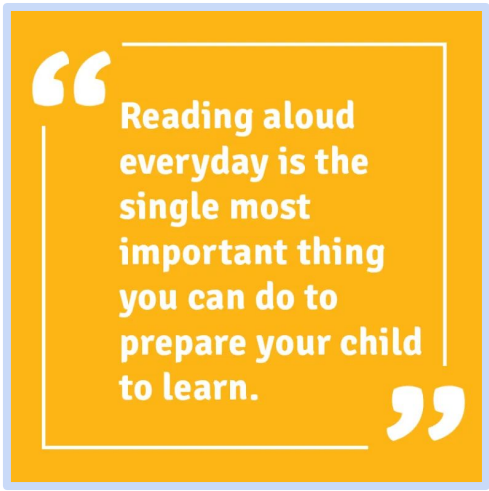


Reading with your child

Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

There are lots of ways to share books with children.

- Hearing your children read (picture reading).
- Reading to your child.
- Family reading (turn taking).
- Silent reading followed by 'Book Talk'.
- Or a mixture of above.



Other Tips

- Use children's interests to engage them in the process (items and books that excite them).
- Use phonics in everyday situations. 'I can see a c-a-t. What can I see?'.
- Word-building (blocks, magnets, sand).
- Finding sounds (environment).
- Finger drawing (paint/paper, bubbles, back, car headrests).
- Reading at home – adapted to their level (conversations, new books).

Any questions?