Welcome to our Early Reading and Phonics workshop



St Catherine's
CE PRIMARY SCHOOL

Why Reading Matters



Reading builds the foundation of all learning



Reading builds emotional well-being



Reading grows language and communication



Reading creates joy and curiosity



Together, **we** make the biggest difference!

Becoming a competent reader needs a range of skills. Many of which don't even need a book!



Asking and answering questions about the world around them.



Talking to your children all the time about what they are seeing and experiencing.



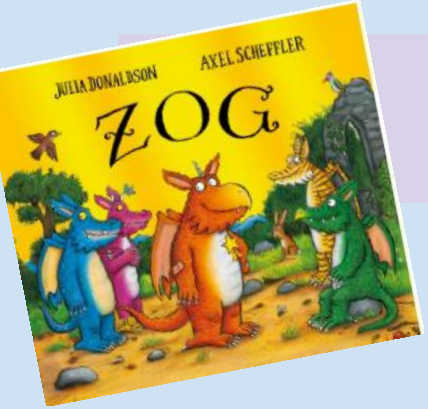
Repeating back what they say, but adding more detail.



It is a bird's nest. It is very high up in that tall tree so the birds can be safe. I wonder if there are eggs in the nest. When might they hatch?

'Bedtime books'





'Bedtime books'



📚 Each Friday

- Your child will choose a special **bedtime book** to take home.

🏠 At home

- Share the story together — read aloud, look at pictures, talk about the characters.
- No expectation for children to read the book themselves.

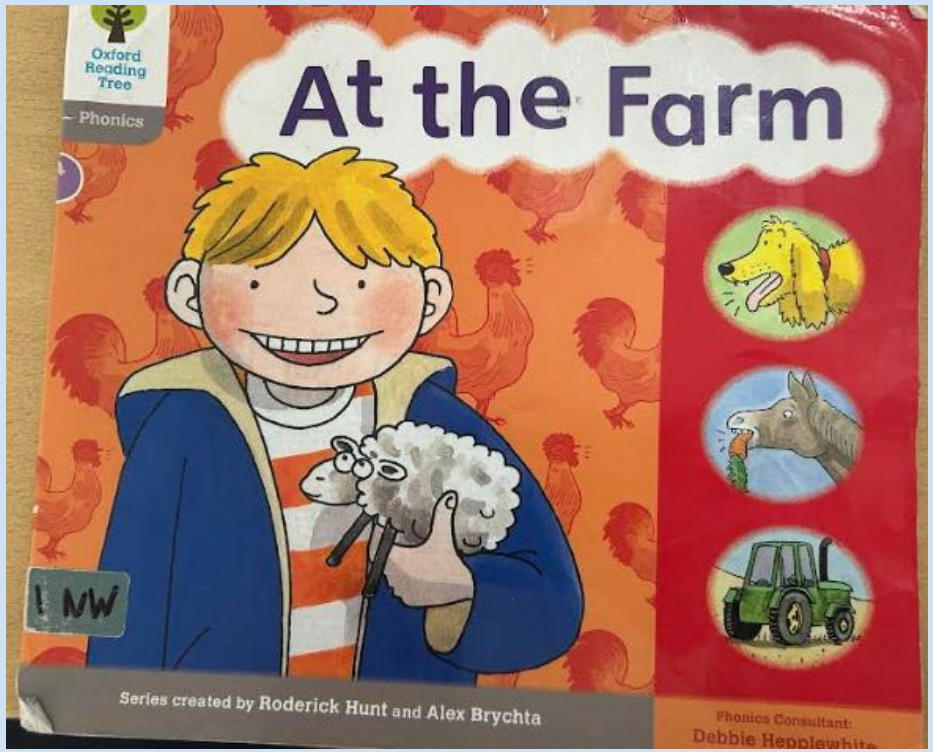
🔄 Returning books

- Please bring the book back to school **every Thursday**, ready to swap for a new one.

Reading books without words

Your child will begin with reading books without words.
Creating a habit for reading.

1. Walk through the book 2. Talk through the book 2. Play with the pictures





https://www.stcatherineskidderminster.co.uk/class-pages/
Advice on how to use wordless books

Phonics

When children are confident with books and have mastered the early skills, they will begin learning how to decode print. Phonics teaching refers to the way that children learn that letters represent certain sounds.



Phonics

How We Teach Sounds

- **Multi-sensory learning** → each sound comes with an *action, story, and song* to help it stick.
- **4 new sounds each week** → introduced at a steady, child-friendly pace.
- **Home learning book** → sounds are sent home every **Friday** (please return by **Thursday**).

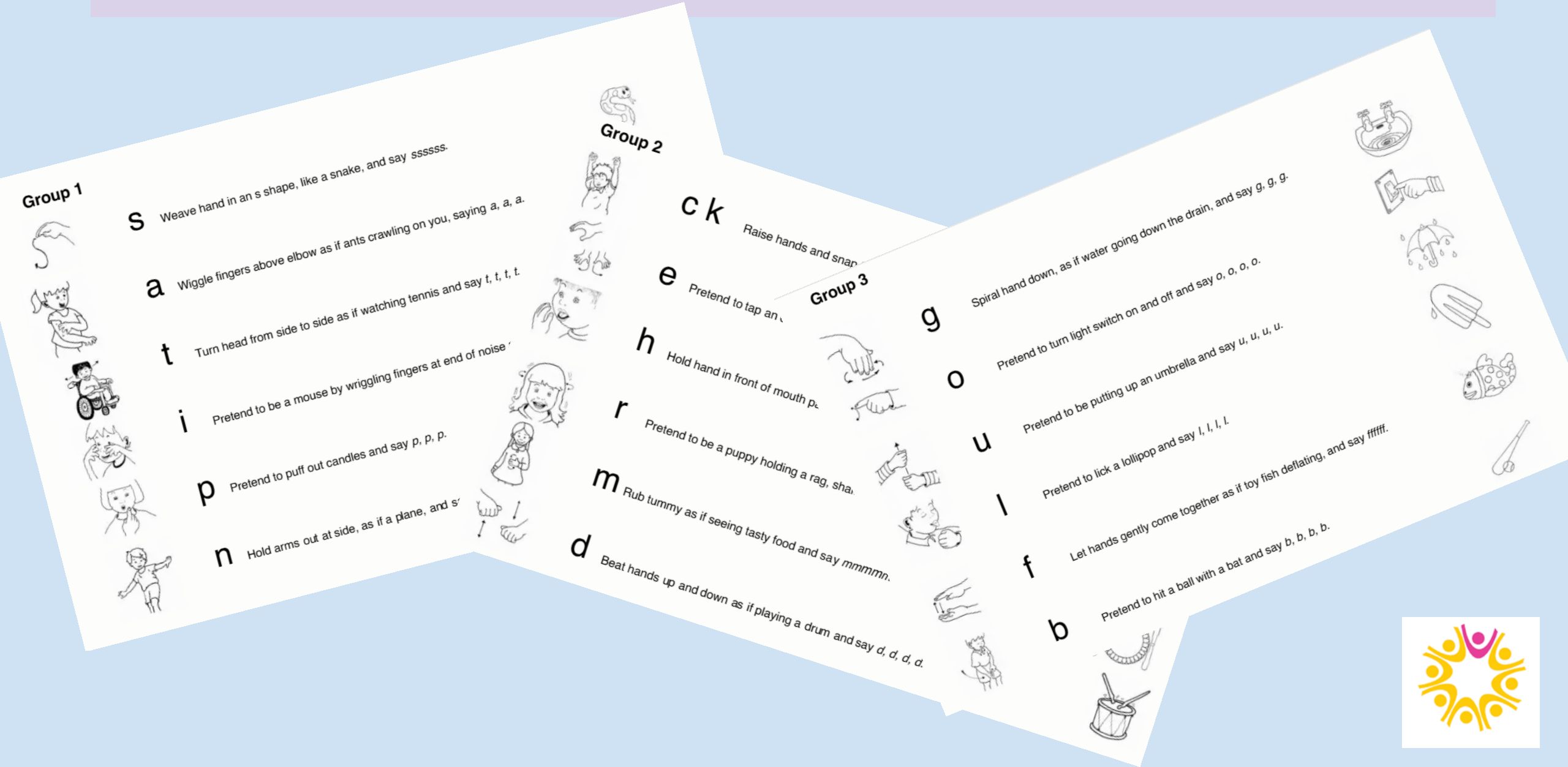


Phonics


M m
ACTION
Rub your tummy as if you can see some tasty food, and say mmmmmm.
men
him
miss
man
Say the word for each picture and write the letter for the first sound. Three start with /m/, but one does not.


H h
ACTION
Hold your hand up to your mouth as if you are out of breath, and say h, h, h, h.
hip
hat
hen
hiss
Say the word for each picture and write the letter for the first sound. Three start with /h/, but one does not.

Phonics


Group 1
s Weave hand in an s shape, like a snake, and say ssssss.
a Wiggle fingers above elbow as if ants crawling on you, saying a, a, a.
t Turn head from side to side as if watching tennis and say t, t, t, t.
i Pretend to be a mouse by wriggling fingers at end of noise
p Pretend to puff out candles and say p, p, p.
n Hold arms out at side, as if a plane, and s
Group 2
c k Raise hands and snap
e Pretend to tap an
h Hold hand in front of mouth p
r Pretend to be a puppy holding a rag, sha
m Rub tummy as if seeing tasty food and say mmmmm
d Beat hands up and down as if playing a drum and say d, d, d, d.
Group 3
g Spiral hand down, as if water going down the drain, and say g, g, g.
o Pretend to turn light switch on and off and say o, o, o, o.
u Pretend to be putting up an umbrella and say u, u, u, u.
l Pretend to lick a lollipop and say l, l, l, l.
f Let hands gently come together as if toy fish deflating, and say ffffff.
b Pretend to hit a ball with a bat and say b, b, b, b.

Digraphs

ck



oa



Some sounds are represented by two letters. We call these **digraphs**.

"Two letters, one sound"

Blending

After learning a few sounds, children practise blending them together. This blending skill helps them take their first steps into reading and writing new words.

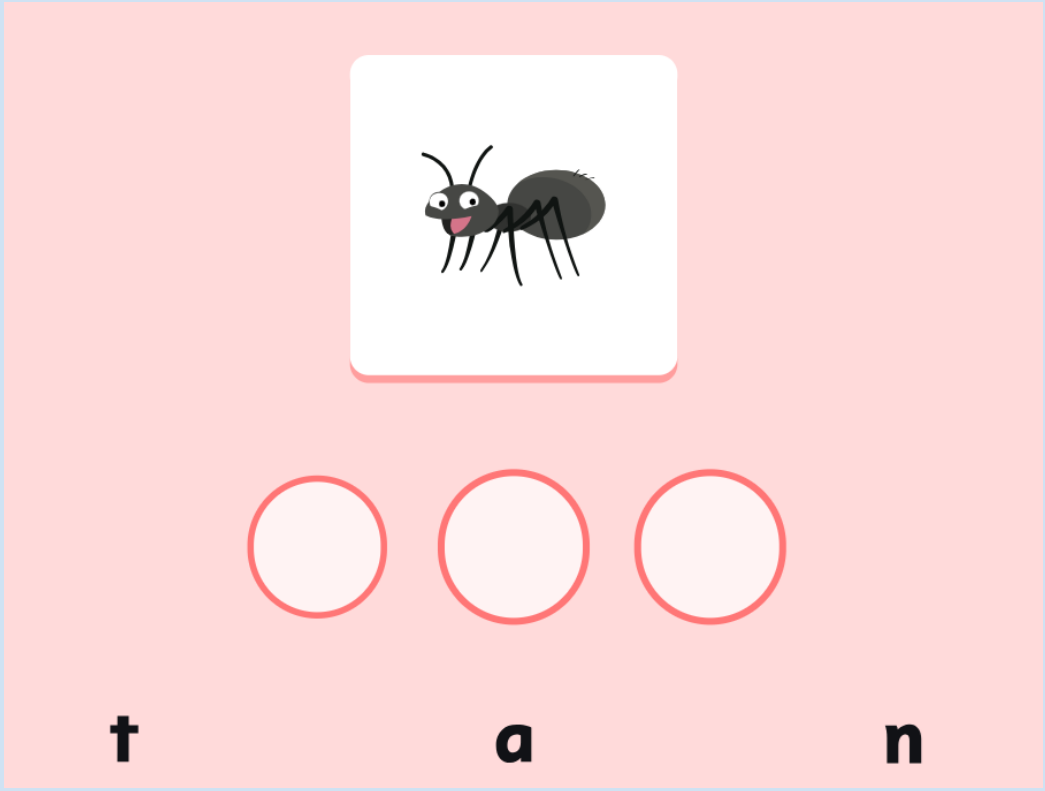






Segmenting

After children learn to read by blending sounds, we teach them to do the reverse — to break words into sounds. This skill, called segmenting, is the first step in spelling.



Letter formation

When children learn a new sound, we also show them how to form the letter correctly and give them time to practise writing it.



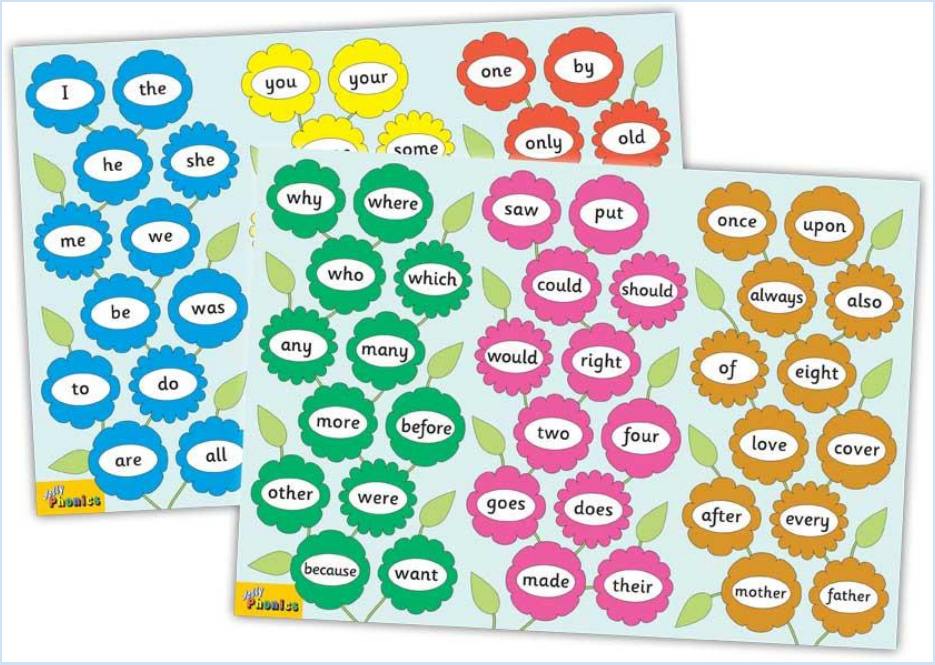
Group 2
H

Start Lesson



Tricky words

- Some words don't follow the usual phonics rules.
- We call these **"tricky words"** — for example, *said, the, was.*
- Children can't sound them out — instead, they learn to **recognise them by sight**.
- We explain to children that these are words they just need to remember.



Reading books

Starting out: Children will first bring home wordless books.

Moving forward: As children learn sounds and blending, they will begin to bring home worded books. These give them the chance to:

- Practise sounding out and recognising words
- Build confidence as early readers



Reading at home - Key tips!

- Share all kinds of books – wordless or worded, bedtime stories.
- Keep it short & regular – 5–10 minutes, 4+ times a week.
- Make it special – choose a calm time, enjoy the story together. Try and make reading a habit.
- Practise sounds & tricky words – use the home learning book (sent Friday, back Thursday).
- Spot reading everywhere – signs, menus, labels, games.
- Talk, talk, talk! – conversations and new experiences grow the language children need for reading.



Reading Record and Phonics Log

The reading record is a way to track your child's reading practice at home and at school.

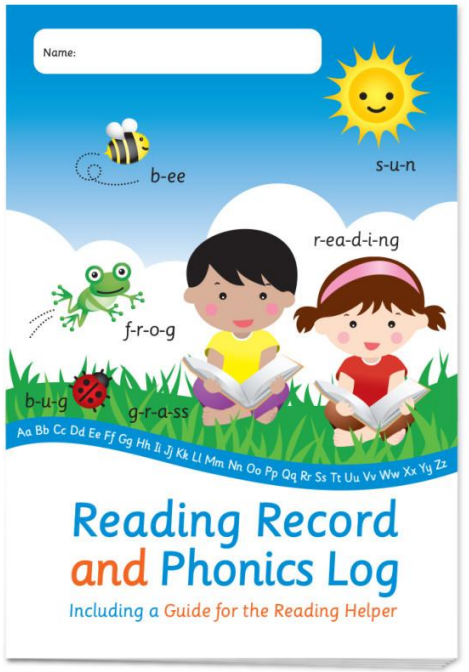
What to include each time you read together:

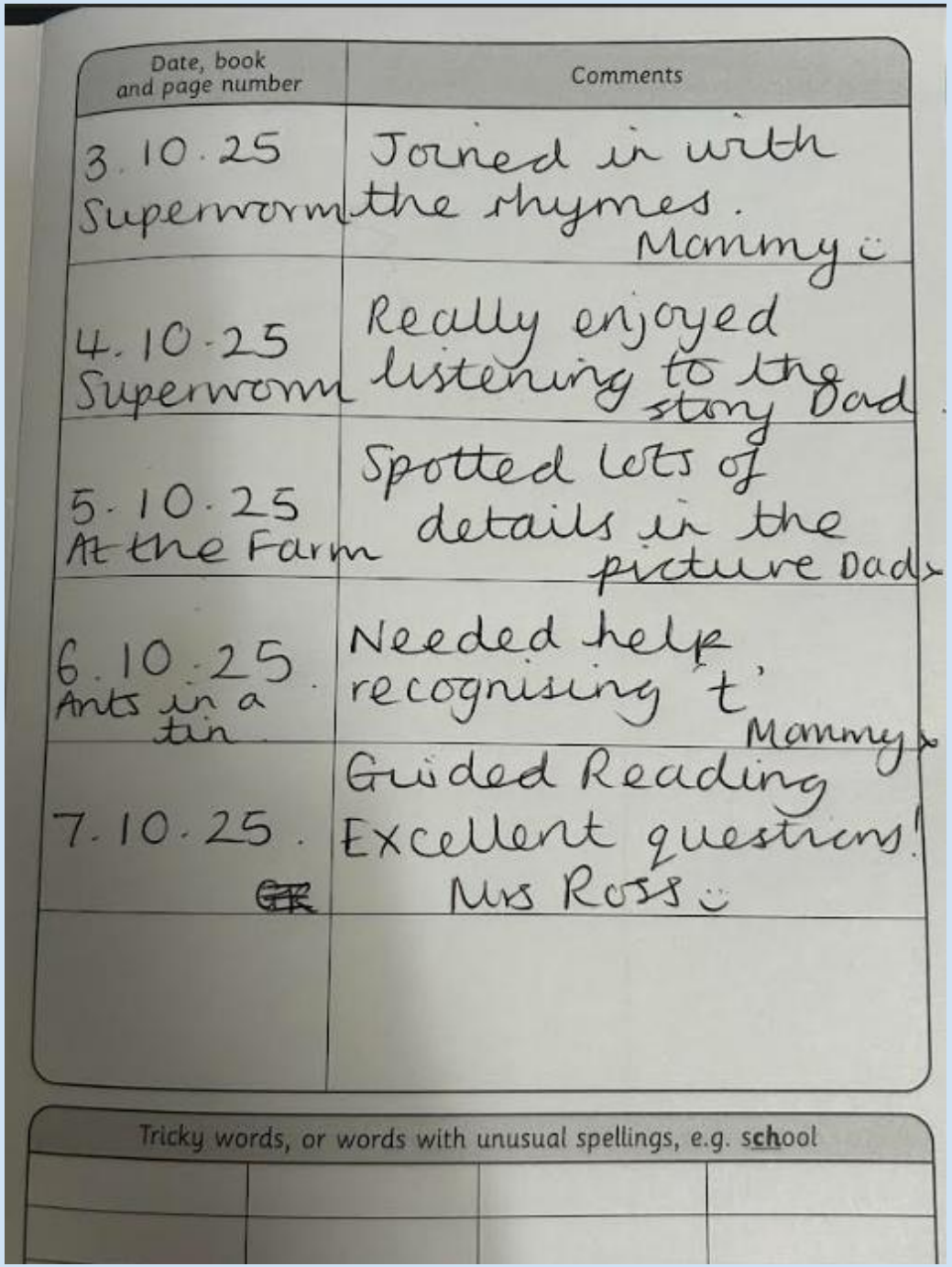
- **Date/Book title**
- ***A very short comment*** *(e.g. "Read happily", "Needed help with tricky words", "We enjoyed the story").*

- **Keep it brief** – just one or two words is fine!

⚠ **Important**:

- The reading record is **not a communication book**.





Date, book and page number	Comments
3.10.25 Supernorm	Joined in with the rhymes. Mammy ☺
4.10.25 Supernorm	Really enjoyed listening to the story Dad.
5.10.25 At the Farm	Spotted lots of details in the picture Dad x
6.10.25 Ants in a tin.	Needed help recognising 't' Mammy x
7.10.25. ~~GR~~	Guided Reading Excellent questions! Mrs Ross ☺

Tricky words, or words with unusual spellings, e.g. school			

Other ideas

Make a mistake – read a word incorrectly on purpose. Can your child spot it?

Word match – choose a word, write it down, and see if your child can find it in the book

Silly voices – try reading a page in a funny voice (robot, whisper, giant, tiny mouse).

Word hunt – "How many times can we spot this sound/word?"

Miss a word – pause and let your child fill in the missing word.

Take turns – you read a page, they read a page. It keeps it light and positive.

Act it out – bring the story to life with actions or simple role play.

Echo reading – you read a sentence, your child repeats it after you.



If you have any questions or queries, please feel free to ask us any time.

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