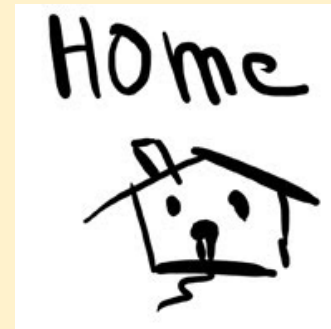




Early Years Literacy Workshop

November 2025





Aims of Workshop

- To enable parents/carers to know how to better support their children in their learning of phonics.
- To answer questions regarding the teaching and learning of phonics.



Everything starts with reading...

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(Letters and Sounds Principles of Practise of High-Quality Phonics)

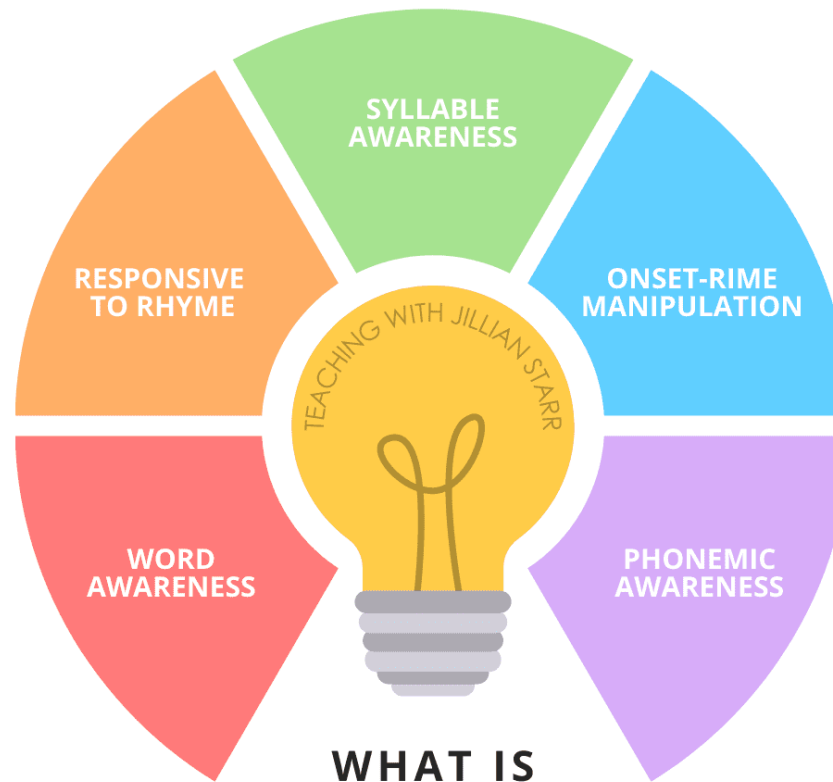


Phonological Awareness

By the end of nursery most children should be able to:

- Listen attentively
- Have increased vocabulary supported through frequent conversations
- Speak confidently to adults and other children
- Identify different environmental sounds including phonemes
- Reproduce audibly the phonemes they hear in words
- Orally segment words into phonemes

What is Phonological Awareness ?



WHAT IS
**PHONOLOGICAL
AWARENESS**



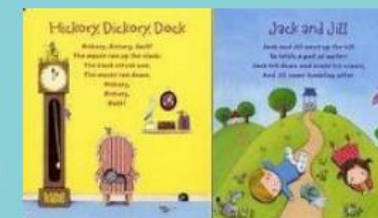
Supporting Phonological Awareness at Home



Environmental Print



Songs and Nursery Rhymes





What is Phonics?

Phonics is the link between letters and the sounds they make.

Although there are 26 letters in our alphabet the English language has 44 phonemes (speech sounds).

A **phoneme** is the smallest unit of **sound** that make up a word.

What we cover in P1

s  sun	a  apple	t  teddy	p  pan	j  jug	v  van	w  web	-x  fox	ai  aim	ee  eel	-igh  knight	oa  goat
i  insect	n  net	m  man	d  dog	y  yo-yo	z  zip	-zz  buzz	qu  queen	-oo  cook	oo  spoon	ar  arm	or  fork
g  gate	o  octopus	c  cat	k  key	ch  chick	sh  ship	th  this thumb	-ng  ring	ur  purse	ow  owl	oi  oil can	ear  ear
-ck  duck	e  egg	u  umbrella	r  rabbit	-dge  bridge	-ve  glove	wh  wheel	-cks  ducks	air  hair	-er  builder	er  herbs	-ue  rescue
h  hat	b  bone	f  fish	-ff  cuff	-tch  hatch	-nk  ink			-ue  glue	-ure  pure	-ture  picture	
l  lion	-ll  hill	-le  bottle	-ss  dress								

Videos showing the correct pronunciation can be found at - www.oxfordowl.co.uk/for-home/reading/phonics-made-easy



What is Phonics?

A **grapheme** is the written representation of these phonemes.

Graphemes can be written using either:

- A single letter (m, a, s, d)
- 2 letters – **digraph** (sh, ch, th)
- 3 letters – **trigraph** (igh, air)

Phonics

=

Knowledge of the
Alphabetic code

+

Skills of segmentation
and blending



s  sun	a  apple	t  teddy	p  pan	j  jug	v  van	w  web	-x  fox
i  insect	n  net	m  man	d  dog	y  yo-yo	z  zip	-zz  buzz	qu  queen
g  gate	o  octopus	c  cat	k  key	ch  chick	sh  ship	th  this thumb	-ng  ring
-ck  duck	e  egg	u  umbrella	r  rabbit	-dge  bridge	-ve  glove	wh  wheel	-cks  ducks
h  hat	b  bone	f  fish	-ff  cuff	-tch  hatch	-nk  ink		
l  lion	-ll  hill	-le  bottle	-ss  dress				

Phoneme

Digraph

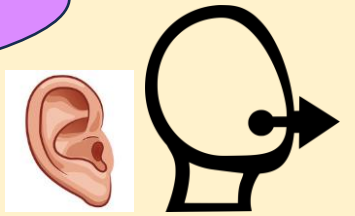
Trigraph

The English Alphabetic Code

sounds	simple code	complex code	graphemes, or spelling alternatives, which are code for the sounds					
/s/	s snake 	-ss glass 	-ce palace 	-se house 	c (e i y) city 	sc scissors 	-st castle 	ps pseudonym 
/a/	a apple 							
/t/	t tent 	-tt letter 	-ed skipped 					
/i/	i insect 	-y cymbals 						
/p/	p pan 	-pp puppet 						
/n/	n net 	-nn bonnet 	kn knot 	gn gnome 	-ne engine 			
/k/	k kit 	c cat 	-ck duck 	ch chameleon 	qu bouquet 	que plaque 		
/e/	e egg 	-ea head 	-ai said 					
/h/	h hat 	wh who? 						
/r/	r rat 	-rr arrow 	wr write 	rh rhinoceros 				
/m/	m map 	-mm hammer 	-me welcome 	-mb thumb 	-mn columns 			
/d/	d dig 	-dd puddle 	-ed rained 					
/g/	g girl 	-gg juggle 	gu guitar 	gh ghost 	-gue catalogue 			
/o/	o octopus 	wa watch 	sa qualify 	alt salt 				
/u/	u umbrella 	o son 	-ou touch 	-ough thoroughfare 				
/l/	l ladder 	-ll shell 						
/ul/	-le kettle 	-il pencil 	-al hospital 	-el camel 				
/f/	f feathers 	-ff cliff 	ph photograph 	-gh laugh 				
/b/	b bat 	-bb rabbit 	bu building 					
/j/	j jug 	-qe cabbage 	q (e i y) giraffe 	-dge fridge 				
/y/	y yawn 							
/ai/	ai first aid 	-ay tray 	a table 	-ae sundae 	a-e cakes 			
	-ey prey 	-ea break 	eiqh eight 	-aigh straight 				
/w/	w web	wh wheel	-u penguin					

sounds	simple code	complex code						
/oa/	oa oak 	ow bow 	o yo-yo 	-oe oboe 	o-e rope 	-ough dough 	eau plateau 	
/igh/	-igh night 	-ie tie 	i behind 	-y fly 	i-e bike 	ei eider duck 	eye eye 	
/eel/	ee eel 	ea eat 	e emu 	e-e concrete 	-ey key 	-ie chief 	-ine sardines 	
/i-ee/	-y sunny 	-ey monkey 	-ie movie 					
/or/	or fork 	oar oars 	-oor door 	ore snore 	-our four 	war wardrobe 	quar quarter 	wa water 
	aw dawn 	au sauce 	-al chalk 	-augh caught 	ough thought 			
/z/	z zebra 	-zz jazz 	-s fries 	-se cheese 	-ze breeze 			
/ng/	-ng gong 	-n jungle 		/ngk/	-nk ink 	-nc uncle 		
/v/	v violin 	-ve dove 						
short /oo/	-oo book 	-oul should 	-u push 					
long /ool/	oo moon 	-ue blue 	u-e flute 	-ew crew 	-ui fruit 	-ou soup 	-o move 	-ough through 
/ks/	-x fox 	-ks books 	-cks ducks 	-kes cakes 		/gz/	-x exam 	-qs pegs 
/ch/	ch chairs 	-tch patch 		/chw/	-ture picture 			
/sh/	sh sheep 	ch chef 	-ti station 	-ci magician 	-ssi admission 			
unvoiced /th/	th thistle 		voiced /th/	th there 				
/kw/	qu queen 							
/ou/	ou ouch 	ow owl 	-ough plough 					
/oi/	oi ointment 	oy toy 						This chart is not definitive. You may discover further code.
/yool/	-ue statue 	u unicorn 	u-e tube 	ew new 	eu pneumatic 			
/er/	er mermaid 	ir birthday 	ur nurse 	ear earth 	wor world 			Grey dashes indicate that the particular letter/s-sound correspondence is unlikely to begin a word.
schwa /er/ 'uh'	-er mixer 	-our humour 	-re theatre 	-ar collar 	-or sailor 			
/ar/	ar artist 	a father 	alm palm 	-alf half 	-alves calves 			
/air/	air hair 	-are hare 	ear bear 	-ear where 				Hollow letters alert the reader to various possible pronunciations.
/eer/	eer deer 	ear ears 	-ere adhere 	-ier cashier 				
/zh/	-si television 	-s treasure 	-z azure 	q courgette 	-qe collage 			by Debbie Hepplewhite

What does it mean to Decode?





To decode a



WILF-

 Say the phoneme

 Spot the grapheme

a

ant	axe
apple	sat

Where does the sound sit in the word?

What does it mean to Encode?



WALT - encode a

Formation



Successful Spider

I can:



- Write letter using the alphabetic code
- Form letter correctly

a

a

a

a

a

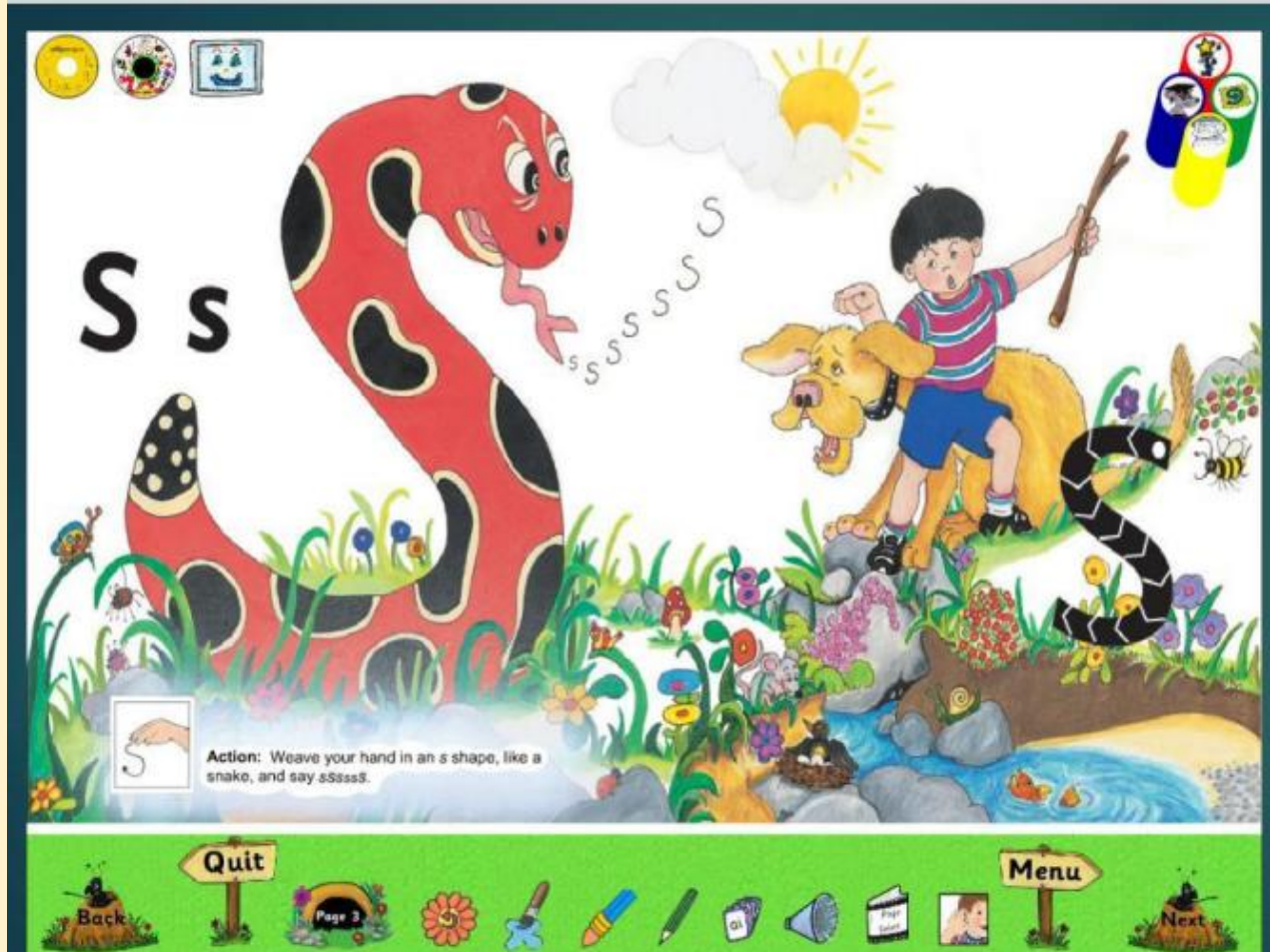
a

a

a

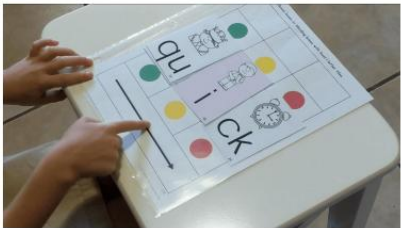
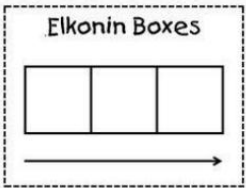
a

Learning Phonemes through – Songs/Actions

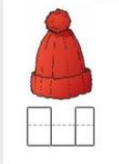




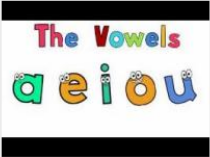
Resources used for Learning



Word Shapes



Circle the Vowels



Sensory Writing



Pairs / Matching Games



Make the Word



Count Number of Letters





Blending to Read

Children are taught to produce the sounds accurately so that the children can blend them together to read a word

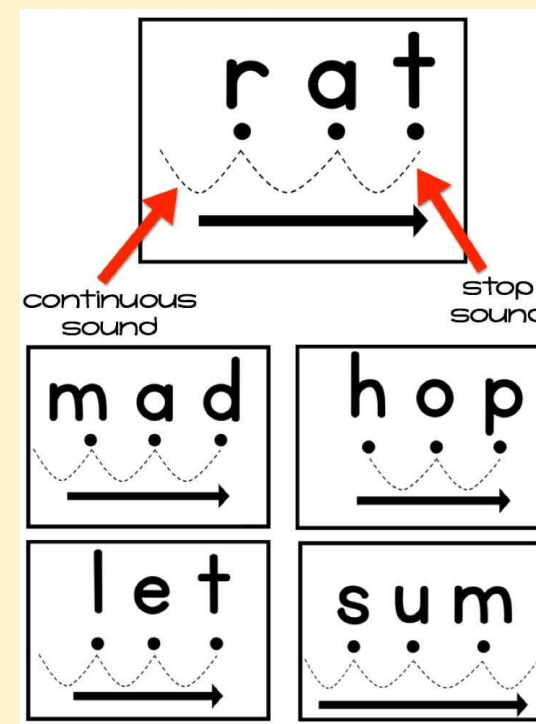
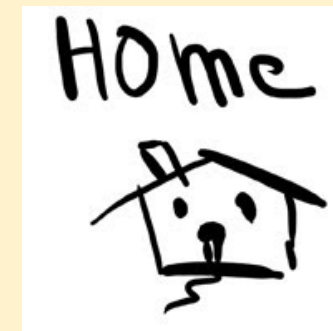
'Shwa' - The technical term for the 'uh' sound we add at the end of a phoneme

Mmmm not muh

Sssss not suh

Llllll not luh

Videos showing the correct pronunciation can be found at - www.oxfordowl.co.uk/for-home/reading/phonics-made-easy



Recognising the letter sounds in a written word, for example:

r-a-t

and then blending them in the order in which they are written to pronounce the word 'rat'.



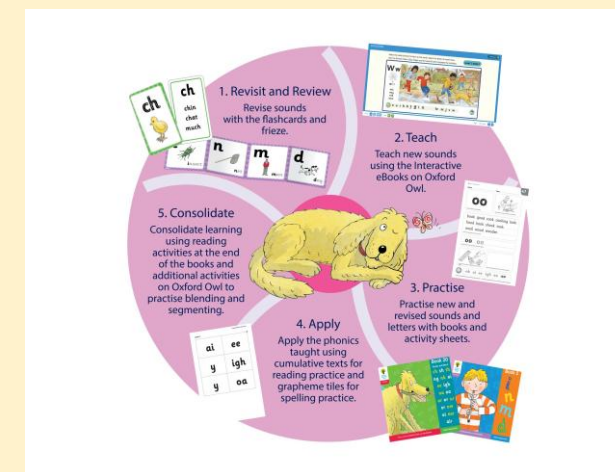
Floppy Phonics

Dandelion Reading Scheme

Floppy Phonics is a highly structured programme working through progressive phases. Assessment takes place every half term and this determines book band.

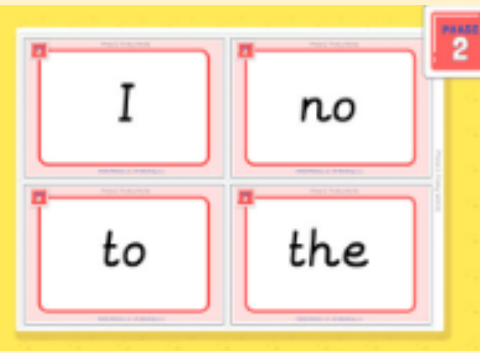
Children are taught:

- The full range of common letter/sound correspondences
- Learn to hear separate sounds within words (segment to write).
- Learn to blend sounds together (blend to read).
- Read *tricky words*





Tricky Code Words



There are many words that **cannot** be blended or segmented. These become a focus later in the year.

Set 1 to the no go I into

Set 2 he she we me be was my
you her they all are

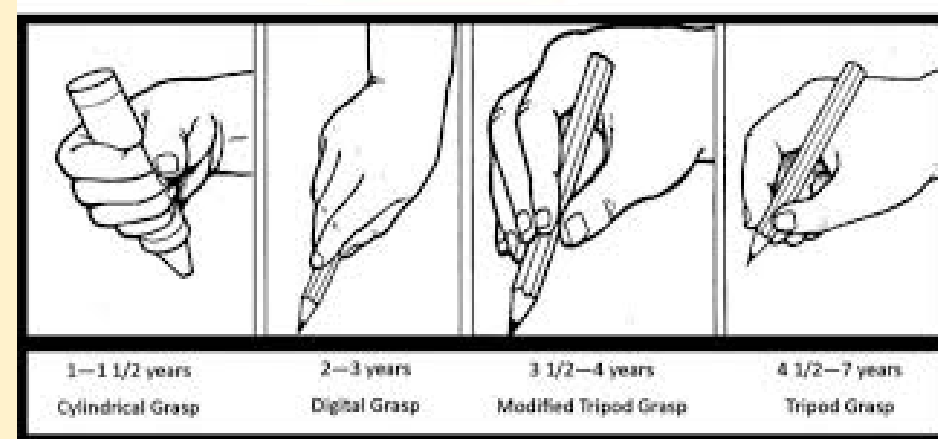


Segmenting to Write (Encode)



Children are taught:

- to break down the sounds they can hear in words and write the corresponding graphemes using their phoneme fingers.
- Write each letter forming it accurately.
- Hold their pencil correctly.
- Write lower case letters unless at the start of a name or sentence.





Using Sound Buttons to Segment



➤ Using 'sound buttons' can you say how many phonemes are in each word:

p o t



Examples of writing towards the end of PI

To write a description.

Start with	Full Stop	Upper Case	Lower Case	Comma	End Mark
I	.	M	the	,	!
✓	✓	✓	✓	✓	✓

71 MAY 2025

The shop was ^{dark} and dark. It is my to
get lost. I can see
a black spider and a
spooky fox.

write an imaginative story

Character	Setting	Problem	Feeling	Solution
?	?	?	?	?

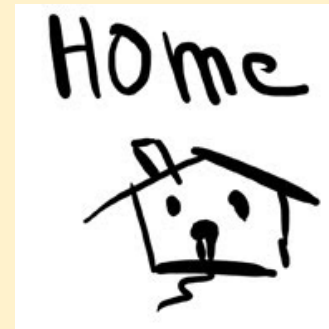
Independent

09 JUN 2025

The ^{faires} froeros went in the
cabs. Then when froeros so
a cat not sign. Then the
froero wasnt the cat was
happy. The cat was a
weebit sad and happy.
The cat was hot and
Then the cat was cam.
Then the cat ^{ayed} pload in the
bed. The cat was tired.



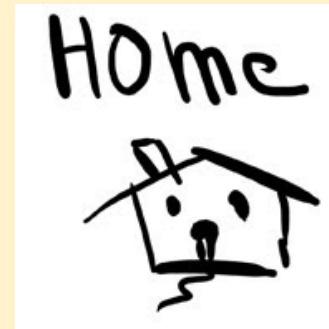
How you can Help at Home



- Read, Read, Read! Home phonics books/Oxford Owl
- Encourage your child to speak in full sentences.
- Play I spy, Scrabble
- Challenge your child to find objects that begin with a certain sound.
- Play online games together (Phonics Play, Alphablocks on Cbeebies)
- Can you find me the m-i-l-k? b-r-ea-d? p-ea-s.



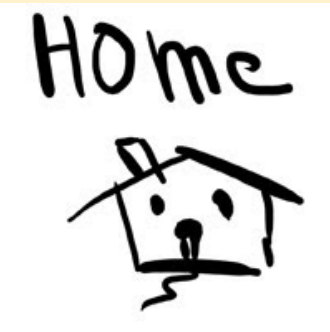
How you can Help at Home



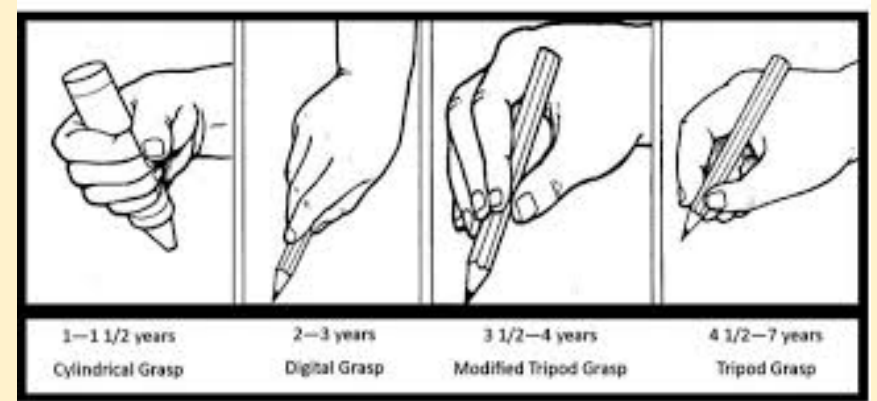
- Find the letter that *pasta, sausage, eggs* begins with? ppp-pasta to emphasise. It doesn't need to be a short word to get them tuned in to initial sounds.
- Can you find the letter that makes this sound?
- Make a word for them to blend to read (2 or 3 letters).
- Say a word for them to sound out and make –segment.
- Ask them to say the sounds as you point to them.



How you can Help at Home



- Use your homework resources
- Practise letter formation.
- Practise writing own first names and then surnames.
- Correct pencil grip – Tripod Grasp
- Avoid capital letters





How you can Help at Home



➤ Writing doesn't have to be with a pencil.





Readingwise Website Zip Module



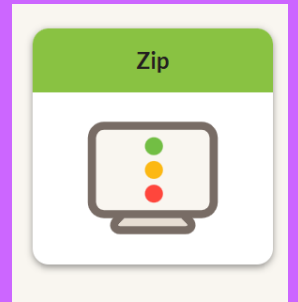
This is an online programme which helps to consolidate phonics learning.

This is a universal offer for all parents/carers from P1- P3

Children will receive a login and password to access the Zip module.

Recommended 5-10minutes per day x3 per week.

Optional if you choose to use it with your child— but an excellent opportunity to support your child at home with their learning.



ReadingWise



Reading Books



- Children will bring home one reading book each week, these will be changed **every Thursday and issued on Friday**.
- We expect at least 3 reads per week at home and we ask that your child's reading diary record is signed each time.
- Reading books have mainly decodable words with some tricky code words, so children can use their blending skills to read the books.
- These books are matched directly to the assessment level and are carefully chosen- all children learn at different rates.
- By the end of the week, your child will probably be able to read their book by just looking at the words as a whole, this is called fluency and this is the aim!



Weekly Lending Library



- Designed to promote reading for pleasure and enjoyment/ used as a bedtime story.
- Children are not expected to read these- they are too challenging!
- Your child will have a chance to change their book every Friday.





Bedtime Stories



- Routine and book care- find the best time to read, model how to handle carefully and take responsibility for their belongings.
- Oracy skills- a great opportunity to develop speech and language and support literacy rich conversations.
- Expand vocabulary and prepare children for phonological awareness and listening.
- Story structure- read the pictures, find beginning, middle and end.
- Comprehension- understanding and answering questions



Talk about the Picture to
support reading

Where are they?

Who is in this
picture?

What do you think
is happening in this
picture?

What time of day
is it? How do you
know?

ΔΝ>2 Θ-Λ2V2 Ρ2.2V2 Θ-22Δ φ22VΠ,
φ07. φ22V ∇ΠΔ ψ0ΘΘ42 φ22V,
φ07. φ22V ΟΠ Θ-Λ2 φ07. φ22V
∇ΠΔ ψ0ΘΘ42 φ22V ΟΠ Θ-Λ2
ψ0ΘΘ42 φ22V.



Scottish Book Trust Family Book Bags



PARENT
SESSION
21.11.25



By the end of PI

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.



Assessment

- Regular assessment of learning takes place following a block of learning of new phonemes.
- Any children who are identified as struggling will be supported by our Early Years Practitioner and in class. In addition, communication will take place with parents/carers to encourage additional consolidation work to take place at home.

Book damage/missing books

- Book loss and damage significantly impacts our ability to provide the essential resources our children need for their phonics and reading learning.
- Please be aware, charges will be implemented for lost and missing books.
- This will be added to your ParentPay account.



Importance of Attendance

- Regular attendance at school means that your child can make the most of their education and improve their chances in adult life. School can also help your child's social skills such as making and developing friendships.
- The link between attendance and attainment in school is clear. The more a child is in school the more they increase their opportunity to fulfil their potential.
- Good punctuality is important. For example, if a child arrives 15 minutes late at school each day, they lose almost 2 weeks of education over the year. Good punctuality also helps your child get into good habits for when they enter the world of work.
- Lateness can cause your child embarrassment and, in some circumstances, can count as unauthorised absence.





Thank you for coming



- Remember, children progress at different rates.
- All efforts and hard work is to be celebrated.
- Any questions?

