Thank you for coming.
Take a seat and scan the QR code to explore our phonic games on the Westbourne website while you wait.

Jolly Phonics

Jolly Phonics

Helping your child to become a confident reader

Small steps make a big difference!

Top tips for parents

Parent Workshop - Year 1 - 2026



Year 1 Phonics Screening Check

Information for Parents



What is it?

The Year 1 Phonics Screening Check is a short, simple check that helps us understand how well your child can read words using their phonics knowledge.



1 WEEK

Date

Monday 14th June 2027

1 WEEK

What does it involve?

Your child will read 40 words, including:

- real words (e.g. cat, ship, green)
- and made-up (nonsense) words (e.g. blet, shig, vound).



When and how is it done?

- The check is not seen by teachers before the day.
- It is conducted 1 child at a time with a familiar member of staff.
- It takes place in a familiar setting.



Most children don't even know they are doing it!

Why is it important?

The phonics screening check gives us valuable information about your child's progress and helps us to provide the right support if needed. It also helps us track how well phonics is working



Alien (pseudo) words

In the check, children also read a set of alien (pseudo) words. These are made-up words that follow the same phonics rules as real words, but they are not real words and children will not have had any exposure to them before.

This helps to check their phonics knowledge and their ability to sound out unfamiliar words.

The pass mark

The pass mark has been **32/40** for the past few years but can change.

Those who do not reach the expected level given extra support.

How you can help

Keep practising phonics at home
Use the sounds and words your child brings home and share books together.

Encourage confidence
Praise their efforts and remind them that it's a chance to show what they know.

Avoid absence
Please do not book holidays, appointments or other absences during this week.

Keep it positive
A calm, supportive attitude helps your child feel relaxed and ready.

It's a small check with a big picture...
and it helps us continue to support your child's reading journey.

Screening check example



Learning b and d is so important. There were 11 words containing b/d in 2019 screening check. These would be wrong if b/d are confused.

Section 1			
Word	Correct	Incorrect	Comment
sut			
yad			
dop			
uct			
meck			
shig			
joil			
chort			
blem			
drell			
fusp			
quisk			
shop			
yell			
peel			
check			
plug			
sweep			
soft			
yards			

Section 2			
Word	Correct	Incorrect	Comment
vaw			
meast			
waib			
zome			
brend			
throst			
stret			
spraw			
few			
fried			
beak			
cute			
crust			
trails			
strip			
scraps			
label			
vanish			
blossom			
thankful			

Same shapes... different directions!

Why do children make letter reversals?

b, d, p and q

It can be worrying when your child writes a letter the wrong way round, but letter reversals are very common – and usually a normal part of learning.

It's not just a mistake... it's part of the process! ♡

Babies are born with mirror invariance

From a very young age, babies can recognise an object no matter what direction it is facing. This is called **mirror invariance**.

A chair is still a chair if it's upside down, facing left or right – its position doesn't matter.



chair | chair (upside down) | chair (facing left) | chair (facing right)

But letters are 2D...

Letters are flat (2D) so this rule doesn't apply. A letter doesn't look the same when it's facing the wrong way round.

p q

p and q look similar, but they face different directions.

The letters b, d, p and q

These letters have similar lines and curves, but the direction does matter.

b has a bump on the left

d has a bump on the right

p has a tail on the right

q has a tail on the left

How can you help at home?

Here are some simple and fun ways to pre-arise and practise letter direction:

1 Talk about direction

Left hand, right foot!

Use everyday language to reinforce left and right.

2 Spot it in the environment

b p d

Look for b, d, p and q in books, signs, logos and everyday items.

3 Use hands and actions

Encourage your child to make the letters with their hands or body.

4 Try letter formation games

b d p q

Use playdough, chalk, sand or tracing. Try tracing them in the air or on a table.

5 Read and write together

b d p q

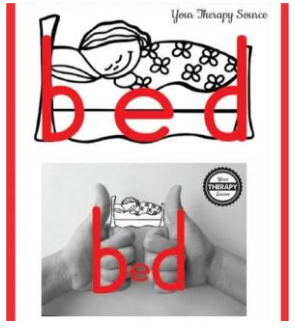
Point out the letters in simple words and read them aloud.

Be patient and positive

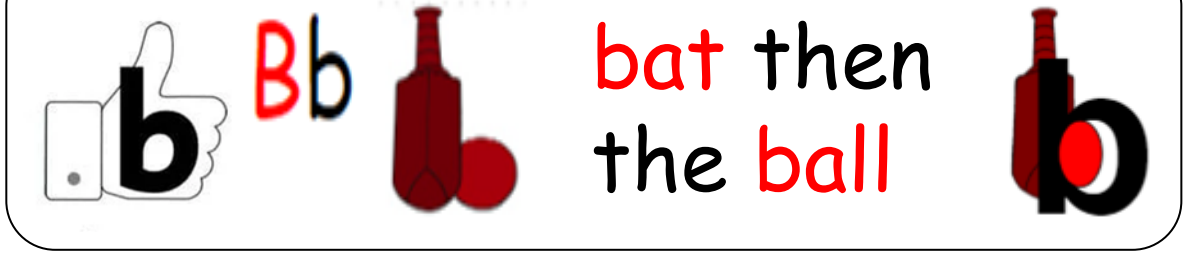
Reversals can be frustrating, but with gentle practice, encouragement and time, most children get there.

Keep it positive... progress takes time! ♡











Same shapes... different directions!

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Top tips for parents

1 Learning the sounds

Start with the first set of sounds: **s a t i p n.**

- Say the sound, not the letter name.
- Use the Jolly Phonics actions to help your child remember.
- Look for the sounds in words around you (e.g. s in sun, a in apple).

s	a	t	i	p	n
					
sun	apple	train	ink	pig	net



Quick recall !
The children need to be able to recognise the sounds by looking at the letter card at speed !

Pure Sound
What is pure phonics sound? Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

The actions will help !





Cuh –a – tuh

cuatu

Adding an uh sound to 'c' and 't' makes the word sound like cuatu when blended.

Jolly Phonics

1 Learning the sounds



Watch someone say the sounds. Pay attention to where her tongue and teeth are to make the sounds.

GROUP 1 SOUNDS - s a t p i n

Group 1



GROUP 2 SOUNDS - c k e h r m d

Group 2



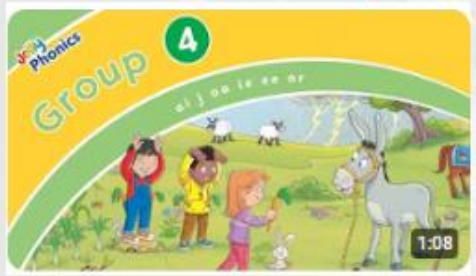
GROUP 3 SOUNDS - g o u f l b

Group 3



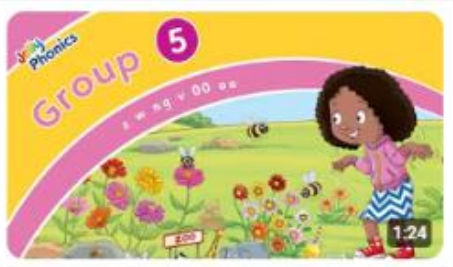
GROUP 4 SOUNDS - ai j oa ie ee or

Group 4



GROUP 5 SOUNDS - z w ng v oo oo

Group 5



GROUP 6 SOUNDS - y x ch sh th th

Group 6



GROUP 7 SOUNDS - qu ou oi ue er ar

Group 7



PHONICS
LETTER SOUNDS ORDER
JOLLY PHONICS GROUPS
Learn the sounds, blend the sounds, read the words!

Group 1	s sun	a ant	t tap	i ink	p pet	n nut
Group 2	c k cup kick	e egg	h hot	r run	m man	d dog
Group 3	g goat	o on	u up	l leg	f fun	b bat
Group 4	ai aim	j jet	oa oak	ie tie	ee tree	or born
Group 5	z zoo	w wind	ng ring	v van	oo book	oo moon
Group 6	y yap	x fox	ch chop	sh ship	th with	th thin
Group 7	qu queen	ou out	oi oil	ue cue blue	er herb	ar farm

y sunny	a_e late	e_e theme	i_e time	o_e bone	u_e cube flute
ay day	oy toy	y pyramid dry	ea eat	igh night	ow snow cow
ir fir	ur burn	ew ewe flew	au haunt	aw saw	al talk
ph photo	c (-e/i/y) cent city cycle	g (-e/i/y) gentle giant gymnastics	air chair	are stare	ear bear

IN READING RECORDS

Jolly Phonics

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Top tips for parents

2 Oral blending

Help your child to blend sounds together before reading the word.

- Say the sounds slowly, then say the word.
- Use real objects, pictures or magnetic letters.
- Encourage your child to say the sounds out loud and then blend them.



Oral Blending

Oral blending is the skill of combining individual spoken phonemes (sounds) to form a whole word, a foundational skill in early reading and phonics. For example, an adult will say the sounds /c/-/a/-/t/ and will blend them to say cat. This is a critical step before children can blend written letters to read words, making it a key early literacy skill taught through fun, simple games and activities.

Click on these videos to try out this skill.



More available on the Westbourne website

Jolly Phonics

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Small steps make a big difference!

Top tips for parents

3 Blending CVC words

Once your child is confident with the first sounds, move on to simple 3 letter words (consonant–vowel–consonant).

- Say the sounds, blend them, then read the word.
- Use picture cards, magnetic letters or write the words together.



c a t
cat



d o g
dog



s u n
sun



p i g
pig

4 Blending CCVC words

Next, try words with two consonants at the start (e.g. fl, st, br).

- Say the sounds, blend them, then read the word.
- Encourage your child to look, say, blend and read.



f r o g



s t a r



t r u c k



b r u s h



Watch a video to see how to sound out and blend.

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Helping your child to become a confident reader

Small steps make a big difference!

Top tips for parents

5 Recognising digraphs in words

Teach your child to spot common digraphs (two letters that make one sound) before sounding out the rest of the word.

- Underline the digraph first, then sound out the word.

Spot it → Underline it → Sound it out!

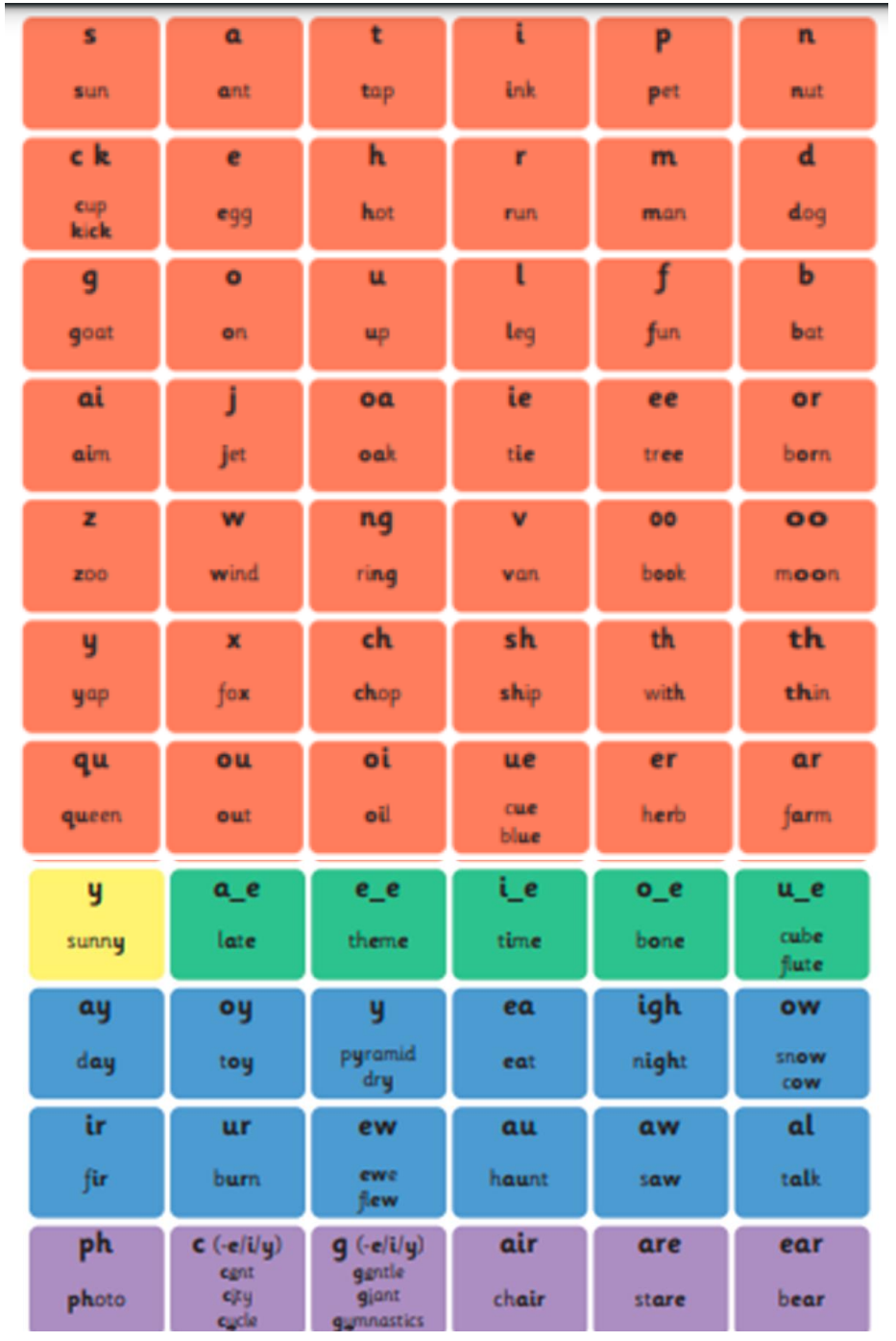




Say the **digraph** then sound out the word.



Eventually they wont need to do this as they will do it automatically.



s sun	a ant	t tap	i ink	p pet	n nut
c k cup kick	e egg	h hot	r run	m man	d dog
g goat	o on	u up	l leg	f fun	b bat
ai aim	j jet	oa oak	ie tie	ee tree	or born
z zoo	w wind	ng ring	v van	oo book	oo moon
y yap	x fox	ch chop	sh ship	th with	th thin
qu queen	ou out	oi oil	ue cue blue	er herb	ar farm
y sunny	a_e late	e_e theme	i_e time	o_e bone	u_e cube flute
ay day	oy toy	y pyramid dry	ea eat	igh night	ow snow cow
ir fir	ur burn	ew ewe flew	au haunt	aw saw	al talk
ph photo	c (-e/i/y) cent city cycle	g (-e/i/y) gentle giant gymnastics	air chair	are stare	ear bear

6 Reading phrases and sentences

Once your child can read words, move on to phrases and then simple sentences.

- Start with short, familiar phrases.
- Build confidence with simple, meaningful sentences.

a red cat	The cat is big.
the big sun	The dog is in the sun.
in the park	I can see a pig.



Together we can build confident, independent readers!



7 Learning tricky words

Tricky words can't always be sounded out, so they need to be learnt by sight.

- Look, say, cover, write, check.
- Use them in sentences.
- Practise little and often.



Common tricky words at this stage:

the	to	no	go
I	into	he	she

Tricky words (words that have a part that is tricky and can't be sounded out) are taught in this order.

Tricky words for set 7 Readers in Orange	Tricky words 1 Red	Tricky words 2 Yellow	Tricky words 3 Green		Tricky words 4 Blue		Tricky words 5 Purple
I	I	are	go	live	any	could	always
the	the	all	no	give	many	should	father
he	he	you	so	little	more	would	upon
she	she	your	my	down	before	right	cover
me	me	come	one	what	other	two	eight
we	we	some	by	when	were	four	every
be	be	said	only	why	because	goes	once
	was	here	old	where	want	does	also
	to	there	like	who	saw	made	after
	do	they	have	which	put	their	love
	of						mother

It is important children learn to recognise these by sight - they are colour coded by book colour. The children will not be able to read that coloured book unless they know the sounds and tricky words for that colour.
There are games to play for tricky words on the website.





Try these...

napkin

magnet

trespass

Big words? Split it up!

Longer words can look tricky, but you can do it!

When a word is longer or has more than one syllable, split it into smaller parts. This helps you sound it out step by step!

1 Look for natural breaks

Find the syllables or parts of the word. You can often split at a vowel or between consonants.

Clap the syllables to help you.

2 Sound out each part

Say each part slowly, using your phonics knowledge (e.g. digraphs, trigraphs and known sounds).

Say it a little bit at a time.

3 Blend the parts together

Once you've sounded out each part, read the whole word smoothly.

Put it back together.

4 Check it makes sense

Read the word again. Does it look right? Does it sound right? Does it make sense in the sentence?

You've got this!

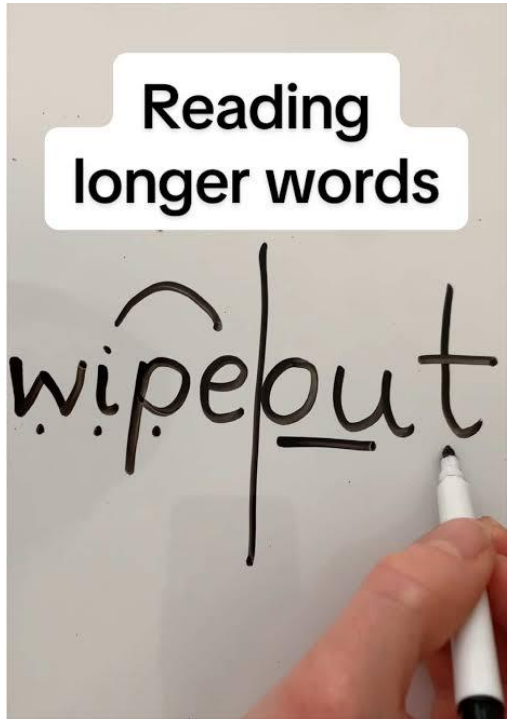
Let's try a longer word...



but | ter | fly

buh - t ter fly

butterfly



Small steps... big words!

Sound it out... with dots and dashes!

We use dots and dashes to help us sound out words, especially when we see **digraphs** (two letters that make one sound).

Dots

Each dot goes under a single letter sound (a phoneme).

e.g. c a t

Dashes

A dash (underline) shows a digraph – two letters that make one sound.

e.g. sh i p

Let's look at some examples...

ship

sh i p



"sh" is a digraph, so we use a dash.

rain

r ai n



"ai" is a digraph, so we use a dash.

moon

m oo n



"oo" is a digraph, so we use a dash.



Remember...

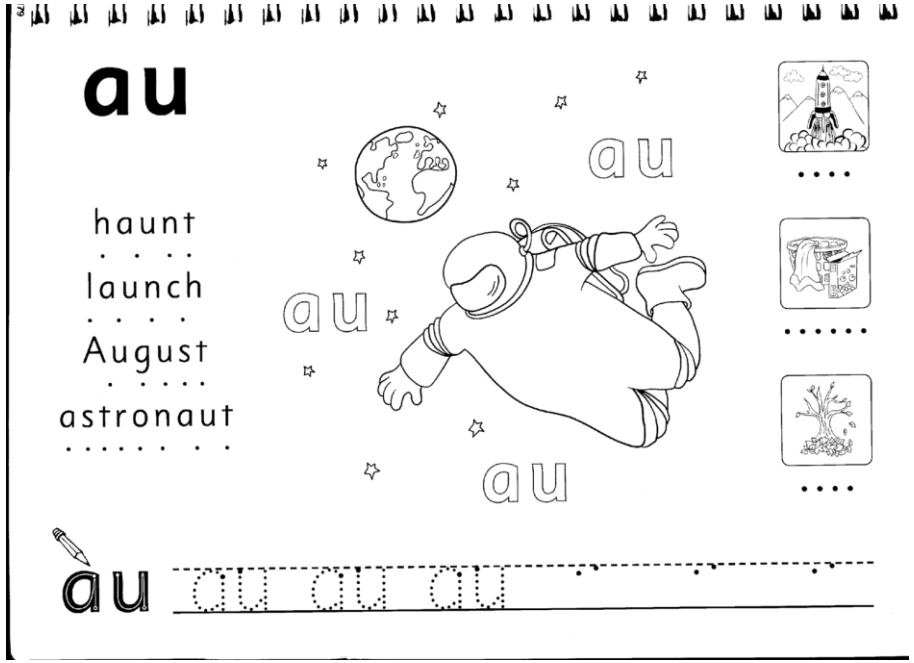
- ✓ Each dot = one sound (letter).
- ✓ Each dash (underline) = a digraph (two letters, one sound).
- ✓ Say the sounds, then blend them together to read the word!

Small marks... big differences!

Look · Say · Blend · Read · Grow!

Reading Boost groups

All of the children will be in Reading Boost groups throughout the year - we will assess them and use the boost groups to reinforce any sounds they are unsure of.



When your child has had a Reading Boost session they may bring a sheet home that shows the sound they have been learning.

On the back will be words and sentences containing that sound to practise.
These are to stay at home. Please record how they got on in their yellow reading record.



Reading books





RECORD ANY READING OR PHONIC ACTIVITY IN THE YELLOW READING RECORD.

Decodable Reading Books

Designed to practise & apply phonic knowledge – read more than once for fluency.

Sharing books





Free choice
Non-decodable
Changed as often as required
SHARED with an adult
Widen their range

At every stage the words are within reach of the children as they use their letter sound knowledge and the tricky words already taught.

Jolly Phonic Readers

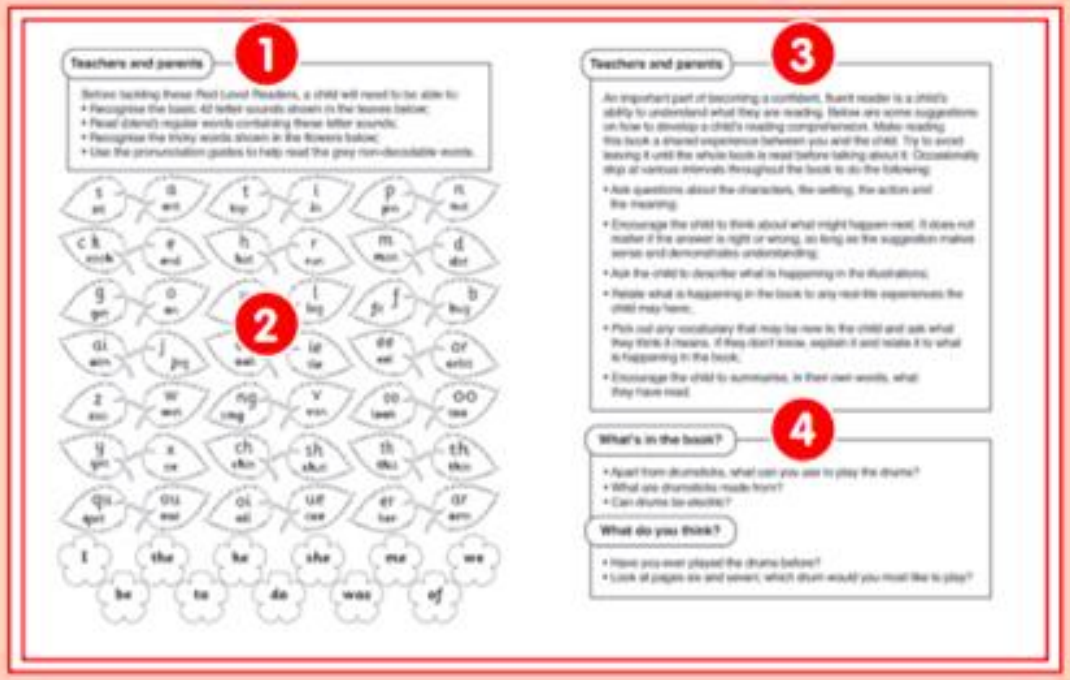


Level 0 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5

2. Each book lists the main alternative letter-sound spellings and a small number of tricky words.

3. Tips for teachers and parents.

4. Reading comprehension questions and discussion topics.



s sun	a ant	t tap	i ink	p pet	n nut
c k cup kick	e egg	h hot	r run	m man	d dog
g goat	o on	u up	l leg	f fun	b bat
ai aim	j jet	oa oak	ie tie	ee tree	or born
z zoo	w wind	ng ring	v van	oo book	oo moon
y yap	x fox	ch chop	sh ship	th with	th thin
qu queen	ou out	oi oil	ue cue blue	er herb	ar farm
y sunny	a_e late	e_e theme	i_e time	o_e bone	u_e cube flute
ay day	oy toy	y pyramid dry	ea eat	igh night	ow snow cow
ir fir	ur burn	ew ewe flew	au haunt	aw saw	al talk
ph photo	c (-e/i/y) cent city cycle	g (-e/i/y) gentle giant gymnastics	air chair	are stare	ear bear

Each level of the readers builds on knowledge and skills previously learned so that they are able to practise blending until it is the automatic response to working out new words.



Children need to know the sounds and tricky words in each colour book BEFORE starting that colour.

Tricky words (words that have a part that is tricky and can't be sounded out) are taught in this order.

Tricky words for set 7 Readers in Orange	Tricky words 1 Red	Tricky words 2 Yellow	Tricky words 3 Green		Tricky words 4 Blue		Tricky words 5 Purple
I	I	are	go	live	any	could	always
the	the	all	no	give	many	should	father
he	he	you	so	little	more	would	upon
she	she	your	my	down	before	right	cover
me	me	come	one	what	other	two	eight
we	we	some	by	when	were	four	every
be	be	said	only	why	because	goes	once
	was	here	old	where	want	does	also
	to	there	like	who	saw	made	after
	do	they	have	which	put	their	love
	of						mother

Phonics at Home

Little and Often Makes a Big Difference

Practising phonics skills a little and often helps your child become a confident reader and builds their independence, fluency and love of learning.

Small steps... big progress!

1 Play the phonic games on the school website

There are lots of fun and interactive games to help your child practise their phonics skills at home.



2 Sound out and blend

Use the word lists sent home to practise sounding out and blending words. This helps your child build their confidence and reading fluency.









Reading practice doesn't have to last 30 minutes *to make a difference!*





3 Look at the non-screen time activities

Explore the activities on our website such as Silly Soup. These are great for practising phonics skills in a hands-on, fun way.



4 Read lots of...

Encourage your child to read lots of different things – recipes, magazines, signs, leaflets and more. The more they read, the stronger their phonics skills become.



5 Learn the sounds

Help your child learn the sounds and be able to recognise them at speed. This helps with both reading and spelling.



6 Look at feedback from adults

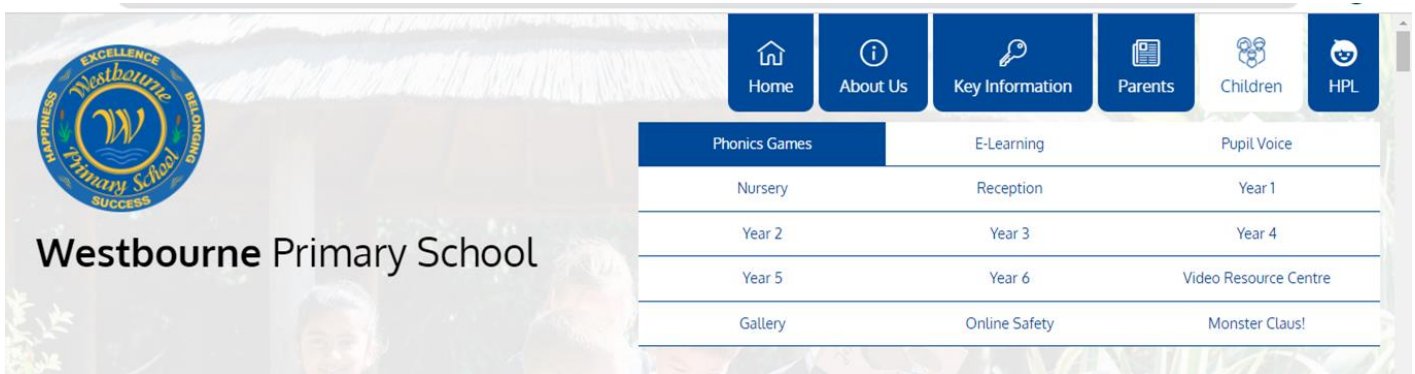
In the reading record, find the feedback section in the games to help you practise. This gives your child helpful tips and support from their teachers and adults at home.



Please record anything you have done in the yellow reading records.

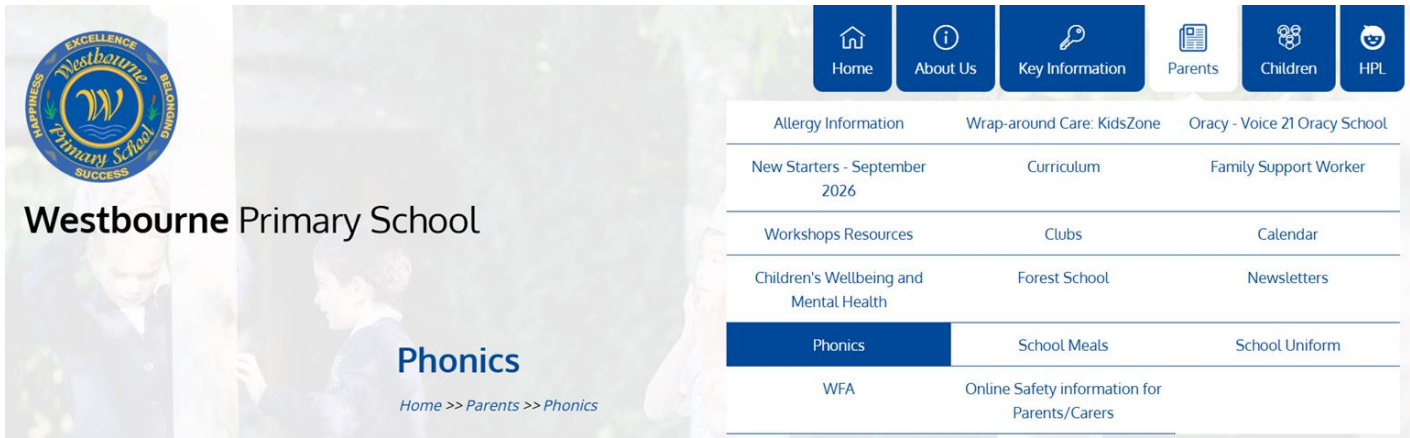
It's great to see all the different ways you're supporting your child!

Resources on the school website



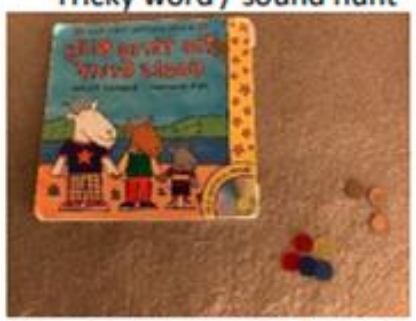
FUN PHONIC GAMES - made by us to match our scheme, learn phonics in a fun way !





This page is for parents and contains further information about the scheme and you can also hear the sounds pronounced correctly.

Practical games for phonics

Tricky word / sound fishing  *Use a game you have at home to help with learning. Stick the sounds or words on the pieces. Games make learning fun !*	Sound sticker book  *Write the sounds you are learning in a book – find pictures/ stickers that have that sound in them. You could write the words too by sounding them out. The word bank will help with ideas.*	Paint strip words  *Use the sections on the paint strips to sound out the words.*
Paint strip jumble  *Cut up the sections and jumble them – can your child put them in the right order ?*	Silly soup  *Make a soup with a given sound – only add the object that contains the chosen sound.*	Tricky word / sound hunt  *Choose a tricky word / sound you are learning. Look for it in a book or piece of writing – use coins or counters to cover them.*

GAMES YOU CAN MAKE & PLAY AT HOME

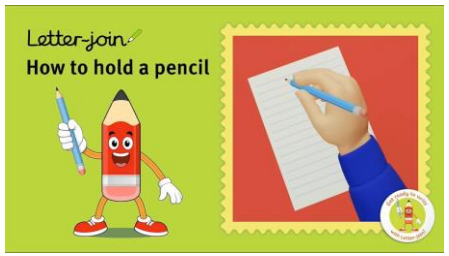
Full set available on

School website - Parents page - phonics

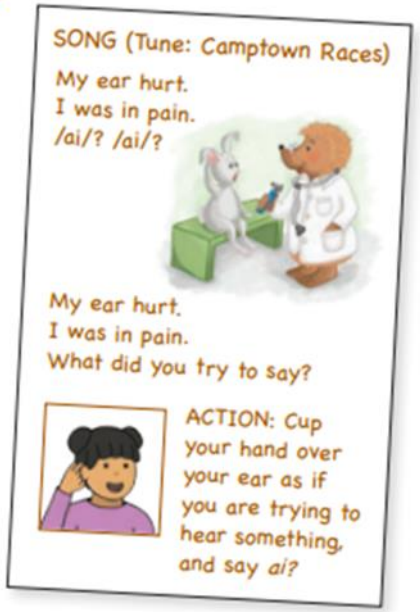


The 5 basic skills of phonics

1) Learning the letter sounds
2) Letter formation
3) Blending
4) Identifying sounds in words
5) Tricky Words







Tell the story, sing the song and perform the action

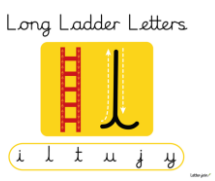


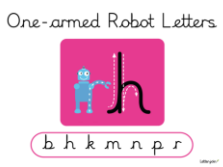


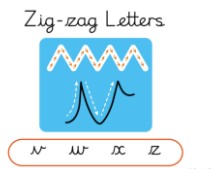


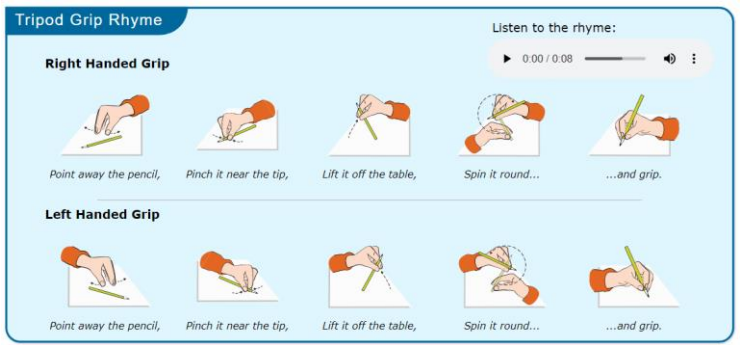


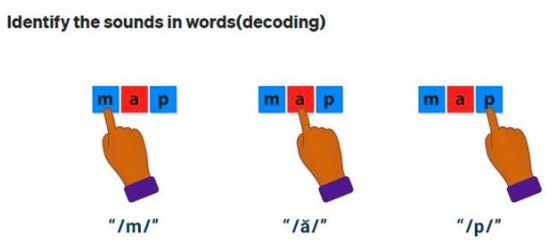












The Jolly Phonics scheme starts by teaching 1 way of making each sound. We the Grow the Code throughout the rest of the infants and Juniors.

We continue to Grow the Code

As your child gets older, they will learn more ways to represent each sound. This helps them become more confident, fluent readers and spellers.

More sounds More ways

Reception
We start with the basics

Children learn the most common letters and sounds, linking a sound to a single letter (or simple digraph).

Year 1
We add more ways

Children learn that some sounds can be represented by more than one letter (grapheme).

Year 2
We discover alternatives

Children learn different graphemes that can represent the same sound. They become better at choosing the right one in different words and situations.

Years 3 & 4+
We keep growing

Children learn less common spellings, including split digraphs, consonant blends, trigraphs and alternative spellings for the same sound. This gives them more freedom and flexibility in reading and writing.


beach


he


tree

Children will eventually learn that a letter of group of letters can represent different sounds.


bed


she

Look at our Grow the code chart on the next slide for more information - there are 10 ways of making the 'ai' sound !

/ai/	‹ai›	‹a-e›	‹ay›	‹ei›	‹eigh›	‹ey›	‹a›	‹et›	‹ea›	‹ae›
	aim	lake	play	vein	weigh	grey	apricot	ballet	great	sundae



English Alphabetical Code:

English Alphabetic Code – frequently to rarely used letter-sound correspondences

Initial 42 letter sounds - Jolly Phonics

Alternative spellings - Jolly Phonics

Unusual alternative spellings - Jolly Grammar

/s/	‹s› sun	‹c› cent	‹c› cinema	‹c› cycle	‹ce› bounce	‹se› house	‹st› castle	‹psc› psalm		
/a/	‹a› ant									
/t/	‹t› ten	‹ed› hopped	‹bt› debt	‹tte› waste	‹tte› cassette	‹th› thyme				
/i/	‹i› ink	‹y› pyramid	‹ui› biscuit	‹u› minute	‹ai› average					
/p/	‹p› pet									
/n/	‹n› net	‹kn› knive	‹gn› gnat	‹pn› pneumonia	‹nn› goose					
/k/	‹c› cat	‹k› kitten	‹ck› duck	‹ch› chemist	‹qu› conquer	‹que› cheque				
/e/	‹e› egg	‹ea› head	‹ei› leisure	‹ea› leopard						
/h/	‹h› hat	‹wh› who								
/r/	‹r› rat	‹rh› write	‹wr› chord							
/m/	‹m› man	‹mb› lamb	‹mn› hymn	‹mm› comb						
/d/	‹d› dog	‹ed› skinned								
/g/	‹g› gap	‹gh› ghost	‹gu› guide	‹gue› vague						
/o/	‹o› odd	‹a› was	‹ough› trough	‹au› sausage						
/u/	‹u› under	‹o› love	‹ou› country	‹oo› blood						
/l/	‹l› leg	‹le› pencil								
/f/	‹f› fun	‹ph› photo	‹gh› tough							
/b/	‹b› bat									
/ai/	‹ai› rain	‹a-e› take	‹ay› play	‹ei› vein	‹eigh› weigh	‹ey› grey	‹a› apricot	‹et› bullet	‹eta› great	‹ate› surname
/j/	‹j› jam	‹g› gentle	‹g› ginger	‹g› gym	‹dge› hedge	‹ge› large				
/oa/	‹oa› oak	‹o-e› hope	‹ow› slow	‹o› go	‹oe› toe	‹ough› dough	‹eau› plateau	‹ou› soul		

/ie/	‹ie› pie	‹i-e› time	‹igh› night	‹y› sky	‹i› find	‹ei› either	‹ai› aisle	‹ye› bye	‹uy› buy	
/ee/	‹ee› bee	‹y› sunny	‹e-e› theme	‹ea› dream	‹ie› chief	‹ey› key	‹e› we	‹ei› receive	‹i› radio	‹ae› larvae
/or/	‹or› order	‹al› talk	‹au› autumn	‹aw› saw	‹ar› shore	‹ough› bought	‹our› your	‹oar› roar	‹our› four	‹oor› moor
/z/	‹z› zoo	‹s› is	‹se› blouse	‹ze› sneeze						
/w/	‹w› web	‹wh› whistle	‹u› penguin							
/ng/	‹ng› sing	‹n› sink								
/v/	‹v› van	‹ve› sleeve								
/oo/	‹oo› book	‹u› push	‹ou› would							
/oo/	‹oo› moon	‹ue› blue	‹u-e› rule	‹ew› drew	‹u› flu	‹ui› clue	‹ui› fruit	‹ou› soup	‹ough› through	‹ou› sleuth
/y/	‹y› yes									
/x/	‹x› fox									
/ch/	‹ch› chop	‹tch› match	‹t› nature							
/sh/	‹sh› ship	‹ch› machine	‹s› mission	‹ti› station	‹ci› tension	‹ss› tissue	‹s› sugar	‹sh› she		
/th/	‹th› this	‹the› soothe								
/th/	‹th› thin									
/qu/	‹qu› queen									
/ou/	‹ou› out	‹ow› owl	‹ough› plough							
/oi/	‹oi› oil	‹oy› boy	‹uoy› buoy							
/ue/	‹ue› rescue	‹u-e› cube	‹ew› new	‹u› unicorn	‹eau› beauty					
/er/	‹er› herb	‹ir› bird	‹ur› hurt	‹ear› learn	‹or› word	‹our› colour	‹re› metre			
/ar/	‹ar› arm	‹aer› heart	‹a› fast	‹al› calm	‹au› aunt	‹en› clerk				
/air/	‹air› chair	‹ere› there	‹ear› pear	‹are› where	‹aer› aerobic					
/zh/	‹si› vision	‹s› treasure	‹g› rouge	‹ge› collage						
/ool/	‹le› apple	‹al› metal	‹el› label	‹il› pencil	‹yl› petrol	‹yll› tearful				



Thank You!

for coming to our Phonics Presentation



Your support and interest make such a difference.

We hope you found the session useful and informative. If you have any further questions, please do get in touch.



Here are some useful links and resources to support your child's phonics journey...

Email Us

If you have any questions or would like to get in touch, please email us at:

phonics@westbourne.sch.uk

Visit Our Website

Scan the QR code to visit our school website for more information, resources and updates.

Phonics Word Bank

Click the link below to access our phonics word bank, full of useful words to support home learning and activities.

Thank you again for your continued support!

Remember...

Every child learns at their own pace.

With the right support, practice and encouragement, they will get there!