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

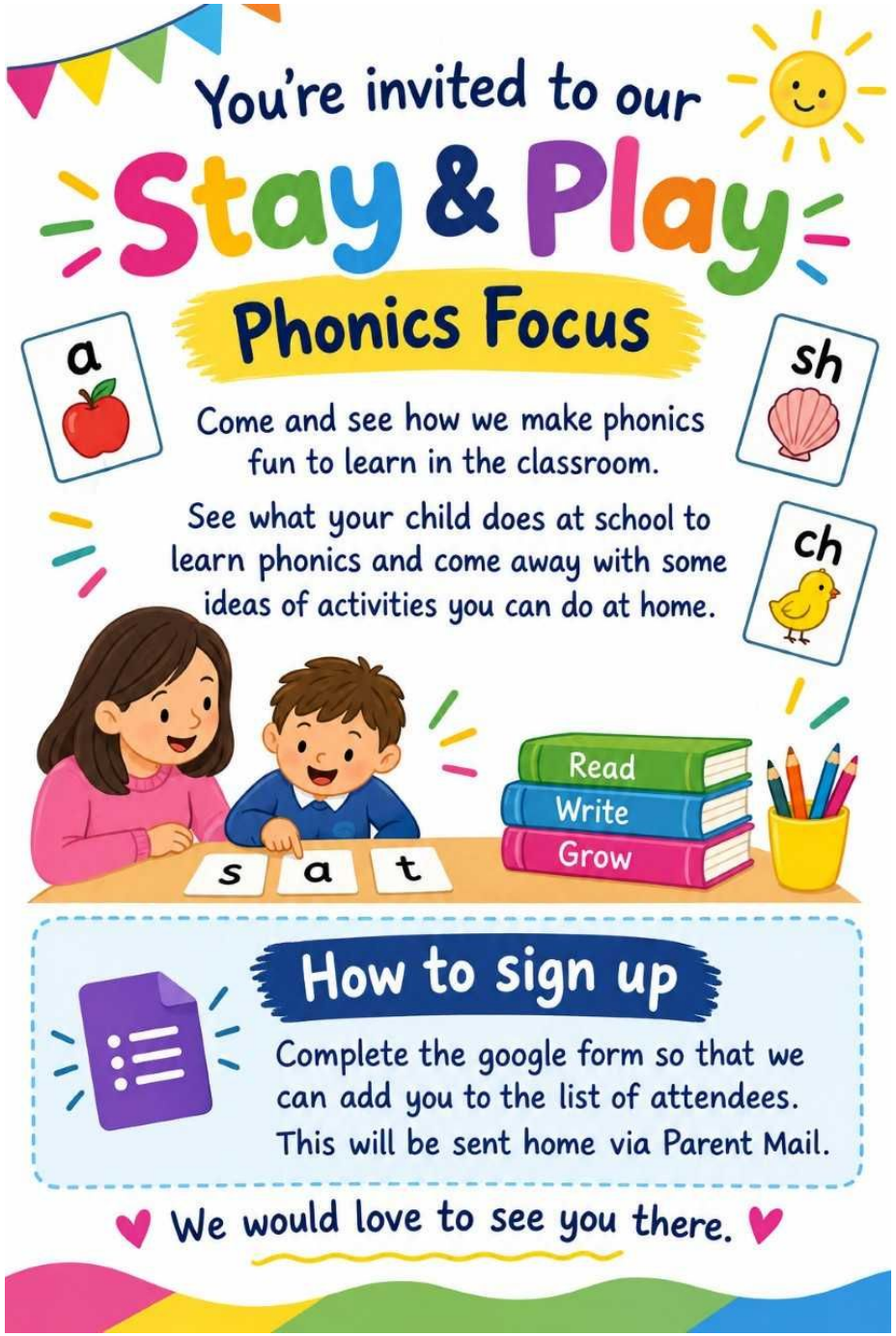
Helping your child to become a confident reader

Small steps make a big difference!

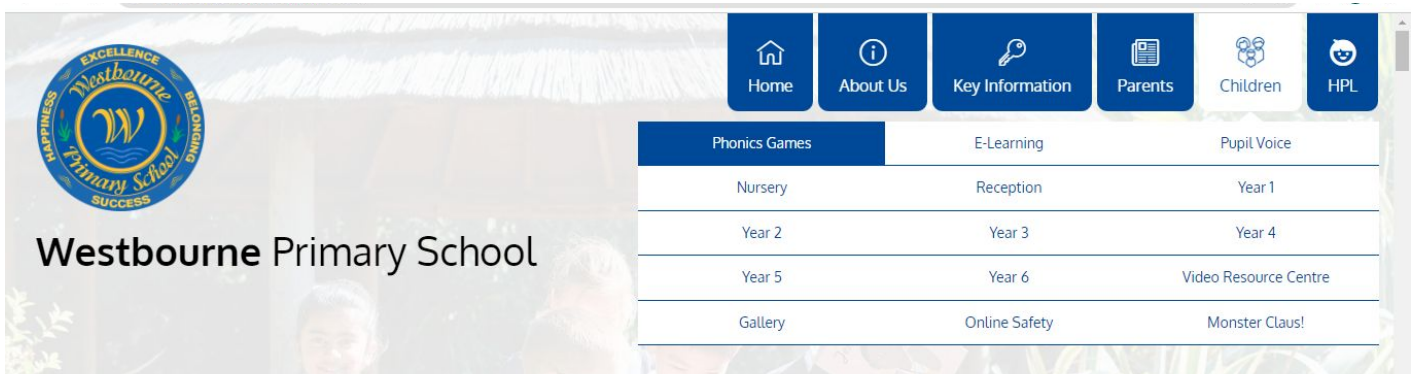
Top tips for parents

Parent Workshop - Reception - 2026

Date to follow

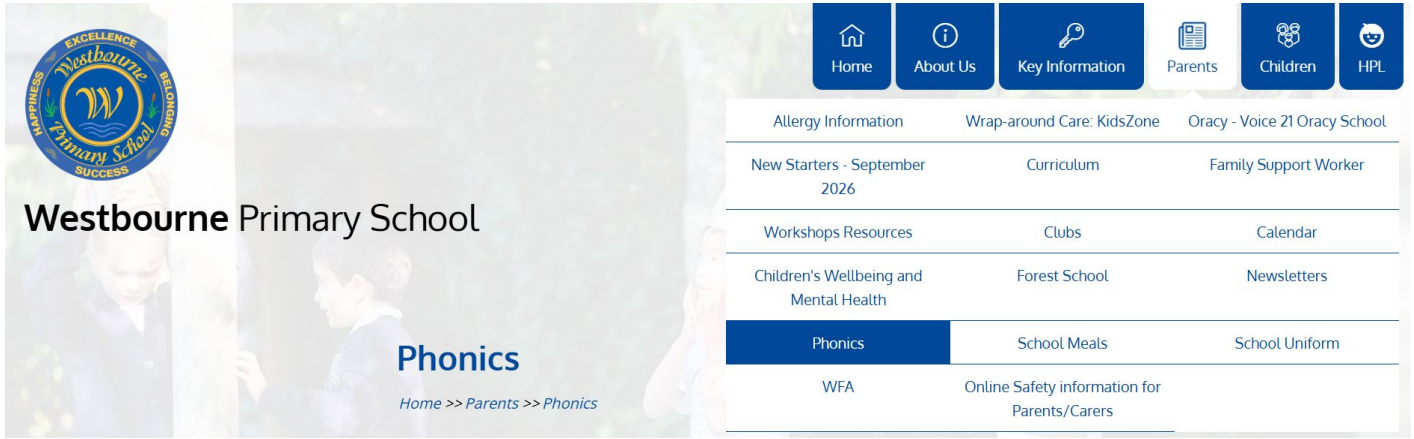


Resources on the school website



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



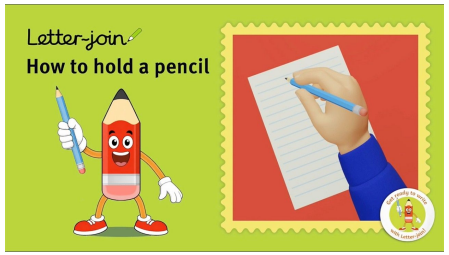


This page is for parents and contains further information about the scheme and you can also hear the sounds pronounced correctly.



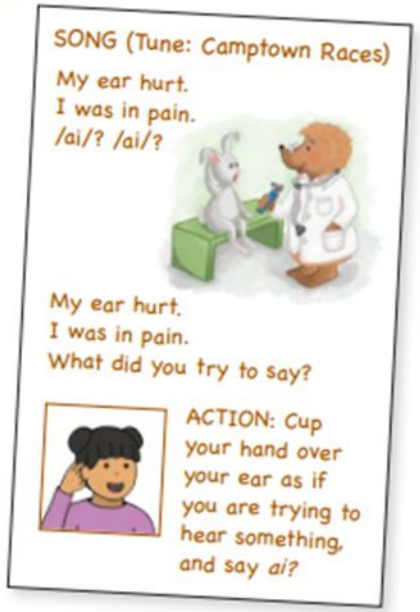
The 5 basic skills of phonics

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



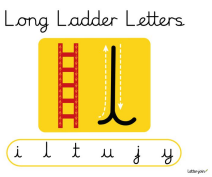


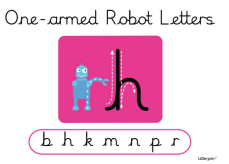


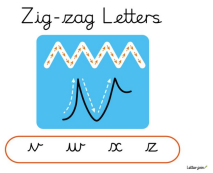


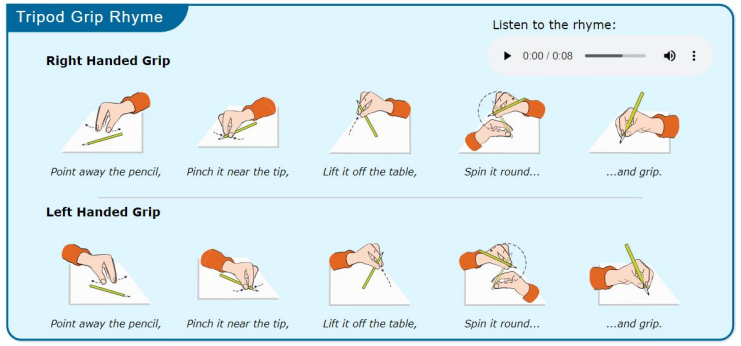






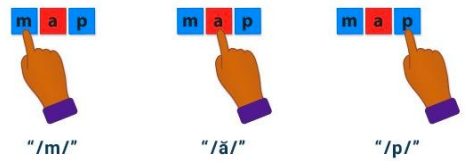








Identify the sounds in words(decoding)



Jolly Phonics – Multi Sensory Learning

See it
Say it
Hear it
Do it
Remember it!

Jolly Phonics teaches each sound in a multi sensory way, which helps to cover all learning styles and makes it fun!

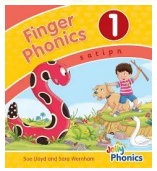
Picture

A picture helps children make a visual link to the sound.



Story

A short story helps children remember the sound in context.



Action

An action helps children physically remember the sound.



Action: Weave your hand in an <s> shape like a snake, and say ssssss.

Song

A song helps children hear the sound and remember it.

S

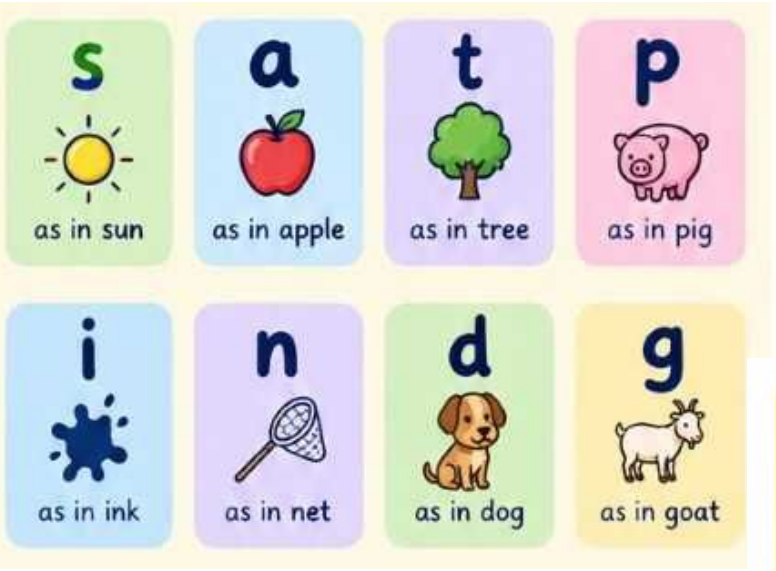
The snake is in the grass.
The snake is in the grass.
/sss/! /sss/!
The snake is in the grass.

Memorising the Sounds



Our goal is that the children need to be able to look at the letter (without) and quickly say the sound it makes.

The better they are at this skill, the easier they will find blending.



Learning the Sounds

It's not about the letter name...
it's about the letter sound!

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).

Sound, not name!

Letters have a name and a sound. In phonics, we focus on the sound the letter makes, not the name of the letter.

The letter name doesn't help...

We say the alphabet song to help us remember the letter names.

ABCD

The sound helps children read the word.

The letter name doesn't.



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

When children learn the sounds, they can read and spell more easily!

The importance of Pure Pronunciation in Phonics

Little sounds make a big difference!

What is pure pronunciation?

Pure pronunciation means saying the letter sounds exactly as they are written, without adding an 'uh' sound at the end.

For example:

Pure sound	Not pure
/m/	/muh/

The actions will help !





Cuh -a - tuh

cuatu

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

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

1 Learning the sounds

42 LETTER SOUNDS

Look at the mouth positions needed to make the sounds.

How to say the sounds

Watch the actions

Listen to the songs

GROUP 1 SOUNDS - s a t p i n

Group 1



GROUP 2 SOUNDS - c k e h r m d

Group 2



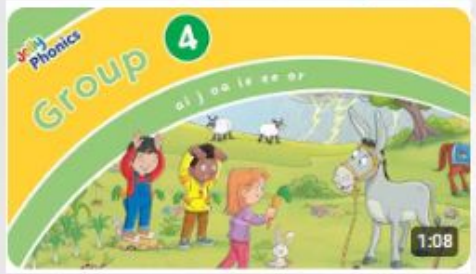
GROUP 3 SOUNDS - g o u f l b

Group 3



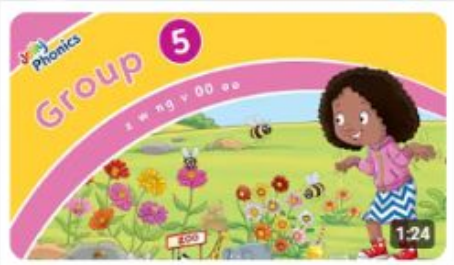
GROUP 4 SOUNDS - ai j oa ie ee or

Group 4



GROUP 5 SOUNDS - z w ng v oo oo

Group 5



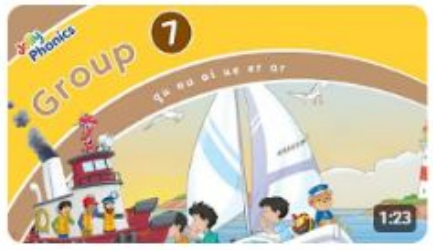
GROUP 6 SOUNDS - y x ch sh th th

Group 6



GROUP 7 SOUNDS - qu ou oi ue er ar

Group 7



Phonics Stage 1

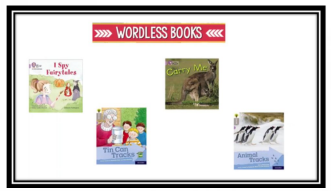
Oral blending

Building the foundations for reading



Wordless Books





Looking at pictures, talking about the story and making up the words helps children build their early reading skills.



Oral blending is when children can **HEAR** the individual sounds (phonemes) in words and then push those sounds together to form the whole word. This is a skill developed in Phase 1.



You say the individual sounds and children merge those sounds to say the whole word.

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 Games

Play simple games to help your child blend sounds together in their head and say the word.



Scan the QR code for online games



Fun, simple games make a big difference!

What is blending?

Blending is when children learn to put the sounds they hear together to make a word.

In Stage 2, children move from hearing individual sounds (e.g. c-a-t) to saying the whole word (cat).

They are not just hearing the sounds – they are blending them together in the right order!



Phonics Stage 2 Blending

Helping your child to read words

Small steps... Big progress!

Remember...

Every child learns at their own pace.
With lots of practice and encouragement, blending will become easier and more natural.

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
frog



s t a r
star



t r u c k
truck



b r u s h
brush



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

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.



Tricky words for set 7 Readers in Orange

I

the

he

she

me

we

be

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.

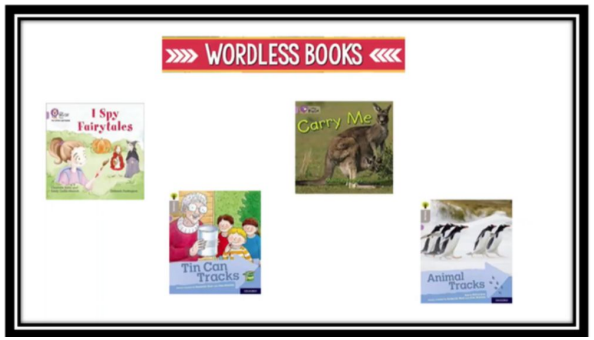
a red cat	The cat is big.
the big sun	The dog is in the sun.
in the park	I can see a pig.



Together we can build confident, independent readers!



Wordless Books



Jolly Phonics Supporting Your Child's Reading Journey

Reading books in the Jolly Phonics scheme

The right book, at the right time, makes a real difference!



Sharing books



How You Can Support Reading at Home

A little support goes a long way!

Read together
Choose a quiet, cosy time to read. Let your child look at the pictures and talk about the story.

Talk about the sounds
Encourage your child to say the sounds they know and spot them in words.

Practise tricky words
Look, say, cover, write, check – these simple steps help build confidence.

Make it fun!
Use the story to talk about the world around them, ask questions and celebrate their efforts!

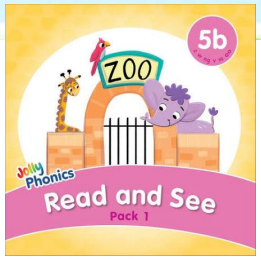
The Jolly Phonics Reading Books

Our reading books are carefully matched to the Jolly Phonics programme. They are designed to:

- Build confidence in reading
- Introduce sounds and words step by step
- Give children the chance to practise what they have learnt in school
- Help them become fluent, independent readers



Each book is linked to a specific set of sounds and follows the Jolly Phonics progression.





Using Word Lists to Learn to Read

In Jolly Phonics, we don't learn words by heart – we **sound them out!**

What are word lists?

Word lists are groups of words that use the sounds (phonemes) your child has already learned.

They help children practise sounding out words, build confidence and become more fluent readers.

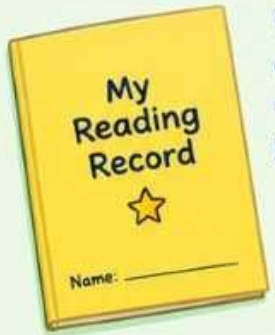
sat
pin
mop
dog

Word Box 1
it
tin
pat
nip
sat
as
ant
tip
pan
sit

Why not learn by heart?

- Learning words by heart can be tricky and doesn't help your child read new words independently.
- When your child sounds out words, they are using their phonics knowledge – this builds real reading skills for life!

Record in the Yellow Reading Record



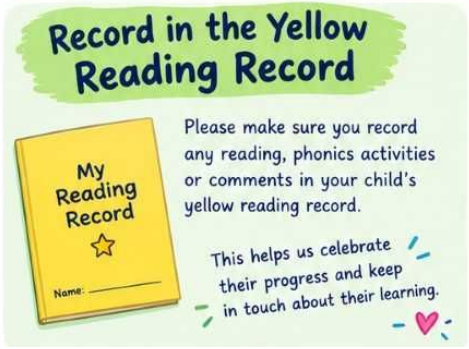
Please make sure you record any reading, phonics activities or comments in your child's yellow reading record.

This helps us celebrate their progress and keep in touch about their learning.

Reading books







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

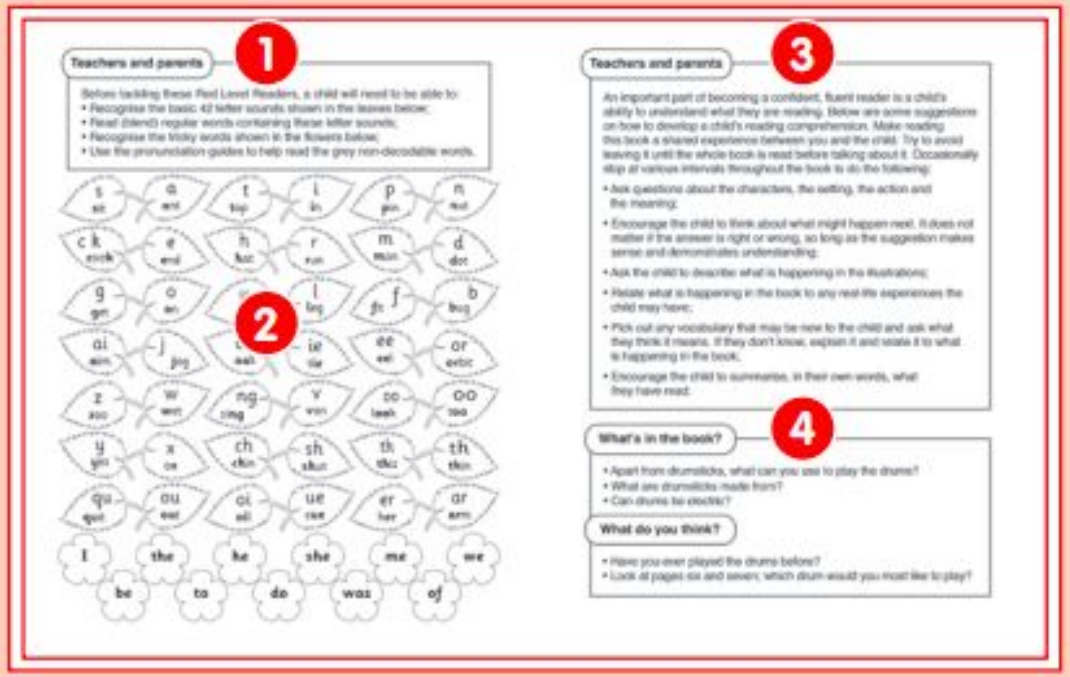


Level 0 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5

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 Segmenting Words for Writing

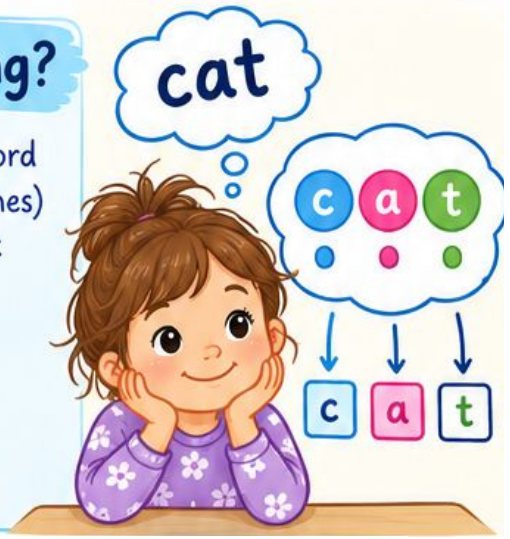
Small steps... Big progress!

Breaking words into sounds to help your child write

What is segmenting?

Segmenting means breaking a word into its individual sounds (phonemes) so your child can choose the right letters to write.

It helps them move from saying the whole word to hearing and writing each sound in order.



Example: writing the word 'sun'



1. Say the word "sun"



2. Segment the sounds (s – u – n)



3. Choose the letters and write the word



4. Check it makes sense (and sounds right!)

Tripod Grip Rhyme

Listen to the rhyme:

0:00 / 0:08

Right Handed Grip

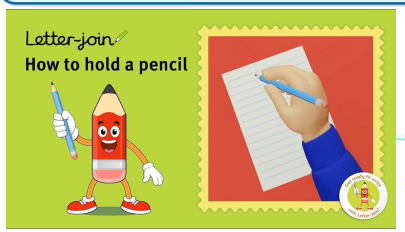


Point away the pencil, Pinch it near the tip, Lift it off the table, Spin it round... ...and grip.

Left Handed Grip



Point away the pencil, Pinch it near the tip, Lift it off the table, Spin it round... ...and grip.



How you can help at home

There are lots of simple and fun ways to practise segmenting at home. Here are some ideas:

Say it, clap it, count it

Say a word out loud together and clap the sounds. Then count how many sounds there are.

e.g. cat → c - a - t (3 sounds)

Use letter cards



Say the sounds, then let your child choose the letter cards to build the word.

e.g. b – e – d → bed

Look, say, write



Use pictures or everyday objects. Say the word, segment the sounds and write it down.

e.g. dog, pen, sun, mat



Play sound games



Try 'I spy', sound treasure hunts or simple board games where you have to say the sounds before writing the word.

e.g. I spy something that starts with 'm'...

Use magnetic letters



Say the sounds and let your child move the letters into the correct order to make the word.

e.g. m – a – t → mat

Encourage and praise

Celebrate their efforts, even if it's just a few sounds or letters. Build their confidence and keep it positive!

"You sounded it out so well!"

Segmenting takes practice, but with your support, your child will become a confident and independent writer!

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!

Forming the Letter Shapes

Feeling the letter will really help! Try making the letter in different ways...

In the sand	In the air	In flour or rice	With play doh	On the carpet	On your back
					
Use your finger or a stick to draw the letter in the sand.	Use your finger to draw the letter in the air.	Write the letter in a tray of flour or rice.	Roll and shape the letter with play doh.	Use your finger to draw the letter on the carpet.	Spell the letter on your child's back (with your finger).



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.



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.



Play Hunt the Sounds

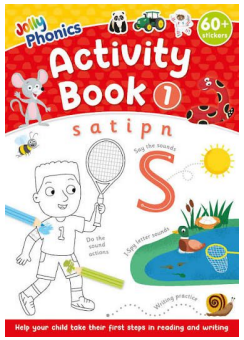
Find things around the house that start with each letter sound.

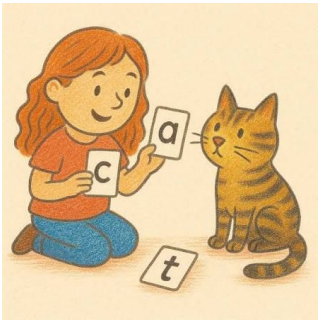


1. Choose a letter sound (e.g. s, m, p, t).
2. Look around your home for things that start with that sound.
3. Say the word and the sound (e.g. s – spoon, m – mug, p – plant).
4. You can make it a challenge – who can find the most in 1 minute?



spoon | mug | plant | teddy





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.



5 Minute Activities

to support your child's phonics at home

Little steps... Big progress!

Small, simple activities can make a big difference! Just 5 minutes a day can help your child build their phonics knowledge, grow their confidence and make reading and writing easier.

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!

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

Active games are fun games!

Not all learning has to be sitting!
Move, play and explore – it all counts!

- **Hop to a sound** – hop, skip or jump when you hear a letter sound.
- **Sound scavenger hunt** – find and collect things around the house.
- **Make sound steps** – step on different letters or objects and say the sound.
- **Use a ball** – say a sound and throw or roll it to your child.
- **Get outside** – look for sounds in nature, on signs or in the garden.

Learning through play builds skills, confidence and a love of phonics!

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!

Working Together Makes a Big Difference



When school and parents work together, children make more progress, build confidence and develop a lifelong love of reading.

Teamwork = Happier, More Confident Readers!

Remember...

Every child learns at their own pace.

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

You're invited to our Stay & Play

Phonics Focus





Come and see how we make phonics fun to learn in the classroom.

See what your child does at school to learn phonics and come away with some ideas of activities you can do at home.





How to sign up

Complete the google form so that we can add you to the list of attendees. This will be sent home via Parent Mail.

We would love to see you there.

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.





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



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› pinceme	‹c› cycle	‹ce› bounce	‹se› house	‹st› castle	‹ps› psalm		
/a/	‹a› ant									
/t/	‹t› ten	‹ed› hopped	‹bt› debt	‹te› waste	‹tte› cassette	‹th› thyme				
/i/	‹i› ink	‹y› pyramid	‹ui› biscuit	‹u› minute	‹a› sausage					
/p/	‹p› pet									
/n/	‹n› net	‹kn› know	‹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	‹eo› leopard						
/h/	‹h› hat	‹wh› who								
/r/	‹r› rat	‹rr› write	‹rh› rhino							

/m/	‹m› man	‹mb› lamb	‹mn› hymn	‹mm› comb						
/d/	‹d› dog	‹ed› skipped								
/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› log	‹le› gentle								
/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	‹ea› great	‹aigh› straight
/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	‹ild› older	‹ai› aisle	‹ye› bye	‹uy› buy	
/ee/	‹ee› bee	‹y› sunny	‹e-e› theme	‹ea› dreams	‹ie› chief	‹ey› key	‹e› we	‹ei› receive	‹i› radio	‹ae› larvae
/or/	‹or› order	‹al› talk	‹au› autumn	‹aw› saw	‹ore› shore	‹ough› bought	‹…ar› warm	‹oar› roar	‹our› four	‹oor› moor
/z/	‹z› zoo	‹s› is	‹se› blouse	‹ze› sneeze						
/w/	‹w› web	‹wh› whistle	‹o› 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› hatch	‹ti› nature							
/sh/	‹sh› ship	‹ch› machine	‹ss› mission	‹ti› station	‹si› tension	‹ss› tissue	‹s› sugar	‹sch› creche		
/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› chew	‹u› unicorn	‹eau› beauty					
/er/	‹er› herb	‹ir› bird	‹ur› hurt	‹ear› learn	‹…or› word	‹our› colour	‹re› metre			
/ar/	‹ar› arm	‹ear› heart	‹a› fast	‹al› calm	‹aun› aunt	‹en› clerk				
/air/	‹air› chair	‹ere› there	‹ear› pear	‹ey› where	‹aer› aerobic					

/zh/	‹si› vision	‹s› treasure	‹g› courgette	‹ge› collage						
/ool/	‹le› apple	‹al› metal	‹ed› baked	‹il› pencil	‹el› petrol	‹ful› tearful				



Jolly Phonics

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



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?

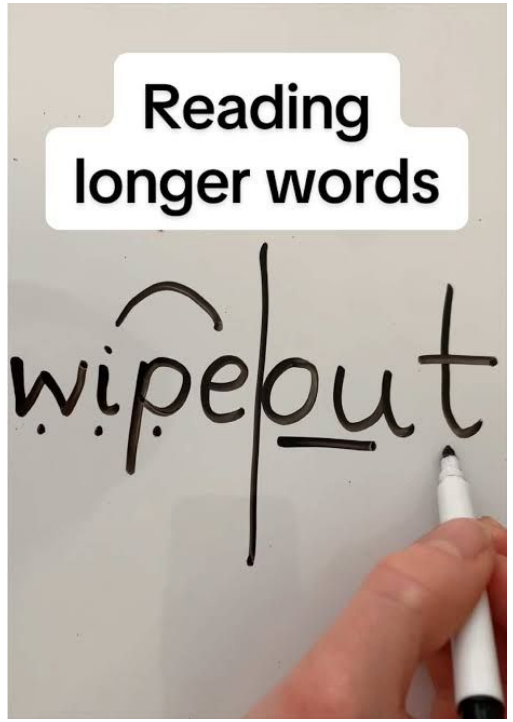
You've got this!

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!

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** – b has a bump on the left
- **d** – d has a bump on the right
- **p** – p has a tail on the right
- **q** – 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:

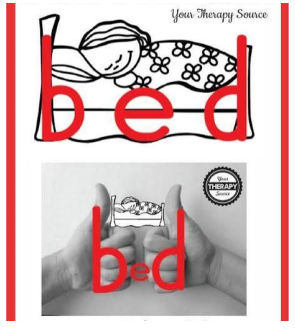
1. **Talk about direction** – Left hand, right foot! Use everyday language to reinforce left and right.
2. **Spot it in the environment** – b p d. Look for b, d, p and q in books, signs, logos and everyday items.
3. **Use hands and actions** – Encourage your child to make the letters with their hands 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

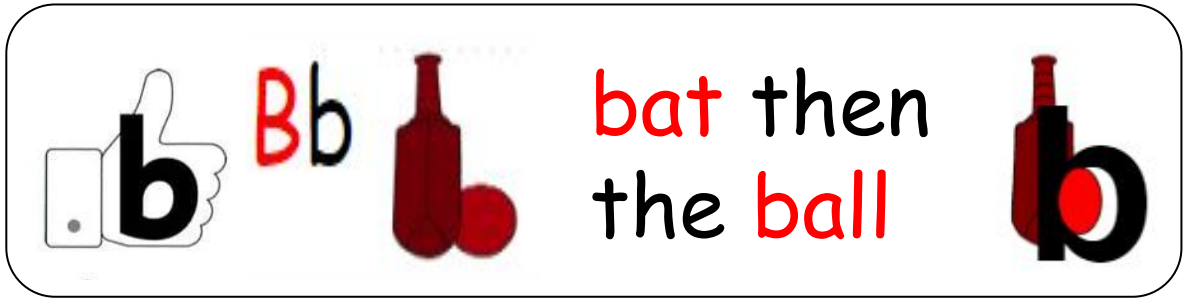
Reversals can be frustrating, but with gentle practice, encouragement and time, most children get there.

Keep it positive... progress takes time! ♡











Same shapes... different directions!