Coten End Primary School

Reception Reading Information

October 2026

What is Phonics?

- Schools are required to deliver **'synthetic phonics'**
- Synthetic phonics is a method of teaching reading and writing in which words are broken up into their smallest unit of sound (or 'phonemes')
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each 'phoneme'
- Sounds are then joined or 'blended' together into words for reading. Or conversely, whole words are broken down ('segmented') into their sounds for writing.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n …('SATPIN') as this allows for the most words to be made from the start e.g. *sat, tap, pin*
  These words are known as CVC words – consonant/ vowel/consonant

Key Vocabulary

- **Phonemes** – smallest unit of sound e.g. a
- **Graphemes** – written representation of sound ai/ ay/a-e
- **Digraph** - two letters that make a sound e.g. sh
- **Trigraph** – three letters that make a sound e.g air
- **Segment** –breaking a word up into sounds e.g. *s/ a/ t*
- **Blend** – blending the sounds together to read the complete word e.g. *s/ a/ t* → *sat*
- **Pure sounds** – *'n'* and not *'ner'* (see video)

What does this look like at school?

- We follow a clear progression devised by our English and Key Stage 1 Leaders. This progression spans from Early Years to Year 2, with further intervention programmes, where needed, in KS2.

- Phonics is taught every day in a rigorous manner

- Lessons follow the same structure and are split into 4 key parts:

1. Recap
2. Teach/ Learn
3. Practise
4. Apply

- To support our own progressive system, we use a well-known resource called **Jolly Phonics**
- This teaches **actions** within a song to support the reading of each sound
- See Coten End website- Phonics Videos
- These actions are purely for **reading** the sound

Letter Formation

- Alongside the reading action, we teach children **a rhyme to support letter formation**

- Letter formation is absolutely crucial to support the **development of their writing skills** throughout the school

- **Pencil grip/ capital letters**



Decodable and Tricky Words

Decodable Words	Tricky Words
tin chat	 the  said

Segment and blend
Sound buttons

Sight read

Books to go home

Decodable Reading Books

- The **reading books** are designed to practise **decoding skills** based on the sounds your child has learned so far
- They also contain the **tricky words** we have taught
- These books are to be **read multiple times** within the week. This enables children to practise three vital skills to improve their reading: decoding, fluency and comprehension.
- It is proven for children to read these aloud independently, supported by an adult where necessary.

Library Books

- Alongside your child's reading book, they will receive a **library book**
- These are high quality stories designed to **enjoy together** with a focus on new vocabulary
- Ideally, these books should be **read aloud by an adult** and discussions about the story and the pictures are encouraged
- It is essential that these books are well looked after and must be replaced if lost/ damaged (bookbags).
- These will be issued on a Thursday and kept until the following Monday. If the library book is not returned, a new one will not be issued until the previous one is returned.

Reading Records

- Each child will be given a reading record to track which books they have read and for parents to **make comments about how your child is progressing**
- **Please include specific detail of things your child found challenging to allow us to support them at school**
- Adults will regularly hear children read through a combination of group reading,1:1 and during Phonics sessions
- Adults will indicate that they have heard your child read and add any specific comments if required

How can parents help?

- Continue to **revise and practise sounds the children have learnt**
- Encourage reading of **tricky words and key words**
- Spot these sounds and tricky words in **everyday situations**
- Regular reading at home
- Oral blending practise - e.g. *"Put on your c-oa-t"*
- Addressing common misconceptions – '*n*' and not *'ner'*
- **Phonics play website**

Username: CotenEndPrimary
Password: phonicsfun

Any Questions?

