



Year R

Phonics and
Early Reading

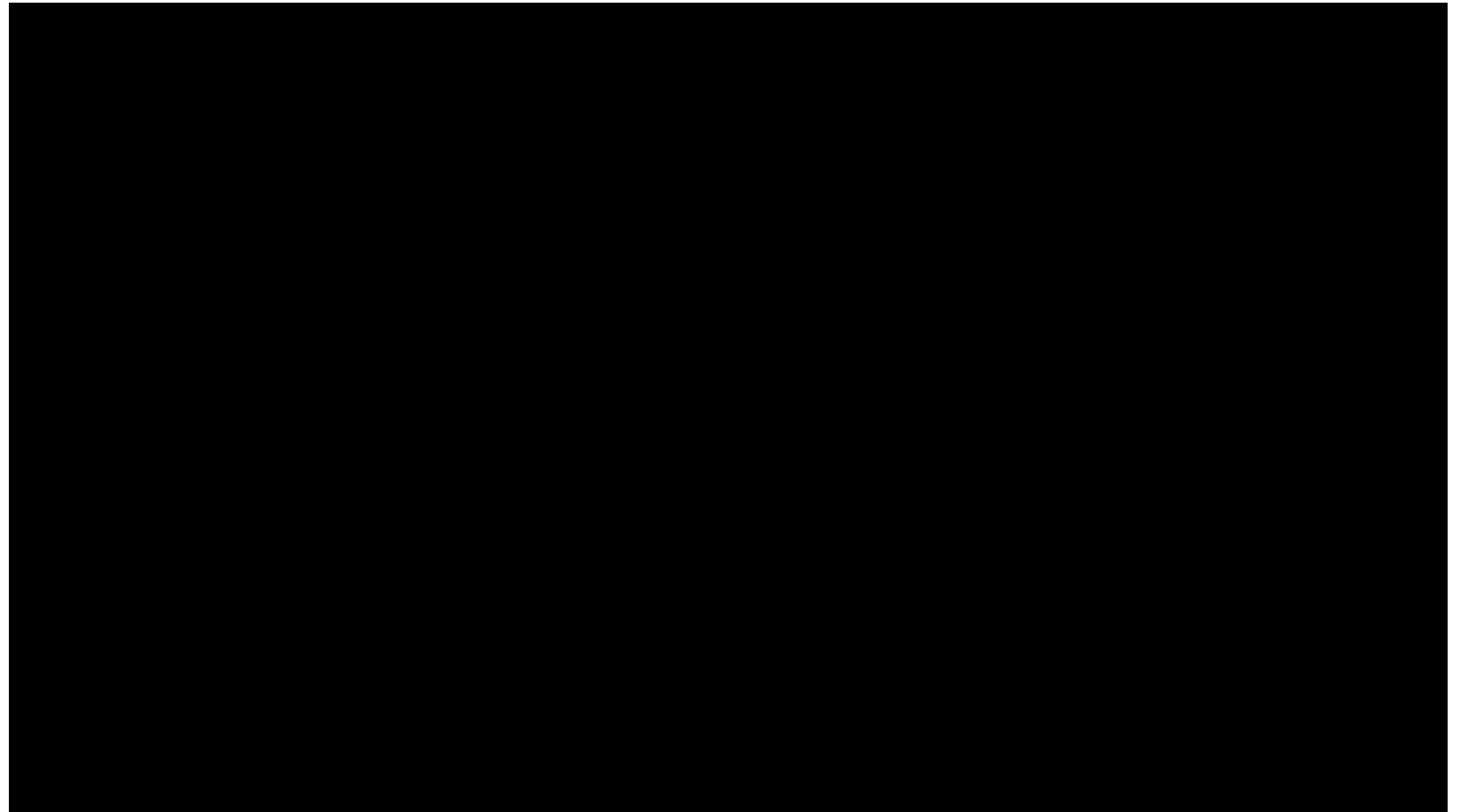
Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.

DfE Reading Framework 2023

What is phonics?

- Sound to letter correspondence
- One of the early building blocks to becoming a fluent reader
- Not the only thing that creates a good reader!

Every school must have a Systematic, Synthetic Phonics (SSP) programme. At Otterbourne, we use *Bug Club Phonics* by Pearson.



Phase I

Listening and Attention

- Sound walks
- Rhyming
- Syllables
- Songs / rhythm
- Sharing books
- Games

Phase 2

'satpin' not 'abc' —
lots of words can
be made using
these sounds.

These are
graphemes.

Phase 2

Sound Mat



s	ss	a	t	p	i	n	m	d
								
g	o	c	k	ck	e	u	r	
								
h	b	f	ff	l	ll			
								



Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll

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The sounds they
make are
'phonemes'.



Pure
sounds!!! No
schwa!

Phase 3 — digraphs and trigraphs

Phase 3

Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure 



Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips,
Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book,
Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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Pure
sounds!!! No
schwa!

Actions and Pictures

Actions for Sounds List



Phase 2

s	Make a sunrise motion with both palms facing forwards
ss	Trace your hands from your shoulders downwards
a	Pretend to take a bite from an apple
t	Mime turning on a tap
p	Pretend to flip a pancake in a pan
i	Make antennae by wiggling two fingers on top of your head
n	Cup your hands and round them upwards
m	Pretend to wipe your feet on a mat
d	On both hands, point two fingers downwards like ears
g	Pretend to stroke a goatee on your face
o	Wave your arms at your sides like tentacles



Actions for Sounds List



se	Hold your hand out in front of you like a stop sign
g(e)	Stroke your ring finger as though admiring a precious ring
g(i)	Hold your arm high above you like a long neck
g(y)	Pretend to lift a set of hand weights
dge	Hold one arm flat and use two fingers to mime walking across
le	Hold your finger in front of your face and blow on it
mb	Pretend to comb your hair
kn	Link your fingers together and close hands into a knot shape
gn	Make a pointy gnome hat with your hands on your head
wr	Point to your wrist
tch	Pretend to strike a match on your palm
c(ial)	Give yourself a hug!



Phase 4 -

- Adjacent consonants / consonant clusters
- CVCC — e.g. list
- CCVC — e.g. frog
- CCVCC — e.g. stamp
- CCCVC — e.g. scrub
- CCCVCC — e.g. shrink

Year R – 'tricky words' / irregular words

- Throughout Phases 2, 3 and 4, the children are also taught 'tricky words' e.g. I, go, no, she – these are taught through Language Lessons.
- Focus on identifying which part of the word is 'tricky'.

Eg, 'she' cannot be segmented using its sounds.

Reading Books

Your child will come home with a Bug Club book each week. This book will focus on a sound that the class has already covered in phonics and will be matched to their reading ability. I will write in their diary when I have read with your child and ask you to support them in any sounds or words they found a struggle. Please write in how often they read; they get house points!

The goal is to build fluency in the children's reading so they need to aim to read their book at least three times — repetition is key.

Bug Notes



Top Tip

Encourage your child to talk about their experiences of going to the beach or about what they would like to do at the beach if they haven't been before. What did they do there? What sounds could they hear?

Storyteller

This story is about a trip to the beach. A father and two children visit the seaside, where they make sandcastles, have a picnic, and get an ice cream. Then a seagull steals the father's ice cream.

How to use this wordless book

1. With your child, do the 'Sound practice' below.
2. Look at the front cover together.
3. Talk about where you should start the book.
4. Ask your child to use the pictures to tell you the story. Encourage them to talk about the things they can see in the pictures.
5. Ask questions such as: 'What do you think they are going to do at the beach?', 'What do you think the seagulls are doing?' and 'What do you think will happen next?'.

Sound practice



Sound spotting

As you look through this book together, ask your child to find all the things that start with the 'b' sound.

Bug Time fun is on the back page!

A Day at the Beach



Written by Kathryn Stewart
Illustrated by Dean Gray

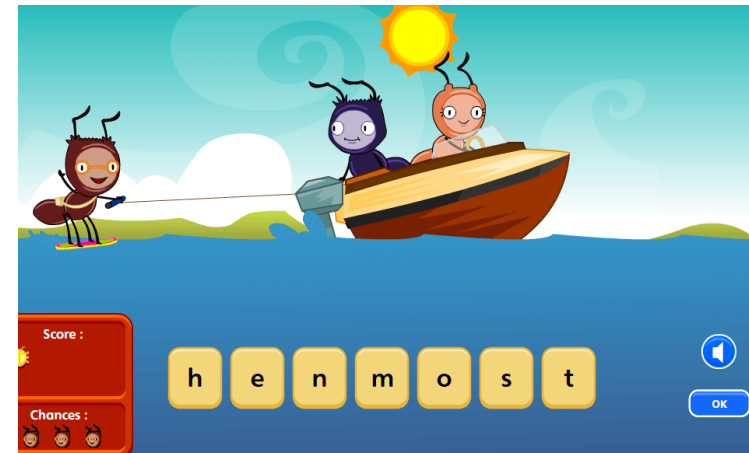
Bug Club Online

Additional reading books will be set online. A new set is released each time we have learnt a new set of phonemes (sounds) in class.

Lots of games to support the focus phonemes.
Your child's log-in can be found in their reading diary.



Bug Club Log-In	
Username:	
Password: otter	
School: bpiu	



Three ways you can help build fluency at home...

1. **Read and follow** — the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
2. **My turn, your turn** — take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
3. **Echo Reading** — as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.

Reading Diaries

- Please fill in your child's reading diary when you listen to them read.

Here is a great example of a completed entry:

Date	Title and Pages	Signature of parent
4/9/25	Kit and Dog	<i>A. Parent</i>
5/9/25	Kit and Dog	<i>A. Parent</i>
6/9/25	Dig, Sid, Dig!	<i>A. Parent</i>
7/9/25	Dig, Sid, Dig!	<i>A. Parent</i>
8/9/25	Kit and Dog	<i>A. Parent</i>
9/9/25		
10/9/25	Dig, Sid, Dig!	<i>A. Parent</i>

Teacher Reading Comments	Parent Reading Comments
Child A was super at reading today. They did struggle with these sounds, so please support practising them at home this week.	<i>Excellent sounding out this week. Child A knew to chop up (chunk) longer words and even spotted the digraph "ng" in string.</i> <i>Child A also spotted 'the' and 'into' on the back of the shampoo bottle when he was in the bath last night!</i>

It's a partnership...

- Books and diaries in school every day please and updated by staff and parents. It is unlikely your child will have a set reading day so we need to access their book at any point of the week.
- We will send home targeted phonemes and tricky words on cards for you to keep and revise at home.
- Please return the books that are sent home!
- Reader of the week rewards.

Library Books

The Otters will visit the library on a Tuesday. The children will get the chance to choose a book to bring home and share with you. This is a book you read to them. It makes a lovely bedtime story. They must return the book the following week in order to take a new one home.

A bedtime story

- A bedtime story doesn't require children to focus on the mechanics of learning to read, but on the enjoyment of the story and the idea of being transported to other worlds before drifting into dreams about them.'

1. It's good bonding time

2. It improves your child's reading skills

3. It sparks imagination

4. It creates conversation

5. Making a routine means you won't forget

6. It expands your child's vocabulary

7. It improves their emotional intelligence

8. It encourages independent reading

9. It improves mental wellbeing

10. It helps you (both) relax and unwind

11. It's good even for children who can read by themselves

How to encourage independent reading at home

- Having books that the child owns
- Using the library to help build variety
- Exposing children to texts beyond novel. E.g. comics, magazines, non-fiction books
- Taking control of screens — reading first and then screentime
- Show that you love reading... even if you have to fake it
- Give children books that matter to them
- Reward reading through extrinsic and intrinsic motivators — your time is really valuable to your children!

Questions!