

# WELCOME TO MEANWOOD CE PRIMARY SCHOOL



## Phonics Meeting – Wednesday 16<sup>th</sup> September 2026



Success for All  
Phonics



Parents/Carers  
Guide to  
**Success for All  
Phonics**

[www.fft.org.uk/phonics](http://www.fft.org.uk/phonics)



DFE Validated

# SUCCESS FOR ALL PHONICS

A proven systematic synthetic  
phonics teaching programme,  
validated in July 2021 by  
the Department for Education

# SUCCESS FOR ALL PHONICS



FFT's new Success for All Phonics is a proven systematic synthetic phonics teaching programme for Reception to Year 2. It meets all the requirements of the National Curriculum and the EYFS framework and has been validated by the DfE.

Schools in the UK, and increasingly around the world, teach children to read using 'Synthetic Phonics'. This is simply a way in which we break words down into the smallest units of sound. So, the sounds in the word 'cat' are c/ a/ t. We are saying words in an unnatural, or synthetic way.

We use the FFT Success for All Phonics programme to teach your children phonics, Every day your child will have about a 25-minute phonics lesson where they will be taught all the skills they need to use phonics to decode words for reading, and to break words down for spelling.

## TECHNICAL TERMS YOUR CHILD WILL LEARN AND USE

**phoneme**



The smallest unit of sound in a word is called a phoneme. If you say the word 'cat' slowly you can hear 3 phonemes or sounds: c /a/ t/.



**grapheme**



A phoneme written down is called a grapheme. For example, the letter (grapheme) 'a' represents the sound (phoneme) /a/. The word 'cat' has three graphemes: the letters 'c' 'a' 't'.

A grapheme may have 1, 2 or 3 letters to make one sound, this is explained below.

Some graphemes represent more than one phoneme. For example, 'oo' has two different phonemes (sounds) as in 'book' and 'zoo'.

sh

th

ng

ch

ee

ch

oo

ai

oa

**digraph**

If a grapheme has 2 letters to make 1 sound, it is called a 'digraph'.

For example: 'shut' has 3 phonemes or sounds: sh /u/ t/. Although there are 4 letters in the word 'shut', we say there are 3 graphemes because the letters that make /sh/ go together to make one sound. This is a digraph. The graphemes are 'sh' 'u' 't'.

Once your child has learned all the single sounds (the alphabet letters), then they will begin to learn digraphs.



oi

ar

ur

er

igh

ure

ee

ear

air



trigraph

If a grapheme has 3 letters, it is called a trigraph.

For example: 'light' has 3 phonemes or sounds / / igh / / t. lgh is a trigraph.

# Grapheme-phoneme correspondence (GPC)



The relationship of the phoneme and the grapheme that represents it and vice versa. To see the grapheme 'sh' and know the sound that it will make. Or, to hear the sound /sh/ and know how to write the corresponding grapheme.

## LET'S PRACTISE!

- Can you categorise these graphemes?

| <b>air      t      y      ng      kn      mb      ss      igh</b> |                |                 |
|-------------------------------------------------------------------|----------------|-----------------|
| <b>Single Grapheme</b>                                            | <b>Digraph</b> | <b>Trigraph</b> |
|                                                                   |                |                 |

## ANSWERS

- It's quite straightforward!

| Single Grapheme | Digraph | Trigraph |
|-----------------|---------|----------|
| t               | ng      | air      |
| y               | mb      | igh      |
|                 | wh      |          |
|                 | kn      |          |
|                 | ss      |          |

## LET'S PRACTISE!

- Can you identify and segment the digraphs and trigraphs in these words? Example: c-u-ff

**cuff**      **jumper**      **ship**  
**cheque**      **them**      **lamb**      **buzz**

## ANSWERS

- For example, jumper breaks down into j-u-m-p-er. So we have 5 GPCs with 1 diagraph of 'er'.

**c-u-ff**

**j-u-m-p-er**

**sh-i-p**

**ch-e-que**

**th-e-m**

**l-a-mb**

**b-u-zz**

# WHAT HAPPENS IN DAILY LESSONS?

Each day:

- ▶ revisit phonemes and graphemes
- ▶ consolidate learning before new content is introduced
- ▶ orally blend
- ▶ segment
- ▶ read words and then sentences

Also:

- ▶ learn the alphabet
- ▶ how to write letters in upper and lower case
- ▶ write simple words and then sentences

Reading:

- ▶ daily opportunities to apply their learning into reading
- ▶ discussing the text to develop their comprehension skills



# Step 1

## Reception – Term 1

Remember to begin each lesson with the Alphabet Chant 

### Weekly Phonics Lesson Plan

|                   | Review Previously Learnt GPCs<br>(5 minutes) |                    |                                        | Teach › Practise › Apply New GPCs<br>(15 minutes)                                                                          |                                                                                                                                                                       |                                  |                                  |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                |
|-------------------|----------------------------------------------|--------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | Hear<br>Phonemes                             | Read<br>GPCs       | Stretch<br>and Read                    | Present New GPC                                                                                                            | Model Phoneme                                                                                                                                                         | Say it<br>Fast                   | Break it<br>Down                 | Stretch and Read                                                                                                           | Write New Grapheme                                                                                                                                                                                                                                                                                                             |
| Day 1             | i n m d                                      | s a t p<br>i n m d | sit<br>pip<br>tap<br>dim<br>did<br>mad | <p>The girl is glad.</p>  /g/             | Look what my mouth is doing when I say /g/. My mouth is open and I'm making the sound right back in my throat. If I put my fingers on my throat I can feel the sound. | t-a-p<br>s-a-g<br>d-i-g<br>g-a-s | g-a-p<br>p-i-g<br>n-a-g<br>t-a-g | gap<br>gas<br>dig                                                                                                          | <p>Left around the girl, down her plait and curl.</p>                 |
| Day 2             | n m d g                                      | a t p i<br>n m d g | did<br>sag<br>sip<br>sat<br>tip<br>gas | <p>The octopus observes olives.</p>  /o/  | Look what my mouth is doing when I say /o/. My mouth is open and my chin drops down slightly.                                                                         | t-o-p<br>d-i-g<br>p-a-t<br>g-o-t | n-o-d<br>t-i-p<br>g-o-t<br>s-a-d | pot<br>nod<br>mop                                                                                                          | <p>From the top of the head and all the way round the octopus.</p>    |
| Day 3             | m d g o                                      | t p i n<br>m d g o | map<br>pat<br>dog<br>did<br>got<br>ant | <p>The curly caterpillar crawls.</p>  /k/ | Look what my mouth is doing when I say /c/. I'm making the sound right at the back of my mouth and if I put my hand in front of my mouth, I can feel air coming out.  | c-a-t<br>c-a-p<br>c-o-t<br>d-o-g | c-a-n<br>c-o-g<br>m-a-d<br>g-a-p | can<br>cop<br>cat                                                                                                          | <p>Curl around the caterpillar.</p>                                   |
| Day 4             | d g o c                                      | p i n m<br>d g o c | can<br>mad<br>sit<br>pin<br>cot<br>and | <p>The kangaroo keeps kicking.</p>  /k/ | This is not a new sound; it is the same sound as 'c', just a different way of writing it.                                                                             | k-i-d<br>k-i-p<br>d-o-t<br>g-a-s | k-i-t<br>k-i-n<br>s-a-t<br>d-i-d | kid<br>kip<br>kit                                                                                                          | <p>From head to toe, arm up, kick out.</p>                      |
| Day 5<br>(Review) | g o c k                                      | i n m d<br>g o c k | kid<br>got<br>can<br>cot<br>mop<br>kit | Review all GPCs presented this week that the children need more practice with.                                             |                                                                                                                                                                       | c-o-g<br>c-a-t<br>g-a-p<br>k-i-t | c-a-n<br>g-o-t<br>d-o-g<br>k-i-p | Review any GPCs and words that the children need more practice with this week (and read PPB1 Day 4 for speed and fluency). | Practise writing all graphemes presented this week, both upper- and lower-case, that need review.                                                                                                                                                                                                                              |

# 68 FULLY DECODABLE SHARED READERS



- Shared Readers are linked to our scope and sequence and are used in class for the daily reading lessons (children share a book in pairs)

**Learning Objectives:**

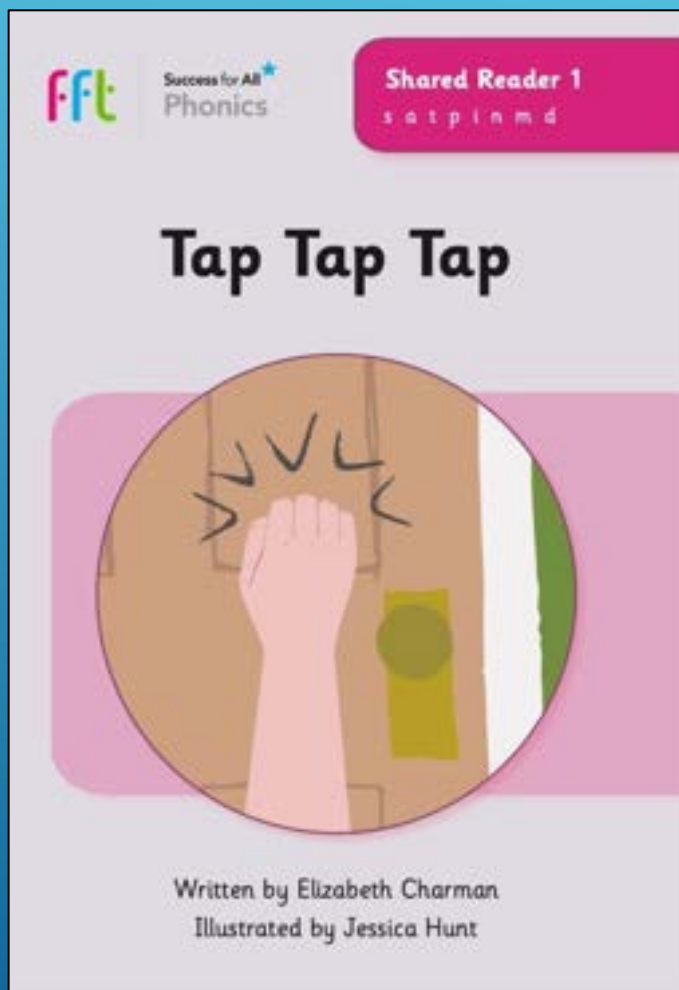
**Reading:** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Spell words by identifying sounds in them and representing the sounds with a letter or letters.

|              | <b>Explore (2m)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Word Time (5m)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Choral Read (10m)</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Discussion Time (3m)</b>                                                                                                                                                                                                                                                                                                                                                                         |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b> | <p><b>Preview</b></p> <ul style="list-style-type: none"> <li>How does the world look different when it's raining?</li> <li>Who or what enjoys the rain?</li> </ul> <p><b>Predict</b></p> <ul style="list-style-type: none"> <li>What do you think Pip and Hafsa will do in the rain?</li> </ul> <p>Record and retain predictions to revisit at the end of the lesson.</p>  | <p>Model Stretching and Reading with <b>Green Words</b>. If required, briefly explore new vocabulary such as 'dims', 'toadflax', 'hints', 'foams' and 'coax'.</p> <p>Select a <b>Green Word</b> with more than one syllable (e.g. 'toadflax') and model the Finger Detective strategy.</p> <p>Teach <b>Red Words</b> by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p>  | <p>Model Fast Blending the words in the first sentence and use Stretch and Read where necessary in the rest of the story.</p> <p>Review using Finger Detective for two-syllable words.</p>                                                                                                                                                                       | <p><b>Prediction Review</b></p> <ul style="list-style-type: none"> <li>Did Pip and Hafsa do what you thought they would? Why/Why not?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>                                                                            |
| <b>Day 2</b> | <p><b>Remember (2m)</b></p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>When did Pip and Hafsa sit under the oak tree?</li> <li>When did Pip and Hafsa feed the toad?</li> </ul> <p>Use Sentence Stem to support children to answer in full sentences.</p>                                                                                               | <p>Review <b>Green Words</b> using Stretch and Read and Finger Detective where appropriate.</p> <p>Review <b>Red Words</b> by revisiting how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p>                                                                                                                                                                                         | <p><b>Partner Read (10m)</b></p> <p>Children Partner Read. If necessary, use these questions to support comprehension.</p> <ul style="list-style-type: none"> <li>How do the different animals react to the rain?</li> <li>Did the toad like to eat the same things as Pip and Hafsa?</li> </ul> <p>Review using Finger Detective for two-syllable words.</p>  | <p><b>Discussion Time (3m)</b></p> <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>Who else was under the tree?</li> <li>What happened when the girls tried to share their food with the toad?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>  |

|       |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Day 3 | <p><b>Review (2m)</b></p> <ul style="list-style-type: none"> <li>What is the weather like in this story?</li> <li>Why is the weather important for what happens next?</li> <li>What do Pip and Hafsa find out about toads?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>  | <p><b>Word Time (5m)</b></p> <p>As appropriate, review <b>Green Words</b> and <b>Red Words</b>.</p> <p>Encourage Fast Blending of <b>Green Words</b> and targeted <b>Red Word</b> practice using Say-Spell-Say where appropriate.</p> <p>Partners practise <b>Green Words</b> and <b>Red Words</b> together.</p>  | <p><b>Partner Read (10m)</b></p> <p>Children Partner Read the text, reading alternative pages to yesterday.</p> <p>Review using Finger Detective for two-syllable words.</p>                                                                                                                                                                                                                                                                                                                  | <p><b>Discussion Time (3m)</b></p> <ul style="list-style-type: none"> <li>Did you enjoy the story? Why/Why not?</li> <li>Do you think going out in the rain could be fun? What would make a difference to whether it was fun or not?</li> </ul> <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>  |
| Day 4 | <p><b>Echo Read (4m)</b></p> <p>Set a target with the children, e.g. to read the description of the falling rain with expression.</p> <p>Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.</p>                                            | <p><b>Spelling Time (8m)</b></p> <p>Choose a selection of <b>Green</b> and <b>Red</b> words from the Shared Reader that require consolidation.</p> <p>Partners check each other's work as they write. Check for correct letter formation of upper and lower case.</p>                                             | <p><b>Partner Question Time (8m)</b></p> <p>Using the first question, model creating a sentence stem and show how to refer to the text to create a full answer with elaboration. For example:</p> <p>Q1. Yes, the goat is wet.</p> <p>Children then read and answer the remaining questions orally with their partners.</p> <p>Review answers together as a class.</p>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Day 5 | <p><b>Reading Celebration (5m)</b></p> <p>Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. Celebrate success together and recognise progress.</p> <p>WCPM End of Term 2 Goal: 25</p>     | <p><b>Writing Time (10m)</b></p> <p>Use the Writing Time process to model the following sentence:</p> <p>The rain foams on the road.</p> <p>Children compose their own sentence orally about the rain before telling their partner and writing it down individually.</p>                                        | <p><b>Reflection Time (5m)</b></p> <p>Revisit the Learning Objectives for the week with the children. Children discuss their achievements and next steps.</p> <p>Ask children to apply 1–2 new vocabulary words by orally composing a sentence.</p> <p>Note any aspects the children will need to consolidate next week:</p> <ul style="list-style-type: none"> <li>GPCs, Red Words, reading word/comprehension</li> <li>Fluency/expression, letter formation, sentence writing</li> </ul>  |                                                                                                                                                                                                                                                                                                                                                                                                                          |

# Shared Reader 1: Tap Tap Tap



## Green words

Practises s, a, t, p, i, n, m, d

|     |     |     |
|-----|-----|-----|
| tap | Sam | dip |
| Pip | sit | nap |
| and | sip |     |

## Questions

Can you answer these questions about the story?

1. Did Pip sit?
2. Did Sam tap?





## WHY ISN'T PHONICS TAUGHT IN ALPHABETICAL ORDER?

It may seem odd that we don't teach phonics in alphabetical order, but there is a good reason for this.

We teach phonics in an order that allows children to form words as soon as possible. At the start of Success for All Phonics, we teach s,a,t,p,i,n,m,d, and once children know these first 8 GPCs they can start reading the first Shared Readers.

As children learn more GPCs the range of words used in the Shared Readers increases giving children the opportunity to practise reading and writing these words. The teaching sequence is designed to support this process.



## KNOWING HOW TO PRONOUNCE PHONEMES CORRECTLY

Knowing how to say phonemes correctly can be a challenge.

It is very important to use what is called a 'pure' sound.

An 'impure' sound is where we add an 'uh' sound at the end of a phoneme. So, instead of saying /buh/ we should say /b/ (this usually means we have to use a quiet voice).

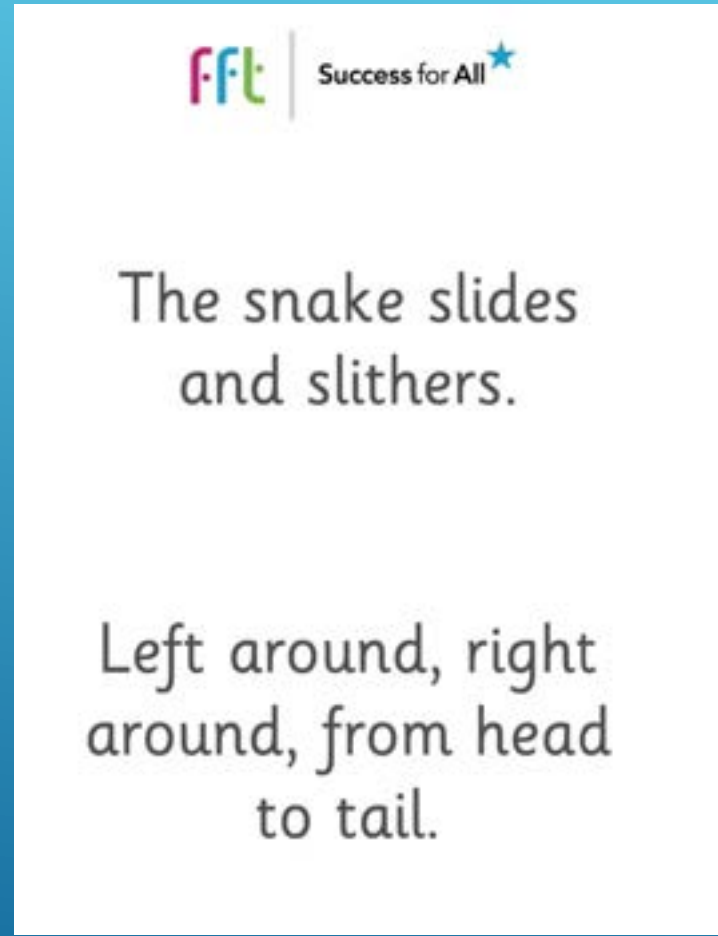
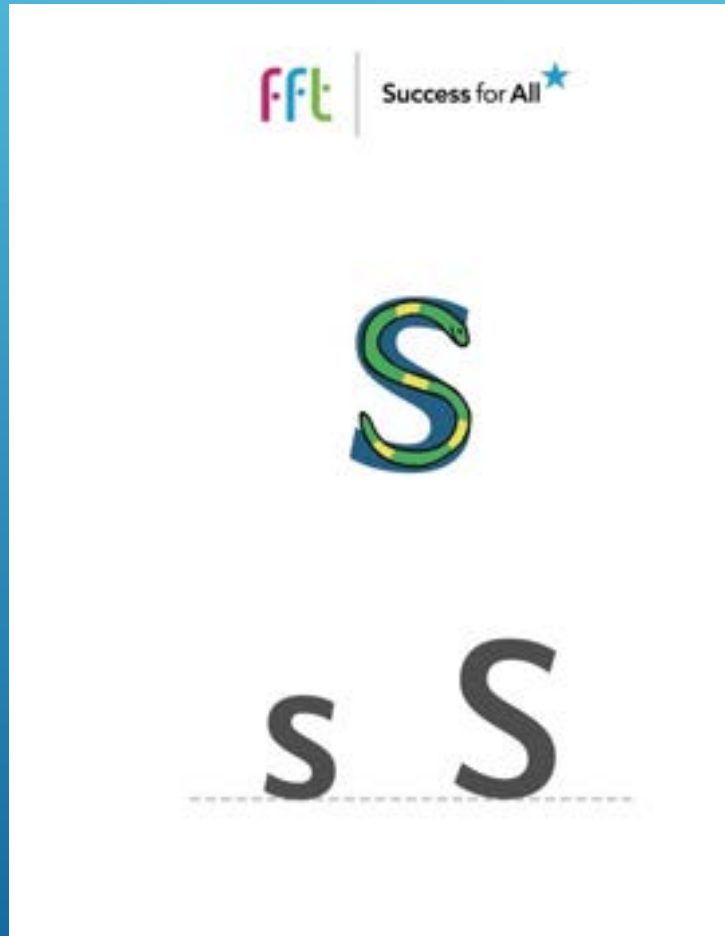
This is very important because if a child uses impure sounds it is very difficult to blend the sounds to make the word, e.g. /duh/ /ah/ /duh/ doesn't really sound like 'dad' but /d/ /a/ /d/ does.

## PRACTICE SAYING THE PURE SOUNDS

- Practise saying phonemes with pure sounds. Avoid 'uh' at the end of each sound.



- Each of the major GPCs has an alliterative phrase to help you and your child to say the sound correctly



| Alliterative Phrases and Letter Writing Cues |                                        |                                                               |
|----------------------------------------------|----------------------------------------|---------------------------------------------------------------|
| GPC                                          | Phonics Phrase                         | Letter Formation Cue                                          |
| /s/                                          | 'The snake slides and slithers.'       | 'Left around, right around, from head to tail.'               |
| /a/                                          | 'Alphie asks for apples.'              | 'Around the apple and down the leaf.'                         |
| /t/                                          | 'Tap the tall tower.'                  | 'Down the tower, lift and cross.'                             |
| /p/                                          | 'Peek at the proud parrot.'            | 'From head to tail then right around the parrot.'             |
| /i/                                          | 'Imagine itchy insects.'               | 'Down the insect, lift and dot.'                              |
| /n/                                          | 'Ned is near the net.'                 | 'From head to toe and over the net.'                          |
| /m/                                          | 'The man marches on mountains.'        | 'From the man go down, climb one mountain then the other.'    |
| /d/                                          | 'Don't disturb the dinosaur.'          | 'Around his back then head to toe.'                           |
| /g/                                          | 'The girl is glad.'                    | 'Left around the girl, down her plait and curl.'              |
| /o/                                          | 'The octopus observes olives.'         | 'From the top of the head and all the way round the octopus.' |
| /c/                                          | 'The curly caterpillar crawls.'        | 'Curl around the caterpillar.'                                |
| /k/                                          | 'The kangaroo keeps kicking.'          | 'From head to toe, arm up, kick out.'                         |
| /ck/                                         | 'The chick pecks.'                     | 'Curl around the caterpillar.'                                |
| /e/                                          | 'Every elephant enters.'               | 'From head to toe, arm up, kick out.'                         |
| /u/                                          | 'The upside-down umbrella is unusual.' | 'Under his ear and around his trunk.'                         |
| /r/                                          | 'The rapid rabbit races.'              | 'Under the umbrella, up and down.'                            |
| /h/                                          | 'The happy horse hops.'                | 'From head to tail then up and over along his ears.'          |
| /b/                                          | 'Bat before the ball.'                 | 'From head to toe and over his back.'                         |
| /f/                                          | 'Bat before the ball.'                 | 'Down the bat and around the ball.'                           |
| /fl/                                         | 'The floppy flower falls.'             | 'Down the flower and across the leaves.'                      |
| /ff/                                         | 'Huff and puff.'                       | 'Down the flower and across the leaves.'                      |
| /l/                                          | 'The long leg leaps.'                  | 'Down the flower and across the leaves.'                      |
| /ll/                                         | 'The long leg leaps.'                  | 'Down the long, long leg.'                                    |
| /ill/                                        | 'Bill is ill.'                         | 'Down the long, long leg.'                                    |
| /ss/                                         | 'Less mess, Jess.'                     | 'Down the long, long leg.'                                    |
| /j/                                          | 'Jane jumps for joy.'                  | 'Left around, right around, from head to tail.'               |
| /v/                                          | 'The vulture veers over valleys.'      | 'Down Jane's back, up to her toes. Jump to the ball.'         |
| /w/                                          | 'Watch the worm wiggle.'               | 'Down one wing and up the other.'                             |
| /x/                                          | 'The excited fox exercises.'           | 'Wiggle down, wiggle up, down and up.'                        |
| /y/                                          | 'Yank the yellow yo-yo.'               | 'Hand to toe this way, hand to toe that way.'                 |
| /z/                                          | 'Zip the zig-zag zip.'                 | 'Down one string and way down the other.'                     |
| /za/                                         | 'The fuzzy bee buzzes.'                | 'Zig, zag, zig.'                                              |
| /qu/                                         | 'The queen is quite quiet.'            | 'Zig, zag, zig.'                                              |
|                                              |                                        | 'Right around the queen and way down her staff.'              |
|                                              |                                        | 'Under the umbrella, up and down.'                            |

# THE SEQUENCE OF TEACHING



Children will learn 4 GPCs a week, then 1 a week when digraphs/trigraphs are introduced.

We will firstly be teaching and supporting children to identify initial phonemes to increase phonological awareness, e.g. what sound does cat begin with, then recognising letters and their corresponding sounds.

The children will learn and repeat an Alphabet chant for the first full term at the beginning of each lesson. This is so that children will know the sound and name of each letter.

# THE SEQUENCE OF TEACHING

The children will then learn to stretch and read CVC words, keeping phonemes stretched out and then brought closer when blending. Children start to read words by blending (synthesising) the sounds together e.g. s-a-t, t-a-n.



t

a

p

## THE SEQUENCE OF TEACHING

During “Break it Down” activities, children will break whole words down into individual phonemes orally. They will be taught to count on their fingers the phonemes they hear during so they can later apply this to writing



## CORRECT LETTER FORMATION



Forming letters correctly from the start is really important.

Children will be taught how to form letters correctly using pictures with accompanying phrases and actions which are easy for the children to remember when practised daily in the initial stages of phonics teaching.

## HOME LEARNING



Please read and return to school as quickly as you can. Reading books are sent home twice a week (Tuesday and a Friday).

When your child brings home their reading book you will see one or more GPCs printed on the front cover at the top right-hand side.

These are the new GPCs that have been introduced in that book and your child will have learned these in their phonics lessons.

They may still need some practise and help in reading words using recently taught GPCs.

Inside the front cover you will find a list of **'Green Words'**, these are the words in the book that use the new GPCs. Your children practise reading these words in class and reading them together at home will give them even more practise.





The English language is very challenging because there is a wide range of words that cannot be fully decoded using phonics.

Technically these are called 'Common Exception Words' but for ease of use we call these '**Red Words**' with the children. With Red Words, we encourage children to use their phonics to read the phonetically regular parts of the word and we point out the 'tricky' grapheme, which they need to try to remember. A list of Red Words has also been printed inside the front cover of the Shared Reader so your child can practise reading them with you.

# FLUENCY

As your child progresses with their reading they should begin to read with fluency.

At first, your child may need to sound out almost every word. Don't worry, this is normal. As words are read over and over again, they will come to recognise and say them without needing to sound them out. This is the beginning of fluency.





## WHAT IF MY CHILD DOESN'T WANT TO READ AT HOME?

Children are sometimes not keen to read at home but don't worry because there are some simple ways you can encourage them.



Find the best time of day for you and them. It might be straight after they arrive home from school, after they have eaten, before bed, or even first thing in the morning.

It doesn't need to be a serious session, have fun! Look at the pictures and talk about what has happened in the story. You can even take turns reading words or pages. Try to make it a session that they look forward to and enjoy.

# THINGS YOU CAN DO TO HELP YOUR CHILD AT HOME



- Talk to your child about everything they see around them. There is so much to learn and the more they know, the easier it will be for them to understand what they read about in books.

- Taking your child to different places will broaden their experience and their understanding of the world. These experiences will give them background information that will really help them to understand books that relate to these experiences.

- Children sometimes struggle to understand what they are reading simply because they don't understand what some of the words mean. It is easy to assume that children understand words because they can read them, but often they do need to have the meaning explained to them. If you explain the meaning of unfamiliar words they will understand more words when they are reading and use them when they are writing.

# THINGS YOU CAN DO TO HELP YOUR CHILD AT HOME



Set aside some time every day when you and your child read together for pleasure. This will teach them so many skills! They will learn how to handle and enjoy books. Developing a love of books will help your child to develop positive attitudes to reading.

It may seem odd but taking your child to the park and making sure they exercise is very good for their learning. Exercise is good for our brains as well as our bodies and children will also develop strength and coordination. This will help their writing as their arms and hands will be stronger.

Little hands also need practise to become able to use fine motor skills. As with most skills, practise is what matters, so encourage your children to play with jigsaw puzzles, playdough, threading toys, colouring books or any other activity where they have to use their hands. This will make it so much easier for them to write neatly and well when they are taught at school.

# HOW CAN I HELP MY CHILD?

- ▶ Advice on how to support your child which you can read on our Parent Portal: <https://parents.fft.org.uk/tips-for-home-reading/>
- ▶ Watch videos on the Parent Portal of how to pronounce the GPCs
- ▶ Use the alliterative phrases to support your child in practising the GPC
- ▶ Practise reading the Shared Readers at home

