Phonics presentation
Wednesday 5th November 2025

Air Balloon Hill Primary School Governing Body are seeking enthusiastic, community-focused and committed members of our local community to join us.

Could you spare some time each term to join us to help ensure our children get the best education possible?

Governors currently meet as a board six times a year (one Monday per term, 6-8pm) and once per term as members of the education or finance committees.



To find out more, speak to one of our governors this evening, visit www.abhps.com/governors, or contact the clerk at clerk@abhps.com. The clerk can arrange for a governor to answer any questions you have or just have a chat.

Air Balloon Hill PRIMARY School

The Importance of Reading

- More than 3 in 5 (62%) of people entering prison were assessed as having a reading age of 11 or lower. This is four times higher than in the general adult population (15%).
  - Prison Reform Trust 2019

- FSM pupils are 12% below non-FSM pupils in Phonic Screening Check.
  -Amanda Spielman

- Research shows that young people who have their own books at home are 15 times more likely to read above the expected level for their age than their peers who don't own a book. 1 in 5 disadvantaged pupils don't own a single book.
  - National Literacy Trust

We teach reading through a phonics first approach.

- Phonics is the link between the words we say and the letters that represent each sound.

- Some key vocabulary:

Grapheme – the written letter or groups of letters

Phoneme – the sounds that the grapheme makes.

Digraph – two letters making one sound ‘sh’

Trigraph – three letters making one sound ‘igh’

Unlocking
Letters & Sounds

GPC recall



- The five vowel sounds are uninterrupted expulsions of air.
- A consonant sound will always have a barrier in the form of teeth, tongue or lips.
- Some sounds can be paired. The pairs of sounds will have the same mouth shape but one of the pair will have voice box on and the other will have voice box off.

p and b

f and v

th and th

teeth and the

t and d

s and z

sh and ge (beige)

ch and j

k and g

h has no partner and is similar to the vowel sounds in that it is an expulsion of air.

Phase 2 sounds are:

s		c	

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

When children are confident knowing the sounds and names of individual letters we move on to teaching digraphs/trigraphs.

ch		ar	

Phase 3 sounds are:

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

It is important that you are encouraging your child to say the pure sound.

Phase 5 sounds are:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, i-e, o-e, u-e

After these, children look at the alternative pronunciations for these and previous sounds and learn the rules for when to use them

																			
a	e ea	i y	o a	u o	ai ay a-e ey a ei eigh	ee ea e-e ey e y ie	igh ie i-e i y	oa oe o-e ow o	oo ue ew u-e ou

																			
(y)oo ue ew u-e u	oo u oul	ar a al	or aw au al our augh oor ore	air are ear ere	ur ir er ear or	ow ou	oi oy	ear ere eer	ure	er u

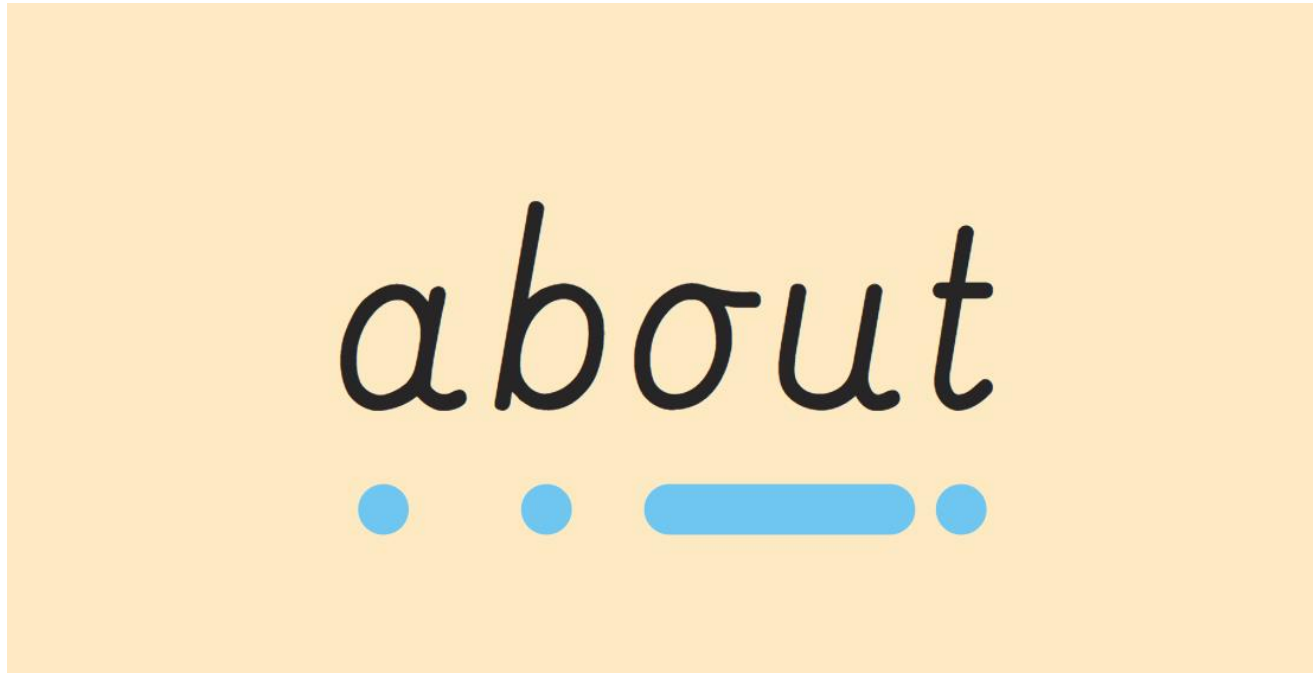
b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch t

f ff ph	l ll le	m mm mb	n nn gn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ch ti ci s/ss	th	ng

Unlocking Letters & Sounds

Revisit

Blending to read



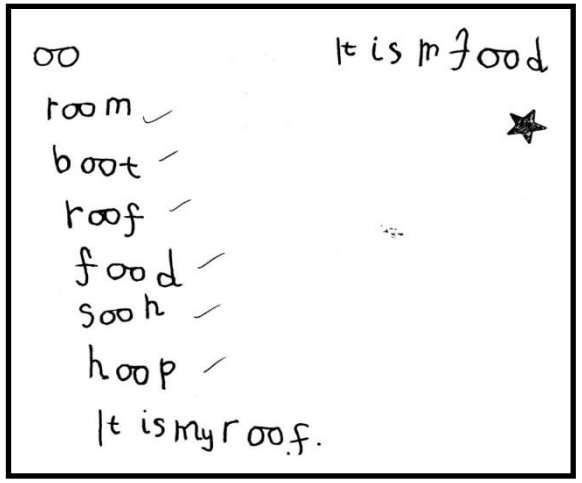


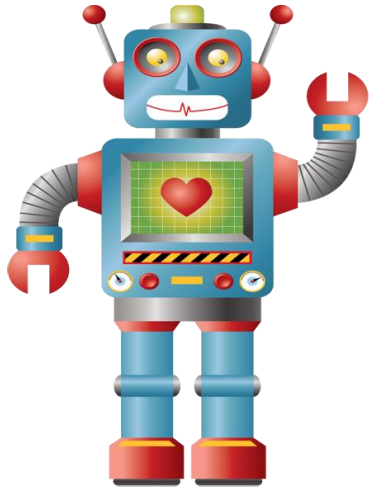
Segmenting

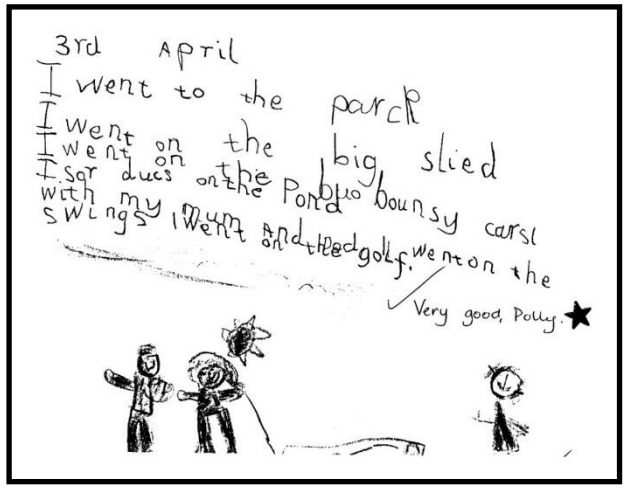


Segmenting is listening to a word and breaking it down into sounds. This is the first skill when beginning to write. When the children become confident with this skill they will progress onto captions and short sentences.

We encourage children to use their 'Robot Arms'







Blending

- Blending is the ability to smoothly and fluidly combine individual sounds together into words. For example, smooth blending is sounding out the word ‘cat‘ as ccaatt/ instead of a choppy or segmented /c/…./a/…./t/. In simple terms, blending is smoothly ‘hooking the sounds together‘ when sounding out words.

- In the early stages, after your child has said all the sounds in a word you may need to recast the sounds back to them a couple of times as an aid.

Unlocking
Letters & Sounds

CEW

recall



Common Exception Words



These are words that cannot be read purely by blending the sounds together, some parts are tricky.

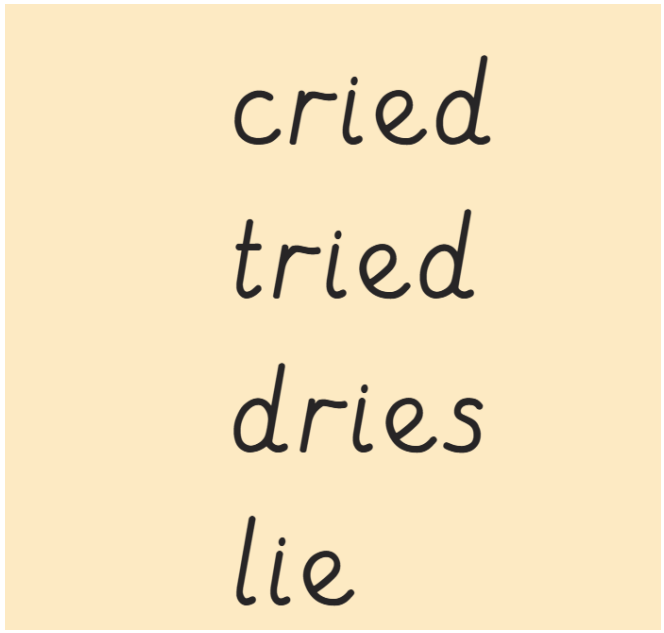
said	have	like
so	do	some
come	were	there
little	one	when
out	what	

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please



In each phonics lesson, a new sound is introduced.

Teacher's follow an 'I do' 'We do' 'You do' approach to help children to grasp the new concept.





Unlocking Letters & Sounds

Revise

At the end of every phonics lesson, the new sound and CEW is revised.

CEW - The more your child sees them and plays games with them the easier they will recall them when they are reading.

Games

- matching games
- word hunt
- hiding them in sand
- jumping games
- MAKE IT FUN!!





Reading in Year 1

- Phonics- Daily
- Guided Reading – Once a week
  - Pre teaching
  - Listen to the children individually
  - Discussion based on a focus such as fluency, comprehension, inference
- Individual reading- if child is below EXS level
- Assessments- phonics and comprehension
- Whole Class Teaching
  - Starting Term 3
  - More information to follow

Any questions?

