

Helping your child with phonics at home

Phonics group	How you can help at home
Set 1 A 	**Learning single letter sounds – Early Years** Help your child recognise and say the sounds for letters such as m, a, s, d and t. Use the letter sound rather than the letter name. Play a listening game: say m–a–t slowly and ask your child to tell you the word mat. Try s–a–t (sat) and d–a–d (dad). They can listen and answer without looking at written words.
Set 1 B 	**Putting sounds together** Say the sounds slowly, then put them together to say the whole word. This is called blending or Fred Talk: p–i–n → pin. Practise with words such as mat, sat, dad, pin, dog and sit. Use only sounds your child already knows. If they need help, say the sounds together and then say the word.
Set 1 C 	**Reading simple words** Point to each letter, say its sound and blend the sounds to read the word. Start with a few words, then mix them up and read them again. Try these examples as your child learns more sounds: mat, at, mad, sad, dad, sat in, on, it, pin, pat, dog, sit, top bin, cat, cot, kit, mud, cup bed, met, fan, fun, lip, log, hen red, run, rat, jam, van, yes, win, wet
Ditty 	**Reading sounds made by two letters** Help your child spot letters that work together to make a sound. We call these Special Friends: sh, th, ch, ng and nk. Spot the Special Friends, say the sounds and read the word: sh–i–p → ship. Try shop, fish, wish, thin, this, chin, chop, chat, sing, wing and wink. Practise quiz and quit when your child knows qu.



Follow your child's current group and the sounds and books sent home by school.

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Red 	**Reading more words confidently** Keep spotting Special Friends and blending the sounds. Try ship, fish, thin, chin, sing and wink. Practise words such as bell, well, mess, sock, think, quick and thing. Then try words with four sounds: frog, flag, stop, trip, best, jump and hand. For example, s–t–o–p → stop. Read a few words again so they become easier to recognise. Practise the Red Words sent home by school; these have a tricky part that needs extra practice.
Green 	**Learning more sounds** Practise the Set 2 sounds your child is learning, such as ay in play, ee in see and igh in night. Spot the letters that make the sound before reading the word. Read the school reading book together. Encourage your child to sound out unfamiliar words, then reread the sentence. Practise the Red Words in their book.
Purple 	**Building confidence with new sounds – Into Year 1** Keep practising Set 2 sounds and the Set 3 sounds introduced by school. Some sounds can be written in different ways: ay in play and ai in rain. Ask your child to spot the sound, say the sounds and read the word. Reread their school book to help the reading become smoother. Talk about what happens in the story.
Pink 	**Practising different ways to write sounds** Practise the Set 3 sounds sent home by school. For example, ee in see and ea in tea make the same sound. Help your child notice these spellings in words. Keep reading and rereading their school book. Encourage your child to read familiar words straight away and sound out words they are unsure of. Practise the book's Red Words.



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Orange 	**Reading words and sentences smoothly** Keep practising the Set 3 sounds your child has been taught, including a-e in cake. Help them spot the letters that make the sound before blending the word. Reread their school book so sentences become smoother. Pause at full stops and talk about the story. Practise any Red Words your child finds difficult.
Yellow 	**Growing confidence when reading – Into Year Two** Revisit the sounds sent home by school, such as u-e in huge. Encourage your child to spot the sound and read the whole word. Read their school book more than once. Help your child read in meaningful phrases and use expression. Ask simple questions about what they have read.
Blue 	**Reading longer words** Help your child read longer words by breaking them into smaller parts, reading each part and putting them together. For example, sun + set → sunset. Continue practising the sounds and Red Words sent home. Reread their school book to build smooth, confident reading and talk about the meaning of new words.
Grey 	**Reading fluently and understanding** Practise reading longer words in manageable parts. For example, pea + nut → peanut. Encourage your child to try an unfamiliar word, with help when needed. Reread their school book with expression, taking notice of punctuation. Talk about characters, events and new vocabulary. Ask your child to explain their ideas using something from the story.

If a word is difficult, model it together and try again. Praise your child's effort. Ask their teacher if you are unsure which sounds or words to practise.