



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent session: Supporting your child to blend

February 2025



What do you need to know to support your child with blending?



1. Key terminology in the teaching of Phonics.
2. How to pronounce the sounds accurately.
3. Knowledge of how children learn to blend sounds to read a word.
4. How to blend confidently yourself, using the sounds.
5. What makes blending tricky for children and how to support them with these issues.
6. How to support your child to blend fluently.

1. Key terminology in the teaching of Phonics

Phoneme - The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound',

Grapheme - A letter or group of letters used to represent a particular phoneme when writing.

Digraph - A grapheme using two letters to represent one phoneme.

Trigraph – A grapheme using three letters to represent one phoneme.

Blend - To combine individual phonemes into a whole word, working all the way through from left to right.

Segment - To identify each of the individual phonemes in a word, working all the way through from left to right, in order to write.

2. How to pronounce the sounds accurately



s ss	t tt	p pp	n nn	m mm	d dd	g gg	c k ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		

a	e	i	o	u
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Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



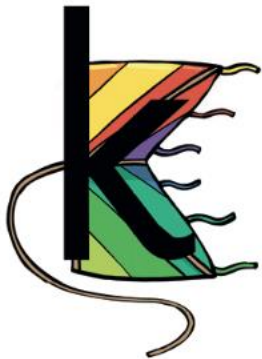
Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Some of the sounds parents/carers struggle to pronounce



3. Knowledge of how children learn to blend sounds to read a word



4. How to blend confidently yourself, using the sounds



Let's blend some words together

run

Let's blend some words together



mash

Can you spot the digraph in this word?

Let's blend some words together



left

Let's blend some words together



chat

Let's blend some words together



lost

Let's blend some words together



cheek

How many sounds are in this word? How many letters? How many digraphs?

Let's blend some words together



street

Let's blend some words together



light

Can you spot the trigraph in this word?

Let's blend some words together



food

Children are taught the 'oo' for 'Hook a book' before being taught 'oo' for 'Zoom to the moon'. Children may say the wrong sound or may not know which one to use. If your child isn't sure, support them by reading the word with one 'oo' sound and then the other. Discuss which one sounds right.

5. What makes blending tricky for children and how to support them with these issues.



- They spend a long time identifying the individual sounds.
- They can't listen to the sounds they're saying.
- They guess the words.
- They say the wrong phoneme e.g. oo and oo.
- They can't hear what the word is even when they can identify/say the sounds quick enough.
- They can't spot digraphs/trigraphs/split digraphs when they're reading a sentence or phrase.

What makes reading tricky for your child? What can I do to help?



- They spend a long time identifying the individual sounds.
 - They can't listen to the sounds they're saying.
 - They can't hear what the word is even when they can identify/say the sounds quick enough.
1. Let them read all of the sounds, support them if they read sounds incorrectly (see slide 13).
 2. Get them to say the sounds out loud.
 3. Repeat the sounds back to them.
 4. Repeat the sounds back to them quickly. You may need to do this until you are almost saying the word.

What makes reading tricky for your child? What can I do to help?



- They guess the words.
 1. Ask your child to go back and have another try.
 2. Read the sentence back to them once they've finished reading it, including the incorrect word they read and ask, does that make sense?
 3. When you ask them to re-read the word, get them to say the sounds out loud.
 4. Ask them to pick out any digraphs/trigraphs/split-digraphs before reading the word.
 5. Don't make a big deal of it, it's ok to make mistakes!

What makes reading tricky for your child? What can I do to help?



- They say the wrong phoneme e.g. oo and oo.

1. Point out that the grapheme/digraph can make a different sound too.
2. Discuss what sounds that grapheme can make.
3. Ask your child to read the word using both graphemes.
4. Ask which one sounded correct. Is that a real word?
5. If your child is reading an alien word, it doesn't matter which sound they choose.

Grow the code grapheme mat

Phase 2, 3 and 5

 ai	 ee	 igh	 oa	 oo	yoo	 oo	 ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
 or	 ur	 ow	 oi	 ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accent

What makes reading tricky for your child? What can I do to help?



- They can't spot digraphs/trigraphs/split digraphs when they're reading a sentence or phrase.
1. Tell them, there's a digraph in there, can you find it?
 2. Get your child to pick out any digraphs/trigraphs/split digraphs before they read a word.
 3. Have the digraphs/trigraphs/split digraphs up on the wall or on the table for your child to refer to when they're reading or writing.

girl

snake



6. How to support your child to blend fluently

- Ultimately, fluency comes from practice.
- Oral blending is an important first step, if your child can blend sounds you say, they will learn to blend sounds that they say as they're reading. For example, "Please tidy your t-oy-s.", "It's time for d-i-nn-er.", "What did you have for l-u-n-ch?", "What word am I saying? B-a-g."
- Get your child to read to you 5 times a week, read to your child every day and practise sound and word flashcards whenever possible.
- Get your child to re-read words and sentences.
- Get your child to read to different family members and friends.



Any questions?