

Parent Feedback on “Comley Park Primary School Improvement Plan 23/24”

Extracts from [Priority Area 1 – Raising Attainment in Literacy:](#)

[♦Parental/Carer involvement and engagement ♦” Increase parental knowledge and understanding of importance of reading and phonological awareness skills” ♦” SLT to coordinate parental engagement sessions” ♦” Creation of support video guides” ... ♦”Parental survey on impact.”](#)

Feedback from Parent Council

Formats of literacy guidance that would be useful for parents:

1. Article/information on the school website (text and infographics)
2. Video Guide(s) on the school website
3. In-person sessions (Can signpost to 1&2 above and expand on detail)
 - Literacy specific parental engagement sessions
 - Primary 1 Induction
 - Meet the Teacher
4. Specific relevant tips re-iterated alongside home learning in jotter and via email.
5. Books or leaflets offered to new p1 parents – for example [A Parent’s Guide to Phonics](#)

Potential topics for parental guidance and tips:

- **Introduction to Phonics**
 - Define phonemes (sounds) and graphemes (spellings).
 - ~44 different sounds (phonemes) that pupils are taught gradually.
 - Graphemes can have more than one letter – digraphs, trigraphs, tetragraphs.
 - Some phonemes can be represented by more than one grapheme, and some graphemes can represent more than one sound, making English very difficult to learn, which is why we teach phonics explicitly & systematically.
- **Phonemic Awareness - Blending & Segmenting**
 - To read, children “decode”, working through a word from left to right, saying the sounds, and pushing the sounds together to make the word.
 - Importance of saying the “pure” sounds – **not adding vowel sounds**.
 - Only repeated blending will allow a word to be committed to long term memory and become a “sight word”.
 - To spell, children “encode”, splitting a word into its constituent sounds (segmenting) and writing them down. Segmenting requires repeated practice.
- **Common Words**
 - Children will learn some high frequency words which contain phoneme-grapheme correspondences they have not yet been taught.
 - Children will still **blend**/decode these words, with the unfamiliar grapheme-phoneme correspondence explicitly pointed out by the teacher/parent.
 - Whole-word memorisation is ineffective.
- **Reading Books**
 - First reading books sent home will closely match the “code” (phonemes/graphemes) that the children have been taught so far – “decodable readers”.
 - The children should decode/blend all words in these books. **No looking at the first letter and guessing!**

- Reading tips: Point to the letters as they read. The child says the sounds in the word, blending as they go. Give child time to work it out. If they make a mistake, point to it, and let them start again with blending the sounds.
- Children can have any engaging book *read aloud to them*; these don't need to match their current phonics knowledge.
- **Comprehension**
 - Phonemic awareness and phonics knowledge are essential for reading comprehension but are not sufficient. Children also need:
 - Background knowledge
 - Vocabulary
 - Language structure
 - Inference skills
 - Tips: Read to the child often, talk about what you are reading, ask questions about the book.

Examples of useful Videos:

[Phonics Explained - A Guide to Phonics for Parents/Carers - YouTube](#)

[Parent video: How to say the sounds - YouTube](#)

[Tips for reading a decodable story - YouTube](#)