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Parent-Teacher Conference Reading Navigator

Use this 1-page worksheet during your K–1 conference to ensure your child builds solid decoding skills instead of relying on guessing or memorization.

Child's Name:	Grade:	Date:	Teacher:

1. SELECT YOUR MEETING SCENARIO & OPENING SCRIPT

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SCENARIO A: "Everything is fine," but child guesses words at home
"I'm glad [Name] is doing well! At home, I notice them guessing words from pictures or first letters. Can we look at their latest phonics assessment together to check their decoding?"

- **Ask:** "When hitting an unknown word in class, what exact strategy are they taught to use?"
- **Ask:** "Can they smoothly blend 3-letter CVC words (like c-a-t) without long pauses between sounds?"

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SCENARIO B: Teacher reports child is behind in reading benchmarks
"Thank you for raising this early. My priority is building solid reading habits now. Is the primary gap in letter-sound awareness, sound blending, or high-frequency sight words?"

- **Ask:** "What specific phonics scope and sequence are you using in the classroom?"
- **Ask:** "What is the single most effective 5-minute routine I can do with them every evening?"

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SCENARIO C: Routine Mid-Year Benchmark Verification
"I want to make sure [Name] is fully mastering core decoding skills before reading demands increase. Where are they strongest, and where do they show hesitation?"

- **Ask:** "Are they writing/spelling the letter sounds they learn, or just recognizing them?"
- **Ask:** "When is the next benchmark check, and what specific skill should we practice until then?"

2. CONFERENCE KEY NOTES & DAILY HOME ACTION PLAN

Key Findings & Skill Assessment (What sounds/words are hard?)	Agreed Daily 5-Minute Action Item (Exact steps for bedtime)

3. QUICK JARGON TRANSLATOR (KEEP HANDY DURING MEETING)

Teacher Says...	What It Really Means...	Your Follow-Up Response
"Working on fluency."	Speeding up and moving past sounding out word-by-word.	"Are they 100% accurate before we focus on speed?"
"Uses context clues."	Guessing words from pictures/story instead of reading print.	"Should we use decodable books without picture prompts?"
"Phonemic awareness."	Ability to hear, split, and manipulate spoken sounds orally.	"What specific sound games should we play in the car?"