



SUPPORTING YOUR CHILD WITH PHONICS

AIMS

- To explain why we teach phonics
- To know the terminology used when teaching phonics
- To learn about the phonics that is taught at Downsend
- To know what a phonics lesson looks like
- To know how to help at home with phonics and reading





WHY DO WE TEACH PHONICS?

We all know that reading opens the door to all learning. A child who reads a lot will become a good reader. A good reader will be able to read challenging material. A child who reads challenging material is a child who will learn. The more a child learns the more a child wants to find out. It is, therefore, vital that your child finds learning to read and write a rewarding and successful experience.

- Phonics is taught in all schools. At Downsends we follow a phonics scheme called 'Read, Write Inc'.
- Research has shown that children who are taught to read using phonics become better readers, spellers and develop independence.
- Enjoyment of reading begins with sharing books together. Your child does not need to be able to read the book.
- By sharing a book, children become inquisitive about words. They can look at the pictures and can be encouraged to find the word that begins with that sound.



TERMINOLOGY

- Phoneme
- Graphemes
- Segmenting and blending
- Digraph
- Trigraph
- Split digraph
- CVC



TERMINOLOGY

- Phoneme - The smallest units of sound that are found within a word
- Graphemes - The spelling of that sound e.g. th
- Segmenting and blending - segmenting is breaking up a word into its sounds. Blending is putting the sounds together to make a word
- Digraph - two letters that make one sound i.e. sh, ng
- Trigraph - three letters that make one sound i.e. igh, air
- Split digraph - magic e sounds
- CVC - stands for consonant, vowel, consonant i.e. cat
- Tricky words - words that cannot be decoded



SET 1

Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.

Before you start to teach your child, practise saying the sounds below.

m a s d t, i n p g o, c k u b, f e l h, r j v y w, z x sh th ch qu ng nk

Try to avoid saying **uh** after each one: e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

Phonic Sounds (pronunciation)

- We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.
- **Please do not use letter names at this early stage.**
- Read, Write Inc uses a 'ditty' to help the children to write each letter. The children learn to say the ditty to their pencil so that they can then form each letter correctly



SET 2 AND 3

Once your child knows all Set 1 sounds by sight and sound and can use them to blend and read words, we start teaching Set 2. In completing Set 2 will have learnt one way in which each long vowel sound is written. We will look at some of Set 3 at the same time as they will begin to understand that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea. Set 3 will be taught in more detail in Year 1.

When writing children are encouraged to spell phonetically at first and over time will be encouraged to spell words correctly. As children begin to learn words by sight it becomes easier for them to start to choose the correct spelling.

Set 2

ay: <u>ma</u> y I <u>pl</u> ay
ee: what can you <u>se</u> e
igh: fly <u>h</u> igh
ow: <u>bl</u> ow the <u>sn</u> ow
oo: <u>p</u> oo at the <u>z</u> oo
oo: <u>l</u> ook at a <u>bo</u> ok
ar: <u>st</u> art the <u>ca</u> r
or: shut the <u>do</u> or
air: that's not <u>fa</u> ir
ir: <u>wh</u> irl and <u>tw</u> irl
ou: <u>sh</u> out it <u>ou</u> t
oy: toy for a <u>bo</u> y

Set 3

ea: cup of <u>tea</u>
oi: spo <u>il</u> the bo <u>y</u>
a-e: make a ca <u>ke</u>
i-e: nice sm <u>ile</u>
o-e: pho <u>n</u> e ho <u>m</u> e
u-e: hu <u>g</u> e br <u>u</u> te
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>pur</u> se for a <u>nur</u> se
er: a be <u>tt</u> er <u>l</u> etter
ow: <u>brown</u> <u>cow</u>
ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebr <u>ation</u>)
tious / ci <u>ous</u> : (scrumptious / delicious)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

100 HIGH FREQUENCY WORDS

- While teaching phonics we also teach the children that there are 'red' words or 'tricky words' that they will have to learn as they cannot be sounded out.
- When learning a new tricky word we try and sound it out and work out which parts are tricky and which are not.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an



RECEPTION

ELG Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

These statements are what we are ‘working to’ in Reading and Writing. By the end of the year the children should be working at this level.



PHONICS TEACHING

- 30min lesson of phonics and then 30min writing of the sound that has been learned
- Quick recall of sounds, written forms or tricky words
- Teaching of new sound or tricky words
- Reading or spelling words using these sounds – as part of a game. Fred Talk
- Reading or writing a sentence containing sounds.

Revisit/review	Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme air
Practice	Buried treasure Air, zair, fair, hair, lair, pair, vair, sair, thair
Apply	Read captions: The girl has fair hair. The chair is in the air.

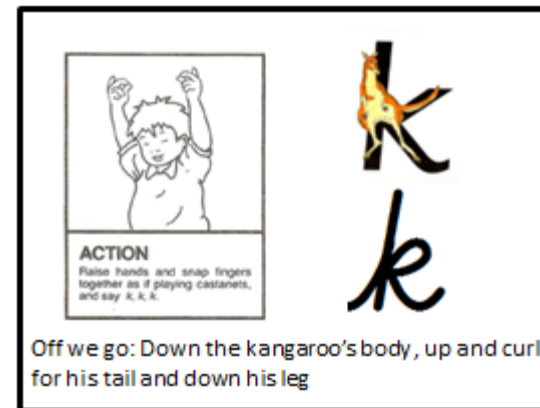
Actions and songs to support learning of phonics

- <http://www.youtube.com/watch?v=xGpsVmWLRFA> (Jolly Phonics Phase 2)
- <http://www.phonicsplay.co.uk/BuriedTreasure2.html>



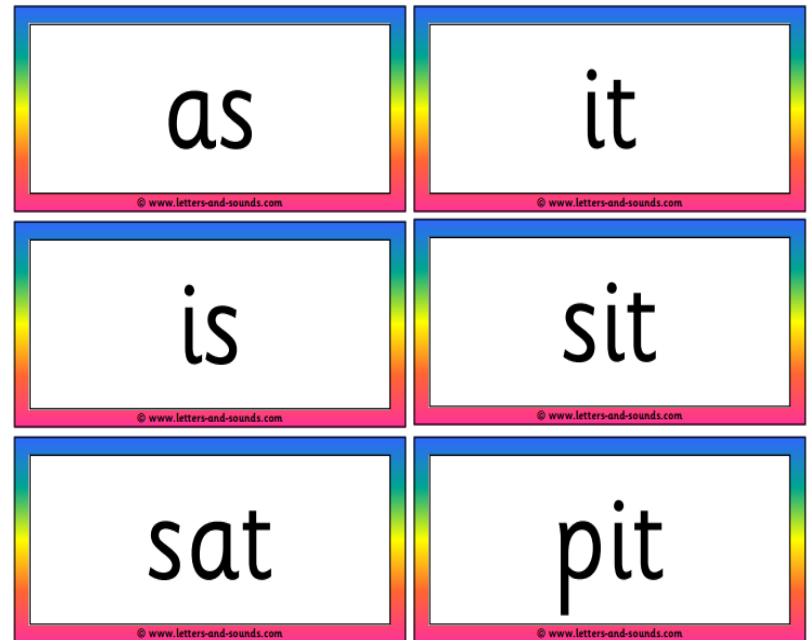
HOW YOU CAN SUPPORT YOUR CHILD IN PHONICS.

- Rehearse single and double sounds sent home from Reception, ensuring you are saying each sound correctly.
- Spot these sounds in words when reading to your child and in the environment around them.
- Ensure your child can write the sound as well as say it. Use the 'ditty' to tell your pen what to do. Practise writing using chalks, bath crayons, glitter, paint and sand as well as pencils. The letters do not need to be neat or small to begin with as long as they are formed correctly.
- Begin by linking the sound and the action but ensure that your child can say each sound, not just show the action. Cover up the action so that they can only see the written letter. Do they still know the sound?
- Play games like i-spy. Can they think of words that link to the initial (first) sound?



HOW YOU CAN SUPPORT YOUR CHILD IN PHONICS.

- Practise blending the phonic sounds into words rather as well as learning the sounds in isolation.
- Watch your child as they say each sound to make sure they are forming their mouth appropriately – particularly watch f/th.
- Encourage your child to use their phonic knowledge when they write, attempting each sound in a phonically plausible way. Don't expect accurate spelling as the alternative forms of spelling each sound are not taught fully until Year 1.
- Once your child has begun to form letters and write independently please encourage them as much as you can. You may not be able to read it initially but your child will most likely be able to decipher it for you if you ask them. Make a point of writing in front of them and with them - shopping list, items to take on holiday, a birthday card, a letter or invitation to a friend. Write letters and postcards to family members.



READING

- Over the first few weeks we have introduced the children to reading using picture books. These allow children to talk about characters and make up their own stories using the pictures.
- When your child has learnt their initial letter sounds and is beginning to blend letters together, they will be given a reading book. The words in the first books will be limited and repetitive, and the text will always be accompanied by pictures.
- The words will be a combination of those that they can sound out and blend (using their phonic knowledge) and some of the high frequency words which children need to begin to learn.



READING DAILY

- At school we aim to read and change books with the children on Monday, Wednesday and Friday. On the other days we concentrate on sound work and HF words.
- Once you have read a book, there is a lot of value in revisiting it – particularly if there were words missed. It is also an opportunity to discover how well they understood the text that they read.
- Ensure your child reads for only a few minutes each day, gradually building up this time. If they are disinterested, then don't read their book with them at that time.



READING DAILY

- When reading with your child – always talk about the title of the book – what do they think it is about? What does the picture tell them?
- Begin to read the book. Any unfamiliar words should be sounded out (if it is possible to do so). If not, then tell your child the word.
- Encourage your child to tell you what they can see in the picture, to tell you the first sound of that word and to see if they can find that in the text.
- If you have had to discuss a word, then see if your child can spot that word again on the next page before reading it.
- Talk about new words and what they mean.



READING FOR ENJOYMENT

- Children should be encouraged to read in all contexts, not just their reading books. They can spot signs, use the pictures and the words together to understand meaning and will develop a good sense of the importance of reading without even picking up a book!
- Being a member of a library or buying magazines for your child regularly will increase their interest in reading. There are lots of good children's magazines available – most with stickers or freebies – all of which can provide a stimulus for your child to want to read.



QUESTIONS TO ASK – READING SKILLS

- Can you tell me each sound in the word?
- Can you blend them together?
- What should you do when you get to a full stop?
- Can you follow the reading using your finger?
- Is there anything in the picture to help you work out the missing word?
- Read the rest of the sentence, what might the word say?
- Can you sound out the word in your head and then just say the blended word out loud?



QUESTIONS TO ASK - COMPREHENSION

- What do you think is going to happen in the book?
- Who are the main characters / people?
- What happened in the story?
- How did the characters feel?
- Have you ever done something like that?
- Would you like to have done the same thing?
- What might happen on the next page?
- What might happen next – after the end of the book?
- Why did the character do that?
- Which character did you like best and why?



HOW YOU CAN SUPPORT YOUR CHILD IN PHONICS.

- Play phonics games on the computer.
Some good websites:
 - BBC words and pictures
 - BBC KS1 bitesize games
 - Phonicsplay.co.uk
 - The Reception team will suggest others on the weekly newsletter.



ANY QUESTIONS?

