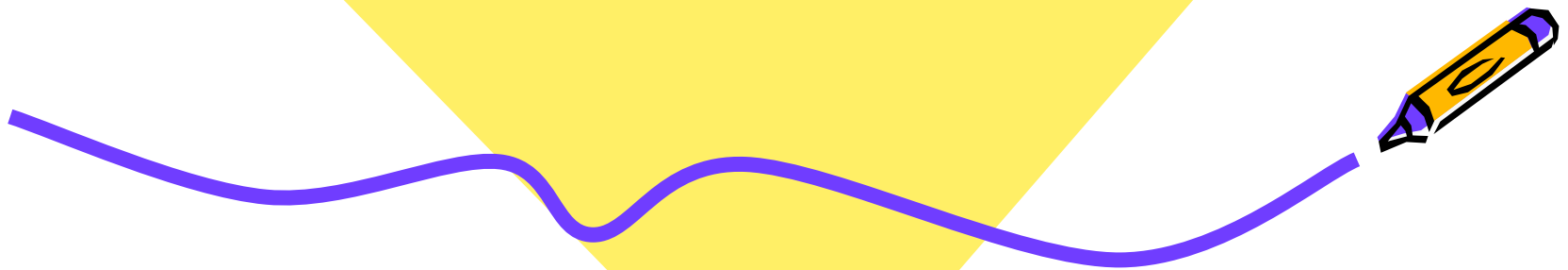


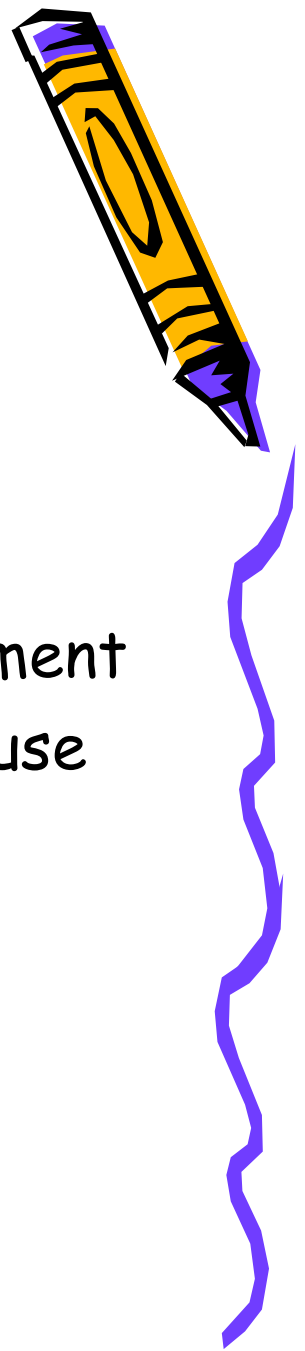


How to help you child
with their learning
Tuesday 20th September



Aims

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To give parents an opportunity to ask questions



What is phonics and
how can I help my
child at home?



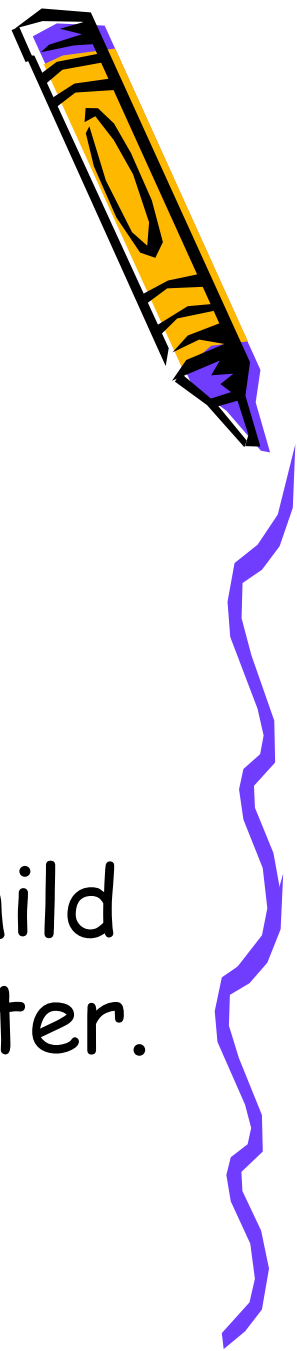
Phonics is all about using ...

skills for
reading and
spelling

+

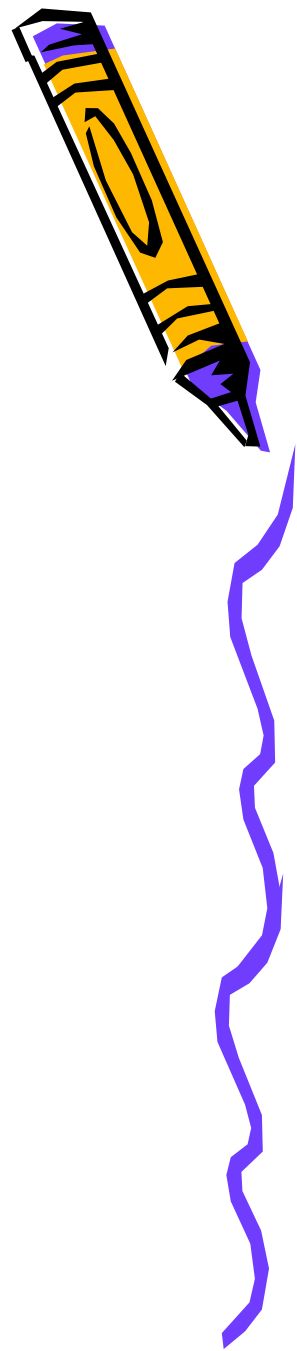
knowledge
of the
alphabet

Learning phonics will help your child
to become a good reader and writer.



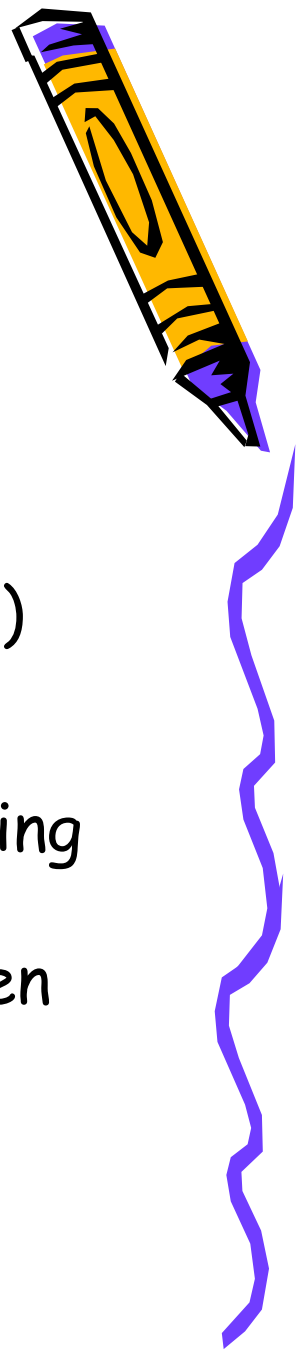
Every child from FS 1 to KS2
learns daily phonics at their level

Phonics gradually progresses to
learning spellings - rules etc.



Daily Phonics

- Phonics is a 20 minute session done each day
- We use Jolly Phonics and Letters and Sound
- The children learn to link letters and sounds (phonemes written form is called a grapheme)
- They learn to put sounds together to read (blending)
- Recognise individual sounds in words for writing (segmenting)
- There are 6 phonics phases which the children work through at their own pace



Phonic terms your child will learn at school

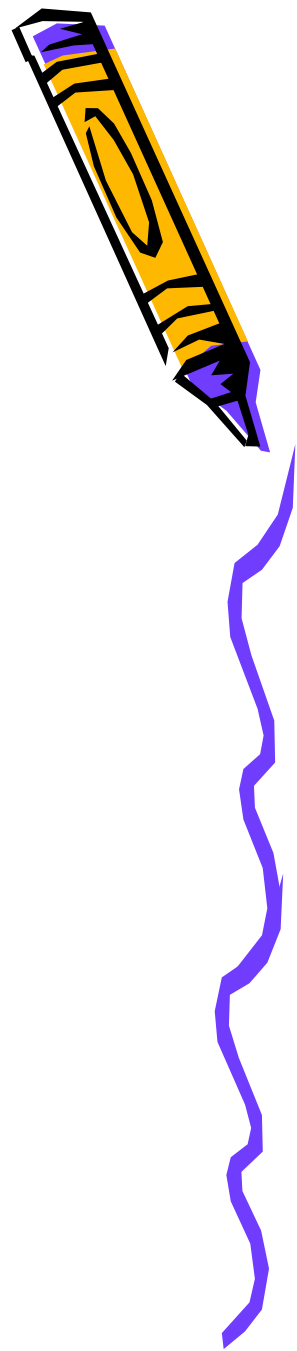


- Phonemes: The smallest units of sound that are found within a word e.g. **ssssss**
- Grapheme: The spelling of the sound e.g. **s**
- Digraph: Two letters that make one sound when read e.g. **ai**
- Trigraphs: Three letters that make one sound e.g. **igh**
- Segmenting is breaking up a word into its sounds.
- Blending : Putting the sounds together to read a word
- Tricky words: Words that cannot easily be decoded e.g. **was, go, the**



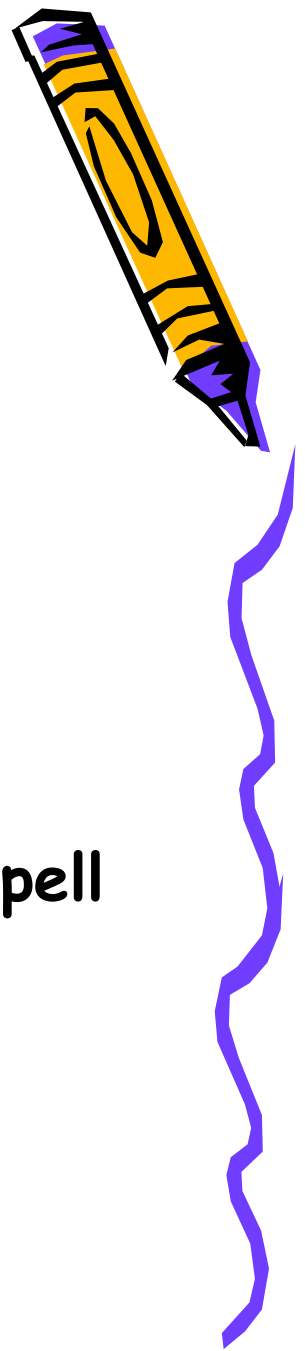
Phase 1: Getting ready for phonics

1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds
 - Music and movement
 - Rhythm and rhyme
 - Sound effects
 - Speaking and listening skills



Phase 2:

Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:

Set 1: s a t p Set 2: i n m d

Set 3: g o c k Set 4: ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill)
ss (as in hiss)

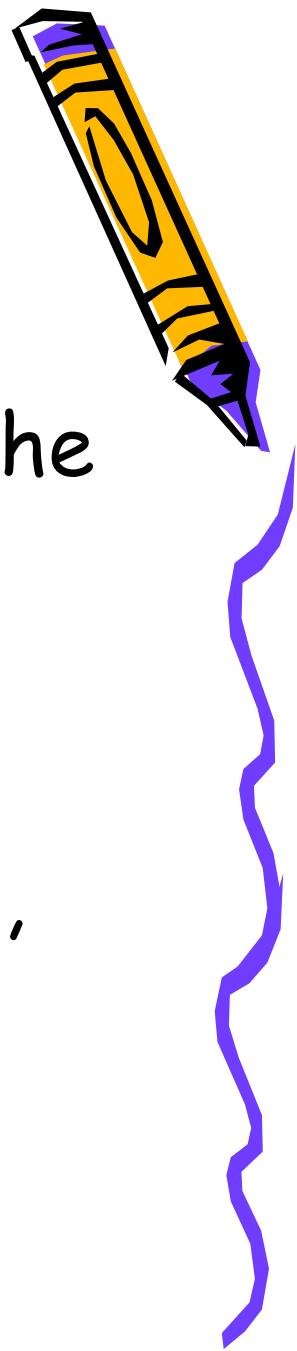
- They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.



What the children learn?



- Initially we learn words based on the sounds we know which we call VC (vowel, consonant) words.

e.g. i-n in a-t at

- Moving onto CVC (consonant, vowel, consonant)

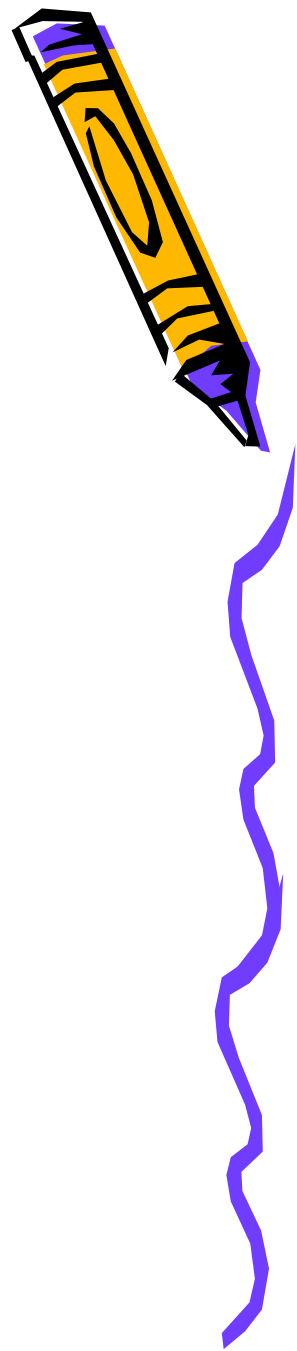
e.g. c-a-t cat



Saying the sounds

- Sounds should be articulated clearly and precisely.

<https://www.youtube.com/watch?v=DWQ6MeccRCU>



Phonics Words

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



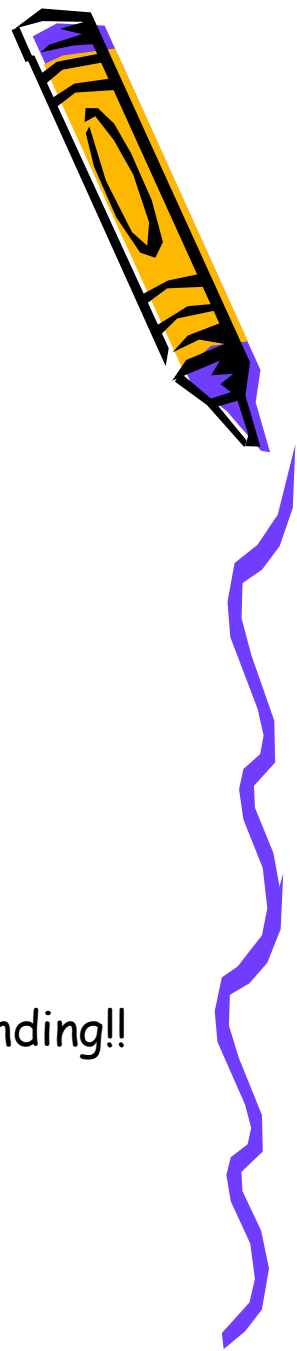
Lets have a go!!!

Can you blend these words?

- drep
- lom
- gris

Nonsense games like this help to build up skills - and are fun!

They help us to know if the children are really blending or pretending!!



Phonics Words

Your children will learn to use the term:

Segmenting

- Children need to be able to **hear** a whole word and **say** every sound that they **hear** .



Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



Segmenting

Can you tell the person next to you how many sounds/phonemes in each of these words.

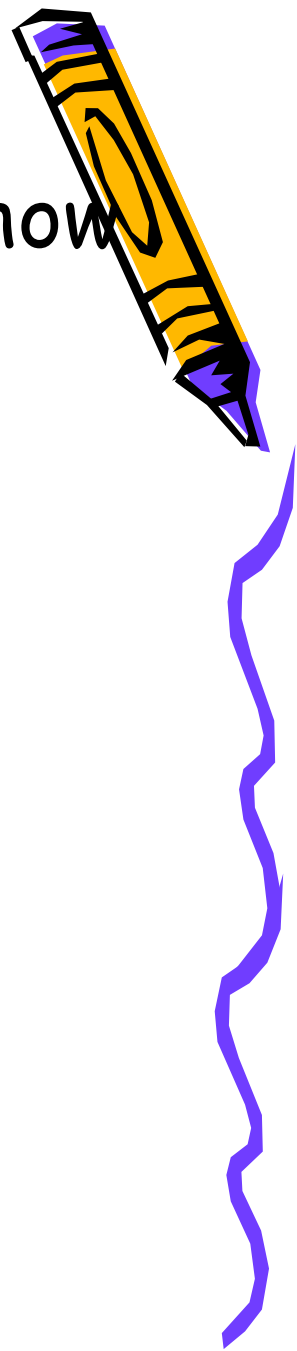
dog

sock

shelf

mess

chip



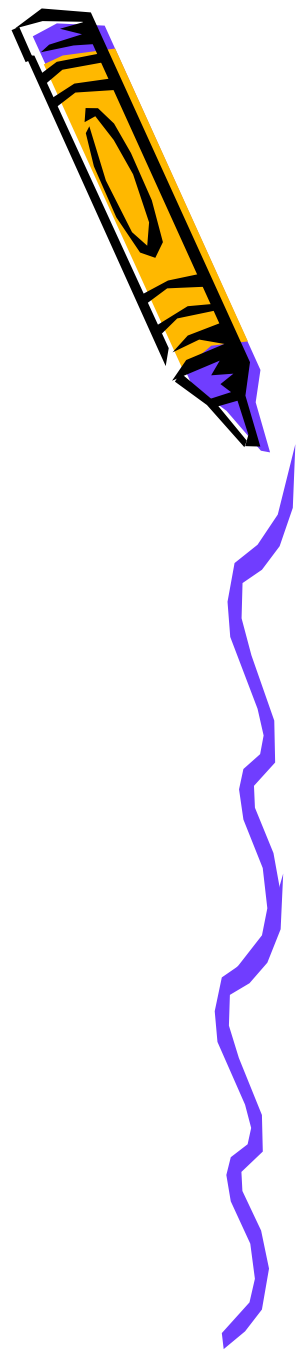
dog = d - o - g 3 phonemes

sock = s - o - ck 3 phonemes

shelf = sh - e - l - f 4 phonemes

mess = m - e - ss 3 phonemes

chip = ch - i - p 3 phonemes



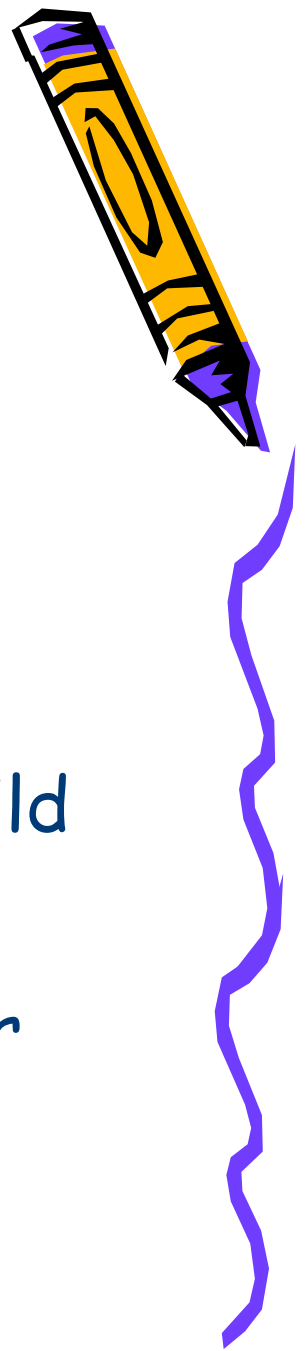
How can I help at home?

Oral blending: the robot game

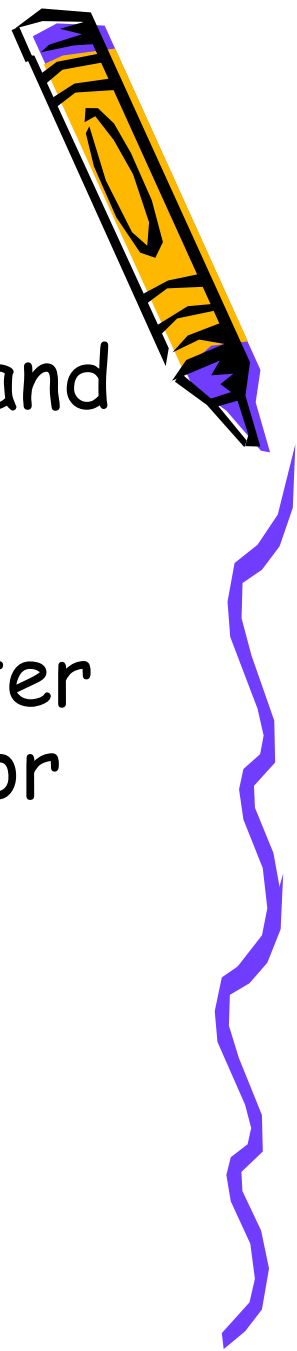
Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

“What’s in the box?” is a great game for practising this skill.



Sound Buttons



- To help the children learn sounds and blending we put sound buttons underneath the letters.
- If a sound is represented by 1 letter we use a dot. If the sounds has 2 or 3 letters we use a sound sausage
- For example:

• c a t

ch o p



Phonics words

Phoneme frame and sound buttons

c	a	t
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• • •

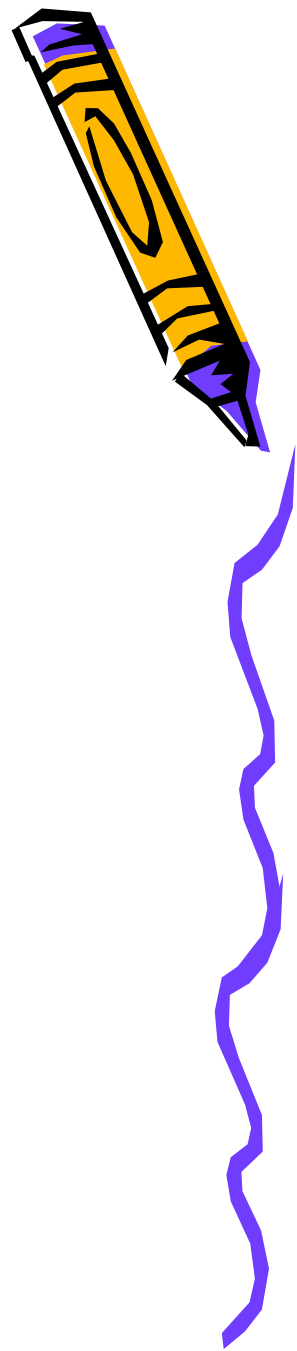


f	i	sh
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• • —



Phoneme frames activity



log

duck

fill



Answers

l	o	g
---	---	---

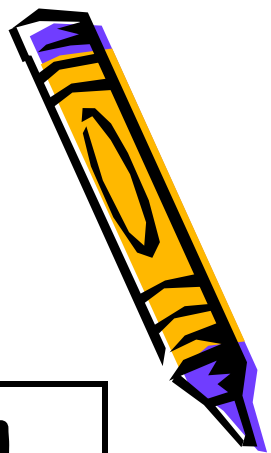
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d	u	ck
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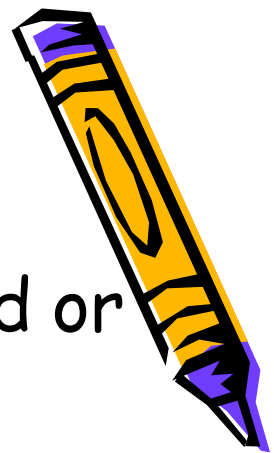
• • —

f	i	ll
---	---	----

• • —



Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

These are taught to the children as 'words they can not sound out' they have to learn them by looking.

These words include **I, to, the, no, go (phase 2)** and **he, she, we, me, be, was, you, they, all, are, my, her (phase 3)**



Phase 3:

Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure



Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:
spot, trip, clap, green, clown

...or at the end: **tent, mend, damp, burnt**

...or at the beginning and end! **trust, spend,**

twist



Phase 5

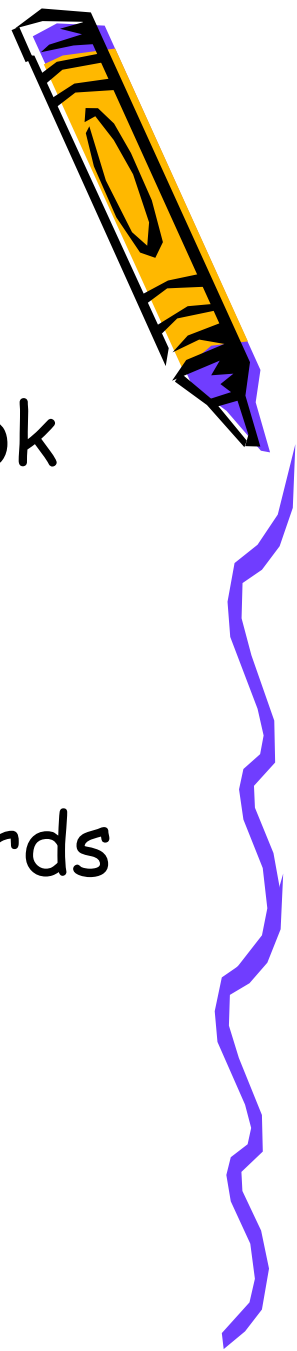
- Teach new graphemes for reading
- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
- a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,
but/put, cow/blow, tie/field, eat/bread,
farmer/her, hat/what, yes/by/very,
chin/school/chef, out/shoulder/could/you.



Reading

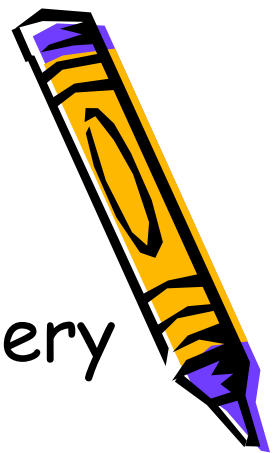


- Children have a weekly reading book which is linked to their learning in phonics
- We listen to children read weekly
- We check the children's tricky words weekly
- We share stories every day



Guided Reading

- Children have a guided reading session every week
- They work in a small group reading together and exploring a text.
- As well as focussing on using our phonic knowledge this session is designed to develop the children's comprehension skills.
- They learn to explore books, use them correctly and find information.
- They learn to retell stories, think of alternative endings and describe characters.



Phonics and Reading

What you can do



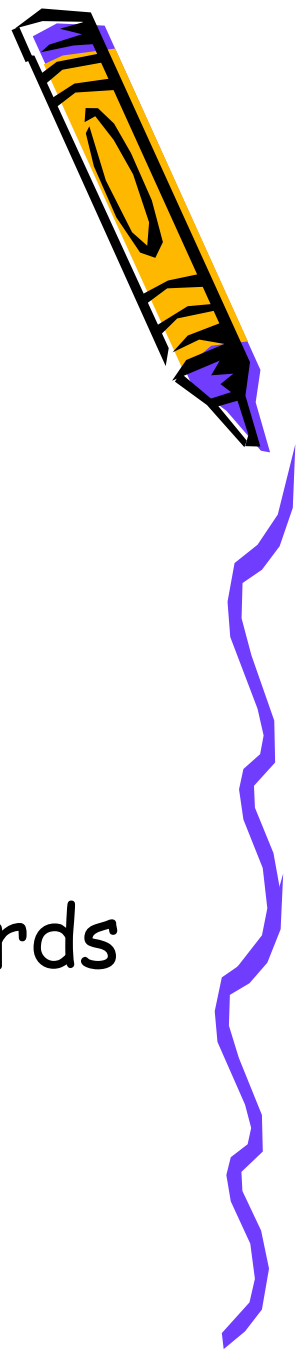
- Practise the words in the word books
- Read your child's reading book everyday
- Share different types of books together
- Ask your child questions about what they or you have read to develop their thinking

E.g. Can you retell the story? How does that character feel?
What could happen next?

- Look around you at signs and labels, reading sounds and words together
- When reading with your child encourage them to point to each word as they go and encourage them to sound out the word before you tell them what it is.



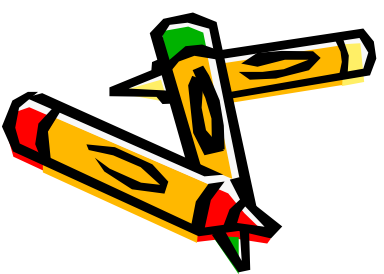
What is in your pack?



- A copy of this presentation
- A copy of the Early Learning Goals
- Characteristics of Learning
- Jolly Phonics Actions and sounds
- List of high frequency & tricky words you child has to learn in Reception.



Any questions?????



Don't forget...

Learning to read
should be fun for
both children and
parents.

