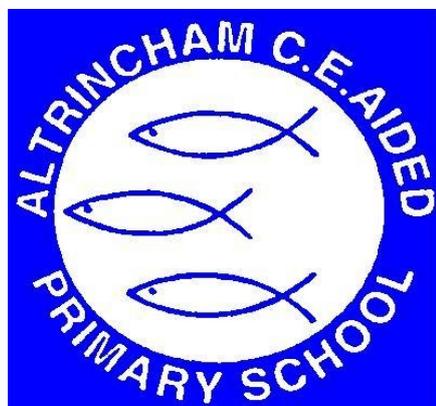
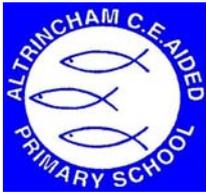


Parent Phonics Handbook



SUPPORTING WORKING FAMILIES



Phase 1

Making a good start

Now that your child has started school it is important that you are aware of some of the ways in which you can support your child. The focus will be on developing good speaking and listening skills, skills which are needed prior to making a good start in reading and writing. All children need to speak clearly and audibly, with confidence and control.

'The more words children know and understand before they start reading and writing the better equipped they are to succeed' (taken from 'Letters and Sounds' publication).

At home and at school your child needs to be encouraged to talk a lot, to increase the number of words they can say and understand. Listed below are just a few suggestions of the kind of fun activities that you can share with your child, both indoors and outdoors, in order to develop good speaking and listening skills:

- Reading stories
- Saying nursery rhymes
- Singing simple songs
- Using actions to help remember rhymes and songs
- Pretend play eg. Schools, going shopping, talking on the telephone
- Playing with and talking through a puppet



Please remember that your child will need lots of encouragement and praise. They will learn through fun, exciting activities where they have a feeling of achievement.



Phase 2

Learning letter sounds

Your child is now ready to begin learning the different letter sounds through 'Letters and Sounds' (resources Jolly Phonics). The aim is to build up their ability to recall letters - to recognize, hear, say and write them.

The letter sounds (and names) are taught in this order:

1. Ss, Aa, Tt, Ii, P p, N n **High Frequency Words**
2. Cc, Kk, ck, Ee, Hh, Rr, M m **(learn):**
3. Gg, Oo, Uu, L l, F f, Bb *is, and, it, in, at, to,*
4. ff, ll, ss *the, no, go, I*



Once your child knows a selection of the letter sounds they will begin blending them together in reading simple CVC (consonant vowel consonant) words and segmenting them (saying the individual sounds) to support their spelling.



For example: c-a-t says cat
p-i-n says pin

It will then be possible to make up short captions for them to read, such as 'a cat on a sack'.

'Learning a letter'

Your child will learn to recognize letters by touch, sight and by sounding them out.

- Look at the letter shape and talk about it eg magnetic letters
- Say the sound of the letter, and the name. (letter name and the sound it makes).
- Find the letter in every day life eg when at the supermarket, when using a telephone, when recognizing their own name.
- Writing the letter eg with pencil, paint, felt pen, drawing the shape in water or sand.
- Say words beginning with the sound eg I spy, looking at picture books

Have fun!

In Literacy we learn our sounds by doing Letters and Sounds.

s, a, t, i, p, n

We send a sound mat home covering the sounds. The order of teaching phonics is included in class newsletters.

At home you might help by making flash cards. Your child can sound out each letter.

Place the cards together to make words like:

sat

pat

tin

pin

sip

tip

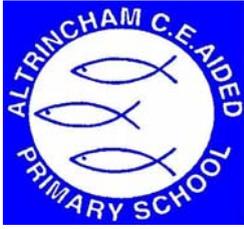
tap

sit

Early years classes have an individual letter and sound book which is sent home each evening. A new set of letters and sounds are added as the children progress.



- We want to make this fun and enjoyable, so choose a time when your child is ready to do the activity.



Phase 3

Children should already know around 19 letters and be able to read and segment VC words (vowel consonant words) to spell.

They should be able to blend and segment CVC (consonant vowel consonant words) e.g. hat, peg.

Your child is now ready to learn the next 25 graphemes. Some of these will be represented by two letters making one sound.

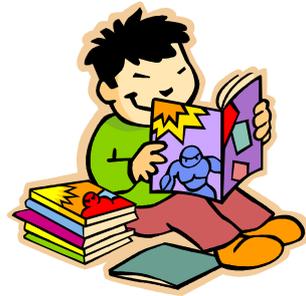
We call these digraphs.

Set 6 of letters and names to learn:

Jj, Vv, Ww, Xx (sound- ks)

Set 7

Yy, Zz, zz, qu (sound- kw)



The children will be taught the following digraphs and should be able to blend and segment words.

Consonant digraphs- ch- chips,

sh- shop

th- thin / then

ng- ring

Vowel digraphs-

ai- rain

ar- farm

ear- dear

ee- feet

or- for

air- fair

igh- night

ur- hurt

ure- sure

oa- boat

ow- cow

er- corner

oo- boot / look

oi- coin

- *Blending:* Say a word to your child and get them to say the **sounds** back to you out loud, e.g. rain = r-ai-n
boat = b-oa-t
- *Segmenting:* Say the sounds in a word to your child and get them to say the **word** back to you, e.g. r-ai-n = rain
b-oa-t = boat

We use flashcards, magnetic letters, recorded activities and interactive games on our class whiteboards. We emphasise that the two letters make one sound.

This is further illustrated in our 'sound button activities'. The children identify the sounds they can hear in each word.

shop

..

The 'sh' grapheme is underlined.

In addition to the new graphemes and digraphs the children are taught to match the letter names and sounds. We do this through flashcard activities, using the quick write method on whiteboards and by singing the alphabet song.

The song we use is:

abcdefg *all the letters came to tea (action)*

hijklmn *the food was quite delicious*

opqrstu

v and w they came too (action)

x and y ate all the pie (action)

and z washed up the dishes (action)

During phase 3 the children are taught to read and spell the following high frequency words:

no, go, I, the, to, he, she, we, me, be and was

..

The children are encouraged to read and write captions using these words.

Example: *I am in a rush to get to the shops.*

Mark got wet in the rain.

Encourage independent writing. At home - reading and writing recipe instructions, writing captions, simple sentences, writing invitations.

Please remember that your child will learn more rapidly if they are constantly praised and have a feeling of achievement, no matter how small it is.



Supporting your child's reading

Make reading fun, interesting and part of normal everyday life.

- *Find a quiet, comfortable place to sit together.*
- *Keep encouraging and praising, even when it gets tricky.*
- *Talk about the cover and flick through the pictures so together you can predict what is going to happen.*
- *Read to your child and show the fun you can have by listening to stories. Don't worry if they want you to read their favourite book again, it all adds to the fun of reading.*



- *Talk about the stories, explaining the meaning of new words.*
- *Read with your child so they have a chance to practice and show off. If your child finds reading difficult and gives up quickly then share the reading.*
- *Reading opportunities are everywhere. Encourage your child to read cereal boxes, comics, food labels, posters, catalogues, simple recipes, even the TV listings.*
- *Play word games*
 - *Understanding a story is just as important as reading the words. If your child is stuck on a word get them to sound it out but then also ask them to think about the whole sentence and what it is trying to say.*
- *Ask questions as you read.*
 1. *What do you think of the characters? Why?*
 2. *Why did that just happen?*
 3. *What do you think will happen next?*
 4. *How is the character feeling? How do you know?*
- *Let your child see you reading, children love to copy their parents.*





Phase 4

The children continue with daily letters and Sounds sessions. They already know a grapheme for each of the 42 phonemes. They will blend phonemes to read CVC words and segment them for spelling.

Phase 4 builds on the children's experience of reading captions.

Phase 4 aims to consolidate children's knowledge of graphemes in reading and spelling words with adjacent consonants- for example: **milk, tent, trap.**

We use a wide range of activities to consolidate learning:

- flashcards- grapheme recognition
- quickwrite graphemes- using whiteboards
- letter fans- building words
- interactive whiteboard-sorting games eg. 'Buried treasure'. The children have to read the words, and sort the words into the treasure chest and meaningless words into the bin eg. shelp, plenk



At home the children can be encouraged to make 'I can do' books.

Example: A zigzag book with sentences.

- I can skip.
- I can jump.
- I can paint.

Adding a picture to each picture to each sentence.

The list of new words are called 'tricky words' (as they cannot be decoded).

| | | | | |
|-------|-------|--------|---------|-------|
| -said | -so | -come | -little | -out |
| -have | -do | -were | -one | -what |
| -like | -some | -there | -when | |



Phase 5

The children in year 1 will be assessed at the end of this phase. The children will be given a set of words to decode. Real and pseudo words will be included. The screening check is based on the children's knowledge and understanding of Phases 2-5.

Example: spoon, bloat, sheep, thick, frog, light, fright.

In phase 5 the emphasis is recognizing different spelling patterns. Example: ai/ay, ee/ea, igh/ie, ai/a-e, oa/oe, ue/u-e, ee/e-e, igh/ i-e, oa/o-e, ar/a, ue/oo, ow/ou, oi/oy

Activities include flashcards, quickwrite, generating lists of words with a chosen grapheme.

Reading and spelling words with adjacent consonants.

New phoneme zh as in treasure

Phase 5 tricky words:

oh, their, people, Mr., Mrs., locked, called, asked, could, where, please, once, eyes, any, laughed

Spellings to learn:

said, so, have, like, some, come, were, there



You can help by revising these graphemes. (Phase 5 -new graphemes for reading)

ay- day

oy- boy

wh- when

ou- out

ir- girl

ph- photo

ie- tie

ue- blue

ew- new

ea- eat

aw- saw

au- Paul

Split digraphs:

a-e make,

e-e these

i-e like

o-e home

u-e rule

Phase 5 bank of materials for use in activities (Pages 151-157)
letters and sounds.

Assessment

By the end of Phase 5 children should:

- give the sound when shown any grapheme that has been taught.
- for any given sound, write the grapheme.
- apply phonic knowledge to decode.
- read and spell phonically decodable two syllable and three syllable words.
- read all words in high frequency word list
- accurately spell most words in the list
- form each letter correctly

