

Priors Hall – a learning community



Phonics Overview A Parent Information Booklet

Introduction

At Priors Hall we know how important it is for parents and teachers to work together to give your child the best start. Reading together at home is one of the most effective and important ways in which you can help your child. Children should be encouraged to enjoy sharing books and read independently, as well as reading with an adult. This not only supports children's progression in reading but leads to them seeing reading as a source of pleasure and interest.

To support your child in becoming an effective and confident reader we hope to work with you to develop their knowledge of phonics (letter and sounds) to enable them to decode different words they may come across.

Through this booklet, we hope to give you an overview of phonics teaching with your child and some ideas for how you can support your child at home.

What is Phonics?

The alphabet contains only 26 letters. Spoken English uses about 44 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 'e' or 'p') or a group of letters (e.g. 'sh' or 'air').

Terminology (we do teach this to the children)

Letter shape= grapheme.

Letter sound= phoneme.

A letter consists of: a sound, a shape and it has a capital form and a lower case form.

The letter sound is the first thing that children need to recognise.

Only use capital letters for names and, when children are ready, at the beginning of sentences.

Use lower case letters for all other writing.

a b c d e

'Little Wandle Letters and Sounds Revised'

At Priors Hall – a learning community, we have a clear, consistent, whole school approach to the teaching of phonics and early reading, delivered through the 'Little Wandle Letters and Sounds Revised' scheme.

'Little Wandle Letters and Sounds Revised' is a DFE fully validated approach. It supports children's awareness of aural discrimination, phonemic awareness and rhyme. Adoption of this scheme ensures that we provide a fully systematic and sequential approach to developing the skills needed for early reading. 'Little Wandle Letters and Sounds Revised' ensures that our teaching supports children in developing their understanding of using the alphabetic code for reading and spelling, ranging from simple to complex words. This consistent delivery of the knowledge and skills needed for early reading is facilitated for our learners as their early reading skills develop. It encourages independent reading and spelling, through repetition and consolidation. Using this approach, spelling becomes automatic as children learn to segment words to spell and blend words to read.

Phase One

The aim of Phase 1 aims to develop children's listening and speaking skills as preparation for learning to read and spell with phonics. Children explore and experiment with sounds and become familiar with rhyme, rhythm and alliteration. Parents can play a vital role in helping their children develop these skills by encouraging them to listen carefully and talk extensively about what they hear, see and do.

Phase Two

Phase 2 introduces grapheme/phoneme (letter/sound) correspondence. Children learn that words are constructed from phonemes and that phonemes are represented by graphemes. They begin with a small selection of common consonants and vowels (s, a, t, p, i, n) and begin to put them together to read and spell CVC words (consonant vowel consonant). E.g. c-a-t s-i-t p-a-n

Phase Three

Phase 3 teaches children one grapheme for each of the 44 phonemes in order to read and spell simple regular words. Children link sounds to letters, naming and sounding the letters of the alphabet. They hear and say sounds in order they occur in the word and read simple words by blending the phonemes from left to right. They recognise common digraphs (1 sound 2 letters e.g. th) and read some high frequency words.

E.g. sh-e-ll b-oa-t t-r-ai-n

Phase Four

Phase 4 teaches children to read and spell words containing adjacent consonants. Children will be able to blend and segment these words and apply this skill when reading and spelling. They move from CVC words (pot, sheep) to CVCC words (pots) and CCVC words (spot) and then CCVCC words (spots). They will also explore polysyllabic words (shampoo, helper).

Phase Five

Phase 5 teaches children to use alternative ways of pronouncing the graphemes and spelling the phonemes already taught. For example they will learn that the phoneme 'ai' can be spelt 'ai', 'ay' 'ey' and a_e'. They will also learn that 'c' can be pronounced 'c' in coat or 'c' in city.

Phase Six

Phase 6 teaches children to develop their skills and automaticity in reading and spelling, creating an increasing capacity to attend to reading for meaning. They apply phonics knowledge to recognise and spell and increasing number of complex words.

Blending for reading

To learn to read and spell, children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately at an early age is imperative. Showing your child how to blend is important. Model how to 'sound talk' sounds and blend them smoothly together without stopping at each individual sound. We use our fingers to support this.

Remember some sounds (digraphs) are represented by two letters, such as ee or oi. Children should sound out the digraph not the individual letters (e.g. oi not o-i). Some words may also have trigraphs, three letters to represent one sound, (.e.g. h-ear or p-air.).

Try these words:

Plant p-l-a-n-t

Sheep sh- ee-p

Explain e-x-p-l-ai-n

Segmenting to Spell

Segmenting is a skill used in spelling. In order to spell the word it is necessary to segment the word into its constituent sounds. E.g. ran r-a-n. Start by having your child listen for the first sound in a word (games like i-spy are ideal). Next try listening for the end sounds and then the middle sounds (middle sounds are hardest to hear). Begin with simple three letters words (e.g. tap or hot) and build it up. Take care with digraphs, the word fish, for example, has four letters but only three sounds f-i-sh. Rhyming games and poems also help tune the ears to the sounds in words. Strategy for spelling: Encourage children to think the word, say it several times and then write it. Tricky words Tricky words are words that cannot be 'sounded-out' but need to be learnt by heart. They don't fit into usual spelling patterns. When learning these words it is important for children to start with the familiar sounds and then notice the 'tricky' bits. High Frequency Words These are words that recur frequently in much of the written materials young children read and need to write.

The phonemes/graphemes

We use the Letters and Sounds flashcards introduce the phonemes/graphemes. This is the order in which they are taught:

s a t p i n m d g o c k ck e u r h b f ff l ll ss

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 ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e

We teach children to form their letters by using a handwriting scheme called Kinetic Letters. For further information on Kinetic Letters, please speak with your child's teacher.

https://www.youtube.com/watch?v=TTe5_Em0BHQ (guide to pronouncing sounds)

Tricky words

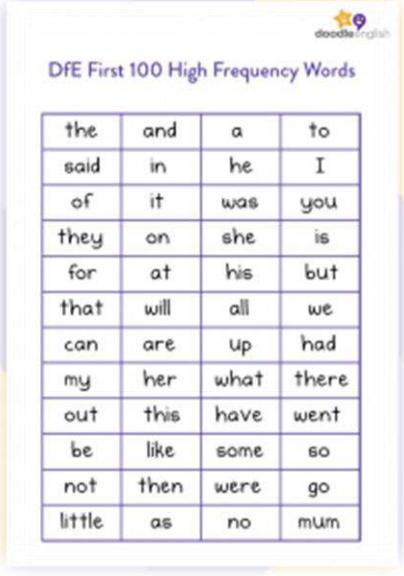
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Phase 2 Tricky Words	Phase 2 Tricky Words	Phase 4 Tricky Words	Phase 3 Tricky Words
the	you	said	oh
to	they	like	could
I	all	do	their
no	are	come	people
go	my	there	Mr
into	her	little	Mrs
	he	out	looked
	she	have	called
	we	so	asked
	me	some	
	be	were	
	was	one	
		when	
		what	

<https://www.youtube.com/watch?v=dQmtOXbf3-0> – tricky words explanation

High Frequency Words

These words recur frequently in much of the written materials young children read and need to write.



DfE First 100 High Frequency Words

the	and	a	to
said	in	he	I
of	it	was	you
they	on	she	is
for	at	his	but
that	will	all	we
can	are	up	had
my	her	what	there
out	this	have	went
be	like	some	so
not	then	were	go
little	as	no	mum

Games

Hoop Game

Get 2 hoops, trays or plates and place a letter card on each of them e.g. s and a. Have a variety of objects beginning with these 2 sounds. Ask your child to select an object and say the name of it. Repeat it several times and then ask your child to place it on the correct tray.

Sound Hunt

Encourage children to hunt around the house or garden for objects beginning with a certain sound. This can also be done with words hidden around the house.

Rogue Sound

Show a variety of objects to your child. All of the objects have the same initial sound except one. Ask them to identify the rogue item.

Bingo Bingo board

Can be easily made and differentiated. Put letters, digraphs, words etc. in 6 spaces and make 6 cards that match. Can your child match them? Can they be the 'bingo caller' and say what is on the card first?

Letters/graphemes in the mud

Encourage children to write letters/graphemes in different ways. Write them with a stick in the mud, with their finger in sand, a straw in paint. This is not only great for their sound/ letter correspondence but also for handwriting.

Treasure/Trash

Make some word cards with real and non-sense words using a variety of graphemes. Decode the word together, blend and decide if it is a real 'treasure' word or a 'trash' non-sense word (which can go in the bin).