



Holy Trinity RC Primary School

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th 	ng 	ear 	air 	ure 	er 

Phonics Booklet for Parents (Phonics information- how phonics works and ideas for games)

In our school, we follow the 'Phonics Bug' scheme and use jolly phonics actions. The alphabet contains only 26 letters. Spoken English uses about 42 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. 'th' or 'ear').



Once children begin learning sounds, they are used quickly to read and spell words. Children can then see the purpose of learning sounds. For this reason, the first six letters that are taught are 's', 'a', 't', 'p', 'i', 'n'. These can immediately be used to make a number of words such as 'sat', 'pin', 'pat', 'tap', 'nap'. **As a parent, your involvement in supporting your child's learning will be a vital factor in determining their success in learning to read.**

To learn to read well 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 from an early age is imperative. Showing your child how to blend is important. Model how to 'push' sounds smoothly together without stopping at each individual sound. It is also recommended to talk to your child about what blending is so they understand what they are trying to achieve. We use 'robot arms' when blending and segmenting.

Segmenting for spelling

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into its constituent sounds; c-a-t. Children often understand segmenting as 'chopping' a word. Before writing a word young children need time to think about it, say the word several times, 'chop' the word and then write it. Once children have written the same word several times they won't need to use these four steps as frequently.



Children will enjoy spelling if it feels like fun and if they feel good about themselves as spellers. We need, therefore, to be playful and positive in our approach - noticing and praising what children **can** do as well as helping them to correct their mistakes.

The Phases

Letters and Sounds is split into 6 phases. Below is an overview what is included in each phase.

Phase One (Nursery / Pre-school)

The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics. *Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.*

Phase Two - Four (Reception)

Phase Two is when systematic, high quality phonic work begins. During Phase Two to Four, children learn:

- * How to represent each of the 42 sounds by a letter or sequence of letters.
- * How to blend sounds together for reading and how to segment (split) words for spelling.
- * Letter names
- * How to read and spell some high frequency 'tricky' words containing sounds not yet learnt (e.g. they, my, her, you).

The Letters and Sounds Programme progresses from the simple to the more complex aspects of phonics at a pace that is suitable for the children who are learning.

Phase Five (Year 1)

Children learn new ways of representing the sounds and practise blending for reading and segmenting for spelling.

Phase Six (Year 2)

During this phase, children become fluent readers and increasingly accurate spell.

Sounds and Tricky Words in the Phases

Phase 2:

s a t p i n m d

g o c k ck e u r

h b f ff l ll ss

the to I no go

Phase 3:

j v w x y z zz qu ch

sh th ng ai ee igh oa oo ar

or ur ow oi ear air er

he she we me be was

my you her they all are

Phase 4:

some come one said do

when have there out like

were little what so

Tips for teaching your child the sounds:

- It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.
- When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. eg. **cat**, would sound like: **see ay tee**
- When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.
- Talk to children about Letters and Sounds - "These are letters. A letter can make a sound. Sometimes letters are stuck together and they make a new sound. Letters together can make words. If we can read those words we can read; labels, signs, notes, comics, books and lots of other things all around us."

Tricky words

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. Examples of these words are attached. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.

'what', 'was'...both tricky because you can't sound them out...you just have to remember them!



High frequency Words

High frequency (common) are words that recur frequently in much of the written material young children read and that they need when they write. If you would like a list of High frequency words please ask your child's class teacher.

Why begin Teaching Reading through Games?

It is vital that early reading experiences are happy and positive. The aim should be not just for children to learn to read, but to enjoy reading. Whilst games may appear to be an indirect approach, they do protect a child from a feeling of failure. By 'playing together' both parent and child are relaxed. Where a child

could feel pressured in a formal teaching situation he/she will usually enjoy reading activities in a 'play' situation.

Oral Blending games

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

I spy - Say the rhyme 'I spy with my little eye something beginning with _____' allow your child plenty of opportunities to guess what you have chosen, for example, 'something beginning with t' could be a tree, toy, tent or train.

Point out print everywhere - Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as 'McDonald's', 'Asda'.

Playing with words - Encourage your child to sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

Odd-one Out- Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.

Phoneme recognition games

Looking for letters - Ask your child to look for English letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with?

Fast letter sorting - You will need:

A large piece of paper with three hoops drawn on

12 small pieces of card with letters written on (4 sets of 3 letters)

Choose 3 sets of letters - 2 which the child knows and one new one. Spread the letter tiles out on the table making sure they are all the correct way up. Encourage your child to sort the letters into the correct hoop using both hands, saying each letter as they move it.

Letter discrimination- You will need: A 3x3 grid

Write the letter you are learning with your child onto half of the spaces (for example c). Fill the rest with other letters. Ask your child to cover all the c's with a counter as quick as they can.

Letter sound bingo- You will need: A 3x3 grid for each player and counters or coins . Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter up. The winner is first to fill their board. To make this game easier for new readers, show them the letter for them to match.

Fishing for Sounds- You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

'What does it start with?' Box- You will need: A box, several items each beginning with a different sound, corresponding letter cards. This game is similar to the common objects game on the previous page, but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its first sound is (remember it is the sound you are looking for rather than the alphabet name) and then to match the object with the relevant card.



Tricky word games

Bingo - You will need: A board for each player and counters or coins. The list of words your child is currently learning. Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

Matching pairs - You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be

written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

Snap - Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practice words your child knows fairly well, rather than new ones, as it's quite fast-paced. Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It's a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words.

Sentence Game

Read the book with your child so he/she is familiar with the story. Then simply use the first sentence from the reading book and copy it out on a strip of paper. Either write it out or if you use a word processor use a font such as Century Gothic (font size 36 at least). Leave a double space in between each word. Now cut up the sentence into the individual words. For example:



Ask your child to make the sentence, "This is a dog.", using the individual words. At first you will probably need to help. When he/she has made the sentence ask your child to read it to you and encourage him/her to point to each word with a finger. Retain interest by only spending a few minutes a day on the activity. If your child makes a mistake do not say "That's wrong" immediately, because negative comments discourage. Ask your child to read the sentence and mistakes will often be self-corrected. If not, you can give clues such as, "What sound does **dog** start with?" If your child is still unable to read it, say positive comments such as "What a good try. You got all these right and only this part wrong. Well done." Then show your child the correct order. We recommend working on a maximum of five sentences on each reading book. This activity is quite useful when your child has been given an early reading book. Quite often parents say "He's not reading the book. He's remembering the story off by heart". This can happen. Some children become over-dependent on the picture clues and do not look for clues from the words.