



# PHONICS PARENT LEARN

Supporting your child's reading and writing

#### WHAT IS PHONICS?



Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use

when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as c, k, ck or ch.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: "tap", "pat", "pats" and "sat".

https://literacytrust.org.uk /information/what-isliteracy/what-phonics/

## PHONICS AT HUNSLEY PRIMARY

- Phonics is done daily and we learn a new sound or tricky word every day.
- Phonics is taught through a scheme- at Hunsley Primary we use 'Phonics Bug'.
   This is a Pearson Active Learn scheme which matches our reading scheme and online reading books.
- We teach phonics as a whole class so that all children are exposed to the same learning.
- Each day we then do a 'phonics follow up' which is done one to one or

in small groups.









#### WHERE DOES IT ALL BEGIN?

Children start to learn phonics in nurseries and pre-schools where they will receive a strong focus on early phonics.

The earliest phase of phonics is all about developing a strong foundation for children's speaking and listening development. It also encourages the exploration of sounds, rhymes and stories.

This is such an important phase as children need to be confident communicators, imaginative and have a love for stories if they are going to flourish in reading and writing!



# WHERE ARE WE AT NOW IN RECEPTION?

- We began the year by building upon the children's listening and attention skills by reading stories, singing nursery rhymes, going for listening walks and identifying the initial sounds in words.
- Reception are now learning all of the phase 2 phonemes and have been practising writing these too.
- We are also beginning to use these letters to read and write some simple cvc words such as 'dog', 'mat' and 'sit'
- We do this by sounding out the words and then blending them.

cat



We will also be learning all of the phase 2 tricky words which must be read by sight.

This is because they are not phonetical and therefore cannot be sounded out.

I, the, to, no, go

#### SOUND PRONUNCIATION



- Here is a link to a Phonics song- Pronunciation is the most important aspect of early reading and writing because if the sounds are not pronounced properly, children will find them hard to blend or segment. This song demonstrates the correct way to pronounce the short pure sounds.
- https://www.youtube.com/watch?v=jPVbJ-laHlw
- Here is a link to the Oxford Owl Websites. This link is for parents to support their understanding of sound pronunciation.
- https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097 content/index.html?id=ae
- The key sounds to look out for are /c/, /f/, /h/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /z/, /sh/, /ch/
- Try not to add the 'uh'! For example /t/ instead of 'tuh'.

#### **OUR NEXT STEP**

- Reception will then be learning phase 3 phonemes and graphemes.
- These involve learning digraphs and trigraphs and applying them in reading and writing.
- The children still learn to read and write words with three sounds in, however one of these sounds may be represented by two letters or even three letters.
- E.g. rain, light, ship, moon
- We will then practise these words in sentences too.
- E.g. The rain is wet.
- The moon is big.



**Set 6:** j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear,

air, ure, er

# PHASE 3

 Tricky words to be read by sight- he, she, we, me, be, was, you, they, all, are, her, give, live

#### **FLUENCY**

- Fluency is a very important aspect of early reading. Once the children are confident with blending, they need to be encouraged to learn certain words by sight so that they can read fluently and therefore understand more of what they are reading.
- We do this by teaching the children to read high frequency words by sight. These are words which are common in the English language.
- A, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but
- We also ask that children read their book more than once. This encourages word
  recognition and builds fluency. If the children can read fluently, they are then more likely
  to be able to understand what they have read. We call this comprehension.

#### **TERMINOLOGY**

- Phoneme- a sound
- Grapheme- the way a sound is written
- Digraph- two letters that make one sound
- Trigraph- three letters that make one sound
- Blending- putting sounds together to read a word
- Segmenting- breaking words into sounds to spell them
- Tricky word/irregular- a word that is not phonetical and cannot be sounded out
- High frequency word- words used frequently in spoken and written language e.g. as, at, and, back.
- Alien words/ nonsense words- words that are not real words.



# SUPPORTING YOUR CHILD'S LOVE FOR READING



"The more you read the more things you know.

The more that you earn the more places you'll go."

-Dr. Seuss

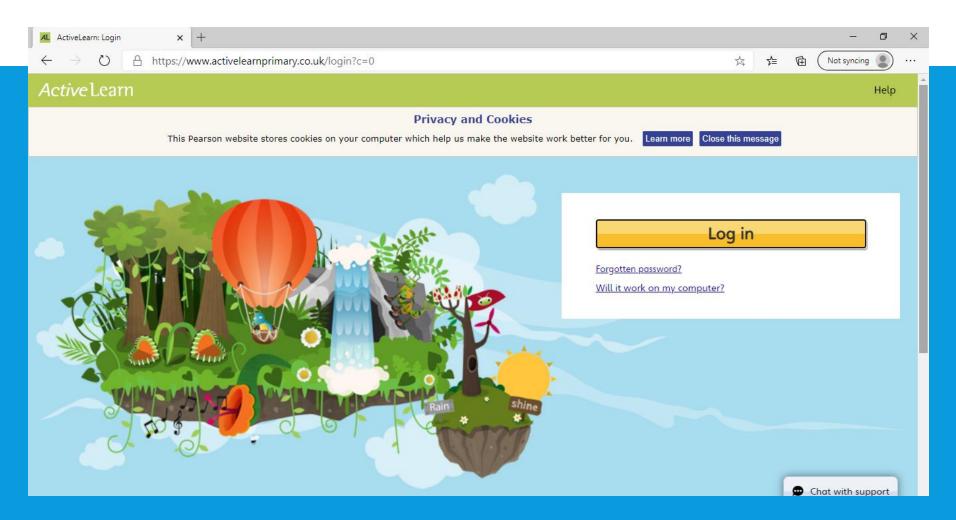
Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all.

Children's and Young People's Reading in 2015, National Literacy Trust, 20161

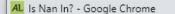
Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'. Reading for Pleasure: A research overview, National Literacy Trust, 2006

- Level correctly matched
- Library visits
- Reading for pleasure book
- Certificates in assembly
- Daily story time

### **BUG CLUB**



Log in details can be found in the back of your child's planner.

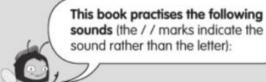


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#### **Phonics Consultant: Jennifer Chew**

Comics for Phonics is designed to be fun and motivating - giving children the opportunity to apply their phonics learning at each Phase. The following notes are provided to help you support children as they learn to read.



#### Sounds

/s/ (as in sit) /a/ (as in tap)

/t/ (as in tin)

/p/ (as in pins)

/i/ (as in it)

/n/ (as in nips)

/m/ (as in Pam)

/d/ (as in din)

#### Blending

Say the sounds from left to right (t-a-p). Then blend them together to say the word (tap).

#### Segmenting

Say a word (tap). Segment the sounds all through the word (t-a-p). Write the letters that stand for each sound.

Bug Time fun is on the back page!



Written by Celia Warren Illustrated by Andy Rowland







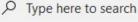


















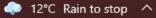






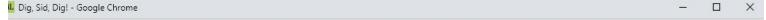




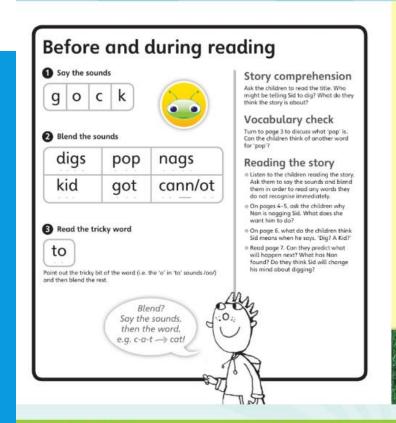








a resources.activelearnprimary.co.uk/epub/platform-player/index.html?activeTextPlayerResourceId=240371&resourceId=207631&resourceTitle=Dig%2C%20Sid%...



# Dig, Sid, Dig!



Written by Jeanne Willis Illustrated by Jess Mikhail













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#### READING AT HOME

- When reading at home, try the following activities;
- Read the title, talk about the front cover and make some predictions
- Look at the sounds and tricky words on the inside cover. (These will be the same ones we have learnt in school that week)
- Ask your child to sound out the words on the page and have a go at blending those sounds to read it. Your child should be able to sound the words out independently but may need some support to blend the words to start off with.
- Ask your child 'how' and 'why' questions to check their comprehension and understanding of the text.

#### READING RECORD

- Please use the reading record to inform us that you have read at home.
- Please leave your child's book in their book bag as they will read in school too.
- Please log when you have read your home reading book and any of your online bug club books too.
- I can then allocate new books online too.
- The home learning will link to the phonics every other week



#### WRITING PHONETICALLY

- Children are encouraged to listen for the sounds in words and write what they hear
- The children have not been taught every way of writing each sound, they only know one way!
- They are not expected to spell all words correctly- only tricky words and high frequency words
- Children are encouraged to write using only the sounds they have been taught.
- E.g. cake would be written as 'caik' and 'blue' would be written as 'bloo'. This is phonetical spelling and this should be encouraged!

#### EARLY LEARNING GOALS

#### Comprehension ELG

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate where appropriate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### Word Reading ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### EARLY LEARNING GOALS

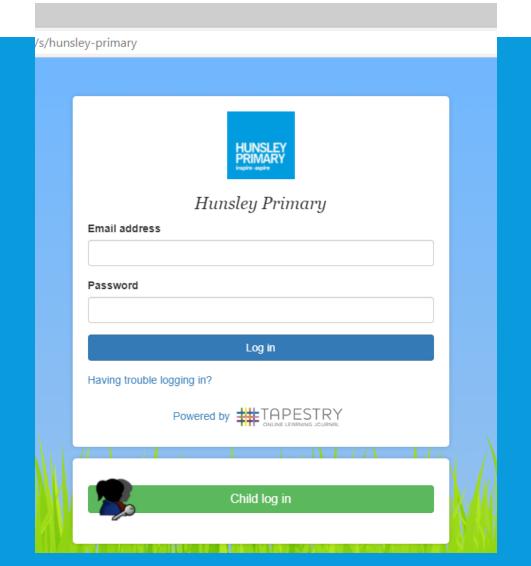
#### Writing ELG

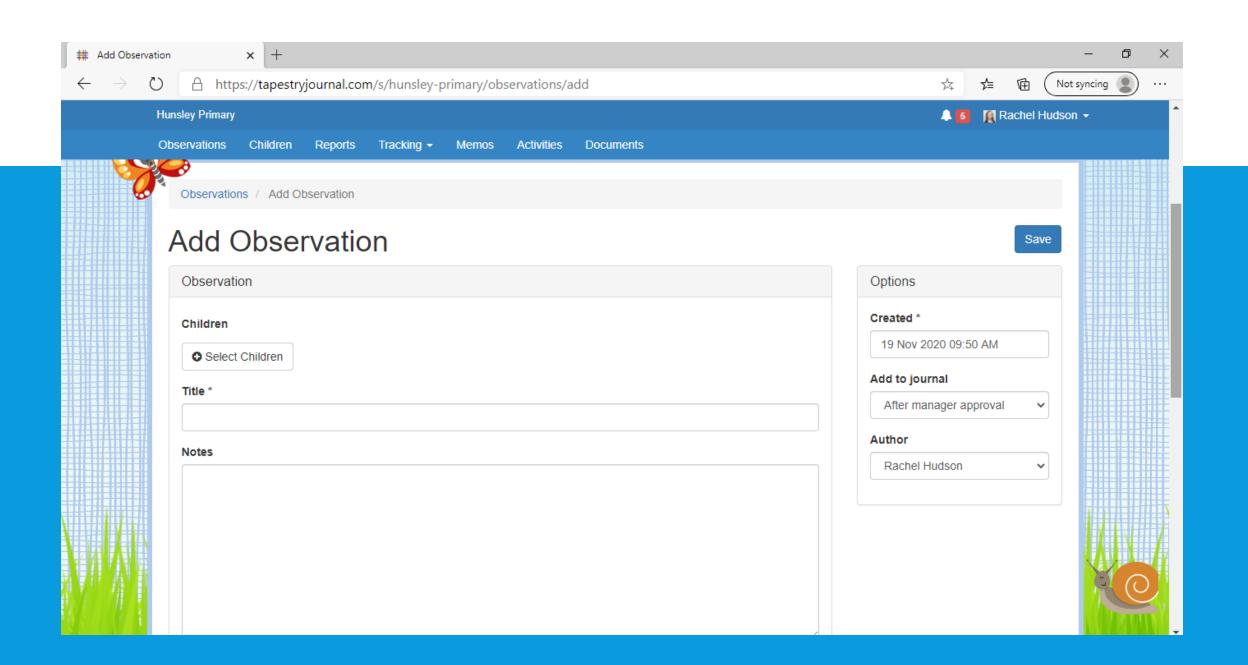
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

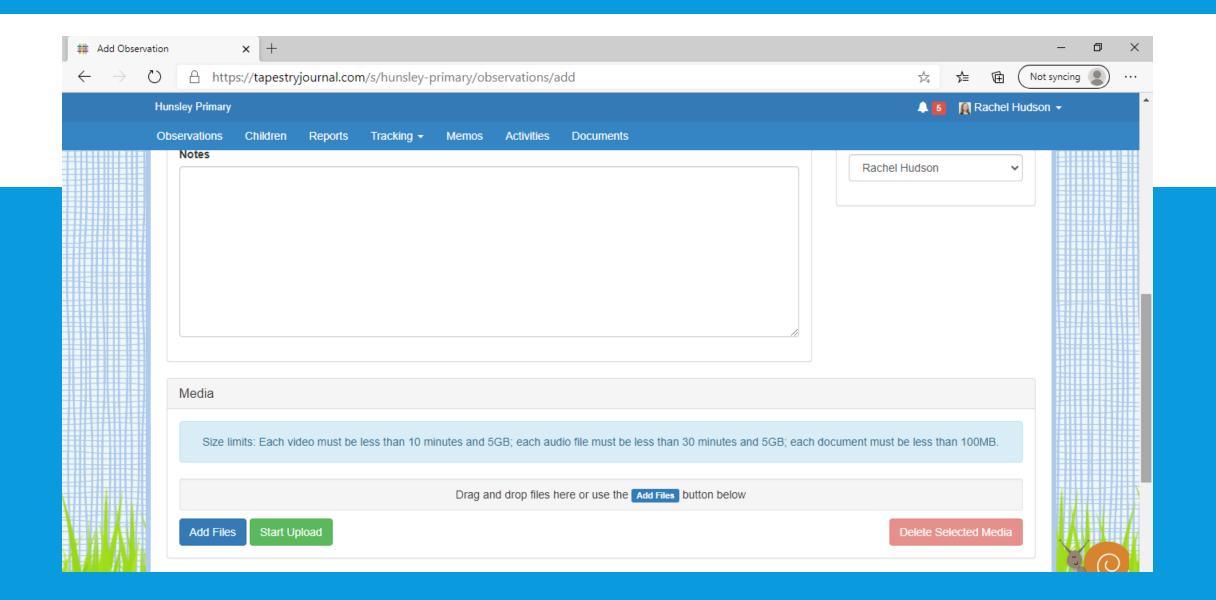
#### **GOOGLE CLASSROOM**

- Every week we will post some home learning suggestions on Google Classroom.
   We outline what we have been learning that week and then list some activities you could do at home to support your child with this learning.
- At this stage, home learning in Reception is not marked or collected but are suggestions that we encourage to help consolidate learning.
- We do encourage the children in school to have a go at the home learning at home.
- We share the children's home learning with the class and celebrate this together.

### SHARING YOUR CHILD'S ACHIEVEMENTS







## **ANY QUESTIONS?**



# Thank you for joining us!

#### **ONLINE SAFETY**

You can find lots of information on how to keep your child safe on the TEAL Online Safety Hub using this link:

#### https://theeducationalliance.onlinesafetyhub.uk/

