HUNSLEY PRIMARY
inspire · aspire

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.

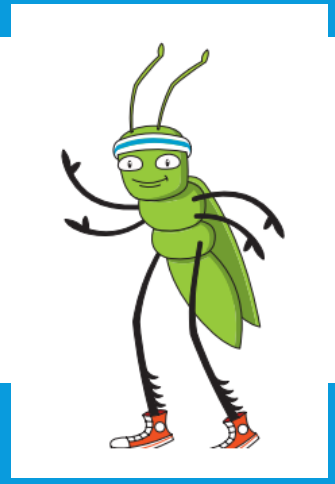
Understanding phonics will also help children know which letters to use when they are writing words.

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", "taps", "pat", "pats" and "sat".

https://literacytrust.org.uk/information/what-is-literacy/what-phonics/

PHONICS AT HUNSLEY PRIMARY



- Phonics is done daily and we learn a new sound 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 1:1 to give children additional support or challenge.

Bug Club Phonics

Bug Club

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 can not 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.

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.

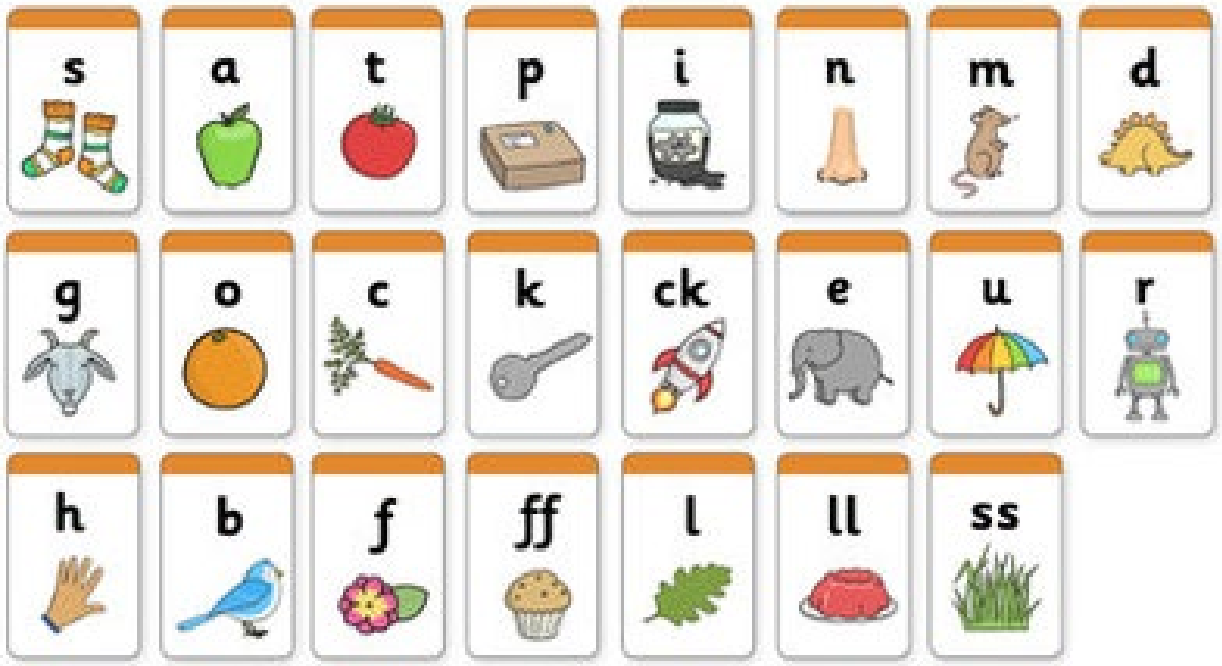
The earliest phase of phonics is all about developing a strong foundation for children's speaking and listening development. It also encourages the exploration of sounds, rhymes and stories.

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 our Phonics song- Pronunciation is the most important aspect of early reading and writing and this song demonstrates the correct way to pronounce the short sounds.
- https://www.youtube.com/watch?v=jPVbJ-IaHIw

- 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

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

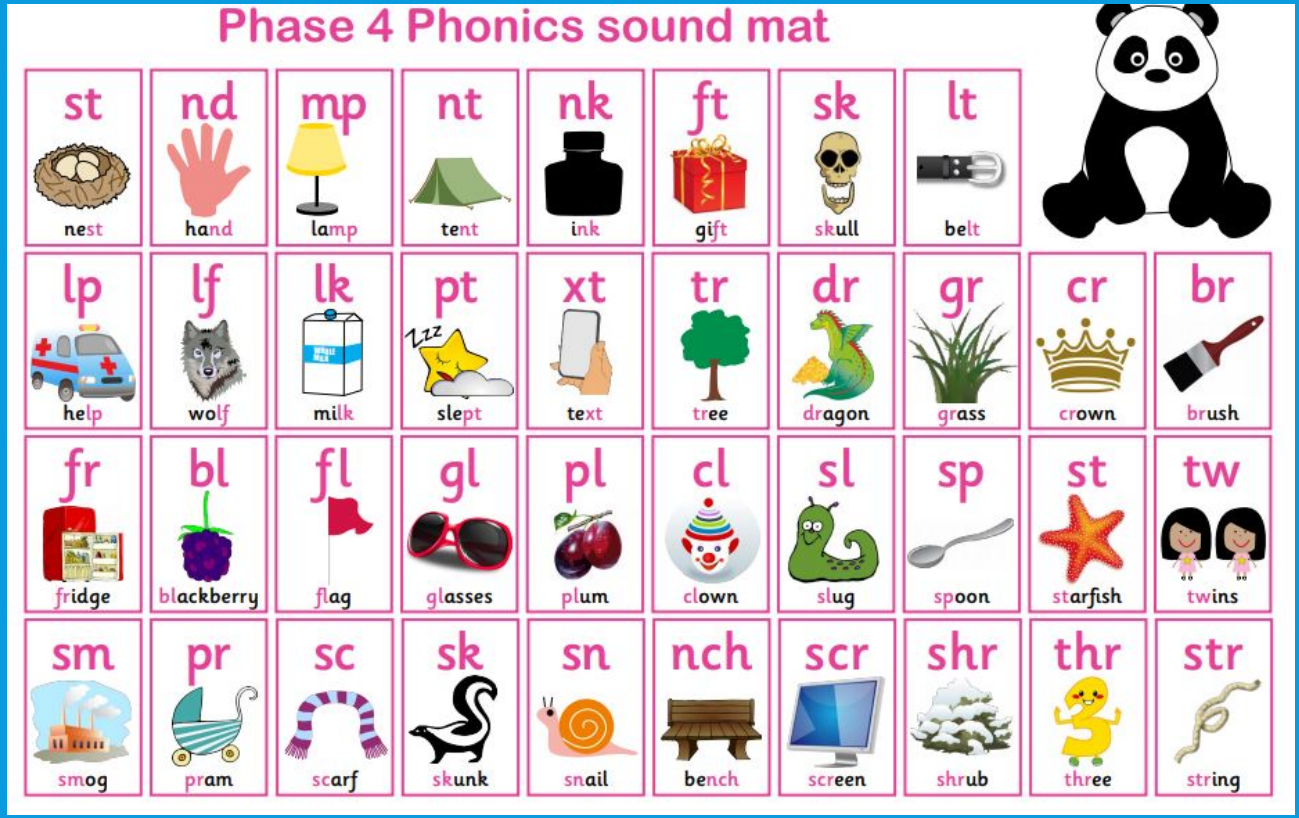
PHASE 3

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

FLUENCY

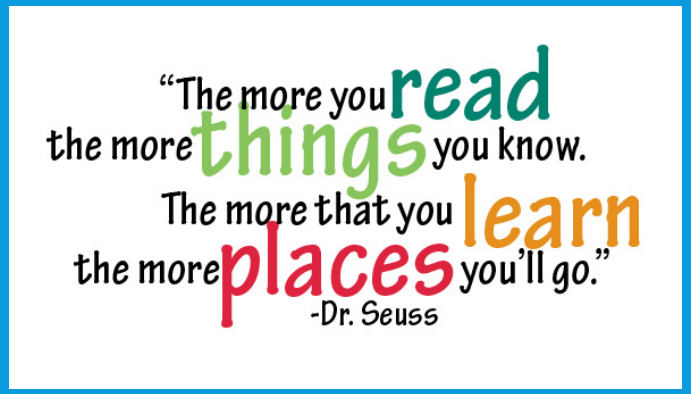
- Fluency is a very important aspect of early reading. Once the children are confident with blending, they need to be encouraged to learn certain words by sight so that they can read fluently and therefore understand more of what they are reading.
- We do this by teaching the children to read high frequency 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.

PHASE 4



- The children are then taught to read and spell ccvc/cvcc words which are words containing consonant clusters or adjacent consonants. This is the stage where children learn to blend words with more than three sounds in.
- The children are then taught how to read words of more than one syllable.

SUPPORTING YOUR CHILD'S LOVE FOR READING

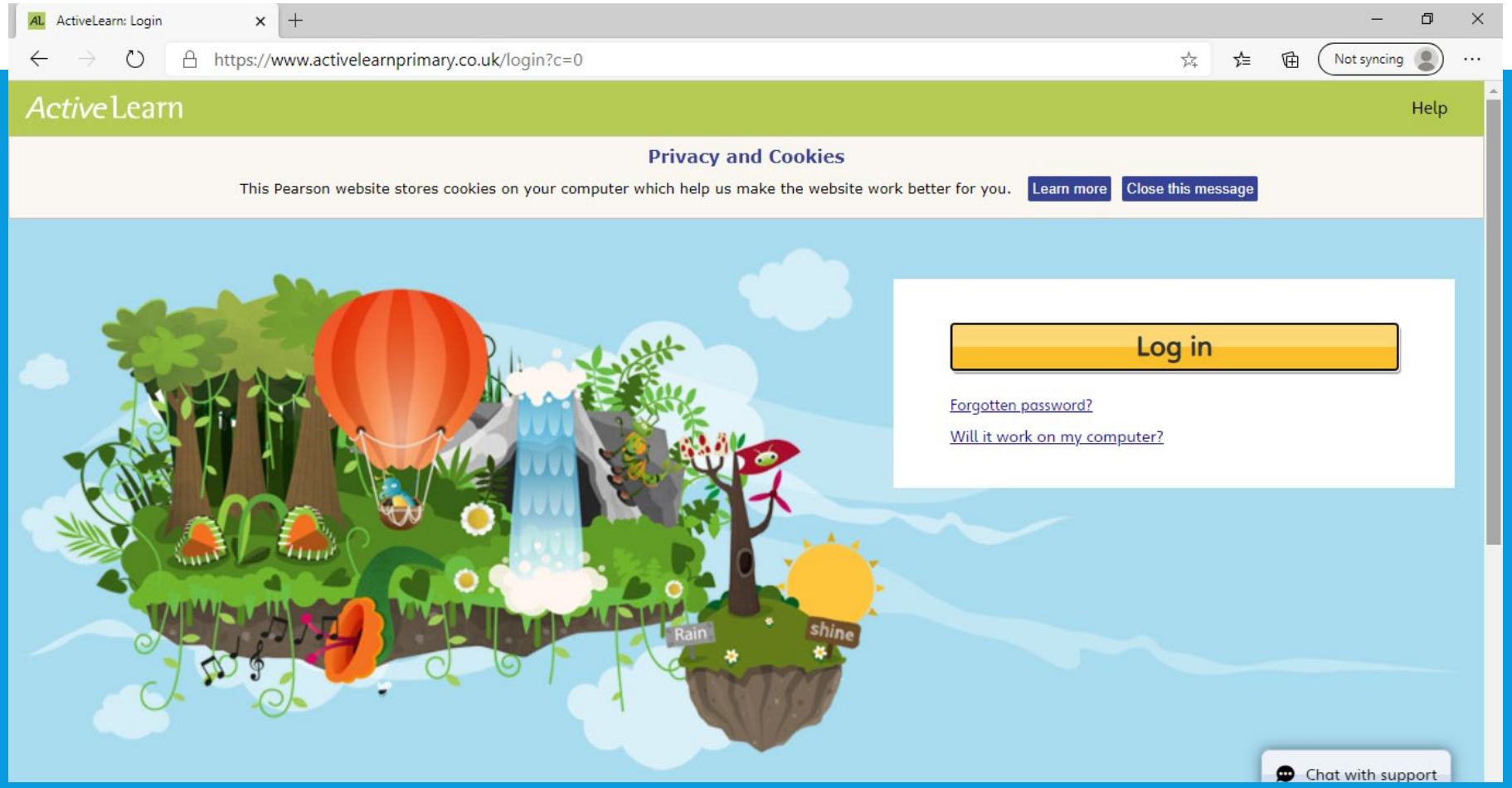


Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'. Reading for Pleasure: A research overview, National Literacy Trust, 2006

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

BUG CLUB



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

Is Nan In? - Google Chrome

resources.activelearnprimary.co.uk/epub/platform-player/index.html?activeTextPlayerResourceId=240371&resourceId=207268&resourceTitle=Is%20Nan%20In%3F&activeTextSkin=BugClub&isPupil=false&key...

Bug Notes

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.

This book practises the following sounds (the / / marks indicate the sound rather than the letter):

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

Back | Read to me | Next | 0/1 of 9

Type here to search

12°C Rain to stop 16:14 20/10/2021

Dig, Sid, Dig! - Google Chrome

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

Before and during reading

1 Say the sounds

g o c k

2 Blend the sounds

digs	pop	nags
kid	got	cann/ot

3 Read the tricky word

to

Point out the tricky bit of the word (i.e. the 'o' in 'to' sounds /oo/) and then blend the rest.

Blend? Say the sounds, then the word, e.g. c-a-t → cat!

Story comprehension

Ask the children to read the title. Who might be telling Sid to dig? What do they think the story is about?

Vocabulary check

Turn to page 3 to discuss what 'pop' is. Can the children think of another word for 'pop'?

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read any words they do not recognise immediately.
- On pages 4–5, ask the children why Nan is nagging Sid. What does she want him to do?
- On page 6, what do the children think Sid means when he says, 'Dig? A Kid?'
- Read page 7. Can they predict what will happen next? What has Nan found? Do they think Sid will change his mind about digging?

Dig, Sid, Dig!

Written by Jeanne Willis
Illustrated by Jess Mikhail

Back | Read to me | Next | 0/1 of 9

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.
- This informs us that the book has been read and we will therefore change it on a Friday.
- I can then allocate new books online too.
- At the bottom of the pages we write the sounds they have learnt and the sounds they need to practise
- 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’

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

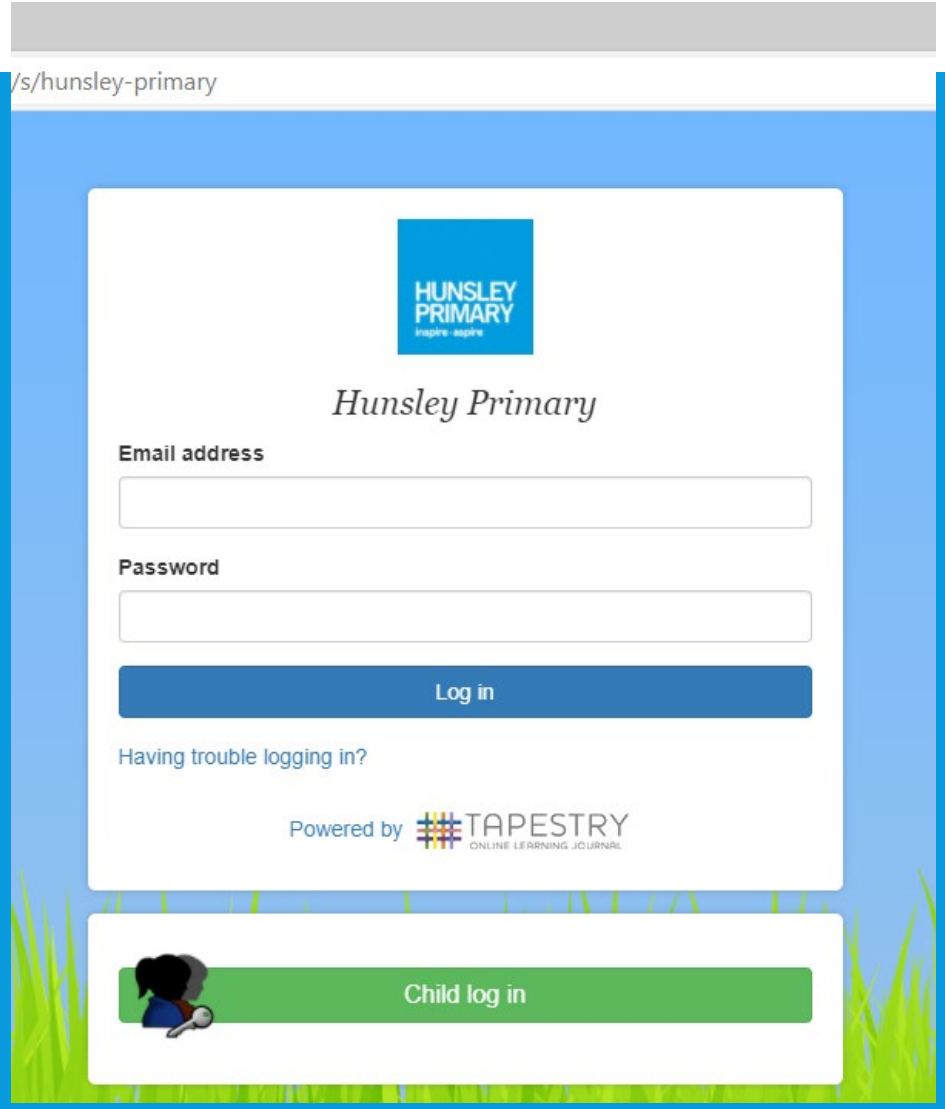
Writing ELG

- 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



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Observations Children Reports Tracking Memos Activities Documents

Notes

Rachel Hudson

Media

Size limits: Each video must be less than 10 minutes and 5GB; each audio file must be less than 30 minutes and 5GB; each document must be less than 100MB.

Drag and drop files here or use the Add Files button below

Add Files Start Upload

Delete Selected Media

ANY QUESTIONS?

Thank you for joining us!