

Phonics at Home
Tips for teaching your child the phonemes

- If your child is non-verbal and the focus is on communication, do not be afraid to model sounding out words as you say them e.g. “Oh look, it’s a c-a-t, cat”.
- It is important that children learn lower case letters rather than capital letters. However, use a capital letter where necessary!
- When you talk about letters with your child, remember to use the letter sounds rather than the names of the letters. Sounding out words is practically impossible if you use the alphabet names!
- When saying the sounds of **b, d, g, j** and **w** you will notice the ‘uh’ sound which follows each e.g. buh, duh. You cannot say the sound without it however, try to emphasise the main letter.
- One of the key strategies we use to support the children is by asking them to add sound buttons underneath the words to help them identify the sounds.



Foundation Phase of Learning to read

Phase 1 curriculum consists of 7 aspects. Each aspect contains 3 strands:

1. Tuning into sounds (auditory discrimination)
 2. Listening and remembering sounds (auditory memory and sequencing)
 3. Talking about sounds (developing vocabulary and language comprehension)
- Go on a listening walk – remind children what good listeners do e.g. keep quiet, have ears ready.
 - Identifying and matching sounds of musical instruments.
 - Use new words to an old song!
 - What movement goes with what sound e.g. shakers for running on tiptoe.
 - Use a variety of percussion instruments to play different rhythms.

The Shrubberies School



Phonics

**Children learn a great deal from other people.
As parents and carers, you are your child’s first
teachers.**

You have a powerful influence on your child’s learning.



What is phonics?

Phonics is a way of teaching children to read quickly and skilfully.

They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching children to read.

Many of our children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

(This information is taken directly from the Department of Education's 'Learning to read through phonics – Information for parents' document)

The scheme we use in school is Monster Phonics. Please visit the website.

<https://monsterphonics.com/>

If you need a reminder of the login details please contact Rachel Stephens.



Phonics Terminology

Phoneme – A phoneme is the smallest unit of sound in a word e.g., there are 3 phonemes in the word m/a/t. Most varieties of spoken English use about 44 written phonemes.

Grapheme – A grapheme is a letter or group of letters representing a sound. A grapheme may be one letter (f), two letters (ir), three letters (igh) or four letters in length (ough).

Blending – Merging the individual phonemes together to read a word e.g. m-a-t blended together reads the word mat.

Segmenting – Consists of breaking words down into phonemes to spell e.g. the word mat is segmented into the sounds m-a-t.

Digraph – This is when two letters come together to make one phoneme (sound) e.g. /oa/ in 'boat'. This is also known as a vowel digraph.

Trigraph – This is when three letters come together to make one phoneme (sound) e.g. /igh/ for 'night'.

Split Digraph – A digraph that is split between a consonant (a-e in make). A split digraph usually changes the sound of the first vowel e.g. compare the pronunciation between 'man' and 'made'.

CVC words – A consonant-vowel-consonant word e.g. cat, pin, and top.

CCVC words – A consonant-consonant-vowel-consonant word e.g. clap.

CVCC words – A consonant-vowel-consonant-consonant word e.g. mask.

Tricky Words – Words that are commonly used in English, but they have a spelling pattern that make them difficult to read and write using phonic knowledge e.g. said, of, was.