

Phonic information and ideas

Blending and Segmenting

Blending: Joining together individual sounds to read the whole word. E.g. h- a- t = hat

Segmenting: Separating the word into individual sounds to spell it.

Phoneme: The smallest unit of sound. The individual sound a letter or letters make.

Grapheme: The written letter. Each grapheme corresponds to a phoneme.

CVC words: words made up of consonant-vowel-consonant e.g. cat

CVCC words: words made up of consonant-vowel-consonant-consonant e.g. fish

CCVC words: words made up of consonant-consonant-vowel-consonant e.g. ship

What should I do if my child is struggling to decode a word?

- Say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in sigh, as you say the sound and then run your finger under the whole word as you say it.
- Talk about the meaning if your child does not understand the word they have read.
- Work at your child's pace.
- Always be positive and give lots of praise and encouragement.

Activities you can do at home with your child

1. Puppet says the wrong sound

1. Use a puppet and explain that he is finding it difficult to say some words.
2. Show a picture or an object that the puppet is having trouble saying, - for example, a bus. The puppet tries to say the word but instead says 'tus'.
3. Ask your child to work out what part of the word the puppet is saying wrong. Is it the beginning, middle or end of the word? Can they correct the puppet?

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4. When your child is confident with this move on to make the puppet say the end sound of a word wrong e.g. 'cap' instead of 'cat' or 'mas' instead of 'map'.

5. Finally, move on to the middle sound, which is often the hardest sound for children to hear. For example, the puppet says 'rit' instead of 'rat' and 'pet' instead of 'pot'. It is your child's job to correct the mistakes they can hear and identify which part of the word sounds wrong.

<http://jollylearning.co.uk/2010/10/29/hear-the-letter-sounds/>In order to move on to writing these words your child needs to be able to hear the sounds in words and know which letter (grapheme) represents the sound (phoneme).

2. Crossing the river

Make a pretend river with some blue cloth. Provide a selection of CVC word objects and make sure your child is clear about what they are. For example: a cat, a bat, a cup and a map. Using a puppet, who can only speak using the individual sounds in words, call out the name of an object e.g. c-a-n. Your child then has to blend these sounds together to find the correct object and then can carry it across the river. Repeat with other CVC word objects and then move on to CVCC word objects e.g. fish and CCVC words objects e.g. chop.

3. Finger Phonics

Say a word and ask your child to show you, on their fingers, how many sounds they can hear. For example, cat = 3, cup= 3, chips = 4, sock = 3, flat =4. Start with CVC words and then move on to CVCC words and blends such as sh, ch, th and ck. Once your child has identified how many sounds and which sounds, they are ready to write this word.

4. As well as...

- Flash cards
- Letter friezes

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- Bingo
- Magnetic letters
- Air writing

Phonic Websites:

- <http://www.phonicsplay.co.uk/>
- <http://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy>
- ICT Games Website
- <http://readingeggs.co.uk/>
- <https://www.activelearnprimary.co.uk/start>

Apps for Phonics:

- Ladybird: I'm ready for phonics
- Mr Thorne's Spellbook
- Hairy Letters

If you need a quick reminder about how to pronounce a particular sound then please ask me or visit the Jolly Phonic website: <https://www.youtube.com/watch?v=-ksblMiliA8>

Thank you for your support,

Mrs Whittingham

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