

## Phonics and Reading

It is important to encourage your child to use their growing phonic knowledge when reading. Look at the word they are attempting and check that they can apply their phonic knowledge to attempt it. If they are unsure of any of the sounds in the word please tell them what it is and praise them for the sounds they can apply independently. In school we encourage them to segment the word into individual sounds i.e. d-o-g and then repeat the sounds together quicker and quicker to 'blend' the word. Sometimes it is helpful to segment a word for them and say the sounds to your child so they can hear to blend the word.

Phonic knowledge is one strategy for supporting reading at this stage other strategies to encourage are:

- Use of the pictures for cues, for example the picture may show a dog but the word is puppy. Encouraging them to use the initial sound alongside the picture cue will support them to identify the word.
- Check that what they have read makes sense. If your child 'mis-reads' a word which changes the context of the whole sentence, repeat it back to them and ask them if it makes sense. They should be able to use the context of the story to correct themselves.



## Letters and Sounds Information for Parents

# Phase 2

This is the second of 6 phases in the Letters and Sounds programme. At this stage the children will be learning letter (grapheme) and sound (phoneme) correspondence. They will use this knowledge to **segment** the sounds in simple words i-s and **blend** them together to support reading and writing.

## Phase 2 Graphemes



**s**

Sausages are sizzling s s s



**a**

Ants on an apple a a a

**t**



Tiger on the TV t t t

**p**



Popcorn popping p p p



**i**

Insects are interesting i i i

**n**



Nurse Nelly's nice n n n



**m**

Mice are munching m m m



**d**

Dinosaurs are dancing d d d



**g**

Goats are gardening g g g



**o**

Octopus is orange o o o



**c**

Caterpillars coughing c c c



**k**

Kings flying kites k k k



**ck**

Stripy sock ck ck ck



**e**

Elephant's enormous e e e



**u**

Umbrellas up u u u

**r**



Rabbits are rascals r r r

**h**



Hats on heads h h h

**b**



Butterflies are beautiful b b b



**f**

Fish are funny f f f

**l**



Lions love lollipops l l l

**ss**



Give a kiss ss ss ss

**ff**



Huff and puff ff ff

**ll**



Ring the bell ll ll ll

Tricky Words There are some words that your child will come across that are considered 'tricky' because they contain graphemes that your child has not yet learned or they can not be read phonetically. These are words that are commonly found in their reading books and spelling such as the, to, no, go, so. Children simply need to memorise these words to support their progress in reading. We indicate tricky words to children by presenting them in red. Words that they should be able to apply their phonic knowledge to are presented in green. A set of 'green' and 'red' high frequency words that children should be able to read by the end of the year are sent home half termly.