



Phonics Meeting for Parents

Wednesday 8th November 2017

Working in partnership

Not all children find learning to read and spell easy.

The extra help and support you can give them, will make a huge difference to their success.

It is important that we all give them the same message.



What is phonics?

It is

- Identifying the sounds in spoken words
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.



Why teach phonics?

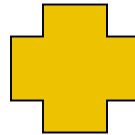
- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills
 - e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic scheme called '**Letters and Sounds**' as our teaching resource.



Phonics at a glance

Phonics is...

Skills of
segmentation and
blending



Knowledge of
the alphabetic
code.



Some Definitions

A Phoneme

This is the smallest unit of sound in a word.



How many phonemes can you hear in
cat? **shop?**



A grapheme



These are the letters that represent the phoneme.

Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more!
We often refer to these as sound buttons:

t



ai



igh



- A phoneme you hear



- A grapheme you see



A word always has the same number of phonemes and graphemes!

Sound buttons - c a t r a i n



Simple Speed Sounds

Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - funny

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - funny

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
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There are 26 letters in the English alphabet, but there are 44 phonemes.

How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say the sounds may well be different from when you were at school
- We say the shortest and purest form of the sounds



VIDEO

<http://www.youtube.com/watch?v=lwJx1NSineE>



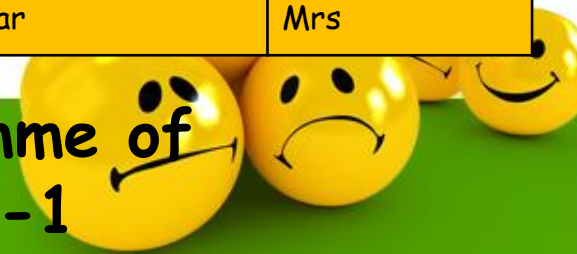


Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'common exception words', which are words with spellings that are not phonetic or just unusual.
e.g. the, was, said, my

Year 1 Common Exception words			Year 2 Common Exception words		
the	they	one	door	every	eye
a	be	once	floor	everybody	could
do	he	ask	poor	even	should
to	me	friend	because	great	would
today	she	school	Find	pretty	who
of	we	push	kind	beautiful	whole
said	no	put	mind	after	any
says	go	pull	behind	fast	many
are	so	full	child	father	clothes
were	by	house	children	class	busy
was	my	our	wild	plant	people
is	here	others	hold	parents	Christmas
his	there		climb	path	water
has	where		most	hour	again
I	love		only	move	half
you	come		both	prove	money
your	some		old	sure	Mr
			cold	sugar	Mrs

Later in Y1 and in Y2, we use a programme of peer spellings to give each child daily, 1-1 practice on the words they need to learn.





Lesson format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.

How does that look and sound?

Here's a phonics lesson I taught this morning!



How can I help?

- SUPPORT CHILDREN TO ENSURE WEEKLY HOMEWORK IS COMPLETED
- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some digraphs (2 letter combinations), eg: *r-ai-n = rain* blending for reading
rain = r-ai-n segmenting for spelling
- Praise your child for trying out words
- Look for phonic games
- Play pairs with words and pictures



Spelling homework

MUST be handed in on Monday

Each week your child will bring a sound home that they have been working on in class.

Task 1 (must do)

Talk about and write some words that use this spelling pattern. e.g. rain, chain, brain.

Task 2 (must do)

Choose some of your words and write a sentence including that word.

E.g. I love running in the rain.

Challenge... why not try one of these?

1. Write a story and try to use all of your words.
2. Use different punctuation for each sentence eg ! ? , .
3. Include a conjunction in your sentence

eg When,if,that,because,and,or,but

4. Circle any adjectives (describing word) that you have used.



- Useful Sites for phonics, spelling and reading

- www.topmarks.co.uk (type in area and look for Key Stage 1 sites)
-
- <http://www.starfall.com> (phonics and reading)
-
- http://www.familylearning.org.uk/phonics_games.html
-
- www.bbc.co.uk/schools/wordsandpictures/phonics/
- www.bbc.co.uk/schools/ks1bitesize/literacy/
- www.ictgames.com/literacy.html
- www.phonicsplay.co.uk
- <http://www.amblesideprimary.com/ambleweb/lookcover/lookcover.html>

Look, cover, write and check tricky word spellings. You can type in your child's weekly spellings and they can practise them on the computer

- <http://www.oxfordowl.co.uk/>

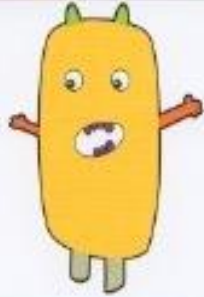


Phonics Check in June

- In June all Year 1 children have a phonics check. They will be asked to read a booklet containing 40 words, a mixture of real and nonsense words.
- In order to pass the test they will need to score around 32/40
- The results are reported to the Department for Education
- If your child does not pass the test they will be retested at the end of Year 2



poth



shan



veen



quorg



drap



flarm



lect



voisk



Some tips for reading with your child.

- Remember knowing something 'off by heart' is not cheating!
- Point to the words (first the adult, then the child)
- Encourage them to give the initial sounds. Look for clues/phonemes.
- Sound out simple words. BUT make sure the child hears the whole word they have made.
- Sound out syllables for longer words eg cat/er - caterpillar



REMEMBER: Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

Sound out

Re-read to check it makes sense.

Use pictures for clues.

Ask and answer questions about the book.

And most importantly **ENJOY READING!**



GLOSSARY



phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

digraph — two letters making one sound, e.g. sh, ch, th, ph.

trigraph - is a group of three letters used to represent a single sound, e.g. igh, str

vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh,

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

segmenting (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

blending (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

