

# Phonics

@ Nether Green  
Infants

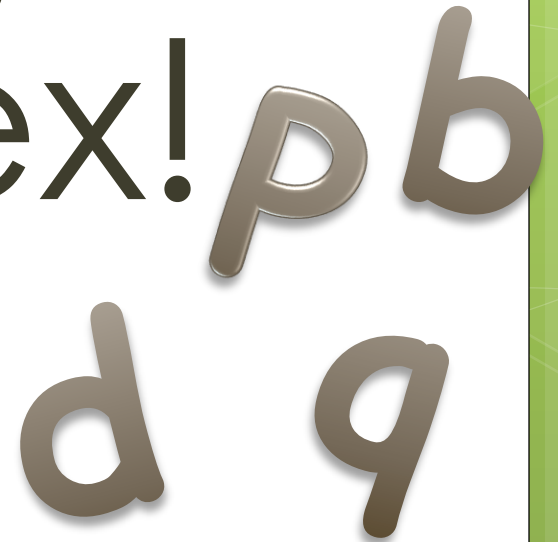
# How did you learn to read?

- Look and say?
- Sentence makers?
- Phonics?
- Can't remember!





Reading is  
Complex!



# 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 young children to read.

# What is phonics?

- Phonics is a way of teaching children to read quickly and skillfully. 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';
  - blend these sounds together from left to right to make a word.

# You need lots of skills to read...

Blending sounds together to make words e.g. "sh-o-p...shop"

**phonic (sounds and spelling)**

**knowledge of context**

**Text**

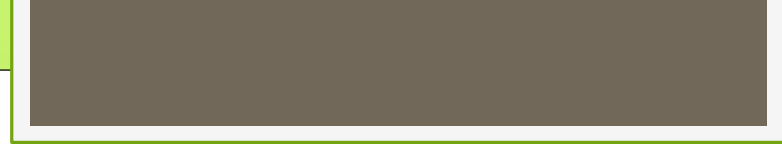
**grammatical knowledge**

Knowing what comes next because of the understanding of the grammar of a sentence; how we put words together.

Using the pictures and what is happening in the story to work out the word.

**word recognition and graphic knowledge**

Reading words by sight.



What phonic skills do children  
need?

Recognising the graphemes by  
sight:-



s



ai



igh

# Saying the sounds

- It is important to say the sounds correctly in order that your child can hear the sounds and blend words to read.
- The sounds either need to be 'stretched' or 'bounced'.
- Stretchy sounds: m, s, n, f, l, r, v, z, th, sh, ng, nk
  - avoid saying 'uh' after the sound; "mmm" rather than "muh"
- Bouncy sounds: t, p, k, c, k, ch, x, d, g, b, j, y, w, qu,
  - Short vowels; a, e, i, o, u.
  - Say them as short and bouncy as you can.




# Read, Write Inc




- We use some new resources in school to help children to remember the graphemes taught in phonics.
- Each grapheme has a saying and picture to help the children remember the sound associated with it.
- A copy of the graphemes and sayings is in the parent booklet.

## ***blow the snow***

 <p>blow the snow</p> <p>3. blow, snow, now, show, how, now, show, now, show, now, show, now, show</p>	<b>ow</b>
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## ***make a cake***

 <p>make a cake</p> <p>3. make, shake, cake, name, same, game, save, brave, late, date</p>	<b>ā-e</b>
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# Using Fred to read and spell

## Blending to read...



This is Fred.

Fred helps the children to learn to blend,

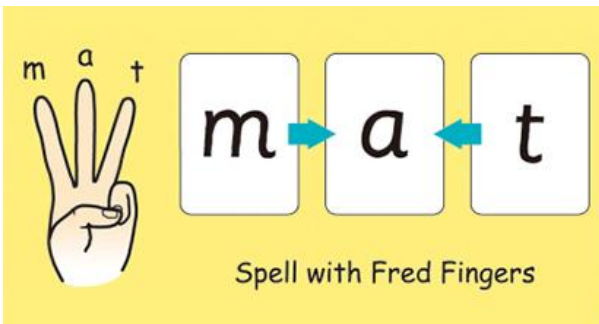
He can only talk in sounds

***Fred says 's-t-ea-m'***

***Children say 'steam'***

## Fred helps to spell...

The children break words up into 'Fred Talk'.



# Identifying the graphemes in words – look for the ‘special friends’.

cloud      rain



‘Two letters one sound’

- We use sound buttons and lines – each button / line makes a sound then we ‘blend’ the sounds together.
- Encourage children to look at the whole word and find the letters that are ‘special friends’  
**(We teach them to say “Two letters one sound”).**

# Learning the 'Red Words'

- 'Red Words' or 'Tricky' words are those that are irregular and cannot be sounded out.
  - e.g. 'the', 'was', 'people'
- Each phonic stage has a number of **red words** that are introduced.
- Many of these are sent home as weekly spellings.
- There is likely to be repetition throughout the year as children often find it difficult to retain these spellings.

said  
· — ·

your  
· —

the  
— ·

# Helping to learn 'Red Words'

- In phonics we teach the children some strategies to help them to learn the tricky 'red words'.

Remind the children that they cannot sound out a **red word**!



You can't  
'Fred' a red!

**Grotty  
Graphemes!**

Help the children to spot the 'grotty grapheme' – the letters that don't make the sounds you would expect!

# Paired Reading

Three times each week your child will do 'paired reading. During this session they work with their phonics partner and they will:-

- Read the speed sounds
- Read the 'green words' and 'red words'
- Read the story with their partner
- Talk about the story
- Answer questions about the story



**Partners take it in turns to read and support each other.**

# Learning Spellings...

## **Look Say Cover Write Check**

- Children learn in different ways – what works for one child may not work for another.

LOOK



SAY



COVER



WRITE

s a i d

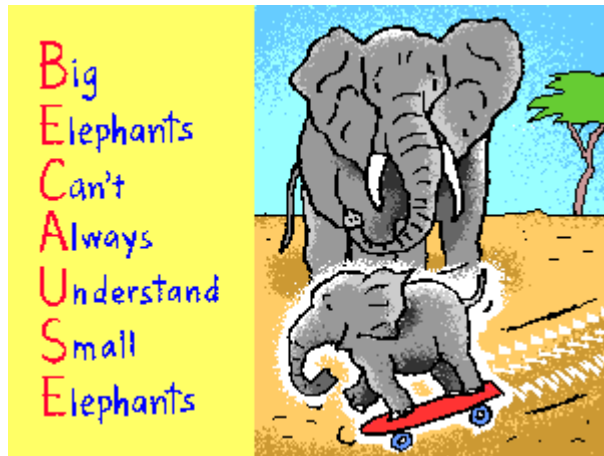
CHECK



Children will find it helpful and enjoyable to write using a range of materials  
e.g. felt tips, crayons, in sand, chinks on the ground outside, etc.

# Mnemonics - A Silly Sentence

This is a memory aid to help them remember the letters with a little rhyme or saying.



- Children will enjoy coming up with their own silly sentences - letting them think of their own will also help them to remember it. They could also draw a picture to go with it as an additional memory prompt.



# Spelling Strategies

- **Say it Silly!**
- People “pee- opple”
- Beautiful “ Bee – ee- ay – you –ti-ful!”
- February – “feb-roo- ary”.

pee-oppie

## Little word detective – finding words within words

- they = the y
- some = so me



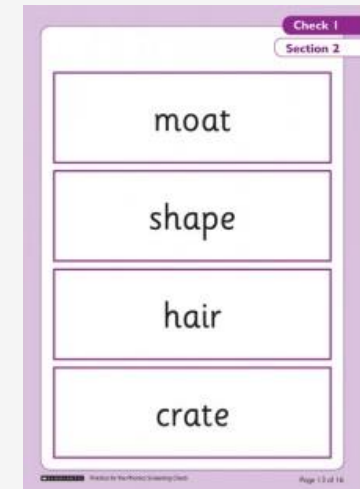
## The Phonics Screening Check

- All children in Year 1 in England take part in a statutory screening check in June.

- Children are required to read 40 words – half are real words and half are made up 'nonsense' words.

- Children carry out the check on a 1:1 basis with their teacher.

- The outcome of the screening check will be shared on your child's end of year report.



# What can you do to support your child at home?

- ❑ Go over the sayings with your child and recognising the graphemes.
- ❑ If your child has been given some flashcards, go through these regularly. The more they see them the more confident and fluent they will be.
- ❑ Encourage your child to spot the graphemes in their reading books – look for the 'special friends'.
- ❑ Use online resources such as 'phonics play' to practise reading real and made up words containing the taught graphemes.

# Encouraging writing:-

Give children a reason to write

- Shopping lists
- Thank you cards / letters
- Post cards
- Using technology to write - sending texts and emails



## ...and finally

- Be positive and encouraging
- Praise the effort rather than the outcome
- Try to find what works for your child – if one way doesn't work try another.
- Try to find the right time of day.
- Little and often is always best!

**HAVE FUN!!!**