

Useful Websites

www.parentsintouch.co.uk

www.bbc.co.uk/schools/parents

www.jollylearning.co.uk/

www.focusonphonics.co.uk/

www.syntheticphonics.com

Phonics Information Meeting



Wednesday 25th February 2013

What is 'Letters and Sounds'?

Letters and Sounds is a phonics resource which aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. It is set out in six overlapping phases.

Phase 1

Phase 1 activities are divided into 7 aspects:

- 1: General sound discrimination – environmental sounds
- 2: General sound discrimination – instrumental sounds
- 3: General sound discrimination – body percussion
- 4: Rhythm and rhyme
- 5: Alliteration
- 6: Voice sounds
- 7: Oral blending and segmenting

Each aspect is then divided into three strands.

- auditory discrimination
- auditory memory and sequencing
- developing vocabulary and language comprehension

The activities within the seven aspects are designed to help children:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate phonemes;
- reproduce audibly the phonemes they hear, in order, all through the word;
- use sound-talk to segment words into phonemes.

Phase 2

The purpose of this phase is to teach 19 letters, Children will learn to blend sounds together to make words and segment words into their separate sounds. Children will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words.

Phonemes and graphemes children will learn in Phase 2:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Decodable words children will learn in Phase 2:

a	in	on	and	not
an	is	can	get	got
as	it	dad	big	up
at	of	had	him	mum
if	off	back	his	but

Tricky words children will learn in Phase 2:

the	I	go
to	no	into

Phase 3

The purpose of phase 3 is to teach another 25 graphemes, most of them comprising of two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Children will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Phonemes and graphemes children will learn in Phase 3:

j, v, w, x, y, z, zz, qu

as well as:

ch chip	ar farm	sh shop	or for
th thin/then	ur hurt	ng ring	ow cow
ai rain	oi coin	ee feet	ear dear
igh night	air fair	oa boat	ure sure
oo boot/look	er corner		

Decodable words children will learn in Phase 3:

will	then	see	down
that	them	for	look
this	with	now	too

Tricky words children will learn in Phase 3:

he	me	you	are
she	be	they	my
we	wa	all	her

Phase 4:

The purpose of phase 3 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Decodable words children will learn in Phase 4:

went	from	just
it's	children	help

Tricky words children will learn in Phase 4:

said	so	come	little	out
have	do	were	one	what
like	some	there	when	

Phase 5

The purpose of phase 5 is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught.

Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

New graphemes for reading:

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
au Paul	u-e rule		

Alternative pronunciations for graphemes:

i fin, find	ow cow, blow	y yes, by, very, gym
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	g got, giant
er farmer, her	u but, put, unit	a hat, what, acorn, fast
e bed, she	ey money, grey	
ou out, shoulder, could, you		

Alternative spellings for each phoneme:

ch –picture, catch	j –fudge	m –lamb
n –gnome, know	r –wrap	s –listen, house
z –please	u –some	i –happy, donkey
ear –here, cheer	ar –father, half air	–there, pear, care
ur –learn, word	oo –should, push	
or –always, four, caught		

Decodable words children will learn in Phase 5:

don't	time	day	here
old	house	made	saw
I'm	about	came	very
by	your	make	put (<i>south</i>)

Tricky words children will learn in Phase 5:

(Some of the words that were tricky in earlier phases become fully decodable in Phase Five)

oh	Mr	called
their	Mrs	asked
people	looked	could

Phase 6:

During phase 6 children become fluent readers and increasingly accurate spellers.

Reading

At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. Children will be taught to learn and read some of the rarer GPCs, for example reading charge as /ch/- /ar/-/ge/ instead of /c/-/h/-/a/-/r/-/g/-/e/.

Spelling past tense

Teaching the past tense – simple past tense orally first. Teach common verbs which have irregular past tense e.g. go- went, come – came, say – said.

Spelling Suffixes

Investigating and learning how to add suffixes:

ed suffix for past tense using 5/6 box phoneme frame

ing added to verbs

s and es added to nouns and verbs bushes/ catches

ies added to nouns ferries/ skies

ful added to nouns e.g. careful

er added to verbs and adjectives runner, reader, bigger

est added to adjectives biggest, slowest

ly added to adjectives to form adverbs sadly, happily, lately

ment added to verbs to form nouns payment, advertisement

ness added to adjectives to form nouns darkness, sadness

y added to nouns to form adjectives funny, smoky, sandy

Spelling long words

How suffixes and prefixes change words

Syllables

Spelling difficult bits

Parts of high frequency words which are commonly misspelt

Spelling independence

Proofreading

Using dictionaries and spell checkers

Links with handwriting

How to help your child at home

Phonics games

Phoneme Counting/Frames – Using phoneme frames and sound buttons to orally rehearse and count the sounds you can hear in a word.

Segmenting – very helpful when supporting children to spell words. Using a phoneme frame, segment the words into their phonemes. Remember there may be more than one letter representing one phoneme e.g. light – l-igh-t

Investigating different ways of spelling the same phoneme – use phoneme forest trees or other display ideas to visually represent the different representations. Gather words from reading and use to investigate spelling words with the same phoneme.

Tricky Words

Bingo – You will need: A board for each player (see example) and counters or coins. The list of words your child is currently learning, for example their spelling list. Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

Matching pairs – You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

Snap -Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words your child knows fairly well, rather than new ones, as it's quite fast-paced. Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It's a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words.

General tips to support reading

Sharing books - Always remember that we teach phonics to help our children learn to read and write and in order to do this successfully they need to love books! The best way to help your child is to read as many books as possible. Read anything that your child is interested in (including magazines, menus, etc). Remember to use silly voices, make sound effects, pull faces, act things out, talk about what you can see, talk about what you both think and feel and have fun

Once is never enough! - Encourage your child to re-read favorite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (you could use the 'questions to get more from your child's reading book' for some varied ideas.

I read to you, you read to me - Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.