

# The Teaching of Phonics at St Georges Church of England Primary School



Guidance for parents & carers: December 2016

# A Few Definitions...



Phoneme the smallest unit of sound in a word.

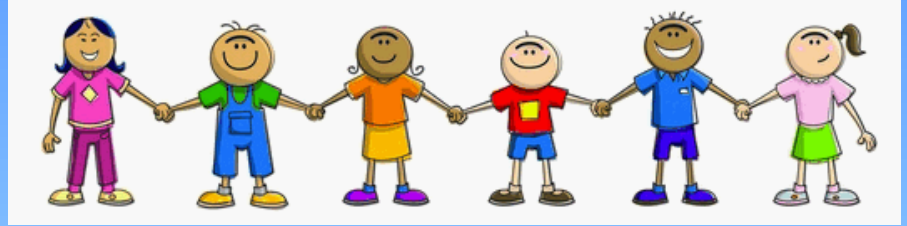
Grapheme the sound written down or represented in print.

t      ch      igh      eigh

Digraph two letters making one sound.

Trigraph three letters making one sound.

# Stage 1



Your child will be learning to:

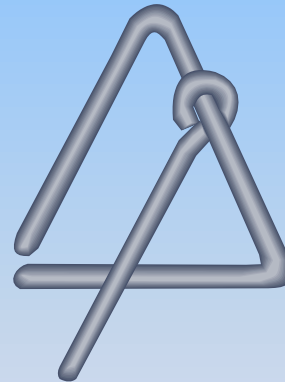
- \* Have fun with sounds
- \* Listen carefully
- \* Develop their vocabulary
- \* Speak confidently to you, other adults and children
- \* Tune into sounds
- \* Listen and remember sounds
- \* Talk about sounds
- \* Understand that spoken words are made up of different sounds



# Stage 1

Stage 1 is made up of 7 different areas:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



# How can you help?

- \* Read lots of stories together, e.g. having a regular bedtime story.
- \* Sing lots of nursery rhymes and action songs.
- \* Use puppets and engage in role play.
- \* Have a go at making up some nonsense songs together.
- \* Talk about the different sounds you hear when you are out and about.
- \* Model words through repetition (positive reinforcement), e.g. Child says 'A tat'; adult responds 'yes, a cat!'



# Stage 2 onwards



- \* Phonics is taught through Read Write Inc.
- \* Daily phonics sessions with the teacher.
- \* Children learn at different rates and so teaching is tailored for individual needs.
- \* Children are taught how to say, read and write a letter in a session.
- \* Please support your child at home by reading through their sound book as often as possible so that they remember each sound.

(Model teaching a sound.)

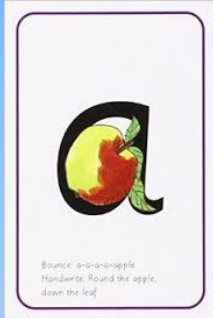
# The set 1, 2 and 3 sounds.

- \* Stretchy sounds (eg, sss, mmm, fff)
- \* Bouncy sounds (eg, b-b-b, d-d-d, c-c-c)
- \* Try to avoid saying 'b-uh', 'c-uh', 'm-uh', we call them 'pure sounds' in Read Write Inc.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

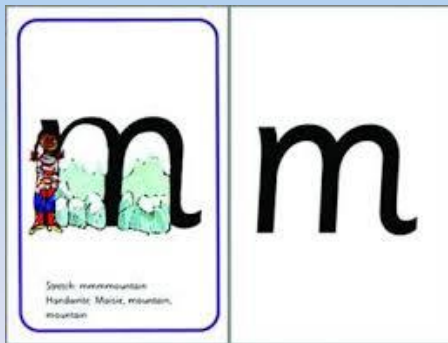
These are the Set 1 sounds and the order that they are taught in;

m a s d t

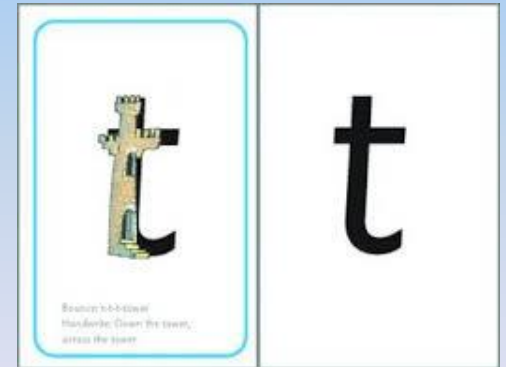


i n p g o

c k u b



f e l h sh



r j v y w

th z ch qu x ng nk

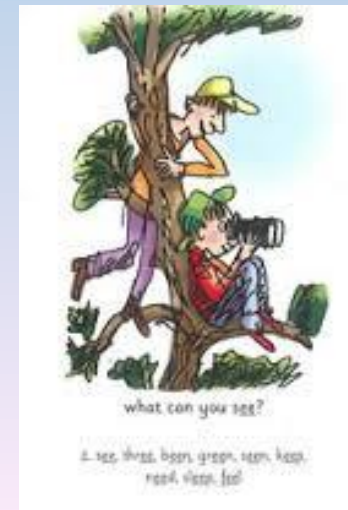
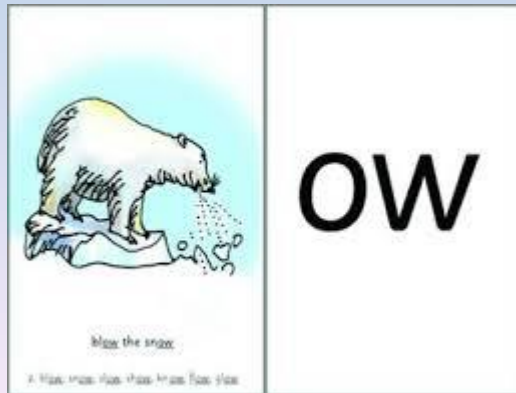


These are the set 2 sounds and the order that they are taught in;

ay ee igh ow oo

oo ar or air ir

ou oy



These are the set 3 sounds and the order that they are taught in;

ee ea oy oi ay a-e

igh i-e or aw air are

ir ur er ou ow ai oa ew ire

ear ure

tion cious tious



# Fred Talk for reading

- \* As soon as the first few sounds are taught we begin 'Word Time' to learn how to read.
- \* The separate **phonemes** are spoken aloud, in order, all through the word, and are then merged together into the whole word.
- \* The merging is called **blending**, and is a vital skill for reading;  
eg: c-a-t = cat.
- \* Fred the Frog says the sounds using Fred Talk.

(Model teaching word time.)



\* You can support your child to read words at home by using sound cards made from the backs of cereal packets.

[http://www.ruthmiskin.com/en/resources/parent-tutorial-independent-blending/?utm\\_source=emailcampaign581&utm\\_medium=phpList&utm\\_content=HTMLemail&utm\\_campaign=Ruth+Miskin%27s+Newsletter](http://www.ruthmiskin.com/en/resources/parent-tutorial-independent-blending/?utm_source=emailcampaign581&utm_medium=phpList&utm_content=HTMLemail&utm_campaign=Ruth+Miskin%27s+Newsletter)

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# Fred Fingers for spelling



\* Children will also learn to split words up into the sounds that make them up; eg: cat = c-a-t

\* The whole word is spoken aloud and then broken up into its **phonemes** in order, through the word.

\* The sounds are pinched on to the fingers

\* This is called **segmenting**, and is a vital skill for spelling.

(Model teaching Fred Fingers.)

\* When the children can do this they can begin to write words independently.

# Green Words

\* The children are taught to read words using the sounds they have learnt so far.

\* These are called Green Words and the children can use Fred Talk to read them;

eg, 1:1 green words;

dad, mat, sat, at, mad, sad

\* The children need to become fluent at reading these words and read them at speed.



# Red Words

\* Red Words are tricky words- you can't use sounds to read them.

\* You just have to learn them;

eg, Red Words;

I, of, my, to, the, no



\* The children need to become fluent at reading these words and read them at speed.

# How can you help?

- \* **Magnetic letters** - Find out which letters have been taught - have fun finding these.
- \* **Making little words together** *is, at, cat, shop*. As you select the letters, say them aloud: '*a-t - at*', '*sh-o-p- shop*'.
- \* **Breaking words up**-Fred Talk: "Can you get your *c-oa-t*, Put on your *s-o-ck*" etc.
- \* **Create a writing box!** Little whiteboards and pens and chalkboards are a good way for children to try out spellings and practise their handwriting.
- \* Make or buy an **alphabet/sound poster**.
- \* **Play** tricky word games e.g. fast find, pairs.
- \* **Practise** the sounds in your child's sound book.





- \* Sing an alphabet song together.
- \* Read a variety of good quality picture books.
- \* Play 'I spy'.
- \* Continue to play with magnetic letters, using some two-grapheme combinations, eg:  
*r-ai-n = rain* blending for reading  
*rain = r-ai-n* segmenting for spelling.
- \* Create phonic games with a timer.
- \* Play matching pairs with HFW, tricky words.
- \* Practise sentence building.
- \* Praise your child and **HAVE FUN!**



# Useful websites

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (games)

[www.kenttrustweb.org.uk](http://www.kenttrustweb.org.uk) (games)

[www.bbc.co.uk/schools/wordsandpictures](http://www.bbc.co.uk/schools/wordsandpictures)

[www.kenttrustweb.org.uk](http://www.kenttrustweb.org.uk) (games)

[www.starfall.com](http://www.starfall.com) (games)

[www.ictgames.com](http://www.ictgames.com) (games)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com) (both)

[www.sparklebox.co.uk](http://www.sparklebox.co.uk) (resources)

<http://www.ruthmiskin.com/en/resources/tag/parents/> (online video tutorials / advice)

<https://online.espresso.co.uk/espresso/login/Authn/UserPassword> (resources and games-username and password on the back of your child's diary)



Play,  
Learn

and  
Grow...

Together!

