



Supporting your child to read and write.

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss



Phonics

What is phonics?

Words are made up from small units of sounds called **phonemes**.

Phonics teaches children to listen carefully to identify the phonemes (sounds) that make up each word.

Blending

This is when a child says each sound in the word and merges/blends these sounds together so they can hear what the word is.



Sound Buttons

To support children in reading we use sound buttons.



Segmenting

This is when the child says a word and then break it into sounds (phonemes) so they know the sounds that make up the word.



Sound talking

This is the way we tell children to try and spell a word.

We encourage children to "Soundtalk" the word before writing it.

The Tricky Bit

There are 44 phonemes in the English language **BUT** there are about 120 ways that these sounds can be represented!

Some sounds have more than one letter to represent it.

Digraph

This is a sound that has 2 letters to represent it.

ch sh th ee oo

chip fish thin tree moon



Trigraph

This is a sound that has 3 letters to represent it.

igh

ear

air

night

hear

fair

Split digraph

This is a sound that has two letters to represent it but those two letters are split by another letter.

a-e

i-e

o-e

u-e

cake

time

bone

huge

Some graphemes....represent different sounds..

ow — cow ow — blow

oo — moon oo— book

Some sounds are represented in different ways.

rain — ai

stay — ay

acorn — a

cake a — e (split digraph)



Putting this into practise

All children are involved in a daily phonics session which lasts about 15 - 20 minutes.

We ensure it is a multi-sensory approach as all children learn differently.

It is taught systematically throughout the school and each session follows a set format.

Recap- Teach -Practise - Apply

The Phases

The progress throughout the phonics programme is set out in phases and these roughly apply to year groups in the following way:

Phase 1 - Nursery

Phase 2 - Reception

Phase 3 - Reception/Year One

Phase 4 - Reception/Year one

Phase 5 - Year One

Phase 6 - Year Two



Remember each child learns at different rates. We plan for where a child is in their development and not the year they are in.

Phase 1

The activities in **Phase 1** are mainly adult-led with the intention of teaching children to identify sounds in their environment progressing them being able to hear and say sounds within words.

Aspect 1 - Environmental sounds

Aspect 2 - Instrumental sounds

Aspect 3 - Body Percussion

Aspect 4 - Rhythm and Rhyme

Aspect 5 - Alliteration

Aspect 6 - Voice sounds

Aspect 7 - Oral Blending and Segmenting



Phase 2

To teach 19 letters and to move from oral blending and segmenting to blending and segmenting with letters.

They are taught in sets...

Set 1 - s a t p

Set 2 - i n m d

Set 3 - g o c k

Set 4 - ck e u r

Set 5 - h b f, ff l, ll ss



Phase 3

Teach the other 25 graphemes.

Set 6 - j v w x

Set 7 - y z, zz qu

th sh ch qu ng

ai ee igh oa air

oo(look) oo(zoo) ar or oi

ure ur ow(cow) ow(snow)

er ear



Children continue to be taught to blend and segment words so they can read and spell.

Phase 4

There are no new phonemes/graphemes taught.

To consolidate the children's knowledge of graphemes and to read and spell words with adjacent consonants and polysyllabic words.

e.g. wind win win-d

stop top s-top

spend pen sp - e - nd

windmill wind - mill



Phase 5

To teach the alternative graphemes for known sounds and introduce new graphemes and alternative pronunciations.

New graphemes

a_e e_e i_e o_e u_e

ou e ea oy ir

au ay wh oe ue

ew ph are tious/cious tion

aw ie



Phase 6

To become fluent readers and accurate spellers.

To learn the past tense, adding suffixes (endings), plurals.

E.g. adding -ed and -ing

The sounds we teach and how we pronounce them.

Remember children should not add a 'u' sound after saying the letter sounds, it needs to be the pure sound.

These first sounds should all be stretched slightly. Try to avoid saying uh after each one: e.g. /mm/ not muh, /ss/ not suh,

m - mmmmmountain (keep lips pressed together hard)

s - ssssssnake (keep teeth together and hiss - unvoiced)

n - nnnnnnet (keep tongue behind teeth)

f - ffffflower (keep teeth on bottom lip and force air out sharply - unvoiced)

l - llllleg (keep pointed curled tongue behind teeth).

r - rrrrrrobot (say rrr as if you are growling)

v - vvvvvulture (keep teeth on bottom lip and force air out gently)

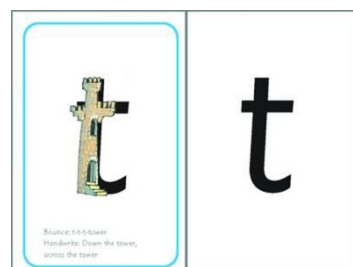
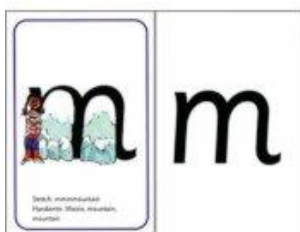
z - zzzzzzigzzzzzag (keep teeth together and make a buzzing sound)

th - thhhhank you (stick out tongue and breathe out sharply)

sh - shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk - I think I stink (make a piggy oink noise without the oi!
nknknk)



These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:

t - (tick tongue behind the teeth - unvoiced)

p - (make distinctive p with lips - unvoiced)

c and k - (make sharp click at back of throat)

h - (say h as you breathe sharply out - unvoiced)

ch - (make a short sneezing sound)

x - (say a sharp c and add s - unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

d - (tap tongue behind the teeth).

g - (make soft sound in throat).

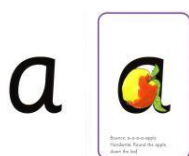
b - (make a short, strong b with lips).

j - (push lips forward).

y - (keep edges of tongue against teeth).

w - (keep lips tightly pursed).

qu - (keep lips pursed as you say cw - unvoiced).



The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).

e: e-e-e (release mouth slightly from a position).

i: i-i-i (make a sharp sound at the back of the throat - smile).

o: o-o-o (push out lips, make the mouth into o shape).

u: u-u-u (make a sound in the throat).

The long vowel sounds are all stretchy sounds

ai: snail in the rain

ee: ee what do you see?

igh: fly high

oa: goat in a boat

oo: poo at the zoo

oo: look at a book

ar: start the car

or: shut the door

ur: nurse with a purse

er: better letter

ow: brown cow

oi: spoil the boy

ear: hear with your ear

air: that's not fair

ure: sure it's pure

ai



High Frequency Words

Some words they will need to just know and these words are referred to as **High Frequency Words**. Being able to instantly recall these words will help develop children's fluency and understanding in their reading.

They are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.

the	and	a	to	said	in	he
I	of	it	was	you	but	on
she	is	we	at	are	up	my
have	be	go	so	no	mum	dad
big	do	me	as	his	this	with
went	all	like	some	can	not	then
were	for	little	there	out	they	one
them	her	what	down	that	had	when

High Frequency Words

The children will begin to be introduced to these words from Reception (words in purple above) and will continue to be taught them throughout Key Stage One.

it's	see	looked	very	look	don't
come	will	into	back	from	him
Mr	Mrs	children	get	just	now
came	oh	about	got	their	people
your	put	could	house	old	too
by	day	made	time	I'm	if
help	here	called	off	an	make

Common Exception Words

★ Common Exception Words ★

the a do to today of said says ★

are were was is his has I you

your they be he me she we no go

so by my here there where love ★

★ come some one once ask friend ★

school put push pull full house our

Reception Year One

★ Common Exception Words ★

door floor poor because find kind mind behind

child children wild climb most only both old cold

gold hold told every everybody even great break

steak pretty beautiful after fast last past father

class grass pass plant path bath hour move prove

improve sure sugar eye could should would who

whole any many clothes busy people water again

★ half money Mr Mrs parents Christmas ★

Year Two

Common Exception Words are words that **do not** follow the common phonetic spelling rule.

You can use these words in various games such as bingo or pairs.

It is best to introduce 3 or 4 a week and revisit these daily, looking for the words in the books they are reading.

The children will begin to be introduced to these words from Reception and will continue to be taught them throughout Key Stage One.

How to help your child with their reading!

Please read with your child every day, even if you can only do this for 10 minutes, and add a comment in the red Reading Diary – this is the most important thing that you can do to help your child with their whole education.

Read yourself! Set a good example by sharing your reading. Let your children see that you value books and keep them at home.

Keep books safe: Make your child their own special place to keep their books. Show them how to turn pages carefully.

Point out words all around you: Help your child to read the words around them: on food packets in the supermarket, on buses, in newspapers, in recipes.

Visit Torpoint library – it's free to join! All libraries have children's sections and we are so fortunate to still have a library in the town!

Make time to read: Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.

If English is not your family's first language: You can buy dual language books. You can talk about books and stories in any language

How to help your child with their reading!

Be positive. Praise your child for trying hard with their reading. Let them know it's all right to make mistakes. Turn off the TV! It's easier for your child to concentrate if there are no distractions.

Give them time. Let them make an attempt before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections.

Point with a finger. Encourage them to follow the left to right orientation of sentences and to point to individual words with their finger.

Don't make them try too hard! It doesn't matter if you sometimes have to tell them the word.

Let them read their favourites. It's good practice to read the same books over and over again.

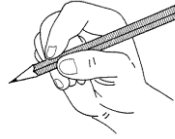
Ask lots of questions. Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.

Don't read for too long. A good ten minutes is better than a difficult half hour.



Handwriting

A pencil is a tool that works best when held properly. An inefficient grasp may negatively affect control of movements, flow, legibility and speed of written work.



A tripod pencil grasp is considered to be the most efficient grasp for handwriting activities. Three fingers (index, thumb and middle fingers) are placed about 1.5-2cm from point for a right-hander, and 2.5-3cm for a left-hander (to increase visibility of the writing). The wrist and the little finger side of the hand need to be resting on the table at all times, in order to facilitate control of finger movements.



Getting the correct pencil grip is essential in enabling children to become effective writers, the images above demonstrate how the children are taught to pick up and hold their pencil accurately.

Children are taught.....

To hold the pencil correctly

To forming the letter correctly starting at the correct place.

To correctly position letters on the line

To form letters of the correct size.

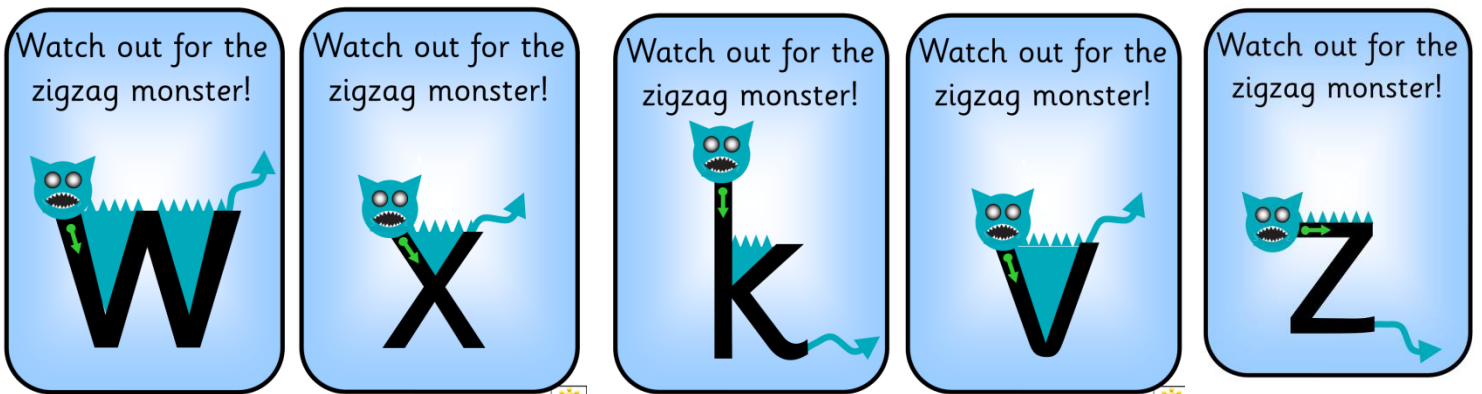
To develop the ability to join letters.

We teach children to form the letters in groups following the same starting point. Below is how we teach the children to form each letter.

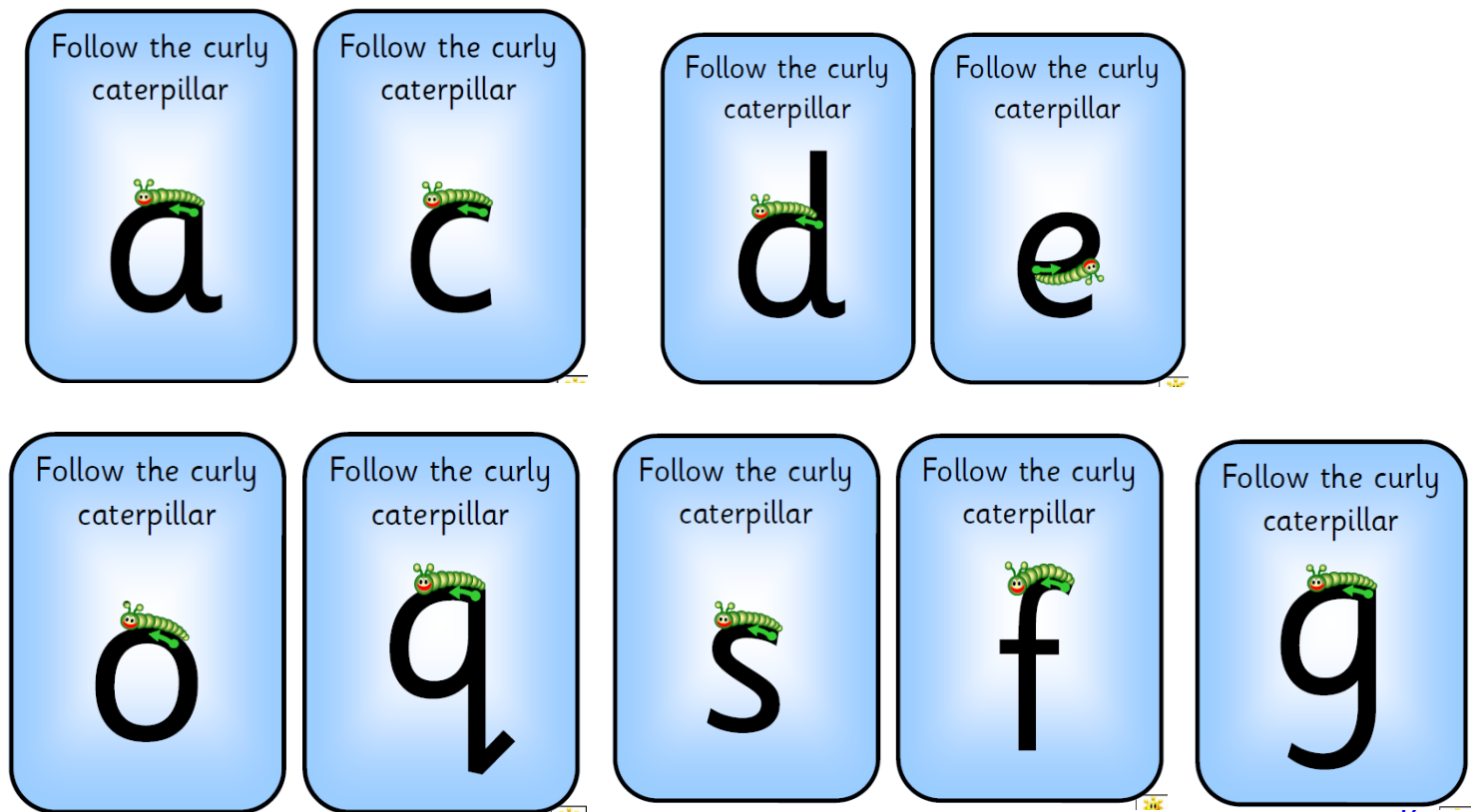
Number formation is just important and should also be practised.

Letter family cards

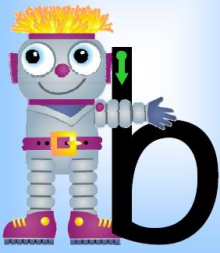
Zig Zag Monsters



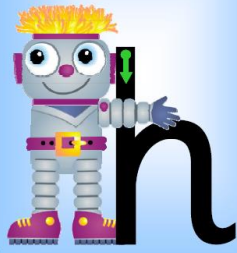
Curly Caterpillars



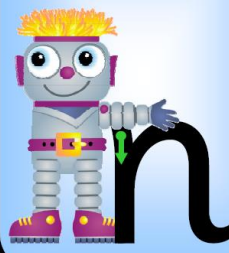
Travel down
towards the toes



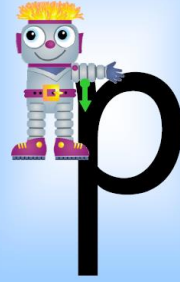
Travel down
towards the toes



Travel down
towards the toes



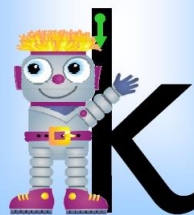
Travel down
towards the toes



Travel down
towards the toes



Travel down
towards the toes



Ladder letters

Walk down the
ladder



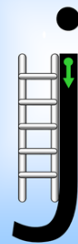
Walk down the
ladder



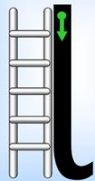
Walk down the
ladder



Walk down the
ladder



Walk down the
ladder



Walk down the
ladder



Top letter and bottom letter joins

Bottom letter joins



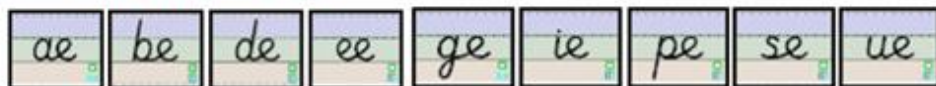
The exit kick is extended slightly into the next letter.

A longer extension is required when the join occurs at the start point of a letter – aw, ew.



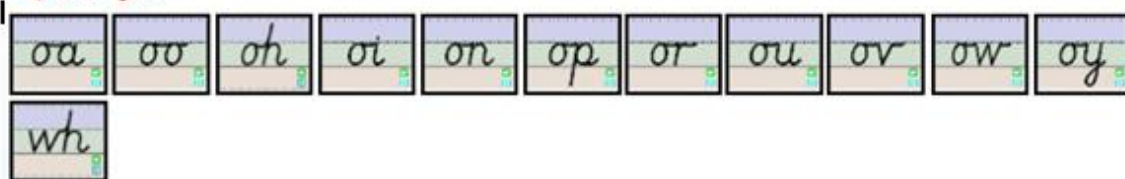
Bottom to "c" shape joins not only have to be extended but curved up and over to what would be the normal start point of the letter if it was not to be joined.

Bottom letter joins to the letter e



A more diagonal angled exit stroke is needed when joining a bottom exit kick letter to "e".

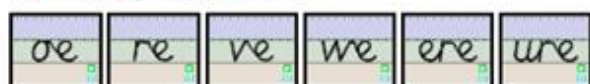
Top letter joins



The exit line is extended across to the normal start point of "curves to start" – caterpillar family.

The exit line is extended to join with the following letter which is then formed from this point, such as – wh, oh, on.

Top letter joins to the letter e



A downward diagonally curved exit stroke is needed to join a top exit letter to "e".

Letters left unjoined

z x f

Useful websites for reading and phonics

These websites have interactive phonic games that support the phonics we teach in school. Some games are free and others require you to subscribe.

www.phonicsplay.co.uk

www.ictgames.com/literacy.html

www.familylearning.org.uk

www.letters-and-sounds.com

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

This has an area of free e-books.





“We shouldn't
teach great books;
we should teach a
love of reading.”
— B.F. Skinner

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

-Dr. Seuss

Reading is an
adventure that
never ends.

If one cannot enjoy
reading a book over
and over again, there
is no use in reading it
at all.

-Oscar Wilde



“You cannot open a
book without learning
something.”
— Confucius

THESE ARE MANY
LITTLE WAYS TO
ENLARGE YOUR
CHILD'S WORLD.

LOVE OF BOOKS IS
THE BEST OF ALL.

~
Jacqueline Kennedy

