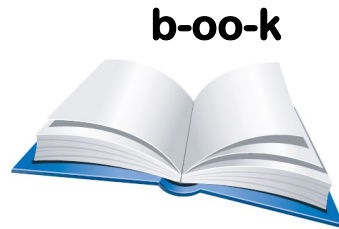


Phonics - A Guide for Parents



Phonics—a simple overview


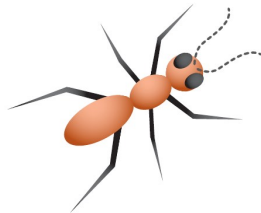


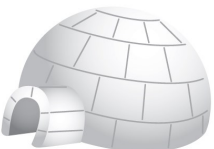
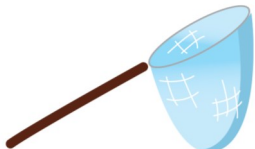






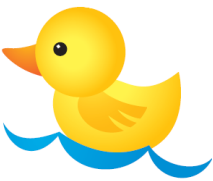

Phonics is a way of teaching children to read and spell quickly and skilfully. They are taught how to:















- ♦ recognise the sounds that each individual letter represents
- ♦ identify the sounds that different combinations of letters represent (e.g. 'ch' or 'ai')
- ♦ blend these sounds together from left to right to make a word






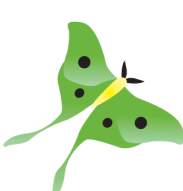








On the following pages, you will find a list of the common letters and letter groups. There are pictures and example words to show the common sound linked to each one.

The language of phonics











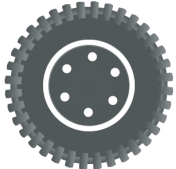

- ♦ The smallest units of spoken sound in a language are called **phonemes**.
 - ♦ These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
-

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
s <u>s</u> un		a <u>a</u> nt	
t <u>t</u> ap		p <u>p</u> ig	
i <u>i</u> gloo		n <u>n</u> et	
m <u>m</u> ug		d <u>d</u> og	
g <u>g</u> ug		o <u>o</u> t	
c <u>c</u> at		k <u>k</u> ick	
ck <u>ck</u>		e <u>e</u> gg	

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
u	b <u>u</u> s 	r	<u>r</u> at 
h	<u>h</u> at 	b	<u>b</u> at 
f	<u>f</u> rog 	ff	puff <u>i</u> n 
l	<u>l</u> ips 	ll	doll 
ss	gr <u>ass</u> 	j	<u>j</u> am 
v	<u>v</u> an 	w	<u>w</u> eb 
x	fo <u>x</u> 	y	<u>y</u> ak 

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
z	<u>z</u> ebra 	zz	p <u>z</u> zle 
qu	<u>q</u> ueen 	ch	<u>ch</u> ip 
sh	<u>sh</u> ip 	th	mo <u>th</u> 
th	ba <u>th</u> 	ng	ri <u>ng</u> 
ai	sn <u>ai</u> l 	ee	bee 
igh	<u>ni</u> ght 	oa	bo <u>oa</u> t 
oo	mo <u>oo</u> n 	oo	bo <u>oo</u> k 

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
ar	car	or	fork
ur	curl	ow	owl
oi	coin	ear	beard
air	hair	ure	picture
er	hammer	ay	play
a-e	cake	ea	beach
e-e	these	ie	tie

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
i-e	time 	oe	toe 
o-e	phone 	ue	blue 
u-e	tune 	ew	threw 
ou	house 	oy	boy 
ir	girl 	aw	saw 
wh	wheel 	ph	photo 
au	sauce 		

Top Tips for Reading

1

Try to make reading fun wherever possible. Aim to do little and often.

2

Blending—encourage your child to break words down into a series of sounds, e.g. **c-r-a-sh**. Run your finger under each sound in turn to encourage the child to blend sounds together.

3

Identify some key letter groups in the story and ask your child to spot them as they read.

4

Encourage your child to look at any pictures in the reading book to get an idea of what it is about. Discuss the pictures with your child.

5

Help your child to ‘work out’ words which can’t be blended by looking at the other words in the phrase or sentence or at the pictures in the book.

6

Talk about the book as much as possible:

- Ask your child to explain what happened
- Ask questions about the story.

7

Occasionally read the book or some pages aloud before you ask your child to read. This will help with understanding and it gives them a chance to hear the sounds first. It will also show them what fluent reading sounds like.

8

Draw attention to punctuation marks and help them read with feeling, e.g. **“HOORAY”** they shouted.

9

Play games with your child. For example, ask them to:

- find a word on the page that rhymes with **fish**.
- try making up nonsense words for the reader to blend, e.g. **twoch**.



Alternative Pronunciations

Encourage the reader to try out the alternative pronunciations of these common letters/ letter groups:

i	<u>pin</u>	<u>find</u>	c	<u>cat</u>	<u>cent</u>		
ow	<u>cow</u>	<u>blow</u>	ea	<u>eat</u>	<u>bread</u>		
y	<u>yes</u>	<u>by</u>	ou	<u>out</u>	<u>could</u>	<u>you</u>	<u>shoulder</u>
o	<u>hot</u>	<u>cold</u>	g	<u>got</u>	<u>giant</u>		
ie	<u>tie</u>	<u>field</u>	a	<u>hat</u>	<u>what</u>		
ch	<u>chin</u>	<u>school</u>					<u>chef</u>

The Phonics Screening Check

The phonics screening check is for Year 1 children and is a quick and easy check of your child's phonics knowledge. It helps the school confirm whether your child has made the expected progress.

The check will take place in June each year.

- ♦ Your child will sit with a teacher he or she knows and be asked to read 40 words aloud.
- ♦ Your child may have read some of the words before, while others will be completely new.
- ♦ The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful to your child.
- ♦ The check will contain a mix of real words and 'non-words' (or 'nonsense words'). Your child will be told before the check that there will be non-words he or she will not have seen before. Many children will be familiar with this because the school already uses 'non-words' when we teach phonics.
- ♦ Non-words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the non-words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.
- ♦ After the check, parents will be told in their child's Record of Achievement whether or not their child has achieved the expected standard or not.
- ♦ All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.