

Supporting your child with phonics



Phonic terminology: some definitions

- A phoneme is the smallest unit of sound in a word.



Grapheme

A grapheme is the letter(s) representing a phoneme

t

ai

igh

Children need to practise recognising the grapheme and saying the phoneme that it represents. Some graphemes represent more than one phoneme ? eg ea (dead/sea)



Digraph

Two letters, which make one sound

- A consonant digraph contains two consonants

sh ck th ll (sp is not!)

- A vowel digraph contains at least one vowel

ai ee ar oy



Trigraph

A trigraph is 3 letters that make 1 sound.

igh

ure

air



Segmenting

Identifying the individual sounds in a spoken word

e.g.

h-i-m

and writing down or manipulating letters for each sound to form the word 'him'.



Blending

Recognising the letter sounds in a written word

e.g.

c-u-p

and merging or blending them in the order in which they are written to pronounce the word 'cup'.



A segmenting activity

(phoneme frames)

church

clap

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Phoneme Frames

clap

c

l

a

p



Phoneme Frames

church

ch

ur

ch



A segmenting activity

Segment these words into their constituent phonemes:

shelf

dress

think

string

sprint

flick



Segmenting

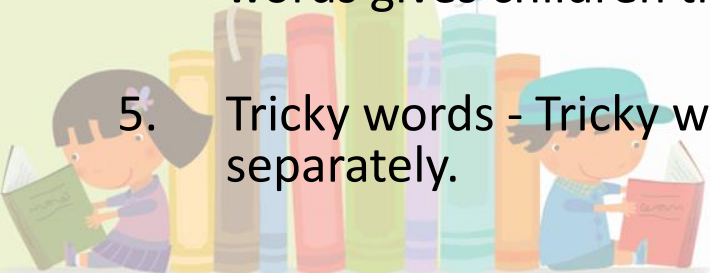
Word	Phonemes					
shelf	sh	e	l	f		
dress	d	r	e	ss		
think	th	i	n	k		
string	s	t	r	i	ng	
sprint	s	p	r	i	n	t
flick	f	l	i	ck		



Phase 1 , 2 and Jolly Phonics - Reception



1. Learning the Letter Sounds - In Reception we will teach the children the 44 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue. The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.
2. Learning letter formation - Using different multi-sensory methods, children learn how to form and write the letters.
3. Blending - Children are taught how to blend the sounds together to read and write new words.
4. Identifying the sounds in words (Segmenting) - Listening for the sounds in words gives children the best start for improving spelling.
5. Tricky words - Tricky words have irregular spellings and children learn these separately.



Phase 1 , 2 and Jolly Phonics - Reception



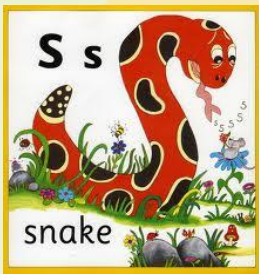
The children have already learnt...

s a t i p n c k e h
r m d g o u

Challenge - See how many 3 letter words you can make with these letters!

It is very important that you pronounce these phonemes clearly and correctly. If you don't, children may find it very difficult to blend them together. We will pronounce them as you have seen on the video clip you saw earlier.

We introduce the letters with the sounds, pictures, actions and lots of practise for forming the letter. We form the letters with a finger in the air, on the palm of the hand, on the back of another child, on a rough surface like the floor. All these experiences are very important to try before writing the letter on a whiteboard or piece of paper.



Phase 3 - Reception

Phase 3 continues in the same way as Phase 2 and we will continue to introduce new phonemes (sounds). By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes.

During Phase 3 they will learn...

Consonant digraphs - ch sh th ng

Vowel digraphs (and trigraphs) - ai ee igh oa oo ar or ur ow oi ear air ure er.

The children will also learn how to write CVC words. These are words with a consonant phoneme, a vowel phoneme and then a consonant phoneme - it is not referring to letters. Therefore hot, bed, boat and ship are all CVC words but cow and toy are not. We will use sound buttons/fingers to sound out words (blend) and to segment words.



During Phase 3, the following tricky words (which can't yet be decoded) are introduced. We will also learn about 'Red' words being tricky words and 'Green' words being words that you can sound out.

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

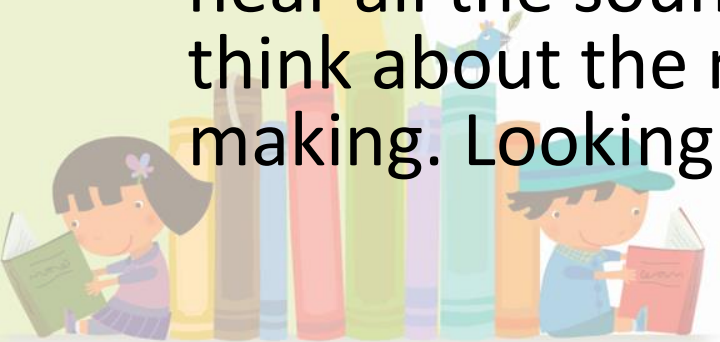


Phase 4 - Year 1

To teach children to read and spell words containing adjacent consonants.

e.g. **truck** **help**

- Children with speech and language difficulties can find Phase 4 very tricky. If children struggle to hear all the sounds in a word encourage them to think about the movements that their mouths are making. Looking in mirrors can help with this.



Phase 5 - Year 1

- Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

ai ay eigh ey a_e



Year 2 – Support for Spelling

- We review all of the alternative spellings particularly for long vowels – ai/ee/igh/oa/ue
- More of a focus on grammar: adding –ed and –ing suffixes to verbs; plurals; prefixes which change the meaning of a word such as happy/unhappy;
- Word building: compound words such as milkman, greenhouse

