

Willerby Carr Lane Primary School



What is phonics?

Phonics is about the links between letters and the sounds they make.

Using a highly structured programme, working through 6 progressive phases, children are taught:

- The full range of common letter/sound correspondences. **Volunteer needed!**
- To hear separate sounds within words.
- To blend sounds together.

Why is it important to make the correct speech sounds?

- Meet Tom! T-o-m
- Keep sounds crisp- don't add the –uh!

e.g. 'b' not 'buh' 't' not 'tuh' or 'ter'

What are the speech sounds?

Although there are 26 letters in the English alphabet, there are more than 40 speech sounds.

Do you know why this is?

Some definitions

Phoneme: the smallest unit of sound in a word e.g. 'b' in big.

Grapheme: The written representation of a sound/phoneme – for some phonemes (sounds), this could be more than one letter

e.g. *t* *ai* *igh*

Blending

Recognising the separate sounds in a written word, for example

c-u-p,

and blending them, in the order in which they are written, to read the word 'cup'.

Practise makes perfect!

- Develop memory muscles!!!
- Read each book **several** times over.
- Point to each word as it is read.
- Go back and read the whole sentence again, aiming to read the words 'on sight' this time.

Blend these phonemes to read the words!

s i t
■ ■ ■

l e g
■ ■ ■

m o p
■ ■ ■

c a n
■ ■ ■

f u n
■ ■ ■

Keep calm and carry on!

- Don't panic if your child needs extra practise at this stage.
- We have sheets/word cards to help with this.
- Don't worry about 'book numbers'-reading should be a challenge not a struggle!
- Blending must lead to sight recognition.
- Some words will have to be committed to memory-tricky words.

Digraphs: Two letters which make one sound.

A consonant digraph contains two consonants next to each other, but they make a single sound

e.g. sh ck th ll

A vowel digraph contains at least one vowel but the two letters still make a single sound

e.g. ai ee ar oi

Examples of consonant digraphs

ll

hill

ss

mess

ff

puff

zz

fizz

sh

ship

ch

chat

th

thin

th

this

ck

chick

ng

sing

Examples of vowel digraphs

(Vowel digraphs need to contain at least one vowel and make one sound.)

ai

rain

ar

car

ee

meet

or

for

oa

coat

ow

cow

oo/oo

zoo

book

oi

coin

ch i ll ll

f or t

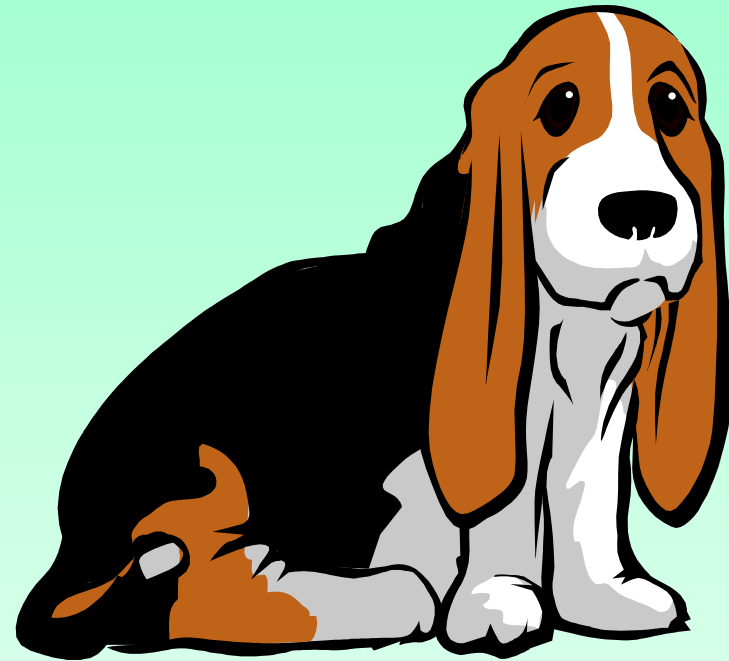
d u ck

th a t

w ai t

sh e d

How many sounds?



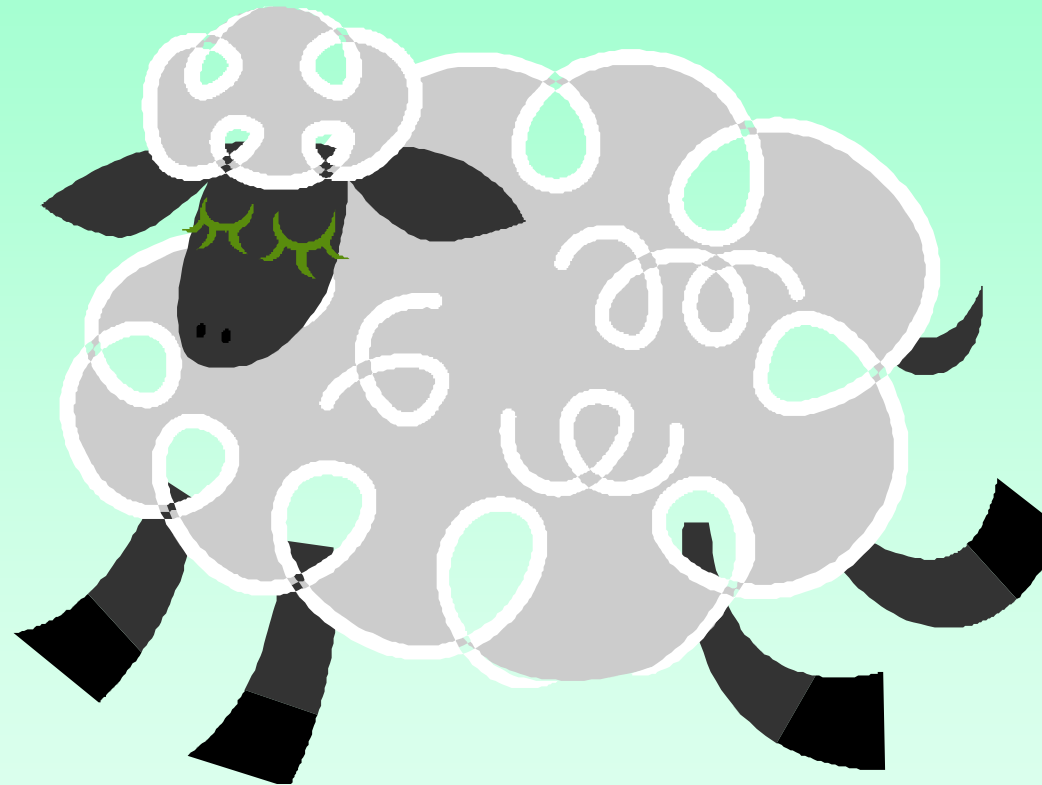
How many sounds?



How many sounds?



How many sounds?



- Pig is in his pen.
- Cat has a nap.
- Go to the red hut.
- SAmuEL samuel saMuel Samuel

Blend these words...

- drep
- blom
- gris

Nonsense games like this help to build skills - and can be fun too!

e.g. Reading to the alien!

Trigraphs- 3 letters that make 1 sound.

- igh ear air ure
- sight, night, fight, right etc
- hear, fear, near, dear etc
- chair, hair, fair, pair etc
- pure, cure, sure, treasure, manure etc

Segmenting

- ‘Chopping Up’ the word to spell it out
- The opposite of blending
- Children need to practise this skill too.

t

r

a

ck

p

oi

n

t

WORD	PHONEMES					
shelf						
dress						
think						
train						
sprint						
flick						

WORD	PHONEMES					
shelf	sh	e	l	f		
dress	d	r	e	ss		
think	th	i	n	k		
train	t	r	ai	n		
sprint	s	p	r	i	n	t
flick	f	l	i	ck		

Some words can not be sounded out or blended and need to be recognised as a whole e.g.

said the eyes were he
she was to go

In school we refer to these as the 'tricky words' or 'red words'.

Children develop their ability to do this over time. Practise is the key!

- Children are then able to use this knowledge as they begin to write (by sounding out, knowing which letter makes which sound, and being able to write these in sequence).
- Tricky words need committing to memory for spelling as well as reading. Children will need to **practise** these.

- Encourage children to write and spell, but don't expect perfection too early on!
- We want children to *want* to write, to see it as something they *can* do, not to be too afraid of making mistakes, of having to get it 'all right'.

Talk, talk, talk!

- The value of talk time with your child.
- Use of tenses e.g. go-ed, eaten, comed etc
- Immature speech sounds e.g. f / v / th.
- Gently correct.
- Commercially produced materials do not always have accurate speech sounds.

Please remember...

- School handwriting - see sheets.
- Use your name card at home too!
- Capital letters-for the start of a sentence, for the first letter of a person's name etc (but not in the middle of words!)
- Quiet time needed for reading!
- Regular practise = good progress!
- Holiday danger!

The value of reading

- Read for pleasure.
- Read for the love of reading.
- Carr Lane's Unique Authors Programme.
- Book fairs.
- Library.
- Play games-memory/rhyming lotto etc

Useful websites

- www.jollylearning.co.uk/
- Mr Thorne Does Phonics (YouTube)
- theschoolrun.com/phonics
- Follow the link on the school website to Oxford Owl.