|  |  |
| --- | --- |
| **Word** | **Number of phonemes (sounds)** |
| Muscles | m-u-sc-le-s 5 |
| quickly  | Qu-i-ck-l-y 5 |
| known | Kn-ow-n 3 |
| knew | Kn-ew 2 |
| quake | Qu-a-k e 3 |
| face | f- a – c – e 3 |

Phonics training for parents 16th September 2015

**How to help your child with phonics when reading**

* Make sure your child is using precision phonics when they blend aloud e.g c-a-n not c- a – nuh
* Make sure they scan for any digraphs (ai, ee, oa etc) and trigraphs (igh, air, ear) in the word before they blend e.g the ai in rain, so when they blend they will say r-ai-n, not r-a-i-n which you cannot blend to form a word
* Split up longer words into smaller chunks

**Other reading strategies for decoding a text** (children should be encouraged to use all of these tools)

* Read to the end of the sentence, does the word make sense in the context of the sentence or text.
* Use the pictures for clues (although children should not rely on this)
* Look for words within words to help work it out

**Important aspects of reading**

Whilst we teach a phonics first approach, decoding the text is only one aspect of reading. Many children can be experts at decoding, but do not retain what they have read or understand the meaning. Comprehension of the text is key here and this involves lots of discussion with your child about the text. It is the comprehension aspect that your child will rely on, as they move further through their education and in order to be successful in SATs tests in the future.

We also want to foster a love of reading and books in your children. This will never come from racing through levels of reading schemes, where children think the reason for reading is to get to the end of the book, or level or that they have to be reading a ‘harder’ book.

**How to help your child with phonics and spelling**

* Say the word aloud. Adult to say the word slowly emphasizing the sounds. Get the child to put each sound they can hear on to their phoneme fingers
* After writing a word, blend the sounds together to check no phonemes (sounds) are missing.
* Clap the syllables in longer words to split it into chunks for spelling
* Is there a mnemonic I know that could help me e.g **O** **U** **L**ucky **D**uck in could should and would
* Is there a rule I know when spelling this group of words

**Ipad games**

If you have access to an ipad some useful resources include:

* ‘Mr Thorn does phonics’ – lots of fun film clips with precision phonics
* ‘twinkl phonics suite’- phonic games for all phases of phonics teaching- suitable up to Y2
* Hairy letters- letter formation and fun animation clips
* Cbeebies storytime- simple reading comprehension (EYFS Y1)

**Internet based games and resources**

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

[**www.ictgames.com/cvcPop.html**](http://www.ictgames.com/cvcPop.html)

[**www.bbc.co.uk/cbeebies/alphablocks/**](http://www.bbc.co.uk/cbeebies/alphablocks/)

the alphablocks site has a film clip where each alphablock makes their sound using precision phonics

**General**

**How to help your children at home**-

Counting forwards and backwards in 1s past 100,

Sing number songs; 10 green bottles, 1,2,3,4,5 once I caught a fish, 5 currant buns, 5 speckled frogs, 5 little ducks etc

Using maths language in everyday situations (more less larger smaller largest smallest)

Telling the time, o’clock,

Recognising coins, (EYFS)

Reading lots of different types of text,

Writing for a purpose, write a shopping list, a postcard, note, card, email *(always supervise young children online)*

**I spy-** use phonic sounds not letter names(EYFS)

**listening walks** *(helps young children tune into really listening and concentrating)-* what sounds can you hear in the environment when you go to different places (EYFS)

**Copy sounds** (*helps young children tune into really listening and concentrating*) - animal noises, noises that you add to a story, silly voices, long sounds/short sounds, copy a squeaky voice, a giant’s voice etc (EYFS)

**Making up silly stories**- story pass- *person 1 says ‘****Once upon a time*** *there lived a grumpy....*

*Person 2 thinks of something to add to this e.g ‘old king who was always cross with his...’*

*Person 1-‘glittering magical shoes.’*

**Retell known stories** using story language (once upon a time, one day, it all began when, suddenly, at last, mean while, finally, they all lived happily ever after, that was the end of that), role play puppets, act it out, use voices.

**Phonics terms your child may use**

**split digraph-** used to be called magic e, e.g face, make, spade, hide

**digraph-** 2 letters making a phoneme e.g ch, sh, th, ck,

**trigraph-** 3 letters making a phoneme e.g air, ear, ure

**vowel digraph-** 2 letters making a vowel sound e.g ai,

**phoneme-** a unit of sound within a word

**grapheme-** letters that represent a phoneme e.g ai ae ay eigh all make the /ai/ phoneme

**segmenting-** the task of splitting a word into it’s phonemes in order to spell

**blending-** the task of putting sounds together in order to read a word- children are taught to put eachphoneme on their fingers and swoosh across these as they blend them.

**adjacent consonants-** we used to call these blends, they appear at the beginning or end of words e.g bl black, cr crop, scr scrunch, fl flip, nd sand, sk disk, nk sunk etc. Adjacent consonants are separate phonemes e.g b-l-a-ck

**The Tricky Words are in bold- sight words**

**Phase 2**

a an as at if in is it of off on can dad had back and get big him his not got up mum but

**the to I no go into**

**Phase 3**

will that this then them with see for now down look too

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

**Phase 4**

went It’s from children just help said have like so do

**some come were there little one when out what**

**Phase 5**

don’t old I’m by time house about your day made came make here saw very put

**oh their** **people Mr Mrs looked called asked** **could**