

Learning to Read & Write

Using phonics to help
your child learn to read
and spell fluently,
effectively and with
increasing speed.



Books give
a soul
to the universe,
wings
to the mind,
flight
to the imagination,
and life
to everything.

What is phonics?

- * A method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.
- * It is just one method - the first steps in a long journey!
- * The overall aim of any reading strategy is to enable the learner to become a fluent and automatic reader and speller
- * Symbols = graphemes, or the letters used to write the sound (1, 2, 3 or even 4 letters)
- * Sounds = phonemes (the smallest sound you can hear in a word)

Letter or sound?

- * Really important to use the correct terminology
- * Your name may start with the sound /t/ and the letter T, but in a name the letters don't always make their common sound
- * For example, you wouldn't say James has an /a/ sound (but Sam does!)
- * Sound it out **or** spell it – they are different things. Can you spell your name? (J-a-m-e-s) versus can you sound your name? (J-ai-m-s)
- * This will be very important once they are reading and writing more widely.

The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/
										
/oo/	/oo/	/ar/	/ur/	/or/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

Pronunciation

- * The way we say the sounds is really important to help the child successfully blend the sounds together to read words
- * Cat → c-a-t, not cuh-a-tuh
- * Not only will they be unable to ‘guess’ the word when blending, but it will make it harder to segment a word for spelling
- * Similarly, it is important that children say the sound just once. E.g. a/a/a/a/, should be /a/. We don’t say a/a/a/apple!
- * The sounds learnt each week will be published on Tapestry

Blending & Segmenting

- * Blend sounds together to read
- * Segment sounds apart from each other to spell

Blending - reading

- * In order to read words, you need to be able to blend the individual sounds together.
- * This is harder than it sounds! Firstly, you need to know that this word exists!
- * Moon or foot?
- * Try reading made-up words;
 - * **Chalonup**
 - * **Pifghet**
- * This is what it can feel like to children who have a limited exposure to vocabulary.

So..... READ!

- * Read, read and read more to your child!
- * No matter how old they get, no matter how good they become at reading by themselves, keep reading TO them!

Segmenting - Spelling

- * Breaking down a word into its individual sounds. E.g. saying ship, and segmenting out sh/i/p
- * 44 phonemes (sounds)...
- * ...**BUT around 120 graphemes!**
 - * For example;
 - * The phoneme /f/, can be written in the following ways;
 - * **f, ff, ph, gh, lf, ft**
 - * (fat, cliff, phone, enough, half, often)

Exceptions!

- * Unfortunately, there are plenty of exceptions to all of this!
- * As the children move through Reception, Years 1 & 2, they will be learning more and more about the exceptions:
 - * the different ways to write each phoneme
 - * the different ways to say each grapheme
- * It needs constant, regular and repetitive practise and exposure to all of these in order to grasp it all fully
- * There will be another information session in January to introduce more of the phonics tools

Writing Expectations

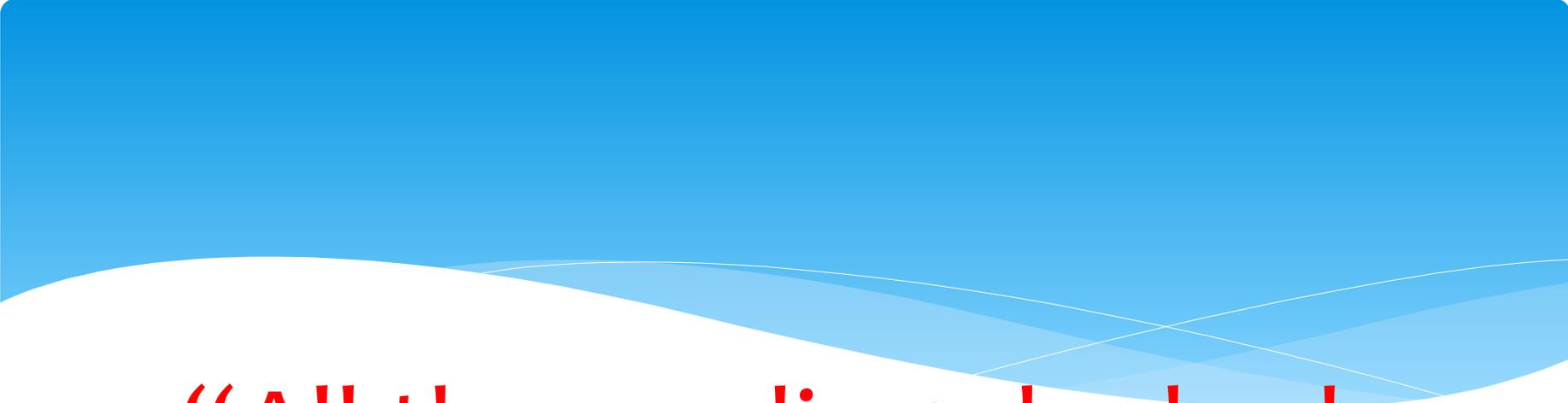
- * By the end of Reception ALL children must be:
 - * Using capital letters in the correct places (First letter of a sentence, days of week, names and places)
 - * It is very important that incorrect capital letters are corrected (e.g. in middle of words)
 - * Correct letter formation and pencil grip is very important!
 - * Letters never start at the bottom.
 - * To be interested in writing (moving away from mark making), and giving it meaning
 - * To realise that you write for a purpose (e.g. shopping list, invitations, birthday card)

Don't Despair!

- * It may sometimes feel like a losing battle when trying to get your child to practise their phonics and reading!
- * Little & often is much more beneficial to everyone involved .
- * Games, timers, 'challenges', sticker charts can all work to get children excited about their learning
- * The more they love stories, the more they will want to read them for themselves

More information

- * We will hold another session some time in the new year to help with the next stage of learning phonics
- * Please chat to us after school, or come to stay & play and parents in class if you have any questions
- * There are plenty of games and resources on topmarks, phonics play, letter-and-sounds, cbbc, cbeebies, twinkl and a whole host of other websites.



“All the reading she had done had given her a view of life they had never seen.”

Roald Dahl, Matilda.