



Phonics and Early Reading

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)

First steps

- 1. Environmental Sounds
- 2. Instrumental Sounds
- 3. Body Percussion





- 4. Rhythm and Rhyme
- 5. Alliteration
- 6. Voice Sounds

Why do we teach phonics?

"Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers"

Sir Jim Rose - Rose Review of Reading 2006

Phonics

Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

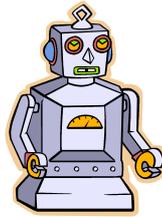
- Although there are 26 letters in the alphabet there are 44 phonemes.
- A *phoneme* is the smallest unit of sound in a word
- All phonemes are represented by a grapheme (the written letter)

All words are made up of sounds.

In the English language there are 44 sounds

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

- "so i_f I t_al_k i_n th_i_s w_ay, you w_i_ll h_ear ea_ch s_ou_n_d.



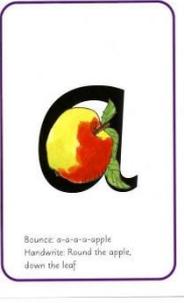
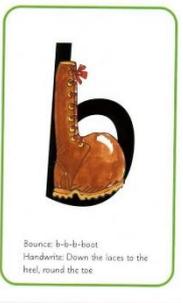
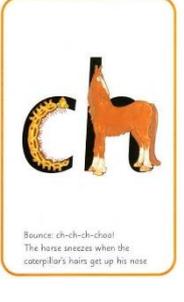
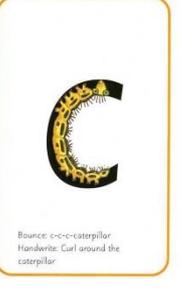
How we teach phonics

- We begin by introducing one phoneme a day
- The first five are m a s t d
- Each phoneme will have a sound, picture and action that goes with it.
- We also learn how to form each letter - Maisy Mountain Mountain

The children will bring home a folder containing examples of these phonemes to practise reading and writing with you.

Examples of phonics cards

 <p>S Sneak: ssssnake Handwrite: Slither down the snake</p>	 <p>R Stretch: rrrrobot Handwrite: Down his back, then curl over his arm</p>
 <p>T Bounce: t-t-t-tower Handwrite: Down the tower, across the tower</p>	 <p>SH Stretch: shhhh says the horse to the hissing snake</p>

 <p>a Bounce: a-a-a-apple Handwrite: Round the apple, down the leaf</p>	 <p>b Bounce: b-b-b-boot Handwrite: Down the laces to the heel, round the toe</p>
 <p>ch Bounce: ch-ch-ch-cheat The horse sneezes when the caterpillar's hairs get up his nose</p>	 <p>c Bounce: c-c-c-caterpillar Handwrite: Curl around the caterpillar</p>



Pronunciation

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily



d o g
.
.
.



r ai n
.
.
.

Children need to recognise the grapheme and say the phoneme that it represents

We use Fred to help the children to learn to read

Fred can *only* talk in sounds...

(Fred can only say *c_a_t*, he can't say cat)

We call this *Fred Talk*

- We use Fred to help the children to learn to spell as well.

Children convert a whole word they hear into sounds

They put sounds they hear in a word

on their fingers...



We call this *Fred Fingers*

Ways to help

- Let the child teach you the phonemes and actions they have learnt
- Look for them in the environment
- When writing with them let them sound the words out - it doesn't matter if they is spelt wrongly at first.
- Reading books - read daily with your child and share books from the library or home.

Red words

- Words that are not phonically decodable

For example:

was, the, no, some, said, people

Children work through small sets of these - taken home in their own wallet alongside their reading books.

Learning these words helps children to become more fluent readers. They will see them often in the books they bring home.

The simple view of reading

- Decoding the words on the page
- Understanding what has been read

Both **MUST** happen during the reading process

