

At this time of year we usually run a phonic workshop session to explain to parents about how phonics is taught in Reception. This year it has not been possible. I have put together a document that hopefully explains everything. If you have any additional questions please don't hesitate to contact me at: nprosser@rosegreeninfant.school

An additional Reading Workshop is due to run in January. Please can we kindly remind you to return your child's reading book to school on a daily basis. Sharing this book and helping to learn their keywords at home is very important. It can really improve your child's reading experience.

Nikki Prosser

ROSE GREEN INFANT SCHOOL

Phonics

Autumn 2020

In school, we follow

- Ruth Miskin
- The Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

The new Adopter Curriculum states

In Reception children will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.

ELG: Word Reading	<i>Children at the expected level of development will:</i> <ul style="list-style-type: none">-Say a sound for each letter in the alphabet and at least 10 digraphs-Read words consistent with their phonic knowledge by sound-blending;-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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TERMINOLOGY

Phoneme..... It's a unit of sound.

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use 44 phonemes.

Graphemes..... A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blendingSegmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

The tricky words introduced in phase 2 are:

to	the	no	go	I
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The tricky words introduced in phase 3 are:

we	me	be	was	no	go
my	you	they	her	all	are

The tricky words introduced in phase 4 are:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

In Reception we go as far as phase 5.

The first sounds...

We teach the sounds not the letter names.

We follow Ruth Miskin's sequence of sounds.

Speed Sounds Set 1

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r - j - v - y - w - th - z -
ch - qu - x - ng - nk

Speed Sounds Set 2

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Making words

Once children know these sounds we can start making words.
Real and silly words.

- ma
- das
- nip
- sit
- tat
- pat
- nig

A video can be found on YouTube that explains this in detail. Please search...

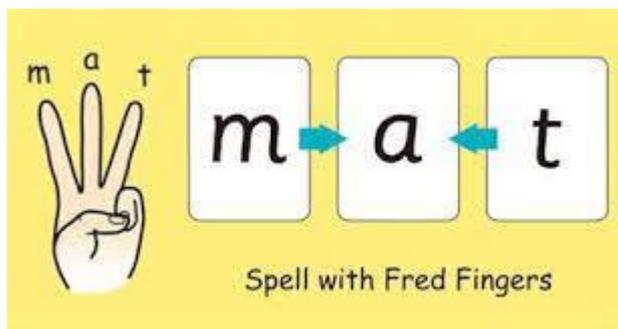
Phonics tutoring with Ruth Miskin - how to teach blending to children or click on this [link](#)

SEGMENTING

- Breaking down words for spelling. We use Fred Fingers and one finger represents one sound. We encourage the children to sound out using their Fred Fingers.

mat

m a t
● ● ●



BLENDING

Building words from phonemes to read.

m a t
● ● ●

mat

Phonics at home

Tips for teaching your child the sounds:

- It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, e.g. **Paul**.
- When you talk about letters to your child, remember to use the letter sounds: **a buh kuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. **eg. cat, would sound like: see ay tee** For a helpful video to illustrate and support this,

search 'Phonics: how to pronounce pure sounds' or click on this [link](#)

- When saying the sounds of **b**, **d**, **g**, **j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.
 - **Useful webpages**
 - <http://www.letters-and-sounds.com>
 - <http://www.phonicsplay.co.uk>

WHAT DOES A PHONICS LESSON AT SCHOOL LOOK LIKE?

Revisit/review

Teach

Practice

Apply