

Letters and Sounds

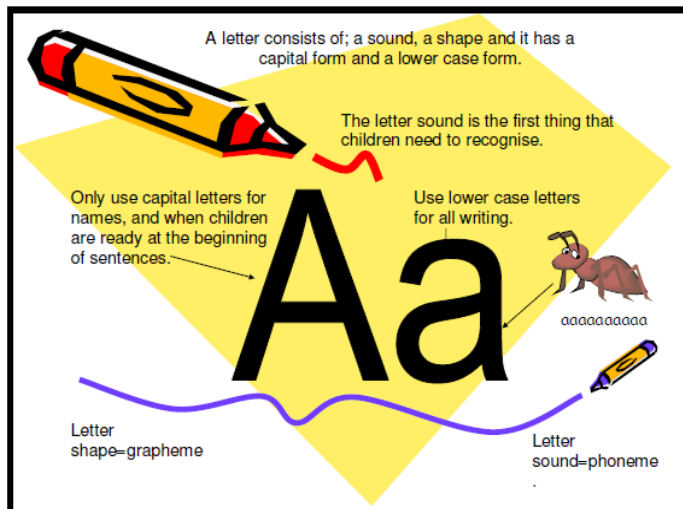
We are following Government guidance with regards to 6 phases of phonics teaching.

This six phase teaching programme focuses on high quality phonic work.

The Intention is to "...equip children who are 5 with the phonic knowledge and skills they need to become fluent readers by the age of 7."

A definition of Phoneme and Grapheme.

Your child will need to develop knowledge of both.



For further information:

Please come and talk to your child's teacher.

Also these websites may be useful:

www.bookstart.co.uk

This website provides information about the national Bookstart scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives Information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.

www.wordsforlife.org.uk/baby

This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

www.nationalliteracytrust.org.uk/familyreading/parents

The Family Reading Campaign website provides a wealth of information to support you and your family. The Family Reading Campaign works to encourage reading in the home. It also offers many links to further websites.

www.phonicsplay.co.uk

Has lots of information for parents and interactive games your child can play at home.

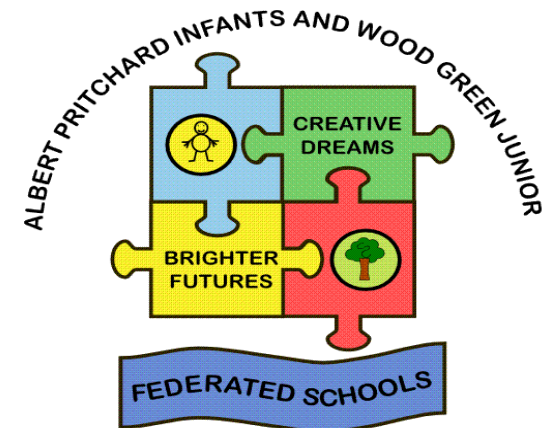
Phonics

Phonics is taught in 6 phases closely linked to Year Groups starting in Nursery to Year 2

Phase 2

Reception

A parent guide to supporting your child with Reading and Writing through phonics



Altogether, playing, working and Growing

Ways you can support your child at home

Magnetic letters

Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught - have fun finding these with your child and place them on the magnetic surface.

Making little words together

Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: 'a-m - am', 'm-e-t - met'.

Breaking words up

Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met - m-e-t'.

Both these activities help children to see that reading and spelling are reversible processes.

Make a writing box

Spelling is harder than reading words - praise, don't criticise. Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting. Your child might be trying to use letters from their name to write; this shows that they know that writing needs real alphabet letters.

Mood Sounds

Say a letter sound and ask your child to repeat it. Ask the children to say the sound as if they were angry, happy, frightened, grumpy, excited and any other ways you can think of.

Phase 2

You child will be taught the phonemes (*sounds*) for a number of letters (*graphemes*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**.

This is the order in which your child will be taught the sounds and how to write them.

Phase 2

Letter Progression

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, l, (ff, ll, ss)

Once they have learnt a few letter sounds they can start blending together words for reading, these are words that are used most of the time, known as High Frequency Words.

As your child works through phase 2 they will learn how to read and spell:

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, put

Your child will also learn to read by sight, slightly harder High Frequency Words, known as Tricky Words

the to I no go into

Getting ready for writing

Teachers will model how to form letters (*graphemes*) correctly, so that children can eventually acquire a fluent and legible handwriting style. We will teach children what is known as cursive script - more information about this can be found in our Handwriting leaflet.

Ways you can support your child at home

Using their whole body

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help co-ordination include throwing balls at a target, under-arm and over-arm, and bouncing balls - also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

Hand and finger play

Action rhymes such as '*Incy wincy spider*', '*One potato, two potato*' and '*Tommy Thumb*' are great fun and get their hands and fingers moving. Playing with salt dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

Hand-eye co-ordination

Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place - these all help hand-eye co-ordination.

Pencil hold

The 'pincer' movement needs to be practised. This is important as it enables children to hold a pencil properly as they write. Provide them with kitchen tongs and see if they can pick up small objects. Move on to challenging them to pick up smaller things, for example, little cubes, sugar lumps, dried peas, lentils, first with chopsticks, then with tweezers.

Ask children to peg objects to a washing line.

Provide plenty of different types of pen and pencil; hold their hand to practise the correct grip.

A Pincer Grip enables a child to pick up small items using the thumb and index finger.