

# Letters and Sounds

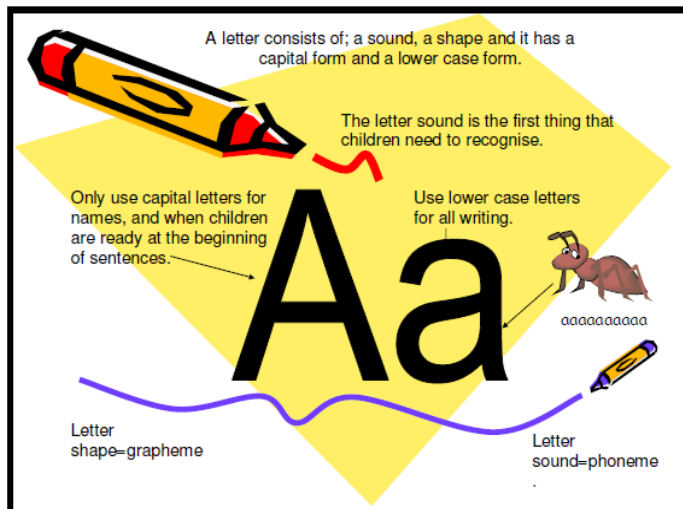
We are following Government guidance with regards to 6 phases of phonics teaching.

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](http://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](http://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](http://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](http://www.phonicsplay.co.uk)

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

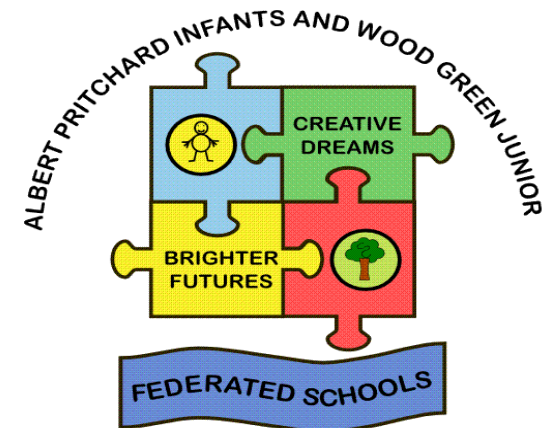
# Phonics

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

## Phase 5 & 6

## Year 1 & 2

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



**Altogether, playing, working and Growing**

# Phase 5 & 6

Your child will learn that most letters and combinations of letters (*graphemes*) can represent more than one sound. For example, the grapheme **ea** can be read as /ee/ as in *leaf* or /e/ as in *bread*. They will learn that most sounds (*phonemes*) can be spelled in more than one way. For example, the **f** sound can be written as **f** as in *fan* or **ff** as in *puff* or **ph** as in *photo*.

This is the order in which your child will be taught new ways sounds are written for reading.

## New Graphemes for reading

ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo)  
ew (new), oe (toe), au (Paul), a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule)

Your child will also learn that there are lots of different ways of spelling each sound.

Please see your child's teacher if you would like a list of these.

Now they have learnt all the 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 5 they will learn how to read and spell:

*don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very*

Your child will also learn to spell from memory, slightly harder High Frequency Words, known as Tricky Words

*some one said come do so were when have there out like little what*

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

*oh their people Mr Mrs looked called asked could*

During phase 6, your child will learn to use what they have learnt automatically for reading and spelling and develop their ability to read and write for meaning.

## Ways you can support your child at home

**Teach lots of nursery rhymes** - each one tells a different story.

**Enjoy and share books together** - buy or borrow books that will fire their imagination and interest. Read and reread those they love best.

**Make time to read with your child throughout their time in school** - PLEASE continue reading to your child, even when they are reading independently. This is very important - your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

**Let them see you reading** - grown-ups can share their magazines about their favourite sport or hobby.

**Talk about the meaning of the book, too** - take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped, roared*.

**Write with your child** - 'think aloud' so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.

**Talk about the words they see in everyday life** - food packaging, signs in the supermarkets, captions on buses and lorries, messages on birthday cards and invitations.

**Write a shopping list together.**

**Provide your child with a shoe box full of things to write with** - writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.