

## F2 Phonics & Reading Parent Guide

### Why is reading so important?

- Builds communication skills
- Opens the imagination
- Unlocks the ability to understand all areas of learning so aids progress across the curriculum
- Improves mental health and well being
- A fundamental life skill

### What is expected in reception?

ELG

“Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking about what they have read.”

As part of this, children need to be able to:

- Blend words
- Segment sounds in words
- Use vocabulary from books
- Enjoy an increasing range of books
- Know that information can be retrieved from books and computers

### How to read with your child:

- Create routine
- Read little and often
- Create a relaxed, quiet and comfortable environment
- Look at the front cover – predictions
- Talk about the pictures
- To start with – read together
- Once children know some sounds/words they can begin to decode.
- Reduce anxiety by telling them the word if they're struggling – they may be able to recognise it next time.
- Talk about the book/story as you read and afterwards – relate it to their own experiences as well as checking understanding
- Re read books to build confidence
- Give lots of praise.
- Be a role model – show them you enjoy reading too.
- Read other things too – shop names, product labels, leaflets etc.

**Look at youtube clips to see examples of adults reading with children.**

### Book levels/colours

**Pink** – sharing books – talk about pictures – joining in with an adult reading. May begin to recognise some repeated words.

**Red** – Children are beginning to blend sounds and have some sound knowledge. Begin to recognise HFW and Tricky words.

**Yellow and above** – gradually increase level of difficulty and themes.

## **Phonics**

We teach the children the smallest unit of sound – called a ‘phoneme’.

This is the order in which the ‘phonemes’ are taught and practised. Correct pronunciation is vital!

c not kuh or cee    b not buh or bee    a not ay

However, we also teach the Capital letter name alongside the sound. (ABC)

As well as hearing the sounds, we teach the children to recognize the ‘grapheme’ which is the written version of the sound.

### **Phonics is taught in Phases:**

#### **Phase 2 sounds**

Set 1 letters = s, a, t, p

Set 2 letters = i, n, m, d

Set 3 letters = g, o, c, k

Set 4 letters = ck, e, u, r

Set 5 letters = h, b, f, ff, l, ll, ss

#### **Phase 3 sounds- Learning to write Phase 2 plus:**

Set 6 letters = j, v, w, x

Set 7 letters = y, z, zz, qu

Consonant digraphs = ch, sh, th, ng

Vowel digraphs & trigraphs = ai, ee, igh, oa, oo, ar, or, ur, ow, oi ear, air, ure, er

**Phase 4** - no new sounds – applying phase 3 to read and write real and alien words with consonant blends. E.g. black = **bl-a-ck**

In all aspects of reading and phonics we teach the skills of ‘blending’ and segmenting’.

- **Blending**

We teach the children how to blend or merge sounds together to read each word, in the right order, to read a word. E.g. c-a-t = cat.

- **Segmenting**

We teach the children how to segment each word to spell and write. E.g. cat = c-a-t

The aim is for the children to read the whole word automatically/ fluently.

The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

### **Ways you can support your children at home**

#### **Sound-talking**

Find real objects around your home that have three phonemes (sounds) and practise ‘sound talk’.

First, just let them listen, then see if they will join in, for example, saying:

‘I spy a p-e-g – peg.’

‘I spy a c-u-p – cup.’

‘Where’s your other s-o-ck – sock?’

‘Simon says – put your hands on your h-ea-d.’

‘Simon says – touch your ch-i-n.’

#### **Magnetic letters**

Buy magnetic letters for your fridge, or for use with a tin tray. Have fun finding sounds with your child and place them on a magnetic surface.

#### **Make words**

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’.

### **Break words up**

Read a 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.

### **Home writing – can be done in the yellow book**

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.

It is perfectly fine during the reception year for your child to spell words phonetically e.g. cow may be written as caw until they have learnt the ow sound.

### **Sound Flash cards**

All sort of games can be played with flashcards. Snap, hunt for the sounds around the house, speed sounds, copy the sounds in writing, make words with the sounds, bingo, splat the sound.

### **Songs**

Search youtube for Jolly Phonics songs – there is one for each sound.

### **Objects**

Have a selection of objects and say the initial sounds or can your child find an object that begins with the sound you say.

### **Cross the river**

Give the child a sound or word. If they say it correctly they cross the river (Use a piece of material or skipping rope as the river etc)

### **Sound/word bingo**

Give your child 4 or more sounds/words. Then you say different sounds/words and they turn the sound/word over or cross it out if they have it. When they have crossed out all the sounds/words that they had they shout bingo!

### **Model write**

Demonstrate writing to your child. Write shopping lists with them, write post it notes etc. Label a picture

### **Write sounds in different places**

Writing sounds in sand, on hand, in air, on floor, back, in shaving foam, rice, flour. Make it out of playdoh! Use chalk boards/white boards etc. .

**Treasure or trash** – Can be done on Phonics play or physically. Have word cards with real and alien words. Children decide if they are treasure (real) or Trash (Alien).

### **Hoops**

Put sounds in hoops/on the floor. Children jump on and say the sound and then blend to say a word.

### **Initial sounds**

Spot objects around the house that begin with a certain sound. Ask your child what objects initial sound is? Play eye spy – using phonics sounds.

Say words and have initial sounds up around the room on pieces of paper or on the floor/post its. Say a word and children need to move to the correct initial sound.

### **Dinosaur eggs (Phase 3 digraphs)**

Website- Good for listening skills. The children will hear a word and then they try to pick out the correct word from three choices.

**ICT Games and apps-** There are lots of interactive games and apps on the internet by typing 'phonics games' into any search engine.

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

**[www.letters-and-sounds.com](http://www.letters-and-sounds.com)**

**Search you tube for Mr Thorne and Jolly phonics**

**[www.ICT\\_games.com/literacy](http://www.ICT_games.com/literacy)**

### **Spelling/Reading – High Frequency words and tricky words.**

Also within Phonics children are taught the reading and spelling of high frequency words and tricky words.

High frequency words are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence. Some of the high frequency words can be sounded out using basic phonic rules, e.g. "it" is an easy word to read using phonics.

However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages. These words are sometimes called tricky words, sight words. In addition to being difficult to sound out, most of the high frequency words have a rather abstract meaning which is hard to explain to a child. It's easy to learn words like "cat" and "house" because they can easily be related to a real object or a picture, but how do you represent the word "the" or "of"?

Please see September Packs which contain all the HFW and Tricky words for phase 2 and 3.