

Fulfen Primary School



**Phonics Information
for Parents
2022**

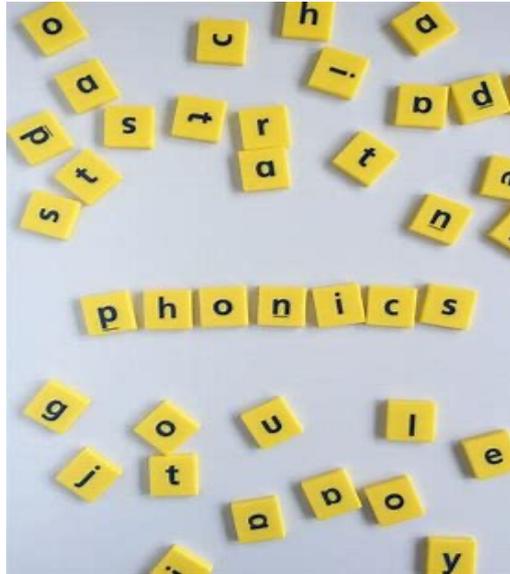
Aims:

- ▶ To explain what Phonics is and how it is taught.
- ▶ To find out more about the new 'Rocket Phonics' scheme used in school.
- ▶ To become familiar with the terminology used in school during Phonics lessons.
- ▶ To share what is included in the Phonics curriculum in Reception and Year 1.
- ▶ To find out about the statutory Phonics screening check administered at the end of year 1.
- ▶ To share ways in which you can support your child at home with their Phonics and Reading.

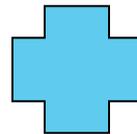
What is Phonics?

- ▶ Phonics is a way of teaching children to read by associating letter sounds to the letter shapes.
- ▶ There are 26 letter shapes (the alphabet) which can be used to create sounds in words we read within the English language.
- ▶ There are around 44 different sounds we use but there are lots of different ways to combine the letters in the alphabet to make these sounds.

At a glance....



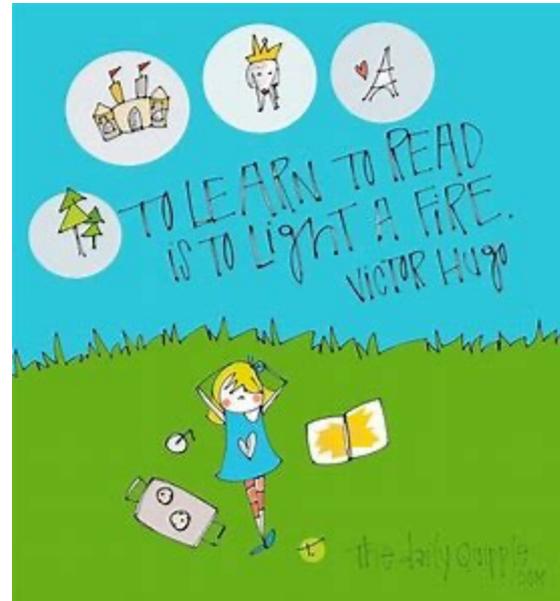
**Skills of
segmentation and
blending**



**Knowledge of
the alphabetic
code.**

Why teach phonics?

- ▶ Phonics is the most effective way of helping children to develop good reading and spelling skills.
- ▶ The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.



How do we teach Phonics ?

We use a scheme called 'Rocket Phonics' to teach phonics in school.



This scheme is validated and approved by the Department for Education.

Children are taught Phonics as part of a whole class every day for at least **30 minutes**.

What if my child struggles ?

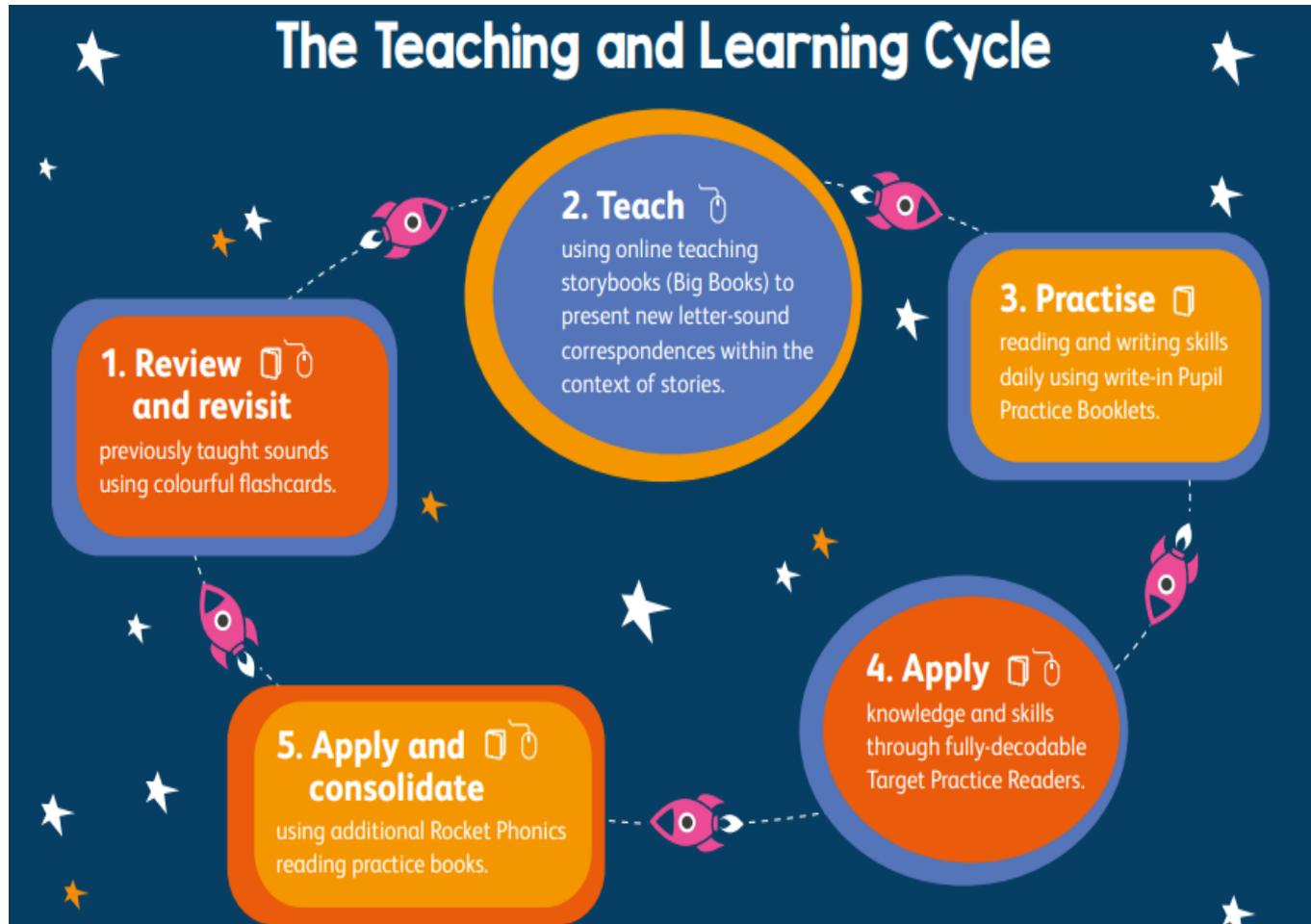


If children require extra help/support to ‘keep up’ this will be provided within school (the same day/week) wherever possible.

This intervention may be delivered on a one to one basis or within a small group. It could be delivered by the teacher or a teaching assistant.

We may also ask you to do extra Phonics practice at home too!

Lesson format



Handwriting

Children are taught to hold their pencil using a **'tripod grip'**.



In Reception, children are taught to form **lower case** and **capital letters**.

We use **'ditties'** to help the children to remember how to form each letter correctly.

Terminology

phoneme

The smallest unit of sound you can hear in a word.



You hear a sound.

grapheme

A letter or a group of letters that represents the sound.



You see a grapheme.

blending

The process of using phonics for reading. Children identify and blend the phonemes in order to hear and say the whole word.

There are 4 different types...

Different types of blending:

Oral blending:

The adult says the sounds all-through-the-spoken-word slowly and clearly, then the children respond with the whole word.

Modelled blending:

The adult points beneath each grapheme (letter shape) all-through-the-printed-word whilst saying the sounds. They then 'swipe' beneath the words from left to right and say the whole word while the children observe.

Supported blending:

The adult points at the grapheme all-through-the-printed-word whilst the children say the sounds. The adult then swipes beneath the word while the children say the whole word.

Independent blending:

The children sound out the word aloud (or later in their heads as they progress), then they say the whole word aloud.

Fluency:

The children read automatically, without the need to overtly sound out and blend.

segmenting

The process of using phonics for spelling and writing. Children listen to the whole Word and break it down into phonemes (sounds), choosing the corresponding grapheme to match.

Modelled oral segmenting:

The adult says the whole spoken word, and then says sounds from the beginning to the end of that word in order to train the children in the process. This activity can take place at any time during the day. The adult models how to count the sounds on the thumb and fingers of the left hand (with the palm facing the user).

Oral segmenting:

The adult says the whole spoken word, and the children respond by saying the individual sounds all-through-the-spoken-word. When the children learn to count sounds for themselves, they must use their left hand (palm facing them!)

Modelled segmenting with spelling:

The adult:

1. Says the whole spoken word.
2. models the process of counting the sounds.
3. Counts how many sounds have been identified.
4. writes that number of spots(single sounds)/lines(digraphs)
5. then writes the corresponding letters or groups of letters on the spots/lines.

Independent segmenting:

The child says the whole spoken word.

The child uses his/her fist to count the sounds and then writes the letters to match.

digraph

Two letters which together represent one sound. E.g ch, ng

trigraph

Three letters which together represent one sound. E.g igh, ear

Common Exception Word

A high frequency word that with an Unusual letter-sound correspondence.

These words are taught by decoding the familiar part and pointing out the unusual part.

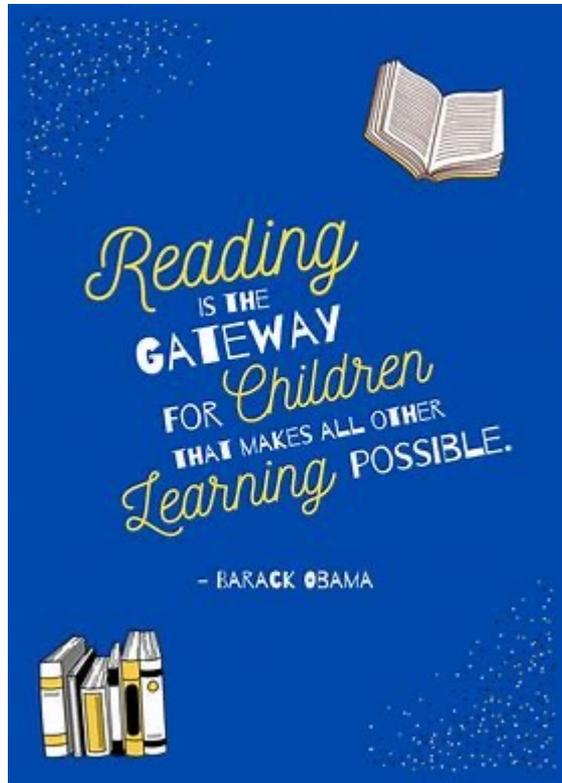
Decodable Books

These books contain sounds that your child has been taught in school.

Your child WILL NOT be given a book to read which contains sounds that they have NOT been taught.

During Guided Reading sessions, children read decodable books every week with their teacher and these books are then sent home to share with you.

Children develop fluency with their reading as a result of reading decodable books more than once.



How to say the sounds

Saying the sounds correctly with your child is extremely important!

<https://www.bing.com/videos/search?q=how+to+say+the+sounds+oxford+owl&docid=608032039154448664&mid=FD5DD3BC95F0311AE14EFD5DD3BC95F0311AE14E&view=detail&FORM=VIRE>

The letter sound is not the same as the letter name/capital letter. We teach children that the capital letter is code for the sound.

Reception Curriculum

s, a, t, p, i, n, m, d, g, o, c, k,

e, u, r, h, b, f, ff, l, ll, ss

j, v, w, x, y, z, qu

ch, sh, th, ng, ai, ee, igh, oa, oo

ar, or, ur, ow, oi, ear, air, ure, er

wh, ph, ay, a-e, a, e-e, ie, ea

Common Exception words

I, no, go, to, the, into

he, she, we, me, be, was, my, you, her, they, all, are

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

Year 1 Curriculum

i, i-e, ie, y, o-e, ow, oe, o, y, ey

u,u, u-e, u-e, ue, ue, ew, ew, er, ir, ou, oy

au, aw, ou, ou, oul, a, al, ear, or, eer, ere, are, ear, ere, al, our, ore, oor, augh

c, g, ea, se, ce, ch, ch, dge, ge, o

le, ed, ed, mb, kn, gn, wr, tch, s, si, ge

ture, y, sc, st, a, ti, ci, ssi

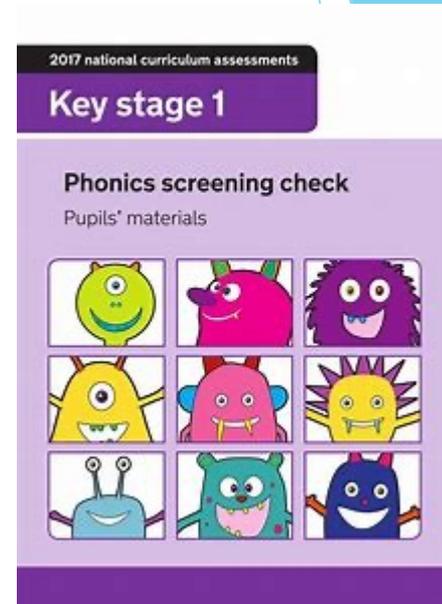
Common Exception words:

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

Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please

Year 1 Phonics Screening Test

The year 1 Phonics screening check is not a formal test, but a way for teachers to ensure that children are making sufficient progress with their Phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

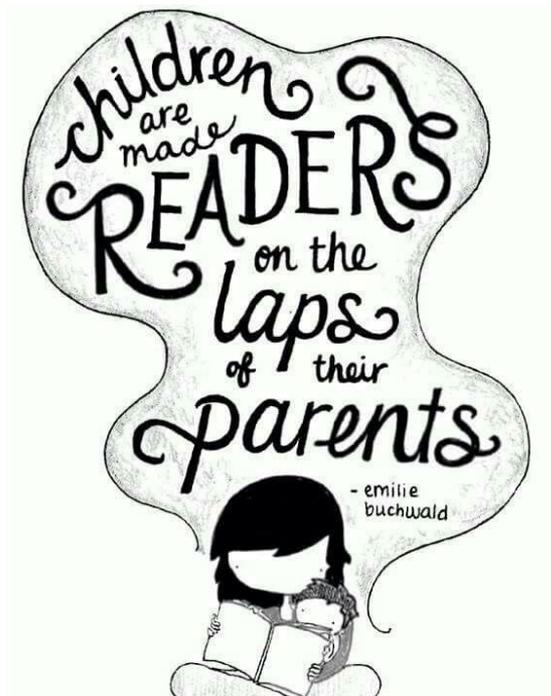


How can you help?

- Ensure that your child completes ALL Phonics homework they are set EVERY WEEK.
- Listen to your child read their decodable reading book more than once EVERY WEEK.
- Use the letter formation ditties we use in school at home to practise handwriting.
- Use the 'fist and fingers' routine for segmenting at home when writing for different purposes.
- Practise reading and writing common exception words.



Share different books with your child to encourage and support your child to develop a love of Reading!



Talk about what you have read together!

REMEMBER we are here to help.

Speak to a member of staff if you have any concerns or have any questions. There is no such thing as a 'silly' question!

If you have any questions then
please don't hesitate to ask a
member of the team.

THANK YOU!