

Phonics

Word-building, reading and writing following the Hi-five Hand below.



Use bottle lids or plastic bricks, plastic letters or letter cards to have fun making words. A list of words may be given home, but you can use your own words too.

Read the word to your child then ask them to **say**, **make/break**, **blend**, **read** and **write** each word.

Your child is taught phonics at school to help them learn to read and write words. Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them - (graphemes.)

Phonics - Elkonin Boxes

In school your child will be using Elkonin boxes to investigate and record each sound/phoneme in a word.

Ask your child to explain how they use Elkonin boxes.

sh	o	t				
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f	r	igh	t			
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Try splitting these words into sounds/phonemes and fitting them into Elkonin boxes.

cup shark wing flash yesterday
house power window night cheese

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Phonics - Diacritical Marking

In school your child will be using **diacritical marking** to investigate and record each sound /phoneme they hear in a word. They listen carefully and say the words accurately.

Ask your child to explain how they use diacritical marking.



- The diacritical marking code records
- * single phonemes
 - * joined phonemes
 - * split phonemes

Try using diacritical marking with the words below.

cup shark wing flash night stone
make please plate field bridge game

* The Active Literacy Programme uses these terms. A phoneme is the smallest unit of sound in a word. Phonemes combine to make syllables and words. Graphemes are written /printed letters that represent the sounds in words. Phonemes can be made of 1 - 4 letter graphemes: 'b', 'g', 'sh', 'ai', 'igh', 'dge', 'ough', 'aigh'.

Active Literacy- Phonemic Awareness, Phonics + Reading and Spelling

In school your child learns to identify all 44 sounds we use in spoken English: phonemic awareness. We also teach the letter - sound correspondences of the alphabetic code: phonics.

We can use our phonics knowledge to **decode: read**

is the reverse of



We can use our phonics knowledge to **encode: spell**

Your child learns how to **write** the letters (graphemes) as they are taught each sound (phoneme).



c - a - t
= cat












































































For **reading** we teach **blending**:
sound out and blend the sounds all through the word (decoding)

For **spelling** we teach **segmenting**:
say the word, sound out each of the sounds to then match the letters we need to write it (encoding)



chair =
ch - ai - r




a apple 	t tap 	s sun 	i ink 	p pig 
n net 	r red 	m map 	d dog 	e egg 
c cat 	k key 	g gate 	l leg 	f fox 
o orange 	b bat 	u umbrella 	h hand 	w window 
j jam 	v van 	y yo-yo 	z zebra 	x box 
qu queen 				
a_e flame 	e_e athlete 	i_e pine 	o_e cone 	u_e cube 

sh shark 	thumb th the 	ch chips 	ng ring 	wh whale 
ph phone 	ee cheese 	oo book 	ck duck 	ai train 
oy boy 	oa boat 	ay play 	ea bread pea  	ow snow cow  
ue glue 	aw draw 	oi coin 	au sauce 	ew chew 
ou you mouse 	igh night 	ss grass dress 	ll bell 	ff cliff 
kn knee 	mb lamb 	tch match 	wr wrong 	ie field pie  
ve glove 	ch choir 	se hose 	oe toe 	ough thought bough  
ough dough through 	gn sign 	dge bridge 	ch chef 	ti fraction 

Spelling Strategies

We teach spelling strategies. Using your phonics knowledge is a good strategy to help spell words, but sometimes we don't have the sounds /phonemes to help us spell a word ...yet.

Your child learns these strategies to help spell common words e.g. *where, does, always*, or topic words e.g. *postman, lighthouse*.

Sounding out 	Tricky letters: me all you
Use a mnemonic:  Watch out! There's a BAI in Separate	Sounding out using diacritical marking
Use the spelling rule: No English word ends in 'j'. Use 'ge' or 'dge'	Words within words: chanted
Compound words: doorstep, sunshine	Syllabification:  yes/ ter/ day
Use an analogy: rime /crime/ time /mime	

Ask your child what strategy they would use to help them remember to spell each word:

playground elephant because said shell they

Reading

Reading can be broken into two main parts:
DECODING and **COMPREHENSION**.

Decoding is how we 'lift the words off the page' to be able to read them. **Comprehension** is understanding the words.



To begin with, children will have books to help them learn to **decode** and become fluent readers. Decoding is taught using phonics.



But we also develop **comprehension** by reading, watching and listening to a range of other texts. This helps develop vocabulary and knowledge.

Find it

Prove it



Talk about it

learning to read

reading to learn.

What can you do to help?

Help your child develop their decoding and fluency skills by listening to them read their 'reading book'. If they stick at a word, give praise for trying to 'sound out' the sounds in the word. If still stuck, you can give the word.

Prior Knowledge

What do I already know about this?

- What do I already know about this topic?
- What genre or type of text is this?
- What clues are there in the title/blurb/ headings/ pictures?
- What predictions do I have?
- What might I learn from this text?
- Who and what is this text for?

Metalinguistics

What can I do to work out words/ phrases I don't know?

Use WORD ATTACK strategies:

- Break the word into phonemes or sounds
- Chunk the word into syllables
- Read on / read back
- Read around the word
- Look for smaller words within words
- Does it sound like any words I already know?

Find it



Talk about it

Prove it

Visualisation

How can I make notes/display information/ create images in a way to help me remember and understand what I have read?

You could use:

- A flow chart
- A mind map or spider diagram
- A timeline or step plan
- A picture
- A diagram
- A story plan or story board
- Bulleted notes

Inference

The author does not always tell us everything. How can I work out stated or implied messages in the text?

What clues are there in the text to help me work out things about characters / settings and plot?

Consider the author's use of:

- Word choice
- Imagery
- Sentence structure
- Bias and persuasive techniques



Main Ideas

What can I do to work out the author's message?

What is the theme of the text?

Consider :

- Author's use of inference – read between the lines.
- What does the author want me to know or feel after reading the text?

Can I justify my opinion?

Summarising and Paraphrasing

How can I show my understanding of the text?

Consider:

- Combining information from inferences, visualisation and key messages.
- Make a list of the key ideas.
- Only include important details.
- Use my own words.

a b What is phonics? ee sh

With phonics, children are taught to read by learning the phonemes (sounds) that represent letters or groups of graphemes (letters).

Children can then begin to read words by learning how to blend sounds together. Unlocking how the alphabetic code works means they can learn to decode any word. For example, when taught the sounds /t/, /p/, /a/, /i/ and /s/, children can read words such as *it, is, tap, tip, pat, sip* and *sat* by blending the sounds together to make the word.

These words can also be broken down (segmented) into their phonemes for spelling. For example, the word 'sat' has three phonemes, /s/, /a/ and /t/ which children learn to write with the three letters 's', 'a' and 't' that they have learned.

They will also be taught to read words such as 'once', 'was' or 'have' – for which they don't yet have the phonics knowledge. They'll build up a stock of these tricky words that they can recognise straight away.

Say the sounds correctly. It's important that the sounds are pronounced correctly, as they would sound in speech. Try not to add 'uh' to consonant sounds, such as /t/ and /p/, as this makes it trickier to blend the sounds together into words.

Link sounds and letters to make words. In school, children are taught to link the phoneme (sound) and a written representation of that sound (grapheme). Encourage your child to do the same when playing with fridge magnets in the kitchen for example, or 'writing' when you are writing.

Make it fun! Simple games such as 'I spy' are great for helping to read, because children have to listen to sounds. Say, "I spy, with my little eye, something that begins with the sound 'f-f-f'". Look at the 'football' or the 'fridge'. Make sure you refer to the first sound e.g. 'ch' for chair.

Practise! Encourage your child to use their phonic knowledge when they are practising their reading. Make sure that they look at each letter in turn, all through each word. Encourage them to work out the sounds and then blend them together to make the whole word. Praise them for trying to use all the letters -not guessing from just the first letter or the picture.

ch i p

f l igh t

Reading - how you can help at home

Reading aloud to your child, talking about the words and pictures, and sharing ideas about the book.

Reading yourself: Children who see adults reading, and enjoying reading, are much more likely to want to read themselves.



Have a regular time for reading so reading becomes a habit.



Most importantly, **talk** with your child. Spend time with them doing simple activities (cooking, making something, building a model). As you talk about what you're doing, you are helping them to learn new words. Later, when they see words written down, they have already heard them and know what they mean.

