

Phonics

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



Use milk bottle lids or plastic bricks to have fun making words. A list of words may be given home but you choose your own words.

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

Phonics - Elkonin Boxes

In school your child will be using Elkonin boxes to allow them 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 the Elkonin boxes below.

cup	shark	wing	flash	yesterday
house	power	window	night	cheese

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Phonics - Elkonin Boxes

Phonics - Diacritical Marking

In school your child will be using **diacritical marking** to allow them to investigate and record each sound/phoneme in a word. Children are involved in listening carefully and saying 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 rabbit game

Active Literacy- what are phonemes?

You can use the word SOUND instead of PHONEME.

phoneme = sound (the sounds you hear in words: c - a - t has 3 sounds)

joined phoneme = some sounds are made with more than one letter:
sh in shop or fish, igh in night, ow in snow

split phoneme = aka Magic 'e'. These words have split phonemes:
make, here, fine, note, tube.

Spelling Strategies

Spelling strategies are taught. 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 is taught 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

Word Shape

the

Sounding out using
diacritical marking

Use a
mnemonic:



Words within words:
chanted

Use the spelling rule:
No English word ends
in 'j'. Use 'ge' or 'dge'

Syllabification:
yes/ ter/ day










































































Compound words:
doorstep, sunshine

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

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 dress grass 	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 through 	gn sign 	dge bridge 	ch chef 	ti fraction 

Joined Phonemes from Active Literacy Programme (in order they are taught)

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?



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).

With this knowledge, children can begin to read words by learning how to blend the sounds together. Unlocking how this alphabetic code works means they can learn to decode any word. For example, when taught the sounds /t/, /p/, /a/, /i/ and /s/ early on, children can read words such as *it, is, tap, tip, pat, sip* and *sat* by blending the individual sounds together to make the whole 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 the children learn to write with the three letters 's', 'a' and 't' that they have been taught.

They will also be taught to read words – such as 'once', 'was' or 'have' – which don't follow the phonic 'rules'. They'll build up a stock of these tricky words that they can recognize 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 quickly see a link between the phoneme (sounds) and a written representation of that sound. At home, 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 rather than 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 to 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.

