

At Home

Primary 1

As your child learns a new phoneme, please encourage them to say this phoneme and show you the related action. You could ask them to think of words containing the phoneme (at the start, middle or end) and ask them to find, read and write words containing this phoneme within their reading books, newspapers, magazines, signs etc.

To further reinforce this learning you could also take turns to dictate simple sentences which contain the phoneme words and common words and take turns to be the "teacher" and check each other's work. Playing games like I-spy with sounds can help too!

Primary 2 and 3

Your child will focus on one new phoneme each week. They will explore words which include this sound and they will also be given tricky common words to learn each week. They will be given a variety of games to play to learn the spellings of these words. As an additional challenge you could encourage your child to find, read and write words containing their phoneme within their reading books, newspapers, magazines etc.

To further reinforce the learning, you could also take turns to dictate simple sentences which contain the phoneme words and common words. You could take turns to be the 'teacher' and check each other's work. Please refer to your child's blog for further details.



Active Literacy at Kirkhill Primary School



A Guide for parents Phonics Primary 1 - 3

Introduction

The aim of this leaflet is to provide you with information about how your child is taught phonics at school and to allow you to support your child at home with this. A phoneme is the smallest unit of sound that can alter the meaning of a word. This can be in the form of a single letter or a joined phoneme e.g. p/b pin/bin, ch/sh chop/shop.

Principles of the Programme

The programme takes a holistic, synthetic and integrated approach to phonics learning and it promotes listening and talking, reading and writing across the curriculum.

In Class

Phonics is taught with one main focused lesson for each sound followed by daily activities to reinforce the learning. In Primary 1 two single letters are taught per week until the whole alphabet has been taught. This will change to one sound when joined phonemes are introduced. In Primary 2 and 3 there is generally one taught phoneme sound per week.

After learning a block of new sounds, your child will undertake a consolidation week to revise all sounds to ensure they are confident reading this sound alone and in words, and when writing this sound within words.

The teacher introduces each sound in a context i.e. story/song then demonstrates the letter formation and word building through the use of a magnetic letter board and letters. The children are provided with a magnetic board to allow them to mirror the taught lesson and work independently/with a partner throughout the week. The pupils complete a variety of active literacy activities and work in small groups with the class teacher and support staff to reinforce their learning.

Methodology

Children are taught to work with a partner to consolidate the taught lesson. This is called reciprocal teaching. They take turns to guide each other through the word building process.



This involves using the above diagram and encourages their partner to say, make/break, blend, read and write each word. The activity alternates between partners and they can check their partner's work for correct formation and accurate spelling.

Spelling

Spelling is taught with one main focused lesson in the week, followed by short daily activities to reinforce the learning. The words from the taught lesson are known as common words. These are the words which the children are most likely to come across when reading simple texts.

Children are taught spelling strategies. Spelling strategies teach children to problem solve and enables them to spell tricky words. Tricky words are words which don't always follow patterns or rules. Pupils will have some tricky words to learn every week and these will be tested at the end of the week either in spelling tests or dictated sentences with their phonics words.