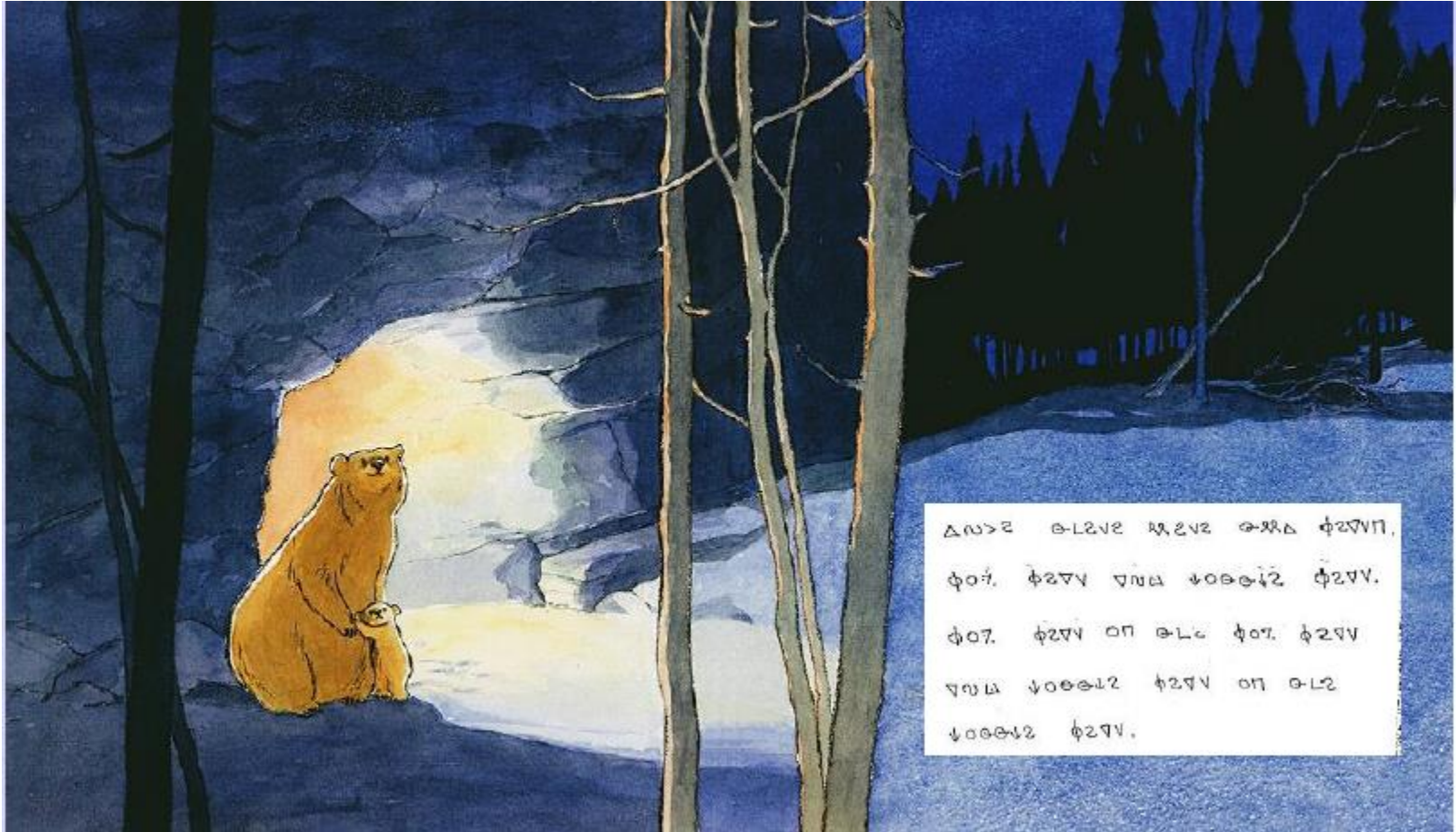


**Parents as partners**  
**Phonics information evening**  
**October 2019**



**Learning together for life tomorrow**

# Helping your child to read



# Aims

To share how phonics is taught at Bishop Sutton.

To develop parents' confidence in helping their children with phonics and reading.

To teach the basics of phonics and some useful phonics terms.

To outline the different stages in phonic development.

To show examples of activities and resources we use to teach phonics.

You have been teaching your child to read since they were a baby...

- Singing songs
- Listening for rhymes
- Patterns of language
- Stories at bedtime (Carry on with this please)

These are all essential components for developing reading.

Now we are doing it together!

# Letter sounds (phonemes)

There are six phases in teaching phonics:

**Phase 1** – First three weeks of school – lots of practice at sound discrimination, tuning into sounds, oral blending and segmenting (robot talk). We continue to do this discreetly throughout our teaching.

**Phase 2** – The children are taught 19 sounds in the following order:

# Phase 2 sounds

- Letter progression (one set per week)
- Set 1 : s a t p
- Set 2 : i n m d
- Set 3 : g o c k
- Set 4 : ck e u r
- Set 5: h b f, ff l, ll ss

This is where one sound (phoneme) is represented by one letter (grapheme).

# How they learn the sounds

- The children learn the sounds in a short (20 minute), fast-paced whole class teaching activity.
- They learn to say the sound alongside a picture and an action to help them remember it for example s, snake, a, apple.
- We also teach them how to write the sound using 'self talk' for example s is curve back, curve forward.

# Sound pictures





# Pure sounds

The children are taught pure sounds so that they can learn to blend (put the sounds together to read words).

This video shows the pure sounds the children learn.

# Blending

- Once the children have learnt the first six sounds:

s, a, t, p, i, n

We then teach them to put the sounds together (or blend the sounds) to read a word.



# Sound buttons

The children are taught to say each sound by 'pressing' each sound button and then blending the sounds together quickly.



We call this decoding.

# Reading captions

When your child is confident at reading a range of CVC words, we will introduce them to reading simple sentences using the sounds they know.

A captions pack will be sent home in their sound book.



a cat in a  
hat



pat a dog

# Reading captions

The captions are included to provide a bridge between the reading of single words and the reading of books.

They enable children to use and apply their decoding skills on simple material fully compatible with the word-reading level they have reached.

This helps them to gain confidence and begin to read simple books.

# Sight words

There are some words that cannot be decoded, we call these sight words.

We use sound clues to help teach them - so when teaching to, we have the t as a sound clue, but the word has to be learnt by memory.

Your child will learn the following sight words in Reception.

# Sight words

the, to, I, no, go, he, she,  
we, me, be, was, my, you,  
her, they, all, are, said, so,  
have, like, some, come,  
were, there, little, one, do,  
when, out, what.

# Helping with sight words

Whilst out and about go 'word spotting'

Play guess the word - write a tricky word on child's back with your finger

Play dominoes or pairs or snap or memory games with words

Count how many times you can find a particular word in a reading book - your child can read the word to you whenever it appears

Practise putting the word into context in a sentence verbally

**Practise often and for short bursts of time - not too long.**



# Phase 3

- Will start approximately after October half term.
- Children will learn a further twenty five sounds mostly comprising of two letters.
- Set 6 : j v w x
- Set 7 : y z, zz qu

# Phase 3

ch as in chip

sh as in shop

th as in thin/then

ng as in ring

ai as in rain

ee feet

lgh as in night

oa as in boat

oo as in boot/look

ar as in farm

or as in for

ur as in hurt

ow as in cow

oi as in coin

ear as in dear

air as in fair

ure as in sure

er as in corner

# Early Learning Goal

## Reading Early Learning Goal

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 with others about what they have read.

# There is more to reading than phonics!

Read for pleasure, picture books, comics, bedtime stories.

Comprehension - can they use a recipe with you, can they talk about the story, do they have an opinion?

Vocabulary development - talk about and explain any words in books they don't understand.

# Reading ideas

## During the book

Ask your child questions about the characters in the book as you read the story - link to personal experiences

Have your child use his/her finger to follow the direction of the text (left to right, top to bottom)

Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the sight words they have learnt

Discuss any unusual words/ideas or features of the text

Encourage your child to join in with repeated refrains

Decide together on voices for the characters

# Enjoyment

Don't worry if they do not want to read their school book - all reading is valuable!

If they don't like their reading book, come to us and we will change it.

Remember to talk about what they have read - even if they are reading to themselves.

# Books to take home to read

All children develop at their own rate, your child will start getting books to read at home as soon as they are reading simple sentences.

The books are fully decodable with some sight words, but as your child develops as a reader some may have words that your child may not be able to decode.

Please don't be afraid to give your child a word!

What is most important is that your child begins to see themselves as a 'reader' and is proud of their success.

# A few pointers...

- Habit and routine
- Little and often (5-10 mins per day)
- Quiet time if possible, don't worry if it isn't
- Keep it successful - lots of praise (but don't be afraid of correcting).
- Let us know how it is going
- Have fun with reading - read in the bath!
- Read anywhere and to anyone - even the hamster!
- Please continue to read to your child - even when they are a confident and able independent reader



# A few useful websites...

<http://www.crickweb.co.uk/ks2literacy.html>

<https://www.phonicsplay.co.uk/>

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>

# Classroom visit

Any questions

Please come and see your child's classroom and have a go at some of the phonics based activities they will be doing.

Thank you for coming.