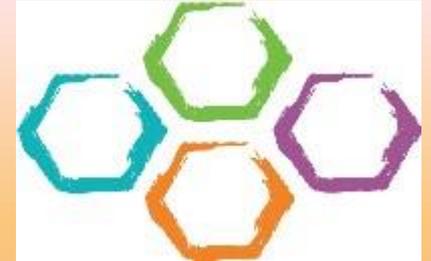
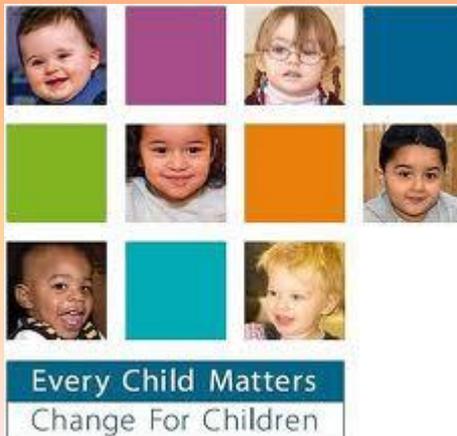


WELCOME TO ST. GEORGE'S PRIMARY SCHOOL



Reading & Letters and Sounds

This Power Point will give you some guidance on how and why we teach phonics. Please read and if you have any questions please do not hesitate to ask your child's teacher.



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Dear parents,

Your child will be bringing home their 'homework' book **every Thursday**. This will have the **4 sounds** that we have been learning that week.

Please can you return these books every Monday so that they can be quarantined before the next 4 sounds are stuck in.

Please take some time to say the sounds, say their names and practise forming the letters correctly (always starting at the top) If your child is not ready to form the letters please take some time to make marks – use crayons, paint and chalk. Play dough is also a great way to develop the muscles in a child's fingers to help them get ready to write, and of course things like climbing at the park or Yoga!

Follow this link for more information about mark making and for some lovely ideas:

<https://www.pacey.org.uk/mark-making/>

During the week please continue to practise these sounds as often as possible. Look for the letters in your bedtime stories. Find them on the sound mat provided and practise saying the rhymes to form the letters – air write the letters, write them with chalk or paint. If you write with a pencil try your best to hold it correctly.

What are the benefits of phonics?

- Phonics as a method is a great way to learn to read as it simplifies the English language down into just 44 sounds. Children therefore 'decode' words by breaking it down into its sounds rather than having to memorise 1,000's of words individually.
- Research shows that phonics when taught correctly is one of the most effective ways of teaching children to learn to read. Sounds are taught from easiest to hardest: single letter sounds first then moving on to two letters making a sound and so on. Learning phonics is one of the most important stepping stones in early reading.
- When children are familiar with the sounds that the letters make they are able to use them when reading, to segment and blend words together. It is proven to be more effective with children ages from 4-7 years old, but can be used with any age.
- The ultimate goal is always to learn words by sight - so that children can instantly say what the word is.

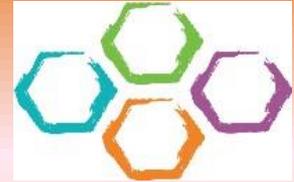
How do we teach phonics?

- At St George's Primary School we follow the DfES programme Letters and Sounds to deliver systematic phonics which enables your child to learn to read, write and spell.
- Letters and Sounds is split into six phases, starting at phase one and finishing at phase six. Phase one begins in pre-school and it progresses through each phase until it reaches the end in Year 2.
- The activities can be found on pages 4-44 within the DfES Letters and Sounds document. The document can be downloaded from the following website <https://www.gov.uk/government/publications/letters-and-sounds>

What about Jolly Phonics?

- We use Jolly Phonics to help teach your child the individual letter sounds once they reach Aspect 7 (See Phase 1 information) Every sound has a story, action and song. These can be found online and are a great way of helping children to learn and embed the letter sounds. Actions in particular play an important role when learning phonics.
- The Jolly Phonic Songs can be found here:
- <https://www.youtube.com/watch?v=jvAYUvQURGo>
- Here is the list of actions:
- <https://www.jollylearning.co.uk/resource-bank/jolly-phonics-actions/>

Phase 1



Phase one is covered in preschools. Children are taught the skills of listening and an awareness of different sounds through seven different aspects. This phase is incredibly important and creates the foundations for all phonics learning. Please don't underestimate the importance of these skills as whilst they appear simple, they are vital to being able to access phase two phonics. It is essential the children are secure in these before moving to phase two.

- **Aspect 1 – Environmental Sounds.** Children are exposed to a variety of sounds from their surrounding environment and are encouraged to replicate these.
- **Aspect 2 – Instrumental Sounds.** Children are encouraged to listen to a wide range of instruments and makes sounds using these.
- **Aspect 3 – Body Percussion.** Children are taught how to use their body to match songs and rhymes by clapping and tapping, for example.
- **Aspect 4 – Rhythm and Rhyme.** Children are immersed in a world of books and young children's rhymes. Children begin to join in with repeated language patterns and rhymes.
- **Aspect 5 – Alliteration.** Children are made aware of the initial sounds within words and are asked to think of other words beginning with the same sound.
- **Aspect 6 – Voice Sounds.** Children learn to create a range of mouth movements and say different sounds.
- **Aspect 7 – Oral Blending and Segmenting.** This is an essential and most important step before moving onto Phase 2. Children learn which letter represents each sound. It is all done orally and is done so to allow children to hear the separate sounds within words.

What is Oral Blending and Segmenting?

- Blending involves pulling together individual sounds within words. Segmenting is breaking words down into individual sounds.
- These skills are essential in order for your child to read and write. It takes a lot of practise to master blending and segmenting both orally and with written words.
- When learning to blend and segment a lot of modelling from the adult is required. For example, when blending you as the adult would clearly say aloud the individual sounds s-a-t. Then repeat again a little quicker, and again even quicker until the sounds become merged and a word can be heard.
- With segmenting you do the opposite. For example, say the cvc words such as 'man' aloud, then say the word very slowly as if you are stretching out and continue to do this until the individual sounds are clear. Both blending and segmenting take a lot of practise but the great thing is that you can do it anywhere – at home or when you are out taking a walk.

What is Phase Two?

- Phase two is where children learn the letter sounds that make phonemes (the smallest unit of sound e.g. 's' 'a' 't')
- There are 44 sounds in all however phase two only covers the most common single letter sounds and is usually taught over a period of six weeks. These sets of letter sounds introduced each week (listed on the next slide) makes the letter sounds more achievable for children to learn and follows a set order so that they can word build early on.
- By the end of phase two children should be able to read vowel-consonant (VC) and consonant-vowel-consonant (CVC) words and spell them out. They also learn some high frequency words (HFW) and 'tricky words' which you cannot sound out such as 'the' and 'go'. Children also learn that 'l' and 'a' are single letter words, not a sound.



Phase 2 overview

Phase two continues to build on the oral blending and segmenting as introduced in phase one.

<u>Phase 2</u>	Sounds Introduced	HFW introduced
Week 1	s, a, t, p	a, an, as
Week 2	i, n, m, d	is, it, in, at, l
Week 3	g, o, c, k	on, not, and, into
Week 4	ck, e, u, r	get, got, the, to
Week 5	h, b, f, ff, l	no, go, his, him
Week 6	ll, ss	Dad, Mum, up, if, of
Assessment week	No new sounds given	big, but, come, here

What are High Frequency Words (HFWs) and why are they important?

- High frequency words are words that are very common words, words that appear frequently within reading texts for example. Some high frequency words are 'decodable' meaning that they can be sounded out. Other HFWs are 'tricky' and means that children have to recognise them purely by sight.
- These are a very important part of phonics as they make up a large proportion of the words that they will read and write. It is often a common reason why it takes children longer to move to the next band level in reading between pink and red level books is related to HFW knowledge.
- Children also need to be able to spell these words as they will use them in their writing regularly. If your child is able to read them then the expectation is that they need to then be able to write them. Children can often do this in isolation, however if you ask them to put it into a three-word sentence spelling can often drop off at Phase two unless these are embedded as they are busy learning how to construct sentences among applying other phonic knowledge.

What is Phase Three?

- Phase three continues to build on developing blending and segmenting as introduced in phase one, but now extending it to longer words and sentence writing.
- The objective of phase three is to teach the remaining letter sounds of the alphabet as well as digraphs (sounds made up of two letters) and trigraphs (sounds made up of three letters). Phase three is taught in the same way phase two is delivered but is a more extensive phase and takes approximately ten weeks to deliver.
- The letter sounds are introduced each week making the letter sounds more achievable for children to learn and follows a set order so that they can word build with wider breadth.
- By the end of phase three children should be able to read and **write** confidently consonant-vowel-consonant (CVC) words and beginning to read some longer words by using a chunking method (splitting words up into manageable chunks) and spell them out where possible. They also learn more high frequency words (HFW) and 'tricky words' which you cannot sound out such as 'put' and 'are'.

Phase 3 overview

Phase 3

Week 1

j, v, w, x

off, can, had, back

Week 2

y, z, zz, qu

we, me, be, she, he

Week 3

sh, ch, th, ng

put, see

Week 4

ai, ee, oo, oa

was, will, with

Week 5

ar, or, igh, ur

my, for, too

Week 6

ow, oi, ear, er

you, this, that

Week 7

air, ure

they, then, them

Week 8

No new sounds

her, now

Week 9

No new sounds

all, look

Week 10

No new sounds

are, down

What can I do at home?

- The most important thing to remember is to make whatever activities you do with your child fun, engaging and as hands-on as possible – you don't need to sit at a table and complete worksheets to learn. In phase two you will find that there are plenty of worksheet-based activities available online that you can complete but the more engaging it can be the more effective the learning is that takes place.
- Play games that you may have at home for educational purposes focusing on using a range of language and identifying the cvc words, initial or last sounds in words to identify, use online resources (websites that you may like to use are listed on the next slide) and talk lots in whatever you do! Use the link at the bottom of the page
- Don't forget to use the Letters and Sounds document, pages 46-71 which you can follow to help your child's phonic learning at home. The document looks wordy – please don't be put off by this! When you get to the activities these are broken down into small easy-to-read paragraphs. You can also adapt these ideas or use them to develop your own, but it is a great way to get started.
- The pronunciation is an extremely common error, with many children also adding an -uh sound onto lots of letter sounds. Take a look...we are sure some of the sounds may surprise you!
- <https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/>

Websites you might like to try...

- Letters and Sounds – This website is free to access and supports the Letters and Sounds phonics program but is not the same as the phonics scheme we use. This simply provides resources to go with it.
- <http://www.letters-and-sounds.com/phase-2-games.html>
- Phonics Play – this can be used for free during the corona virus outbreak if you sign in using the username 'march20' and password 'home'.
- <https://new.phonicsplay.co.uk/resources/phase/2>
- Phonics BLOOM has interactive games you can use for free which supports phase two.
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2>
- Topmarks website – this website puts up its own phonics games as well as links to other websites that they recommend, some of which are listed within the list.
- <https://www.topmarks.co.uk/Search.aspx?q=phonics%20phase%202>
- Family Learning – children are able to play phonic games on this website but aren't specific to phase two so please be careful when selecting resources from here that they are appropriate for the stage of learning your child is at.
- http://www.familylearning.org.uk/phonics_games.html
- You can access phonic games on ICTGames however these are the same as 'family learning' website where games aren't specific to phase two.
- <https://www.ictgames.com/mobilePage/literacy.html>