Reading and Phonics

**A guide to phonics and early stage reading**

**The Breakdown of learning letters and sounds:**

Phase 1- Children explore and experiment with sounds, differentiate between sounds and become familiar with rhyme, rhythm and alliteration (from birth to the end of Nursery). This phase continues throughout their Primary Education.

**Phase 1- SEVEN ASPECTS:**

•Environmental sounds

•Instrumental sounds

•Body percussion

•Rhythm and rhyme

•Alliteration

•Voice sounds

•Oral blending and segmenting

**Phase 2- To introduce grapheme/phoneme (letter/sound)**

Correspondence (beginning of Reception)

Children know that words are constructed from phonemes and that phonemes are represented by graphemes. They have a knowledge of a small selection of common consonants and vowels (which usually begin with s, a, t, p, i, n) and begin to put them together to read and spell CVC words

 **Phase 3- To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.**

(Reception) Children link sounds to letters, naming and sounding the letters of the alphabet. They hear and say sounds in the order they occur in the word and read simple words by blending the phonemes from left to right. They recognise common digraphs (e.g. th) and read some high frequency words.

**Phase 4- To teach children to read and spell words containing adjacent consonants (end of Reception)**

Children will be able to blend and segment adjacent consonants in words and apply this skill when reading and spelling. Children will move from CVC words (pot, sheep) to CVCC words (pots) and CCVC words (spot) and then CCVCC words (spots).

**Phase 5- Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.**

Children will use alternative ways of pronouncing the graphemes (e.g. the ‘c’in coat and city). Recognise an increasing number of high frequency words automatically. Knowledge and skills of phonics will be the prime approach to reading and spelling.

**How we learn:**

We use Jolly Phonics to support our phonics teaching. The sounds we teach are in groups. Some sounds are written with two letters, such as ee and or. These are called digraphs. oo and th can each make two different sounds, as in book and moon, that and three. To distinguish between these two sounds, the digraph is represented in two forms. Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. As a child becomes more confident, the actions are no longer necessary.

Children should learn each letter by its sound, not its name. For example, the letter a should be called a (as in ant) not ai (as in aim). Similarly, the letter n should be nn (as in net), not en. This will help in blending. The names of each letter can follow later. The letters are not introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make more simple three-letter words than any other six letters. The letters b and d are introduced in different groups to avoid confusion. Sounds that have more than one way of being written are initially taught in one form only. For example, the sound ai (rain) is taught first, and then alternatives a-e (gate)and ay (day) follow later. Examples can be found on the Jolly Phonics Website (under useful websites)

**Blending:**

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For example, sounding out d- o- g and making dog. It is a technique every child will need to learn, and it improves with practice. To start with you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder. Remember that some sounds (digraphs) are represented by two letters, such as sh. Children should sound out the digraph (sh), not the individual letters ( s - h ). With practice they will be able to blend the digraph as one sound in a word. So, a word like rain should be sounded out r-ai-n, and feet as f-ee-t. This is difficult to begin with and takes practice. You will find it helpful to be able to distinguish between a blend (such as st) and a digraph (such as sh). In a blend the two sounds, s and t can each be heard. In a digraph this is not so. When sounding out a blend, encourage children to say the two sounds as one unit, so fl-a-g not f-l-a-g. This will lead to greater fluency when reading. Some words in English have an irregular spelling and cannot be read by blending, such as said, was and one. Unfortunately, many of these are common words. The irregular parts have to be remembered. These are called the ‘tricky words’.

**Letters and sounds: High Frequency Words Checklist**

Phase 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a | an | as | at | if | in |
| is | it | of | off | on | can |
| dad | had | back | and | get | big |
| him | his | not | got | up | mum |
| but | the | to | I | no | go |
| into |  |  |  |  |  |

Phase 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| will | that | this | then | them | with |
| see | for | now | down | look | too |
| he | she | we | me | be | was |
| you | they | all | are | my | her |

Phase 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| went | It’s | from | children | just | help |
| said | have | like | so | do | some |
| come | were | there | little | one | when |
| out | what |  |  |  |  |

**Actions for all of the phonemes/sounds:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| **s** | Weave hand in an *s* shape, like a snake, and say *ssssss* |
| **a** | Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*. |
| **t** | Turn head from side to side as if watching tennis and say *t, t, t.* |
| **i** | Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i.* |
| **p** | Pretend to puff out candles and say – finger to your lips *p, p, p.* |
| **n** | Make a noise, as if you are a plane - hold arms out and say *nnnnnn.* |
| **c k** | Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.  |
| **e** | Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh.* |
| **h** | Hold hand in front of mouth panting as if you are out of breath and say *h, h, h.* |
| **r** | Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr.*  |
| **m** | Rub tummy as if seeing tasty food and say *mmmmmm.*  |
| **d** | Beat hands up and down as if playing a drum and say *d, d, d.*  |
| **g** | Spiral hand down, as if water going down the drain, and say *g, g, g*. |
| **o** | Pretend to turn light switch on and off and say *o, o; o, o* |
| **u** | Pretend to be putting up an umbrella and say *u, u, u.*  |
| **l** | Pretend to lick a lollipop and say *l l l l l l.* |
| **f** | Let hands gently come together as if toy fish deflating, and say *f f f f f f.*  |
| **b** | Pretend to hit a ball with a bat and say *b, b, b.* |
| **ai** | Cup hand over ear and say *ai, ai, ai.* |
| **j** | Pretend to wobble on a plate and say *j, j, j.*  |
| **oa** | Bring hand over mouth as if you have done something wrong and say *oh!* |
| **igh** | Stand to attention and salute, saying *igh igh.* |
| **ee  or** | Put hands on head as if ears on a donkey and say *eeyore, eeyore.* |
| **z** | Put arms out at sides and pretend to be a bee, saying *zzzzzz.*  |
| **w** | Blow on to open hand, as if you are the wind, and say *wh, wh, wh.* |
| **ng** | Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*  |
| **v** | Pretend to be holding the steering wheel of a van and say *vvvvvv.*  |
| **oo oo** | Move head back and forth as if it is the cuckoo in a cuckoo clock,  |
|  | saying *u, oo; u, oo.* (Little and long oo.)  |
| **y** | Pretend to be eating a yogurt and say *y, y, y.* |
| **x** | Pretend to take a photograph of someone with a camera and say *ks, ks, ks.* |
| **ch** | Move arms at sides as if you are a train and say *ch, ch, ch.* |
| **sh** | Place index finger over lips and say *shshsh.* |
| **th th** | Pretend to be naughty clowns and stick out tongue a little for the *th*,  |
|  | and further for the *th* sound (*th*is and *th*umb).  |
| **qu** | Make a duck's beak with your hands and say *qu, qu, qu.* |
| **ow** | Pricking your finger- *ow, ow, ow.*  |
| **oi** | Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*  |
| **ear** | Touch your ear and say *ear, ear, ear.*  |
| **ur** | Roll hands over each other like a mixer and say *ururur.* |
| **air****ure****er****ar** | Stroke hair and say *air, air, air.* Nip nose and say *ure, ure, ure* (for manure). Lift your two arms up from chest into the air and say *er, er, er* Open mouth wide and say *ah*. . |
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**Phonics games that can be played at home** :

1. Mood Sounds

Say a letter sound and ask the children to repeat it. Ask the children to say the sound as if they were angry, happy, frightened etc.

 2. Gobbler/Muncher Game

You can use a cereal box to make a person. E.g.Gordon the gobbler. Have a large hole for the mouth. Collect a variety of objects beginning with 2 different sounds. Ask your child to select an object from your tray that begins with a certain sound. Children feed the object to the gobbler with replies with an mmmm sound if they are correct.

 3. Hoop game

Get 2 hoops, trays or plates and place a letter card on each of them e.g. s and a. Have a variety of objects beginning with these 2 sounds. Ask your child to select an object and say the name of it. Repeat it several times and then ask your child to place it on the correct letter tray.

4. Bingo Bingo boards

This game can easily be made to suit the ability of your child. You can use them in a variety of different ways to help your child learn the letters of the alphabet. Make a board containing up to 6 letters of the alphabet. Then make a set of 6 letter cards that match the board. You can make 2 boards to play a matching game with your child or one of you could be the bingo caller and say the letter on the cards and the other person finds the letter on their board and puts a counter or toy on it. You can just match the letters or you could have some objects to match to the letter boards. Your child can then pick an object and place it on the correct letter to show what sound the object begins with.

**Useful Websites**

Pronouncing the Phonemes: <http://jollylearning.co.uk/?s=pronuncing+sounds>

Activities and games: [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

**Reading at school:**

**Supporting Reading**

Find some time to talk about the book as well as reading it. Start with the title, look at the cover and briefly chat about what you might find inside. At the bottom of each page, encourage your child to predict what might happen next. If your child gets stuck, ask which word would fit best, ask them to sound it out (if appropriate), or simply supply the word yourself. What happened in the story? Does this remind them of anything in their lives or anything they have read before? Did they think the book was funny? Did they spot any interesting words and phrases? Did they enjoy the book?

 Read to the child. You can help your child to understand the emphasis of particular parts of the story.

Encourage the child to retell the story you have just shared. This will give you an idea of how much they have understood.

 Do not condemn the book as ‘too easy’ or ‘too hard’. Children need a range of reading materials. Any ‘easy’ book helps them to relax with reading. A difficult book can be read to your child. Both are important.

If a child misreads a word without changing the meaning, e.g. ‘Dad’ for ‘Father’, accept it. If they hesitate, repeat a word or leave one out, say nothing provided the meaning is not lost. If they say a word which does change the meaning, or they are simply stuck, you can help them by; a. Pointing to the picture if it is relevant b. Asking a question to remind them of the context, e.g. ‘Where did they say they were going?’ Re-reading the sentence up to the unknown word to remind them of the context d. Saying or pointing to the first letter of the word e. Telling your child the word to avoid losing momentum f. If the word can be read easily by sounding out the letters, encourage them or help them to do this

Pause, Prompt and Praise

PAUSE to help them work out the new words .

PROMPT by using some of the techniques mentioned.

PRAISE them for trying whether they are right or wrong.

It is important to use as many clues as possible to help your child when they encounter difficulty.

**After Reading** :

Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book. • Did you enjoy that book? Why? Why not? • Who was your favourite character? Why? • Which part did you like the best? Why? • Was there any part you didn’t like?

**What else can a child read?**

• Comics

 • Magazines

 • Travel brochures

 • Instructions or recipes

 • What’s on television tonight

 • Information books

 • Manuals

 • Newspapers

• Poems

• Recorded stories

• Sports Reports

• Shopping lists…

**My child won’t read, no matter what I do. How can I help?**

• Read to your child as much as possible

• Don’t make an issue out of it

**How to help with reading - Be positive.** Praise your child for trying hard at their reading. Let them know it’s all right to make mistakes. It's easier for your child to concentrate if there are no distractions. Give them time. Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections. Point with a finger. Encourage them to follow the words with their finger. Don’t make them try too hard! It doesn’t matter if you have to tell them the word sometimes. Let them read their favourites. It's good practice to read the same books over and over again. Ask lots of questions. Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening. Don’t read for too long. A good ten minutes is better than a difficult half hour.

**Websites linked to reading:**

**Finding and choosing books:**

 Here are some useful websites and online resources to help you choose books for children. You might also like to ask in your local or school library for recommendations, or check your local library websites - many of them list recommended reads.

Booktrust: *www.booktrust.org.uk*

Silly Books: *www.sillybooks.net*

 *www.readingmatters.co.uk*

Love Reading: *www.lovereading4kids.co.uk*

[BBC **CBeebies Storytime** - Android **Apps** on Google Play](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0CDMQFjAD&url=https%3A%2F%2Fplay.google.com%2Fstore%2Fapps%2Fdetails%3Fid%3Dair.uk.co.bbc.cbeebiesstorytime%26hl%3Den_GB&ei=J78WVJuDOqfQ7Abu8oDoDA&usg=AFQjCNEmmJlSK0GkgQm4ZO-RZUoNm9-EGg)

[*https://play.google.com/store/****apps****/details?id=air...****cbeebiesstorytime***](https://play.google.com/store/apps/details?id=air...cbeebiesstorytime)*.*

*C*lassic children’s library 4-7: www.theguardian.com