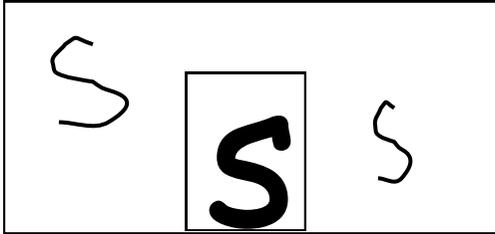


What can Parents/Carers do to help?

Your child will come home each night with their Sound Book/ Ring. New sounds will be added every few days. Please practise saying the sounds with your child. Your child may wish to practise writing the sounds too—this is fine.



Remember some of the games that have been suggested in this leaflet. I SPY is a good one to play. Especially at the beginning when only a few sounds have been taught.

Look for things around the house for things that begin with the chosen letter.

Look for things out and about that begin with the chosen letter.

Look for letters in newspapers and magazines.

REMEMBER—PHONICS SHOULD BE FUN. NO PRESSURE PLEASE! Children will learn at a different pace so it's important to take things at their speed.

Broomhill Primary School



Fun with Phonics

In Broomhill School our Early Years classes are taught their letter sounds using the synthetic phonics method in a way that is fun and multi-sensory. Children will learn how to use the letter sounds to read and write words.

This is our guide for parents.

It explains the principles behind our Phonics Scheme so that your understanding and your ability to help your child is much greater.

Parental support is vital whilst children are learning as they benefit greatly from plenty of praise and encouragement. Remember—not all children find it easy to learn and blend sounds but extra practise will help towards fluency in reading.

The Five Basic Skills for reading and writing are:

1. Learning the letter sounds
2. Learning the letter formation
3. Blending
4. Identifying sounds in words
5. Spelling the tricky words

It's important to realise that although these skills are separate they will be taught together.

Identifying sounds in words

The easiest way to know how to spell a word is to listen for the sounds in that word. Even with the tricky words, an understanding of letter sounds can help. Start by playing games like *I SPY*. Next try listening for the end sounds, as the middle sound of a word is the hardest to hear.

Begin with simple three-letter words like cat or hot.

Other games to play:

- Add a sound: what do I get if I add a p to the beginning of ink? Answer: pink. Other examples are m-ice, b-us/
- Take away a sound: what do I get if I take away p from pink? Answer: ink. Other examples, f-lap, s-lip, d-rag, p-ant etc.

Spelling the Tricky Words

There are several ways of learning tricky spellings.

One which we use often in school is: LOOK, COVER, WRITE AND CHECK. Look at the word to see which bit is tricky. Ask the child to try writing the word in the air saying the letters. Cover the word over and see if the child can write it correctly. Check to make sure.

Another way is: Say it as it sounds. Say the word so each sound is heard. For example, the word *was* is said *was*, to rhyme with *mass*, the word Monday is said as M-on-day.

Mnemonics are another useful way of learning to spell tricky words. The initial letter of each word in a saying gives the correct spelling of a word. For example. *Laugh—Laugh At Ugly Goat's Hair*.

Learning letter formation

It is very important that a child holds their pencil in the correct way. The grip is the same for both left and right-handed children.



A child needs to form each letter the correct way. The letter *c* is introduced in the early stages as this forms the basic shape of some of the other letters, such as *d*.

Blending

Blending is the process of saying 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 needs to learn and it improves with practise. To start with, you should sound out the word and see if a child can hear it—always give the answer if you need to. Some children take longer to hear this. The sounds must be said quickly to hear the word. It's easier if the first sound is said slightly louder. Try little and often with words like *b-u-s*, *t-o-p*, *c-a-t* and *h-e-n*. Remember that some sounds are represented by two letters, such as *sh*, not individual letters *s-h*. With practise they will be able to blend the letters 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 practise.

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 just have to be remembered. We call these the tricky words.

Learning the Letter Sounds

In Broomhill School we use the Jolly Phonics scheme as our main teaching resource. In Jolly Phonics, the 42 main sounds of English are taught—not just the alphabet. These are taught in seven groups.

1. s a t i p n
2. c k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

Each sound has an action which helps the children remember the letter(s) that represent it. As a child grows in confidence the actions are no longer necessary. A list of all the sounds and their actions will also be issued to help.

Children learn each letter by its sound, not its name. Eg 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 when it comes to blending letters together. The names of the letters will follow later.

The letters are not introduced in alphabetical order. The first group has been chosen because they make more simple three-letter words than any other six letters.