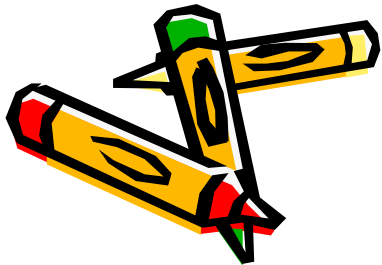
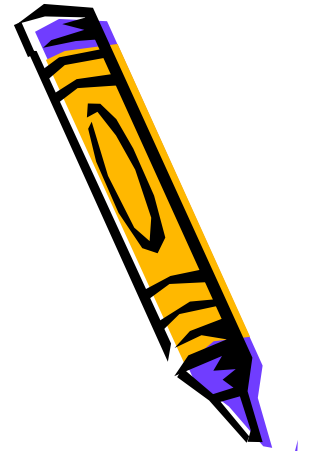
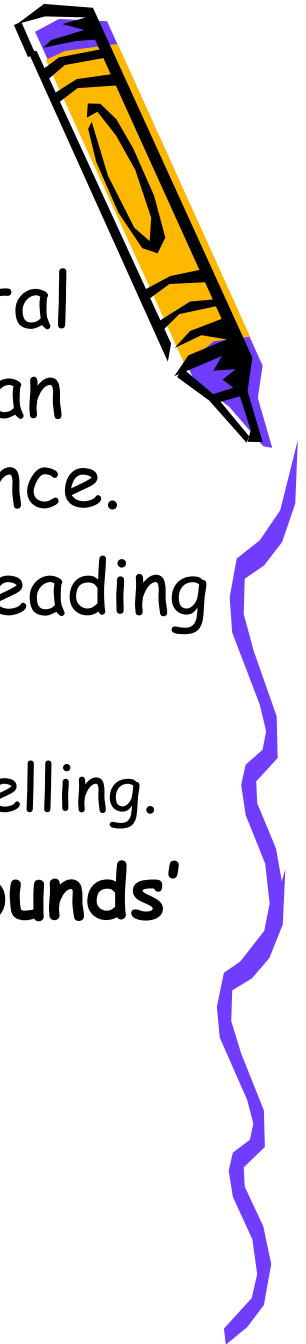


Phonics at St Columbas Catholic Primary School



Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills
 - e.g. you can 'sound' out **cat** for reading and spelling.
- We use a scheme called '**Letters and Sounds**' as our teaching resource.



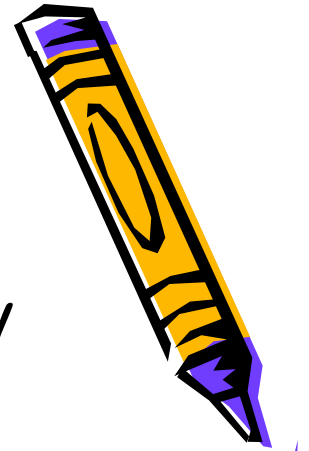
Why synthetic phonics?

"Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers"

*Sir Jim Rose, Rose Review of Reading
2006*

Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a

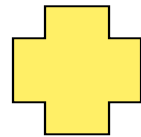
word.



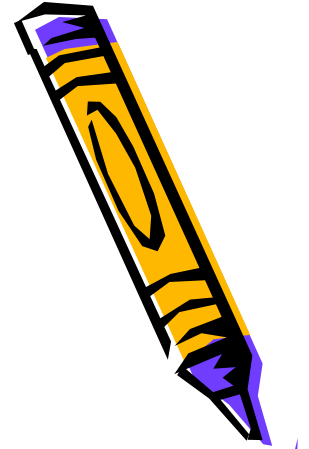
Phonics at a glance

Phonics is...

Skills of
segmentation and
blending



Knowledge of
the alphabetic
code.



Some Definitions

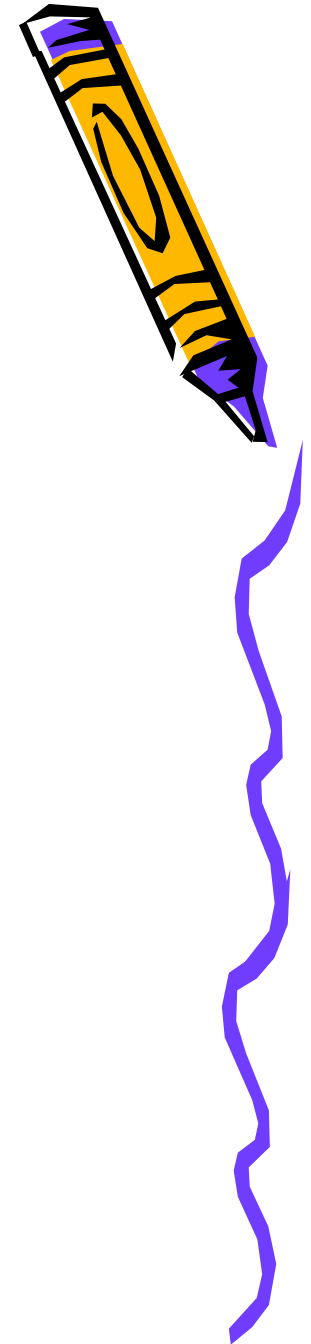
A Phoneme.

This is the smallest unit of sound in a word.



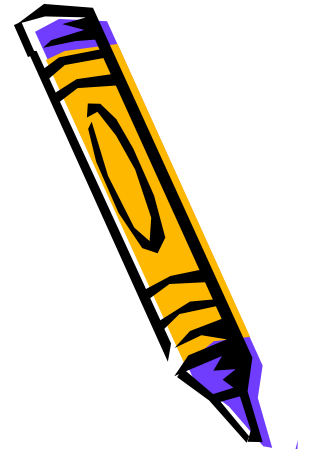
How many phonemes can you hear in

cat?



A grapheme

These are the letters that represent the phoneme.



Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more!

t

ai

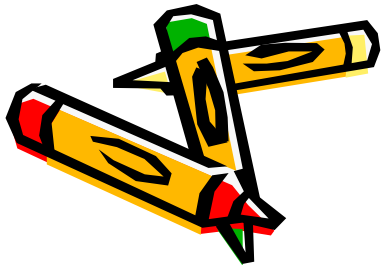
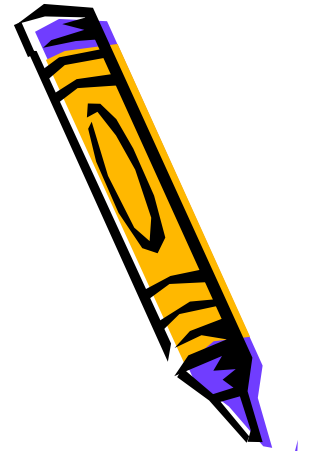
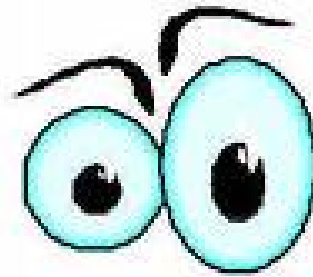
igh



A phoneme you hear



A grapheme you see






How to say the sounds

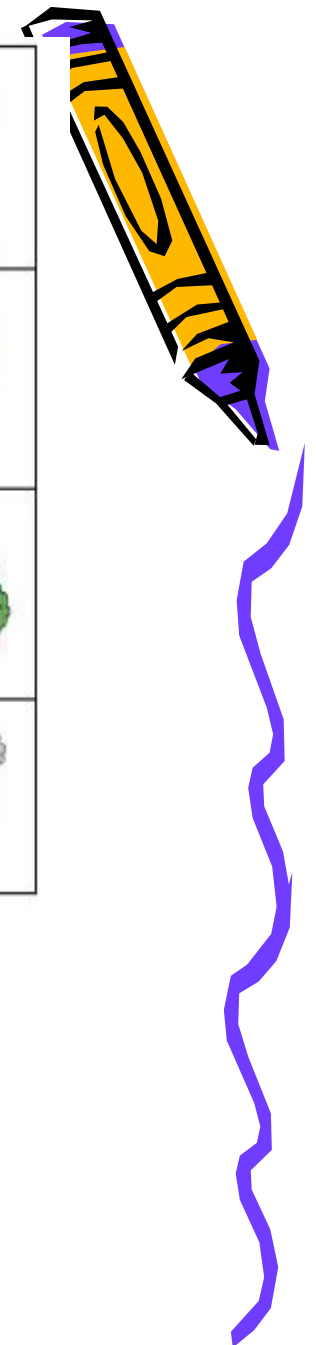
Saying the sounds correctly with your child is extremely important.

The way we say a sound may well be different from when you were at school.

We say the shortest form of the sounds.



<u>/s/</u>  snake	<u>/a/</u>  ant	<u>/t/</u>  teddy	<u>/p/</u>  pig	<u>/j/</u>  pin	<u>/n/</u>  net	<u>/m/</u>  mat	<u>/d/</u>  donkey	<u>/o/</u>  pot
<u>/k/</u>  kitten	<u>/g/</u>  grapes	<u>/r/</u>  rat	<u>/e/</u>  pen	<u>/b/</u>  bat	<u>/h/</u>  hat	<u>/f/</u>  fan	<u>/l/</u>  lip	<u>/j/</u>  jug
<u>/v/</u>  van	<u>/w/</u>  wig	<u>/u/</u>  hug	<u>/kw/ (qu)</u>  queen	<u>/ks/ (x)</u>  box	<u>/y/</u>  yes	<u>/z/</u>  zip	<u>/sh/</u>  ship	<u>/ch/</u>  chop
<u>/th/</u>  bath	<u>/ng/</u>  king	<u>/ae/</u>  rain	<u>/ee/</u>  sheep	<u>/ie/</u>  pie	<u>/oe/</u>  toe	<u>/ue/</u>  statue	<u>/oo/</u>  book	<u>/oi/</u>  boil
<u>/ur/</u>  burn	<u>/or/</u>  fort	<u>/ow/</u>  cow	<u>/ure/</u>  cure	<u>/air/</u>  fair	<u>/ar/</u>  car	<u>/ear/</u>  fear	<u>/zh/</u>  treasure	



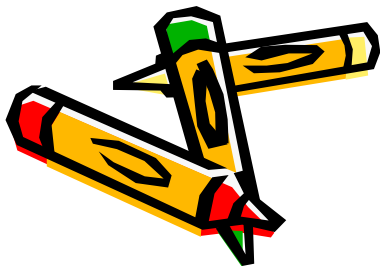
This is where it gets tricky!

Phonemes are represented by graphemes.

A grapheme can consist of 1, 2 or more letters.

A phoneme can be represented/spelled in more than one way (**c**at, **k**ennel, **ch**oir).

The same grapheme may represent more than one phoneme (m**e**, m**et**).

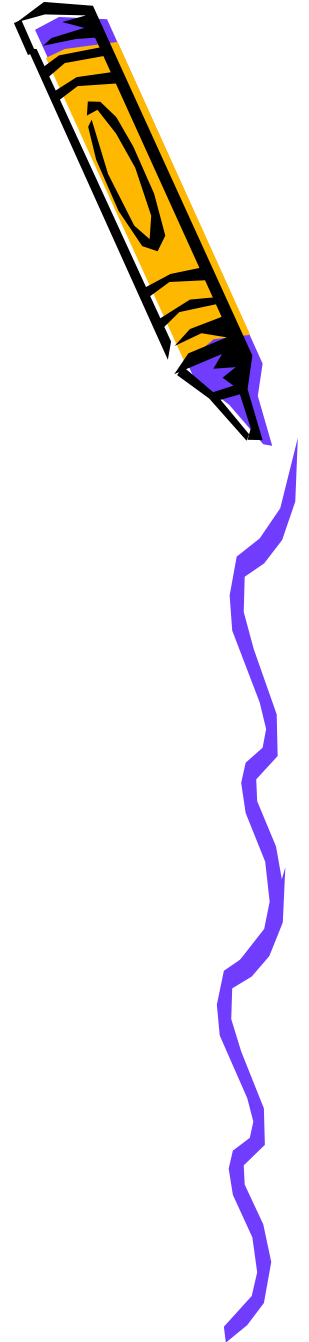


Blending

Recognising the letter sounds in a written word, for example

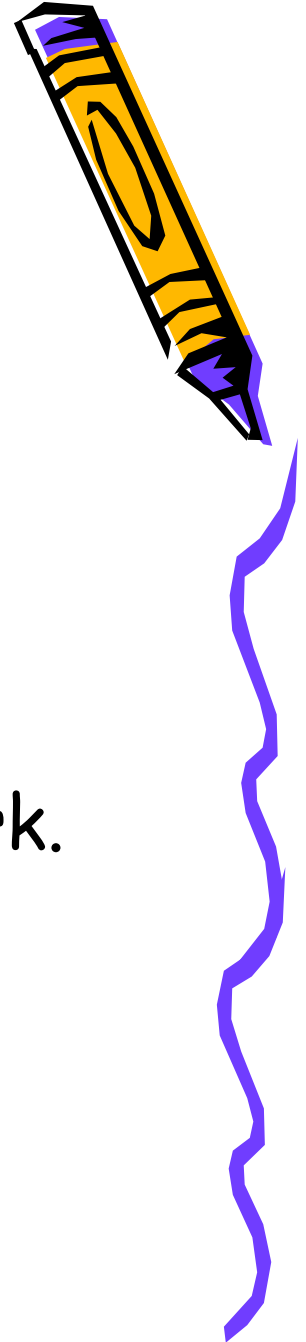
c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'



Segmenting

- 'Chopping Up' the word to spell it out.
- The opposite of blending.
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork.



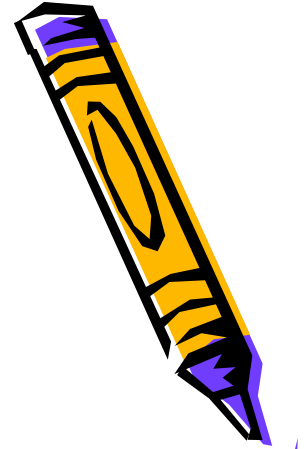
Once children are confident
with single phonemes...

- DIGRAPHS - 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS - 3 letters that make 1 sound

igh dge



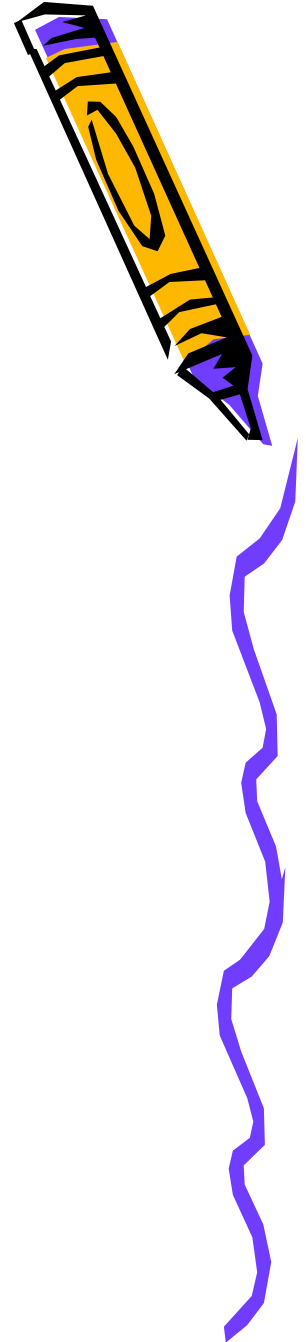
Tricky Words

- Words that are not phonically decodeable
e.g. was, the, I.
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
e.g. out, there.



Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.



How can I help?

Sing an alphabet song together.

Play 'I spy'.

Play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading.

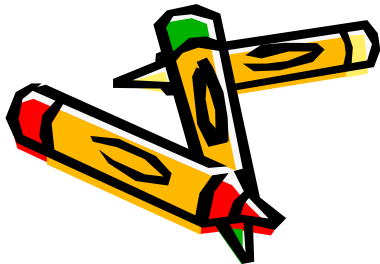
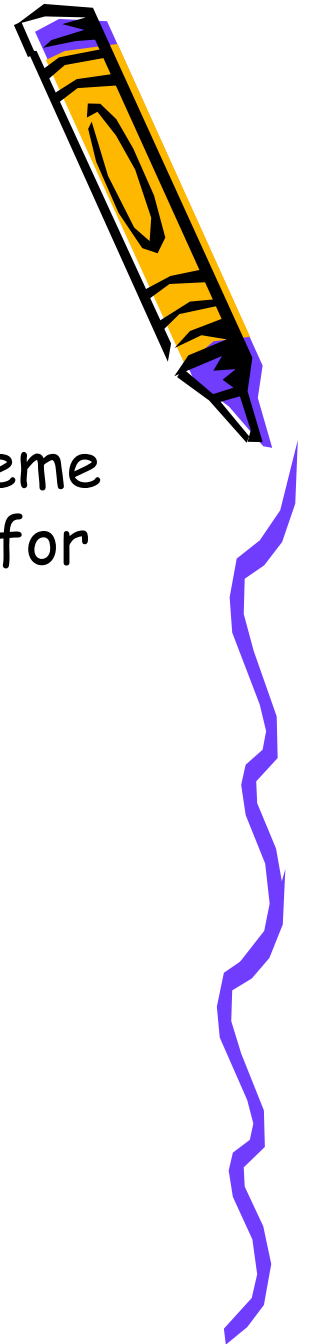
rain = r-ai-n segmenting for spelling

Praise your child for trying out words.

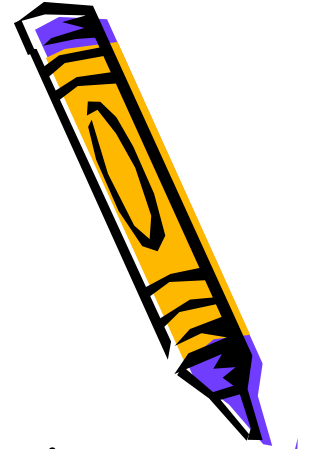
Look at tricky words.

Look for phonic games.

Play pairs with words and pictures.



REMEMBER: Phonics is not the only thing needed to become a fluent reader.



Please continue to read with your child each night and encourage them to:

Sound out.

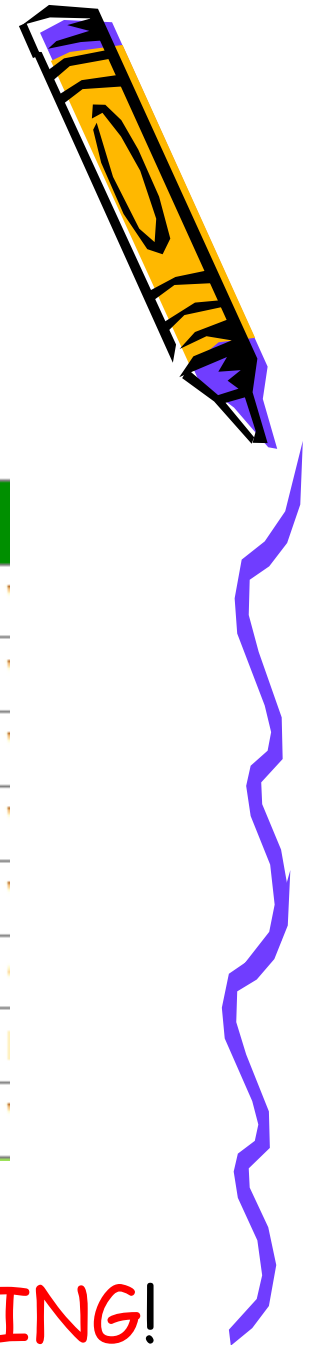
Re-read to check it makes sense.

Use pictures for clues.

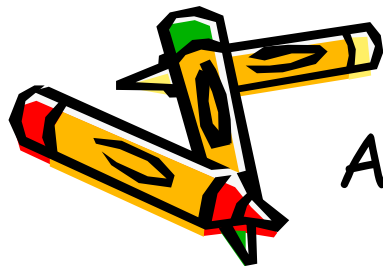
Encourage children to read for pleasure.



Ask questions about the book, please ask Miss Goff if you would like some question ideas.



Making Inferences Strand
Why do you think...?
How did...?
Why did ...?
How do you know ...?
Predict what might happen
Find and tell me (or copy) ... that tells you ...
How can you tell...?
Explain fully ... referring to the text



And most importantly **ENJOY READING!**