

Ways you can support your children at home with **phonics**.

Point out print everywhere - Talk about the written words you see in the environment around you. Such as, packaging labels, signs, food packaging. Give your child a shopping list when you go shopping – can they find the 'j....a...m'?

Make letters in different ways – use play dough or home made dough to make different letters/graphemes. This is a fun way to help them to recognise different graphemes and letter sounds! Try painting letters and sounds, or colouring them using felt tip or even glitter glue!

When you say the sounds, make sure they are short and quick! There shouldn't be a "uh" at the end of the sounds you make. For example, the 't' sound shouldn't be said as 'tuh' it should be a short, quick t,t,t
This is the same for all the phonics sounds your child is learning!

Phase 1 (Reception) is all about...

- *tuning into sounds
- *listening to and remembering sounds
- *talking about and being aware of sounds around you
- *having a go at sounding out to identify and spell them
- *hearing words that start and end with the same sounds

Phase 2 (Reception) is all about..

Learning which letter makes which sound

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 s ss

Phase 3 (Reception) is all about...

Set 6: j v w x

Set 7: y z zz qu

ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Phase 4 (Reception/Year 1) is all about...

No new graphemes (sounds) but practice sounding out (segmenting) and putting back together (blending) sounds learnt to make words. This phase also includes blends and clusters such as st (star) nd (hand) mp (lamp) fr (frog) br (brush) sc (scarf)

Phase 5 (Year 1) is all about...

ay (day) ou (out) ie (tie) ea (least) oy (boy) ir (girl) ue (blue) aw (straw)

wh (when) ph (photo) ew (new) oe (toe) au (pause)

Split diagraphs, where the sound is split by another letter and changes the pronunciation of a word

a-e (make, cake, bake) e-e (evening, these, Steve) i-e (like, pipe, bride) o-e (home, globe, rope) u-e (cube, flute, tube)

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Why is Phonics important to Your Child?

Phonics is the teaching of letter sounds. Children will learn individual letter sounds first and then go on to learn more complex combinations of sounds that two letters make, such as sh, ch, ai, oo.

Quite simply, phonics is effective in that it helps children read at a more fluent pace! The more letter sounds and blends your child knows, the more improvement seen in reading and decoding a text!

Make time to listen to your child talking – as you meet them from their setting or school, as you walk, or travel home by car, in the supermarket as you shop, at meal times, bath times, bedtimes – any time! Show that you are interested in what they are talking about – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.

Trace letter shapes in sand, glitter, sugar, paint! Try to make words too like ch-i-p or sh-o-p.

Read, read and read some more to and with your child as often as you can. We recommend a minimum of 5 minutes every day!

Sing the alphabet song! Play I Spy, using letter names as well as letter sounds. For a twist, play I Spy with rhymes "I spy something that rhymes with tree."

Sound-talking: Find real objects around your home that have three phonemes (sounds) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying: 'I spy a p-e-g – peg.' 'I spy a c-u-p – cup.' 'Where's your other s-o-ck – sock?' 'Simon says – put your hands on your h-ea-d.' 'Simon says – touch your ch-i-n.'

Buy magnetic letters for your fridge, or for use with a tin tray. Have fun making 2 letter, 3 letter or even 4 letter words with your child!

Play 'What do we have in here?' Put some toys or objects in a bag and pull one out at a time. Emphasise the **first** sound of the name of the toy or object by repeating it, for example, 'c c c c – car', 'b b b b – box', 'ch ch ch ch – chip'.

Play 'Pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: the the, to to, no no, go go, I I

Play-a-tune – and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!