













| | |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|  pib |  sarps |
|  vus |  thend |
|  yop | chip |
|  elt | jazz |
|  desh | farm |
|  chab | thorn |
|  poil | stop |
|  queep | truck |
|  stin | jump |
|  proom | lords |



Information for Parents

What is Letters and Sounds?

Letters and Sounds is a structured approach to the teaching of phonics, reading and writing, which is used by teachers across England in primary schools.

The content is organised into 6 phases. Children will be ready to progress to each stage at different ages and teaching is organised to best meet individual children's needs. This may mean that your child is not always working with children in the same year group. Phonics is taught every day.

Phase 1 - Nursery

Activities concentrate on developing children's speaking and listening skills, awareness of phonemes and blending and segmenting skills.

Phase 2 - 4 Foundation Stage

This is when systematic, high quality phonic work begins. Children learn how to represent each of the 42 sounds by a letter or sequence of letters, how to blend sounds for reading and how to segment words for spelling.

| | | | | | |
|-------|-----------|-------|-----------------|-------|---------|
| Set 1 | s a t p | Set 2 | l m n d | Set 3 | g o c k |
| Set 4 | c k e u r | Set 5 | h b f ff l ll s | | |

Phase 3- Foundation Stage

The final letters are introduced, 15 digraphs and 2 trigraphs

| | |
|----------------|-------------------|
| Set 6: j v w x | Set 7: y z, zz qu |
|----------------|-------------------|

| | | | | | | | | | |
|----|------|-----|-------|-----|-----------|----|-----------|-----|------|
| ch | chip | ar | farm | ee | feet | sh | shop | ear | dear |
| or | for | igh | night | th | thin/then | ur | hurt | | |
| oa | boat | ng | ring | ow | cow | er | corner | | |
| ai | rain | oi | coin | air | fair | oo | boot/look | | |

Phase 4- Year 1

Children consolidate their knowledge of graphemes and phonemes and begin to blend more complex words.

Phase 5- Year 1/2

Children learn new phonemes and investigate how the same phoneme can be represented by different graphemes.

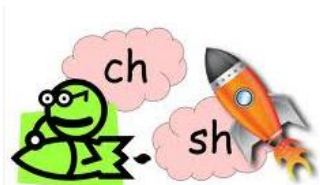
| | | | |
|---------|----------|----------|-----------|
| ay day | oy boy | wh when | a-e make |
| ou out | ir girl | ph photo | e-e these |
| ie tie | ue blue | ew new | i-e like |
| ea eat | aw saw | oe toe | o-e home |
| au Paul | u-e rule | | |

Phase 6-Year 2/3

Children focus on spelling strategies and begin to follow the Support for Spelling strategy.

Tricky Words

The English language is complex and early on children find that not all written words can be segmented. We call these words the 'Tricky Words' and they are introduced though each phase. Tricky words have to be learnt. Tricky word bingo games and flashcards are useful ways you can help your child to remember them. Children also learn high frequency words. Initially they learn to read the first 100



| Spelling patterns | | | | | | | | | |
|-------------------|-----|----|----|-----|-----|-----|------|----|----|
| ai | air | ee | er | igh | oa | oo | or | ou | oy |
| ay | ear | ea | ur | ie | o-e | u-e | au | ow | oi |
| a-e | are | ey | ir | i-e | ow | ew | aw | | |
| ey | ere | ie | or | y | oe | ue | ore | | |
| | | | | | oh | our | | | |
| Other spellings | | | | | oor | | | | |
| ure | | | | | wh | ph | augh | | |

Phase 3 Sound Mat



Phase 5 Sound Mat





Ways you can support your children at home: reading together

- **Teach lots of nursery rhymes** - each one tells a different story.
- **Enjoy and share books together** - buy or borrow books that will fire their imagination and interest. Libraries will advise you of popular books.
- **Make time to read with your child throughout their time in school** - **PLEASE** continue reading to your child, even when they are reading independently. This is very important - your child needs to practise their reading skills every day, and needs the support of an interested adult.
- **Let them see you reading** - grown-ups can share their magazines about their favourite sport or hobby.
- **Read with your child** - ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.
- **Talk about the meaning of the book** - take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.
- Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped*, *roared*.
- **Listen to story tapes.**
- **Teach your child some action rhymes** - 'Heads, shoulders, knees and toes', 'Here we go round the mulberry bush', 'We all clap hands together'. Use tapes and CD-ROMs of nursery rhymes to sing along to.
- **Add sound effects** when reading a story and encourage your child to join in.



First 100 High Frequency Words

in frequency order reading down the columns

| | | | | |
|------|-------|--------|----------|--------|
| the | that | not | look | put |
| and | with | then | don't | could |
| a | all | were | come | house |
| to | we | go | will | old |
| said | can | little | into | too |
| in | are | as | back | by |
| he | up | no | from | day |
| I | had | mum | children | made |
| of | my | one | him | time |
| it | her | them | Mr | I'm |
| was | what | do | get | if |
| you | there | me | just | help |
| they | out | down | now | Mrs |
| on | this | dad | came | called |
| she | have | big | oh | here |
| is | went | when | about | off |
| for | be | it's | got | asked |
| at | like | see | their | saw |
| his | some | looked | people | make |
| but | so | very | your | an |

Glossary

- blending** the process of combining phonemes into words eg c-a-t cat
- decode** ability to read words
- digraph** two letters representing one phoneme e.g. ch, ar, er
- grapheme** written representation of a sound, can be one or more letters
- morpheme** the smallest unit of meaning in a word e.g. one morpheme (house) two morphemes (house/s)
- phoneme** the smallest unit of sound in a word. There are approx. 44 phonemes. Phonemes can be represented by different numbers of letters. Segment to break a word or part of a word into phonemes e.g. c-a-t, ch-a-t, ch-ar-t
- trigraph** three letters representing one phoneme e.g. igh,dge

Home Tools - Useful websites

www.phonicsplay.co.uk - free interactive resource (*Buried Treasure and Picnic on Pluto supports alien words*)

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/magicpencil/index.shtml>

<http://www.letters-and-sounds.com>

www.parentscentre.gov.uk/foragegroup/5to7years/alittlereadinggoesalongway

This link gives ideas about how to help your child as they are learning to read.

www.read-count.org/index.asp

A website for you and your child to explore together - it will give you some ideas about reading with your child and has online games for young children to play, both with you and on their own. It also has ideas for games to play away from the computer.

www.bookstart.co.uk

This website provides information about the national Bookstart scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.

U-tube - Mr Thorne phonics

For more information on how schools teach children to read with phonics, visit:

<http://www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics>



Ways you can support your children at home with simple phonics

- Sing an alphabet song together.
- Play '**I spy**', using letter names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:
 - r-ai-n* = **rain** blending for reading **rain** = *r-ai-n* - segmenting for spelling
 - b-oa-t* = **boat** blending for reading **boat** = *b-oa-t* - segmenting for spelling
 - h-ur-t* = **hurt** blending for reading **hurt** = *h-ur-t* - segmenting for spelling
- Wall frieze or poster
- Alphabet puzzles
- Phonics Lotto
- Flash cards
- Praise your child for trying out words.
- Ask teachers for a list of the tricky words.