

Phonics Jargon

You might have heard about different phonics schemes and different methods of teaching reading. In the Federation, we use an inclusive literacy programme called Read, Write, Inc.

This is what is referred to as a 'synthetic phonics scheme'. It simply means that we teach the sounds first and then begin to blend them together them to make whole words.

Below is a glossary of words that teachers use when planning and describing phonics. Children also enjoy learning the technical words for the different sounds and letter groups.

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| Phoneme | <i>Smallest unit of sound such as 'sh' in 'shark'</i> |
| Grapheme | <i>Letter sound correspondence such as a for the sound 'a' or sh for the sound 'sh'</i> |
| Digraph | <i>Two letters but one sound such as 'ch' as in 'chop'</i> |
| Consonant digraph | <i>Examples are th, sh, ch, ss, ll, ff, ck, ng</i> |
| Vowel digraph | <i>Examples are ai, ee, oa, oo</i> |
| Trigraph | <i>Three or more letters but one sound such as 'igh' as in 'light'</i> |

Helping your child at home

First Sounds Encourage your child to listen for the first sound in a word. E.g. the /sh/ sound in 'ship' or 'shark' or the /d/ sound at the start of 'dog'. Help children to spot words starting with the same sound as their name. They may also recognise the first letter of their name. Get them to listen out for the sound and Play 'I spy' games to identify initial sounds.

Rhyming games Help children listen out for middle and end sounds in words by asking them to spot and create rhymes. Best, guest, west, vest, etc. can be part of a game where you take turns to say a rhyming word.

Sounding out to read and write Help your child to sound out simple words. Words like 'and', 'bed' and 'shop' are best read by sounding each phoneme: /sh/ - /o/ - /p/. This really helps children to read and write words like 'in', 'an', 'run', 'pig', 'went' and 'shell', in which all the sounds in the word are easy to hear and identify.

Encourage your child to practise reading and memorising high frequency words such as 'on', 'but' and 'can'. **Tricky words** like 'the', 'come', 'was', 'because', cannot be sounded out. . When there is no easy way of sounding these out, children need to memorise them.

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Phonics



What is phonics?

Phonics is a way of teaching children to read by breaking up words into small chunks of sound. For example we can break a simple word like 'cat' into the three sounds **c-a-t**.

To become successful readers children will learn the individual sounds for each letter or group of letters. Some sounds in English are made up of more than one letter like the sound 'ea' in tea or team. Once children know the sounds they will be able 'decode' unfamiliar words by breaking the word into sounds then read the word by blending back together.

Why do we teach phonics?

Research shows that when phonics is taught in a structured way - starting with the easiest sounds, progressing through to the most complex - it's the most effective way of teaching young children to read. It's particularly helpful for children aged 5–7.

Almost all children who have good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than when taught other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

How do we teach phonics?

Phonics is most successful when taught using a consistent approach and resources across the school. We use an inclusive literacy programme called **Read, Write, Inc.**

In Nursery, children learn a new sound each week and have plenty of opportunities throughout the week to consolidate their phonics learning.

In Reception, phonics is taught daily in small groups to tailor to children's individual needs. Children learn a new sound everyday, starting with the easiest sounds progressing to the more complex. The list below shows the order of the sounds the children will learn as they progress through Reception. Outside the phonics lessons, children will practice their phonics skills when reading in guided reading groups and in their child-initiated play.

Reception Graphemes List

Speed Sounds Set 1: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, q, x, ng, nk

Speed Sounds Set 2: ay, ee, igh, ow, oo (as in book), oo (as in look), ar (as in car), or (as in corn), air (as in chair), ir (as in girl), ou (as in loud), oy (as in boy)

Speed Sounds Set 3: a-e (as in make), ea (as in tea), i-e (as in kite), o-e (as in mole), u-e (as in flute), aw (as in raw), are (as in stare), ur (as in fur), er (as in sister), ow (as in cow), ai (as in rain), oa (as in boat), ew (as in few), ire (as in fire), ear (as in fear), ure (as in pure), tious (as in ambitious), tion (emotion)

Phonics Screening Check

The Government has introduced a phonics screening check for all children in Year 1. The test will be held in the first half of the summer term when your child is in Year 1. Each child will sit with a teacher they know and be asked to read 40 words aloud. Some of the words they may have read before and some words will be completely new to them. The 40 words in the test will be made up of real words and non-words. The test normally takes a few minutes to complete and there is no time limit. If your child is struggling, the teacher can easily stop the test. The test is carefully designed not to be stressful for your child.

What are non-words?

Non-words or pseudo words are nonsense words made up of letter sounds. For example: 'vam' or 'jound' These words are included in the screening test so they are unfamiliar to the child and therefore test their ability to decode words using phonics.

quigh



zale

