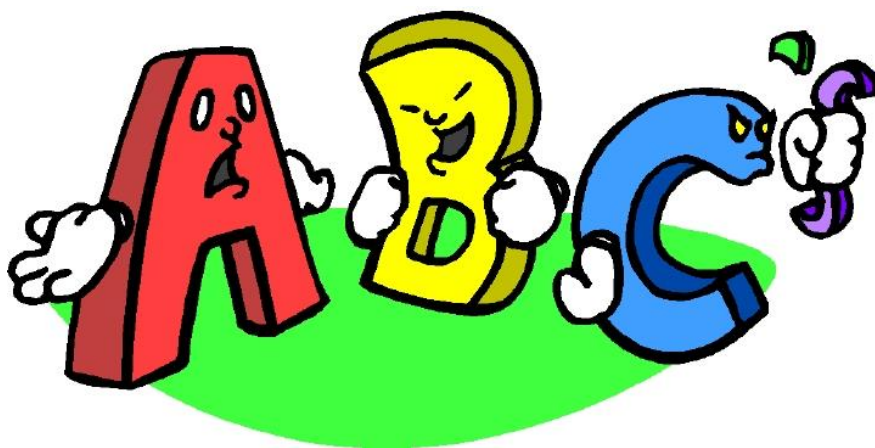




Workshop and information for Parents/Carers on PHONICS



Phonics workshop

- What do you know?
- What do you want to know?

Aims of the workshop

- To inform parents how phonics is taught at Plaistow and Kirdford School
- To supply parents with clear information on the RWI program
- To give parents tips on how to help their child at home

What is Phonics?

- Phonics is a method of teaching reading by correlating speech sounds with letters or groups of letters in an alphabetic code.
- Children need to be able to hear the initial sounds within words before attempting to read.
- There are only 44 sounds while there are about 1 million words in English.
- Children are taught how to blend from left to right to read the word - this is synthetic phonics.
- If a child can't say it, a child can't write it - as discussed at the reading workshop, take everyday opportunities to develop your child's imagination and vocabulary through talking about what you see, feel and experience together

Now it's your turn! How many speech sounds in these words?

cat

chip

house

cheese

bright

Reading = de-coding + comprehension

- Learning to read enables reading to learn - 10% reading is about decoding, 90% is about comprehension. The ultimate aim of reading is comprehension!

- Phonics is the first choice strategy when teaching children to read.
- At Plaistow and Kirdford Primary School children will start of learning letter sounds through Jolly Phonics as it is fun and multi-sensory approach for children to remember the sounds. They then Progress to Read Write Inc. scheme and continue this through years 1 and 2.
- Children learn through RWI that green words can be sounded out and red words are tricky and need to be learned by sight (some do not remain tricky once alternative sounds are learned but others always will be)
- As children move up Key Stage 1 there is an **emphasis** on spelling and grammar in new National curriculum and end of Key Stage assessments.
- There are other schemes such as Letters and Sounds (National programme) and National Curriculum which are also another approach to teaching phonics.

Top Tips when helping your child at home!

- Firstly, we teach the children the letter sound and not the letter name, this comes later.
- Ensure you are modelling the correct way to say letter sounds, e.g. m is "mmm" not "muh"
- The sounds are taught in sets. They start with individual letters of the alphabet then progress on to diagraphs/triagraph. This is when a sound may be represented by more than one letter, e.g. "sh", "igh", etc
- Remember, constantly praise your child when using phonics!

Sound reminders!

m - mmmmmmountain (keep lips pressed together hard)
 s - ssssssnake (keep teeth together and hiss - unvoiced)
 n - nnnnnnet (keep tongue behind teeth)
 f - fffffflower (keep teeth on bottom lip and force air out sharply - unvoiced)
 l - lllllleg (keep pointed curled tongue behind teeth).

r - rrrrrrobot (say rrr as if you are growling)
v - vvvvvvulture (keep teeth on bottom lip and force air out gently)
z - zzzzzzig zzzzzzag (keep teeth together and make a buzzing sound)
th - thhhhank you (stick out tongue and breathe out sharply)
sh - shhhh (make a shhh noise as though you are telling somebody to be quiet!)
ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)
nk - I think I stink (make a piggy oink noise without the oi! nk nk nk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding **uh** at the end of the sound:

t - (tick tongue behind the teeth - unvoiced)
p - (make distinctive p with lips - unvoiced)
k - (make sharp click at back of throat)
c - as above
h - (say h as you breathe sharply out - unvoiced)
ch - (make a short sneezing sound)
x - (say a sharp c and add s - unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

d - (tap tongue behind the teeth).
g - (make soft sound in throat).
b - (make a short, strong b with lips).
j - (push lips forward).
y - (keep edges of tongue against teeth).
w - (keep lips tightly pursed).
qu - (keep lips pursed as you say cw - unvoiced).

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).
e: e-e-e (release mouth slightly from a position).
i: i-i-i (make a sharp sound at the back of the throat - smile).
o: o-o-o (push out lips, make the mouth into o shape).
u: u-u-u (make a sound in the throat).

The long vowel sounds are all stretchy sounds

ay: ay may I play
ee: ee what do you see?
igh: fly high
ow: blow the snow
oo: poo at the zoo
oo: look at a book

ar: start the car
or: shut the door
air: that's not fair
ir: whirl and twirl
ou: shout it out
oy: toy for a boy

Phonics Glossary

blend (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

decode - to take written letters and translate them in to sounds (phonemes) that make up words

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraph — two letters which, together, make one vowel sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam