



Phonics, reading and writing

Introduction

- ❖ Children develop awareness of different sounds in spoken language from a very early age.
- ❖ Spoken words are made up of different sounds. They learn to match these sounds to letters.
- ❖ Phonics is about children knowing how letters link to sounds.
- ❖ The children then use this when they are reading and writing.

Unlocking Letters and Sounds

- ❖ We follow the scheme Unlocking Letters and Sounds (ULS).
- ❖ Approved government scheme

Before they start phase 1 phonics

- ❖ Tuning into sounds
- ❖ Listening activities
- ❖ Oral blending and segmenting
- ❖ Rhyming activities
- ❖ Alliteration tongue twisters



Phoneme: The smallest unit of sound in a word.



Grapheme: The letter or letters that represent the phoneme.

a









Digraph: two letters that make the same sound.

or

igh

trigraph: three letters that make the same sound.

We will send home the sounds we have learned at the end of each week (email)

g		Gate – Closing a gate	Around, up, down and a tail	
o		Orange – Squeezing an orange	Around all the way	
c		Cat – Clawing cat	Around the curl to sit on the line	
k		Key – Turning a key in a lock	Down, up to the middle, loop and flick	

blending

Blending to read

- ❖ Putting the sounds together to read words

p-o-t

m-a-t

segmenting

Segmenting to spell

- ❖ Splitting the word up into individual sounds



Common Exception Words

❖ Words that cannot be sounded out.

she was

the to

what

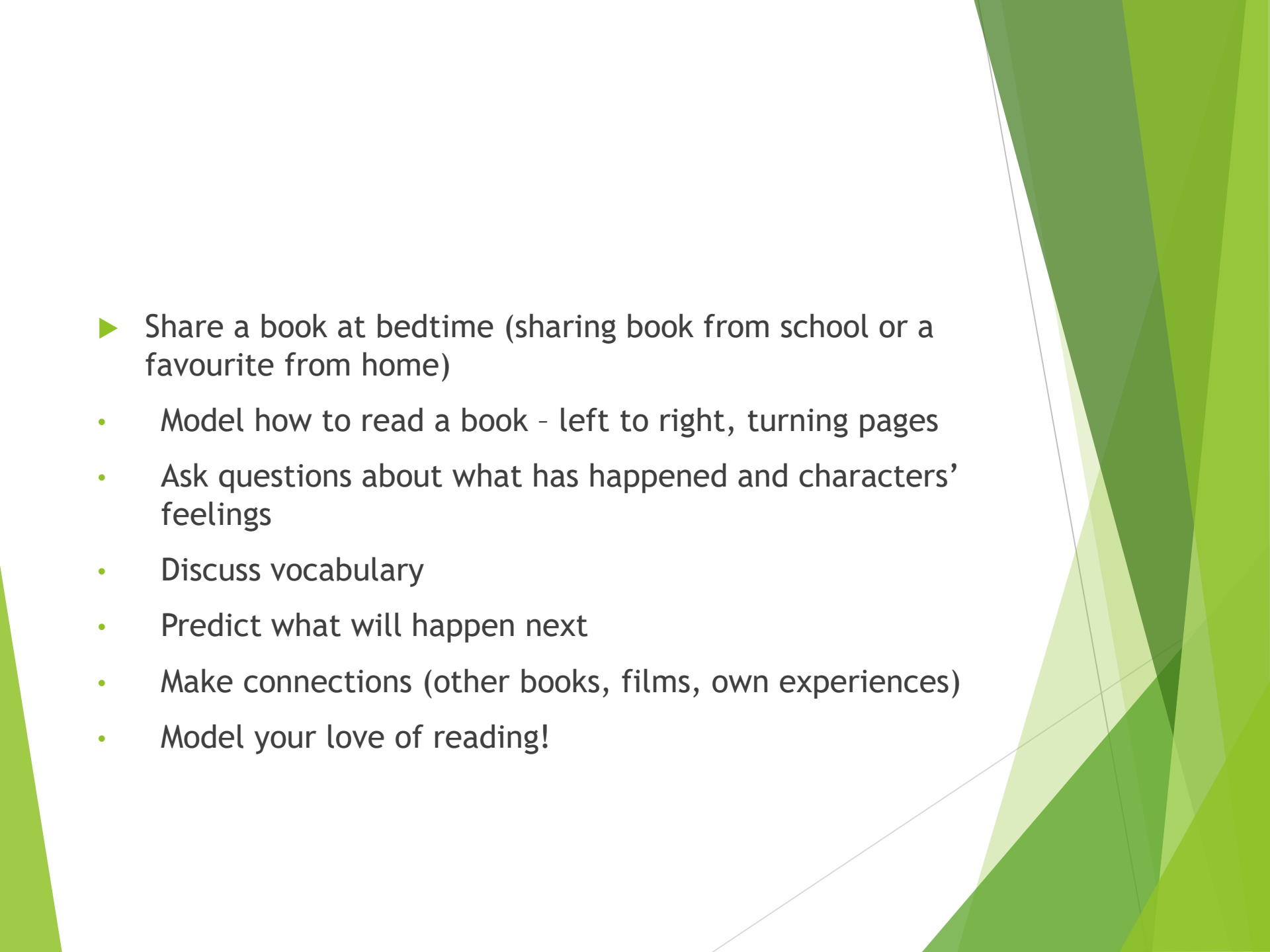
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Book bags

- ❖ Books to share at home with your child
- ❖ As and when your child is ready we will send decodable books for your child to read at home.
- ❖ Books match children's phonics attainment.
- ❖ One book at a time for you to read and reread with your child, so they become confident reading it. The focus is confidence and fluency rather than rushing and reading lots of books. (3 reads)

How can I help my child at home?

- ❖ Build 5/10 minutes into your routine to spend practicing the sounds/common exception words
- ❖ Read the school phonics reading book at least 3 times and more if possible
- ❖ Encourage them to point to the graphemes, say the sounds and blend the sounds together.
- ❖ Try to let them work it out.
- ❖ Read common exception words by sight.

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- ▶ Share a book at bedtime (sharing book from school or a favourite from home)
 - Model how to read a book - left to right, turning pages
 - Ask questions about what has happened and characters' feelings
 - Discuss vocabulary
 - Predict what will happen next
 - Make connections (other books, films, own experiences)
 - Model your love of reading!

Writing at home

- ❖ Praise your child for 'play writing'.
- ❖ Write with your child- 'think out loud'
- ❖ Spellings- phonetically spelt.
- ❖ Encourage correct formation of letters and lowercase
- ❖ Give your child a **purpose** for writing:

Send an email to family



Write a birthday card

Writing labels



Treasure maps



Write a shopping list

Any questions?

- ▶ Please see your child's class teacher if you have any further questions or concerns.