

# Letters and Sounds

## Phonics information for parents and carers

### **Introduction**

As you know, the ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

Children learn and practise many of the skills that they need for reading and writing from a very early age. They do this through a wide range of activities and experiences, at home, in settings and in school. They explore and learn through singing and saying rhymes, making and listening to music, talking with others, sharing books with adults and other children, dressing up, experimenting with writing and using puppets and toys to retell and make up stories.

### **Children's spoken language supports reading and writing**

In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing. Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.

Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

### **Ways you can support your children at home: talking and listening**

- **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!
- **Switch off the TV, radio and mobile phones** - and really listen!
- **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.
- **Make a collection of different toy creatures** - for example, a duck, a snake, an alien, say the sound it might make as you play together, for example, 'quack-quack', 'sssssss', 'yuk-yuk', and encourage your child to copy you.
- **Listen at home** - switch off the TV and listen to the sounds, both inside and outside the home. Can your child tell you what sounds they heard, in the order in which they heard them?
- **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!
- **Use puppets** and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

### **Sounds in spoken language - the beginning of phonics**

At Lister Infants, when children enter Nursery they take part in high-quality phonics sessions every day. These are fun sessions involving lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

The aim of this booklet is to give you a clear picture of how we approach the teaching of phonics and word recognition and how, as a parent or carer, you can support and encourage your child at home.

From a very early stage, children develop awareness of different sounds in spoken language. They develop understanding that spoken words are made up of different sounds (phonemes) and they learn to match these phonemes to letters (graphemes). Phonics is about children knowing how letters link to sounds (graphemes to phonemes), for example, **c** as in 'cat', **ll** as in 'fell', **ee** as in 'sheep'.

Children use this phonic knowledge when they are reading and writing. This approach has been shown to provide a quick and efficient way for most young children to learn to read words on the page, fluently and accurately. We want children to develop this skill so that it becomes automatic. This also greatly helps them with their spelling.

At Lister Infant School we use a systematic phonics programme called Letters and Sounds alongside the actions of Jolly Phonics.

## Letters and Sounds

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual or that children have not yet been taught.

### Phase 1

This paves the way for systematic learning of phonics and starts in nursery.

Teachers plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. Teachers teach a wide range of nursery rhymes and songs. They read good books to and with the children. This helps to increase the number of words they know - their vocabulary - and helps them talk confidently about books.

#### Ways you can support your children at home

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'.

Say: 'A tall tin of tomatoes!' 'Tommy, the ticklish teddy!' 'A lovely little lemon!' This is called alliteration. Use names, for example, 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'.

Teach them '**Peter Piper picked a peck of pickled peppers**'.

#### Learning how to 'sound-talk'

The teacher shows children how to do this - **c-a-t = cat**. The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word. The merging together is called blending and is a vital skill for reading.

Children will also learn to do this the other way around - **cat** = **c-a-t**. The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, all through the word. This is called segmenting and is a vital skill for spelling.

This is all oral (spoken). Your child will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

### Ways you can support your children at home

#### 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.'

## Phase 2

In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (sounds) for a number of letters (graphemes), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /ll/ as in **b-e-ll**. They may be using pictures or hand movements to help them remember these.

#### VC and CVC words

C and V are abbreviations for 'consonant' and 'vowel'. VC words are words consisting of a vowel then a consonant (e.g. am, at, it) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. cat, rug, sun). Words such as tick and bell also count as CVC words - although they have four letters, they have only three sounds. For example, in the word bell, **b** = consonant, **e** = vowel, **ll** = consonant.

Now the children will be seeing letters and words, as well as hearing them. They will be shown how to make whole words by pushing magnetic or wooden letters together to form little words, reading little words on the interactive whiteboard and breaking up words into individual sounds, which will help their spelling. These will be simple words made up of two phonemes, for example, am, at, it, or three phonemes, for example, cat, rug, sun, tick, bell.

### **Tricky words**

They will also learn several tricky words: **the, to, I, go, no.**

Children will still be practising oral blending and segmenting skills daily. They need plenty of practice at doing this.

### **Saying the sounds**

Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier.

Sounds should be sustained where possible (e.g. sss, fff, mmm) and, where this is not possible, 'uh' sounds after consonants should be reduced as far as possible (e.g. try to avoid saying 'buh', 'cuh'). Teachers help children to look at different letters and say the right sounds for them.

### **Ways you can support your children at home**

#### **Magnetic letters**

Stick magnetic letters on your fridge, or use with a tin tray. Find out which letters have been taught - have fun finding these with your child and place them on the magnetic surface.

#### **Making little words together**

Make little words together, for example, it, up, am, and, top, dig, run, met, pick. As you select the letters, say them aloud: 'a-m - am', 'm-e-t - met'.

#### **Breaking words up**

Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met - m-e-t'.

**Both these activities help children to see that reading and spelling are reversible processes.**

#### **Don't forget the writing box!**

Spelling is harder than reading words - praise, don't criticise. Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting.

Your child might be trying to use letters from their name to write; this shows that they know that writing needs real alphabet letters.

Make an alphabet poster to help them remember the letters.

### **Getting ready for writing**

Teachers will model how to form letters (graphemes) correctly, so that children can eventually acquire a fluent and legible handwriting style. These skills develop over a long period of time. A child's ability to form a letter correctly is a separate skill from phonics. Holding a pen or pencil needs considerable co-ordination and practice in making small movements with hands and fingers.

In the early phonic phases children can use letter cards or magnetic letters to demonstrate their knowledge of phonics.

### **Writing in lower-case letters**

We shall be teaching lower-case letters, as well as capital letters. As most writing will be in lower-case letters it is useful if you can use these at home. A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters.

Your child's teacher can advise on the handwriting style that is taught and how you can help at home.

### **Ways you can support your children at home**

#### **Using their whole body**

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help co-ordination include throwing balls at a target, under-arm and over-arm, and bouncing balls - also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

#### **Hand and finger play**

Action rhymes such as 'Incy wincy spider', 'One potato, two potato' and 'Tommy Thumb' are great fun and get their hands and fingers moving. Playing with salt dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

#### **Hand-eye co-ordination**

Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place - these all help hand-eye co-ordination.

#### **Pencil hold**

The 'pincer' movement needs to be practised. This is important as it enables children to hold a pencil properly as they write. Provide them with kitchen tongs and see if they can pick up small objects. Move on to challenging them to pick up smaller things, for example, little cubes, sugar lumps, dried peas, lentils, first with chopsticks, then with tweezers.

Ask children to peg objects to a washing line.

Provide plenty of different types of pen and pencil; hold their hand to practise the correct grip.

## Phase 3

The purpose of this phase is to:

- Teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- Practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- Learn all letter names and begin to form them correctly
- Read more tricky words and begin to spell some of them
- Read and write words in phrases and sentences.

### **CVC words containing graphemes made of two or more letters**

Here are some examples of words your children will be reading: **tail, week, right, soap, food, park, burn, cord, town, soil**

Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!

### **Tricky words**

The number of tricky words is growing. These are so important for reading and spelling: **he, she, we, me, be, was, my, you, her, they, all.**

### **Ways you can support your children at home**

- 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

- Praise your child for trying out words.
- Ask teachers for a list of the tricky words.
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer - remember, they can use magnetic letters.
- 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**
- Don't worry if they get some wrong! These are hard to remember - they need plenty of practice.

## Phase 4

Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

**CVCC** words: **tent, damp, toast, chimp**

For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**

and **CCVC** words: **swim, plum, sport, cream, spoon**

For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**

They will be learning more tricky words and continuing to read and write sentences together.

### Tricky words

said, so, do, have, like, some, come, were, there, little, one, when, out, what

### Ways you can support your children at home

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, a silver star, clear the pond, crunch crisps. Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, lunch, fresh milk, drink, fish and chips, jam.
- Work on reading words together, for example, a street name such as Park Road, captions on buses and lorries, street signs such as bus stop.

## Phonics teaching will continue into Key Stage 1 (Year 1 and Year 2)

As your child enters Key Stage 1 (Year 1) they will continue to learn that most sounds (phonemes) can be spelled in more than one way. For example, the **f** sound can be written as **f** as in fan or **ff** as in puff or **ph** as in photo.

This develops their knowledge of spelling choices. They will continue with this spelling work into Year 2 and beyond.

The children will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme **ea** can be read as /ee/ as in leaf or /e/ as in bread.

This supports their reading development.

Good phonics knowledge and skills help your child to read words fluently and spell words, but they need to understand what they are reading and understand the processes and purposes for writing too. Your help is vital here.

## **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. Read and reread those they love best.

**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. Grandparents, older brothers or sisters can help, too.

**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, too** - 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.

**Read simple rhyming books together** - leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

**Add sound effects** when reading a story and encourage your child to join in.

**A quiet area with some cushions and toys** is a comfortable place where you and your child can go to look at a book together.

### **Ways you can support your children at home: writing together**

**Magic writing boards** are great fun for children, both little and larger versions. It won't be long before they will be trying to write their names!

**Write with your child** - 'think aloud' so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.

**Talk about the words they see in everyday life** - food packaging, signs in the supermarkets, captions on buses and lorries, messages on birthday cards and invitations.

**Write a shopping list together.**

**Send an email** to a family member or a friend - your child says the message, you write it!

**Provide your child with a shoe box full of things to write with** - writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.

**Praise them for their play writing** - those early squiggles and marks show that your child is beginning to understand writing.

### **Ways you can support your children at home: what to do if your child is reluctant to read or write at home**

Relax!

#### **Reading**

- Make sure your child sees you reading.
- Read **to** your child. Show you like the book. Bring stories to life by using loud/soft/scary voices - let yourself go!
- Spread books around your house for your child to dip into.
- Let your child choose what **they** would like to read - books, comics, catalogues.
- Read favourite books over and over again. Enjoy!

#### **Writing**

- Make sure your child sees you writing.
- Compose an email together, inviting a friend over to tea.
- Continue to make words together, using magnetic letters.
- Leave a message on the fridge door and encourage them to write a reply to you.
- Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When the story is complete they can draw pictures to go with it.
- Buy stickers of a favourite film or TV programme and make a book about it.

## Useful websites and leaflets for more information

[www.parentscentre.gov.uk/foragegroup/3to5years/readandwritetogether](http://www.parentscentre.gov.uk/foragegroup/3to5years/readandwritetogether)

This link to the Parents Centre website gives some really good ideas about how you can enjoy sharing books with your child and tells you a bit more about phonics.

[www.parentscentre.gov.uk/foragegroup/5to7years/alittlereadinggoesalongway](http://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](http://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](http://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.

You can get 'Learning Together' leaflets - 'The road to reading' and 'Making their mark - children's early writing' (and other leaflets covering a range of topics) from Early Education, 136 Cavell Street, London, E1 2JA, telephone 020 7539 5400. You can also download them from the website [www.early-education.org.uk](http://www.early-education.org.uk).

[www.talktoyourbaby.org.uk](http://www.talktoyourbaby.org.uk)

This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

[www.nationalliteracytrust.org.uk/familyreading/parents](http://www.nationalliteracytrust.org.uk/familyreading/parents)

The Family Reading Campaign website provides a wealth of information to support you and your family. The Family Reading Campaign works to encourage reading in the home. It also offers many links to further websites.

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

<http://www.phonicsplay.co.uk>

## Letters and sounds: High Frequency Words Checklist

The Tricky Words are in red

<u>Phase 2</u>			
Decodable words			Tricky words
a	had	off	the
an	back	on	to
as	and	can	I
at	get	dad	no
if	big	off	go
in	him	on	into
is	his	can	
it	not	dad	
of	got		

<u>Phase 3</u>			
Decodable words		Tricky words	
will	see	you	he
that	for	they	she
this	now	all	we
then	down	are	me
them	look	my	be
with	too	her	was

<u>Phase 4</u>			
Decodable words		Tricky words	
went		some	said
it's		come	have
from		some	like
children		come	so
just		do	when
help			

### Phase 5 (taught in Year 1 and 2)

Note that some of the words that were tricky in earlier phases become fully decodable in Phase 5

Decodable words			Tricky Words
don't	about	day	oh
old	your	made	their
I'm	very	came	people
by	make	called	Mr
time	here	asked	Mrs
house	saw	could	looked

**Year 1 and 2 - Next 200 HFW****Set 1**

water	away	good	want	over	began
how	did	man	going	where	first
would	or	took	school	think	boy
home	who	didn't	ran	know	work
bear	can't	again	cat	long	animals
things	new	after	wanted	eat	lots
everyone	our	two	has	yes	stop
play	take	thought	dog	well	sea
find	more	I'll	round	tree	never
magic	shouted	us	other	food	need
fox	through	way	been	these	
must	red	door	right	next	

**Year 1 and 2 - Next 200 HFW****Set 2**

that's	baby	fish	gave	mouse	jumped
something	bed	may	still	found	cried
live	say	soon	night	narrator	because
small	car	couldn't	three	head	keep
king	town	I've	around	every	even
garden	fast	only	many	laughed	room
let's	much	suddenly	told	another	am
great	why	last			

**Year 1 and 2 - Next 200 HFW****Set 3**

before	gran	clothes	tell	key	there's
fun	place	mother	sat	boat	before
window	sleep	feet	morning	queen	looking
each	book	its	green	different	gran
let	girl	which	inside	run	end
any	under	hat	snow	air	clothes
trees	bad	tea	top	eyes	than
fell	friends	box	dark	grandad	tell
key	best				

**Year 1 and 2 - Next 200 HFW****Set 4**

better	hot	sun	across	gone	we're
hard	floppy	really	wind	wish	pulled
eggs	once	please	thing	stopped	dragon
ever	miss	most	cold	park	fly

lived	birds	duck	horse	rabbit	grow
white	coming	he's	river	liked	
giant	looks	use	along	plants	

### The Actions for Jolly Phonics (Taught in Nursery, Reception and Year 1)

**s** Weave hand in an *s* shape, like a snake and say *ssssss*.

**a** Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.

**t** Turn head from side to side as if watching tennis and say *t, t, t*.

**i** Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.

**p** Pretend to puff out candles and say *p, p, p*.

**n** Make a noise, as if you are a plane - hold arms out and say *nnnnnn*.

**c k** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.

**e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.

**h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.

**r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *r*.

**m** Rub tummy as if seeing tasty food and say *mmmmmm*.

**d** Beat hands up and down as if playing a drum and say *d, d, d*.

**g** Spiral hand down, as if water going down the drain, and say *g, g, g*.

**o** Pretend to turn light switch on and off and say *o, o; o, o*.

**u** Pretend to be putting up an umbrella and say *u, u, u*.

**l** Pretend to lick a lollipop and say *lllll*.

**f** Let hands gently come together as if toy fish deflating, and say *ff f f f f*.

**b** Pretend to hit a ball with a bat and say *b, b*.

**ai** Cup hand over ear and say *ai, ai, ai*.

**j** Pretend to wobble on a plate and say *j, j, j*.

**oa** Bring hand over mouth as if you have done something wrong and say *oh!*

**ie** Stand to attention and salute, saying *ie ie*.

**ee or** Put hands on head as if ears on a donkey and say *eeyore, eeyore*.

**z** Put arms out at sides and pretend to be a bee, saying *zzzzzz*.

**w** Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.

**ng** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*

**v** Pretend to be holding the steering wheel of a van and say *vvvvvv*.

**oo oo** Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo*.

(Little and long oo.)

**y** Pretend to be eating a yoghurt and say *y, y, y*.

**x** Pretend to take an x-ray of someone with a camera and say *ks, ks, ks*.

**ch** Move arms at sides as if you are a train and say *ch, ch, ch*.

**sh** Place index finger over lips and say *shshsh*.

**th th** Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb).

**qu** Make a duck's beak with your hands and say *qu, qu, qu*.

**ou** Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.

**oi** Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*

**ue** Point to people around you and say *you, you, you*.

**er** Roll hands over each other like a mixer and say *ererer*.

**ar** Open mouth wide and say *ah*. (British English) Flap hands as if a seal and say *ar, ar, ar*. (Nth Am English)