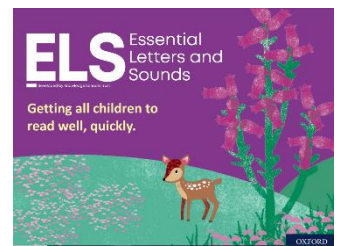


Phonics

At Glenfield Infant School we teach phonics using the 'Essential Letters and Sounds' phonics programme. It will support your children in making quick progress to become a fluent and confident reader.



Phonics teaches your child to associate letters or letter groups with the sounds they represent so they can use them to both read and write words. There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).

Phonics is taught every day in Year R and Year 1, and during the Autumn Term in Year 2 (Year 2 then turn their attention to spellings). Each phonic session will revisit the sounds and tricky words they have already had experience of, introduce and practice reading and saying a new sound, and then opportunity to read or write the new sound in words or sentences.

During their phonic sessions your child will learn about, and become familiar using special phonics' vocabulary:

Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

Split vowel digraph: two vowel letters split split by one or more consonants. For example, /a-e/ in the word 'cake'.

The sounds taught in phonics are split into groups, called phases. There are 5 phases:

Phase 1: This begins in Nursery/Pre-school and continues in Year R. It develops speaking & listening skills and there are 7 focuses;

Environmental sounds Instrumental sounds Body percussion (e.g. clapping and stamping) Rhythm and rhyme
Alliteration Voice sounds Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Follow the link for ideas of activities you can use at home to continue to develop your child's speaking and listening skills:

<https://www.tameside.gov.uk/TamesideMBC/media/education/VS-Phase-1-Games-to-Play-at-Home.pdf>



Phase 2: In Year R, letters and their sounds are introduced one at a time: s a t p I n m d g o c k c k e u r s s h b f ff l ll

You can hear the 'pure' pronunciation of the phase 2 sounds here: <https://vimeo.com/641445921/9382cf6db0>



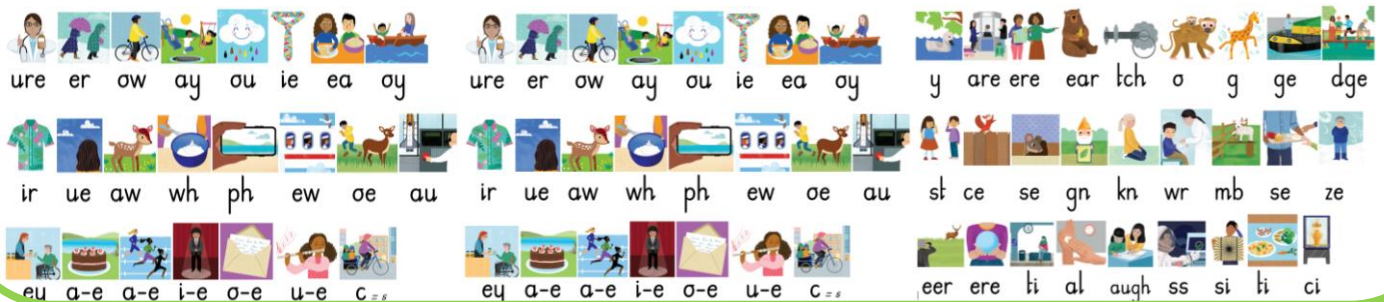
Phase 3: Year R continues to introduce your child to the remaining, more difficult and/or less commonly used phonemes: j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ur

You can hear the 'pure' pronunciation of the phase 3 sounds here: <https://vimeo.com/642342878/59d233684c>



Phase 4: At this stage in Year R, your child should be comfortable with each phoneme. From here on, the teaching of phonics will be about consolidating and improving their knowledge of phases 2 and 3. Trickier words /re introduced with increased vocabulary, and there is a real focus on developing fluency (reading words by sight).

Phase 5: Year R aim to begin this phase towards the end of the Summer Term, but this is the Phase which Year 1 spends their Autumn and Spring terms focusing on. Your child will learn new graphemes and alternative pronunciations for the graphemes they already know. For example, the sound /a/ can be represented by the graphemes /ay/ or /a-e/, and /ea/ can sound different in words such as 'read' and 'break'.



Reading books

Each week your child will bring home a reading book matched to their phonic abilities. The book is to be kept for the week and read and reread, to help develop fluency of sounds and whole words (sight word reading). They may also bring home words and sentences containing the focus sounds and 'harder to read and spell' words from phonics that day/week to practise as well.

It is important that you listen to your child read every day, or at least a minimum of 20 times a month. Add the reads into their home reading log. Also, please share books together at home, reading your child books they enjoy and books which they are unable to read independently, as this is fundamental in enriching language.

Supporting your child with reading at home

☞ **Read together every day** – taking the time to help your child practise their reading by reading their matched book is essential, as is reading stories *to* your child so they can develop an interest in books and a love of stories and non-fiction books. *Add the reads across the week to your child's reading log.*

☞ **Read and reread their matched book across the week** as this helps to develop fluency by adding sounds and whole words to your child's reading memory (sight vocabulary)

☞ **Read anything** – street signs, leaflets the pop through your door, labels in shops, the subtitles on TV, recipes and ingredient lists on packages; our daily lives are filled with text which created plenty of opportunity to practise our reading skills.

Did you know?

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.