

# Phonics Parent/Carer Meeting Southfield Primary School

A phoneme you hear



A grapheme you see



A word always has the same number of phonemes and graphemes!

This is the order we teach phonics

Set 1 – s, a, t, p

Set 2 – i, n, m, d

Set 3 – g, o, c, k

Set 4 – ck, e, u, r

Set 5 – h, b, f, ff, l, ll, ss

Set 6 – j, v, w, x

Set 7 – y, z, zz, qu

Consonant digraphs:

ch, sh, th, ng

Graphemes:

ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo



## Ways you can support your children at home: blending and segmenting

### Blending and Segmenting words

Find real objects around your home that have three phonemes (*sounds*) and practice blending. 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.'

**Magnetic letters** – on your fridge

### 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*'.

### We can learn to spell as we learn to read

#### Check your child's 'Word Box' for order of practice

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

Make or buy an alphabet poster.



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

When listening to them blend/segment/read:

- PAUSE, PROMPT, PRAISE routine is more helpful than criticism.
- No GUESSING – puzzle out the word (telling them the word is the last resort)
- Keep sessions short and frequent
- 10 minutes – only longer if your child requests
- Comment in their Reading Record
- Just because you find it easy, your child might not. Be patient! Make a judgement – you know your child
- Come and talk to your child's teacher if you are having problems



## Ways you can support your child at home: 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 a game – hunt the word - hide words in sand or flour, set a timer, hold up the word that you want them to hunt for, and 'go!' Repeat the word and encourage them to say –'I am looking for the word 'the'.
- 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.



## Useful websites

[http://www.bbc.co.uk/schools/websites/4\\_11/site/literacy.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml)

<http://www.ictgames.com/literacy.html>

The more children are exposed to activities involving letters and sounds, the quicker they will consolidate their newly acquired skills.

Your involvement in this new learning is vital, and we ask that whenever possible you take time to encourage them to use their new knowledge through the activities outlined above.

Thank you for showing your interest and if anything that has been discussed needs more clarification, then please do not hesitate to ask.