

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.



So support and develop the speaking and listening skills of your children!



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 – anytime!
- **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.
- **Listen at home** – switch off the TV and listen to the sounds both inside and outside the home – Can your child tell you what they heard, in the order in which they heard it?
- **Play-a-tune** – and follow me! Make or buy some simple shakers, drums and beaters – 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 Forest Academy the children take part in high-quality, daily phonics sessions every day. These are fun sessions involving lots of speaking, listening, reading 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.

Not all children will learn at the same rate!

Your child should be supported whatever their rate of learning. There is a very close link between difficulty with phonics and hearing – so if your child is making slower than expected progress, it would be worth having their hearing checked.

From a very early stage, children develop an awareness of different sounds in spoken language. They develop an 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), e.g. **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 be 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 Forest Academy we use a phonics programme - **StoryTime Phonics**

StoryTime Phonics implements the systematic phonics programme Letters and Sounds in a multisensory way. Letters and Sounds is divided up into six phases, with each phase building on the skills and knowledge of previous learning. StoryTime Phonics teaches the specific sounds of each phase, using real books to imbed their learning in a memorable way. There are no big leaps in learning. Children have time to practise and rapidly expand their ability to read and spell words. Children are also taught to read and spell 'tricky words' (also known as Tricky Troll words) – words with spellings which are unusual or haven't yet been taught.



Phase 1

This paves the way for systematic phonics learning, and usually starts in nursery or playgroup.

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 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 toy/object by repeating it – e.g. '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 – e.g. 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'.

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 – it 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 – it 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 which have three phonemes (sounds) and practise 'sound talk' – first just let them listen, then see if they will join in, e.g.

'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'

'Simon says – pick up your b-a-g'

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**, e.g. /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 of '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, e.g. *am*, *at*, *it*, or three phonemes, e.g. *cat*, *rug*, *sun*, *tick*, *bell*.

Tricky words (Tricky Troll Words)

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

Children will still be practising oral blending and segmenting skills on a daily basis. 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' etc.) Teachers help children to look at different letters and say the right sounds for them.

It is a good idea to speak to the class teacher for more information about this important aspect of phonics.





Ways you can support your children at home

Magnetic letters

Buy magnetic letters for your fridge, or for 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 words together

Make little words together, e.g. *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 fun way for children to try out spellings and practise their handwriting.



Ss



Aa



It



Pp



Ii



Nn



Mm



Dd



Gg



Oo



Cc



Kk



ck



Ee



Rr



Hh



Bb



Ff



Ll



ss



Uu



Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, e.g. 'oa' as in boat
- practise blending and segmenting a wider set of CVC words, e.g. 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 they will be reading. Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!

Tail, week, right, soap, food, park, burn, cord, town, soil.

Tricky words (Tricky Troll Words)

The number of tricky words is expanding. 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

- 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 them for trying out words.
- Ask teachers for a list of the tricky words.
- Set your timer on your mobile phone. Call out one word at a time and get your child spell it on a magic board or a small whiteboard – 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 practise.



If



Vv



Ww



Xx



Yy



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Phase 4

Children continue to practise previously learnt graphemes and phonemes and learn how to read and write **CVCC** words – **tent, damp, toast, chimp**.

E.g. in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant

and **CCVC** words – **swim, plum, sport, cream, spoon**.

E.g. 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 (Tricky Troll 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 – e.g. '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 – when they find and read three, give them a treat!
- Look out for words in the environment on food packaging that your child will find easy to read, e.g. lunch, fresh milk, drink, fish and chips, jam.
- Work on reading words together, e.g. a street name like Park Road, captions on buses and lorries, street signs, e.g. bus stop.

In Key Stage One the children will continue to take part in daily phonics sessions. They will 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.

They 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

Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and re-read 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. A grandparent, older brother or sister can help.

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 which things 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) which your child can read but may not understand, e.g. *flapped, roared*.

Listen to story tapes.

Borrow or buy the best books you can to share with your child. Libraries and book shops can advise you of the most popular books.

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



Ways you can support your children at home: writing together

Magic writing boards are great fun for children – both little and larger versions.

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, e.g. 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 and provide a large canvas for their writing and drawing.

Phase 5

The purpose of this phase is to:

- broaden knowledge of graphemes and phonemes in both reading and spelling
- learn new graphemes and alternative pronunciations for these and graphemes they already know
- become quicker at recognising graphemes of more than one letter in words and blending the phonemes they represent
- choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words
- read automatically all the words in the list of 100 high frequency words – **‘quick as a flash’**
- accurately spell most of the words in the list of 100 high frequency words
- form each letter correctly

Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words – **thirteen, rescue, envelope**.

Children will also begin to recognise alternative pronunciations of some graphemes in words, such as

‘i’ in **fin, find**

‘ow’ in **cow, blow**

‘ea’ in **eat, bread**

‘a’ in **hat, what**

There are 100 common words that recur frequently in much of the written material young children read and that they need to write. Most of these are decodable by sounding and blending, assuming the grapheme-phoneme correspondence are known. During this phase the children learn many more graphemes so that these words become decodable. Some of them have already been taught as tricky words in earlier phases, leaving 16 to be decoded in this phase. These are **don’t, day, here, old, house, made, saw, I’m, about, came, very, by, your, make, put** and **time**.



Ways you can support your children at home

‘Play I spy’: Use blends to find objects in familiar surroundings, such as ‘cl’ for cloud, ‘sh’ for sheep, etc.

‘Kim’s Game’: Based on the familiar memory game, focusing on the spelling of each object.

Rhyming Games: Get your child to follow your rhyming patterns and explore the different ways the words are spelt.

Continue to read with your child regularly, encouraging them to read a variety of different texts.

Provide opportunities for your child to practise writing a range of texts, such as a shopping list, party invitation, letter, or an email. It helps to give your child a purpose for their writing.



The purpose of this phase is to:

- read words automatically if they are familiar
- decode words quickly and silently because the sounding and blending routine is well established
- become fluent readers
- develop comprehension skills
- acquire more word-specific knowledge (e.g.: **sea/see; goal/pole/bowl/soul; zoo/clue/flew/you**)

Children's spelling should be phonetically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.



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 – 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 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.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 and you can find out about Bookstart events in your area which you can go to 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.

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.familyreading.org.uk/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. Many links to further websites.

https://www.youtube.com/playlist?list=PLV5E_EC-wNdjn1acTqEmsthWLY55q6tCs

This link gives you access to some of the Phonics Fairy videos.

www.phonicsplay.co.uk

This website provides lots of fantastic resources and interactive games for you to try at home!

