

Teaching Phonics at Cottingham

Teaching phonic knowledge is really important in the early years and forms an important aspect of our provision in Key Stage 1. Research indicates that the ability to decode words is crucial in developing reading and writing skills. Children in reception and Key Stage 1 will all have opportunities to take part in phonics sessions on a daily basis. We use Read Write Inc phonics to deliver our phonic sessions.



What is Read Write Inc?

In Read Write Inc Children are taught one way of representing the 44 main sounds of English first, and then go on to learn the alternative spellings later on.

Read Write Inc. introduces the simple Speed Sounds (one sound, one grapheme) with Speed Sounds Set 1 and Set 2. They then learn more ways of writing the same sounds with the complex Speed Sounds Set 3.

Set	Speed Sounds
Set 1	m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk
Set 2	ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy
Set 3	a - e - ea - i - e - o - e - u - e - aw - are - ur - er - ow - ai - oa - ew - ire - ear - ure - tious - tion

The aim is for the children to have learnt all the speed sounds by the end of Year 1.

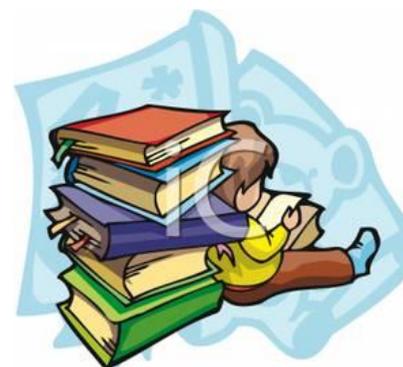
Simple advice on helping a child with phonics...

Phonics are special sounds: The sounds which make up 'talk'. Children progress naturally from talking to writing, and from listening to reading. We need to encourage this process!

Phonemes: When we speak, we make sounds. These sounds form words and phrases. These sounds are 'phonemes'. Take the sound 'shhh'. (Make it by putting your finger on your lips as if you were telling someone to be quiet!)

How many phonemes: There are generally reckoned to be around 44 different phonemes or sounds that make up spoken English. This will vary from area to area as different accents use different sounds.

What about letters: Letters are graphemes - ways of writing down the sounds that come out of our mouth. We use the term 'grapheme' rather than letter because many sounds are written using more than one letter. E.g. the 'shhhh' sound is often written using the letters s and h as in 'shark' or it is written using the letters 'ti' as in 'nation'.



Learning Phonics

Children need to learn that:

- Sounds (phonemes) are represented by letters (graphemes)
- A phoneme can be represented by one letter (grapheme) or by a group of 2 or more letters. (e.g. 'sh', 'igh', 'eigh')
- The same sound (phoneme) can be represented (spelt) more than one way; cat, kennel, choir
- The same grapheme (spelling) may represent more than one phoneme: mean - deaf

The skills they need to learn are:

Blending: Merging phonemes together to pronounce a word

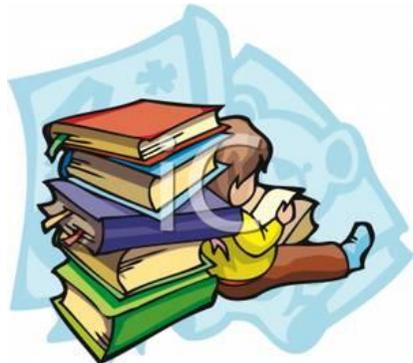
In order to read an unfamiliar word, a child must attribute a phoneme to each letter or letter combination in the word, and then merge them together to pronounce the word.

Segmentation: Hearing individual phonemes with a word.

e.g. "crash" has 4 phonemes - c-r-a-sh

In order to spell, a child must segment a word into its component phonemes and choose a letter or letter combination to represent the phonemes.

Blending and segmenting are reversible skills.



Games to play at home

At the start of learning to read, some simple phonics can really make a lot of difference. Teaching phonics skills through games is a fun, helpful approach. This leaflet aims to give you simple ideas to try at home.

First Sounds! Encourage your child to listen for the first sound in a word. E.g. the /sh/ sound in 'ship' or 'shark' or the /d/ sound at the start of 'dog'.

Help children to spot words starting with the same sound as their name.

Rhyming games

Help children listen out for middle and end sounds in words by asking them to spot and create rhymes. Best, guest, west, VEST... can be part of a game where you take turns to say a rhyming word. The words do not have to be 'real' - ants, lants, fants, PANTS... cause great giggles!

Odd-one Out

Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects/pictures there for the child to look at.

I-Spy

For small children the usual way of playing that starts 'I spy with my little eye something that begins with' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

Sounds Scrapbook

Write a letter at the top of each page of a scrapbook. Concentrating on a few letters at a time collect pictures of objects that begin with those letters. Do not use as examples words where the first sound does not make its normal sound such as in giraffe, ship, cheese. Stick the pictures on the appropriate pages.

Fishing for Sounds

You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

Sand Tray or Finger Paints

Children enjoy writing letters with their fingers in a tray of sand or with finger paints. These ways provide good opportunities to teach correct letter formation.

Matching words and pictures

Lay out the word cards and picture cards on a table. Take it in turns to pick a word card and match it to the right picture card. If you get it right you win the card.

Record Sheets

This record sheet can enable you to keep track of your child's progress as they are introduced to the sounds in the Read Write Inc. Phonics programme. Mark with a tick when your child is shown the letter.

Speed Sounds Set 1

m	a	s	d
t	i	n	p
g	o	c	k
u	b	f	e
l	h	sh	r
j	v	y	w
th	z	ch	qu
x	ng	nk	

Speed Sounds Set 2

ay	say	ee	meet
igh	night	ow	snow
oo	moon	oo	look
ar	park	or	worn
air	pair	ir	first
ou	count	oy	toys

Speed Sounds Set 3 (common alternative spellings for sounds)

Speed Sound 1 / 2 (Already introduced)	Speed Sound 3 (Alternative spelling)	Example word
ee	ea	seat
oy	oi	join
ay	a-e	name
igh	i-e	time
ow	o-e	home
oo	u-e	tune
or	aw	saw
air	are	share
ir	er	after
ir	ur	turn
ou	ow	town
ay / a-e	ai	snail
ow / o-e	oa	boat
oo / u-e	ew	chew
	ire	hire

	ear	hear
	ure	sure
	tion	tradition
	cious	delicious
	tious	scrumptious

If you require any more advice about teaching phonics, please do not hesitate to contact school.