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# Supporting your child's reading with phonics

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## Key Educational Indicators

1. Vocabulary
2. Read
3. Wanting to read

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## Reading requires two skills

<h3>Phonics and Word Recognition</h3> <p>The ability to recognise words presented in and out of context.</p> <p>The ability to blend letter sounds (phonemes) together to read words.</p>		<h3>Understanding</h3> <p>The ability to understand the meaning of the words and sentences in a text.</p> <p>The ability to understand the ideas, information and themes in a text.</p> <p>If a pupil understands what they hear, they will understand the same information when they read.</p>
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## What do you need to know?

1. Sounds (**phonemes**) are represented by letters (**graphemes**)

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What do you need to know?

2. Some sounds (**phonemes**) are represented by 2 or more letters (**graphemes**)

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Articulating the Phonemes

f	l	m	n	r	s	v	z	sh	th	nk	ng								
b	c	d	g	h	j	p	qu	t	w	x	y	ch							
a	e	i	o	u	ay	ee	igh	ow											
oo	oo	ar	or	air	ir	ou	oy												

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What do you need to know?

3. Sounds (**phonemes**) can be **blended** together to **decode** words

The opposite is **segmenting** for spelling

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What do you need to know?

4. Some sounds (**phonemes**) can be represented in more than one way

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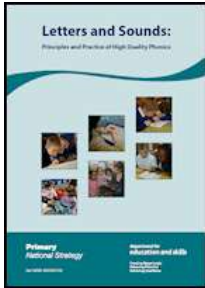
### What do you need to know?

5. Some sounds (**phonemes**) can be pronounced in more than one way

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### How is phonics taught?



**'Letters and Sounds'** splits phonics teaching up into 6 distinct, progressive phases.

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### The Discrete Daily Session

Introduction  
↓  
Revisit and review  
↓  
Teach  
↓  
Practise  
↓  
Apply  
↓  
Assess learning against criteria

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### Classroom Reading Opportunities

Children will have the opportunities to read:

- As a whole class in shared reading
- In groups with and without the teacher or another adult (group and guided reading)
- In pairs with friends, peers or children from different classes (reading buddies)
- One to one with an adult
- In literacy sessions, discreet reading sessions and through other subjects

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## Reading at Home – Enjoy!

- Make reading visible; have books available in your home
- Share books every day
- Role models are important
- Talk about books
- Revisit words and phonemes your child finds tricky
- Sit and listen - don't do chores around the reader!
- Respect choices

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## Strategies for when your child is stuck

- **Wait**
- **Prompt**
  - » **Phonics first – hear the sounds, segment, blend**
  - » Syllables
  - » Re reading
  - » Context
  - » Similar words
- **Praise**
  - *After a few attempts – give the word*

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## Talking about books

**Keep it simple – it's not a test!**

Who?  
What?  
When?  
Where?  
How?  
Why?  
What do you think?  
Similarities / differences?

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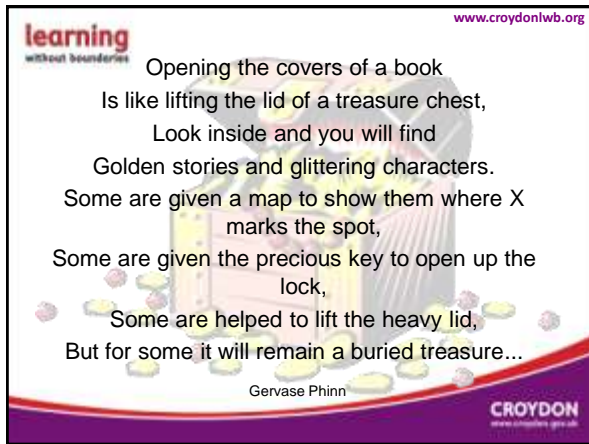
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## Keeping Children Engaged

- Change the activity, text type or mode of reading
- Be time specific
- Keep sessions relaxed and fun
- Be consistent and fair
- Take it in turns
- Give choices where you can

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Opening the covers of a book  
Is like lifting the lid of a treasure chest,  
Look inside and you will find  
Golden stories and glittering characters.  
Some are given a map to show them where X  
marks the spot,  
Some are given the precious key to open up the  
lock,  
Some are helped to lift the heavy lid,  
But for some it will remain a buried treasure...

Gervase Phinn

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