

Phonics – guidance for parents

Phonic sounds, actions and songs

Jolly phonics actions and songs can be found on You Tube. Paper copies are being sent home to Reception children as they learn the sounds.

How to help at home:

- Ask your child to find items around the house that represent particular sounds, i.e. 'oo' - 'spoon' 'bedroom'
- Play matching pairs – with key words or individual sounds/pictures.
- Key words on the stairs
- Play tricky word bingo
- Flashcard letters and words – how quickly can they read them?
- Notice words/letters in the environment.
- Go on a listening walk around the house/when out and about.
- Lots of activities online for children to practice their phonic knowledge.
- If you google the phonic sound, you can find activity sheets to use.

Websites that have phonic games and activities that you can use at home:

- <http://www.letters-and-sounds.com>
- <http://www.ictgames.com>
- www.phonicsplay.co.uk

Articulation of sounds

How the sounds are said is very important, here's a link to a video if you need to check anything

<https://www.youtube.com/watch?v=BqhXUW v-1s>

Technical Vocabulary Explained

- A **phoneme** is the smallest unit of sound in a word. A phoneme may be represented by 1, 2, 3 or 4 letters.

E.g. t ai igh

- A **grapheme** is the letter(s) representing a phoneme.
- A **syllable** is a word or part of a word that contains one vowel sound. E.g. hap/pen
bas/ket let/ter
- A **digraph** is two letters, which make one sound.

A **consonant digraph** contains two consonants

sh th ck ch

- A **vowel digraph** contains at least one vowel

ai ee ar oy

- A **split digraph** is a digraph in which the two letters are not adjacent (e.g. make)
- A **trigraph** is three letters, which make one sound. E.g. igh air
- **Oral Blending** – hearing a series of spoken sounds and merging them together to make a spoken word (no text is used) for example, when a teacher calls out '**b-u-s**', the children say **bus**.
- **Blending** – recognising the letter sounds in a written word, for example **c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word '**cup**'.
- **Segmenting** – identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word '**him**'.