

Phonics-4-Home

Set 1 sounds

Simple Speed Sounds

Consonant sounds - strictly

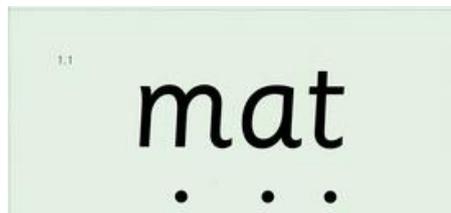
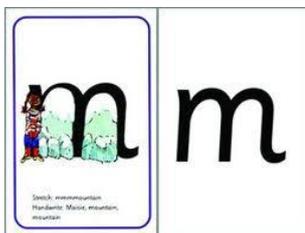
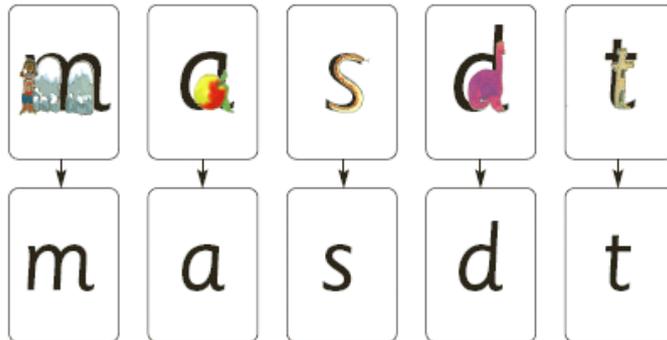
f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - strictly

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - strictly

a	e	i	o	u
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Set 2 sounds

Vowel sounds - stretchy

ay	ee	igh	ow
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Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
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Set 3 sounds

Complex Speed Sounds

Consonant sounds

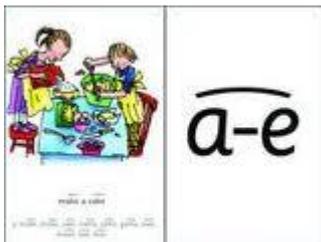
f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



cake



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5 principles

Pace - Speed sounds (phonemes), silent signal, magnet eyes, 1, 2, 3, rapid progress

Praise – phrases and actions

Purpose – modelling and thinking out aloud

Participation - My turn/your turn, Perfect partners, feedback

Passion

Ruth Miskin's top tips

1. **Saying sounds correctly**

This is really important when you are helping your child to learn the sounds. Just remember not to add an *uh* to the end of the consonant sounds – so say *mmm* not *muh*, *lll* not *luh*, etc. because then later it's easier to blend the sounds together to make words.

If you're not sure then use our sound chart to hear how to say each sound.

2. **Linking sounds to letters**

Encourage your child to make a link between the sound and the written letter shape. Start with the sounds in your child's name and then look out for them in signs. The sound *m* in McDonalds is always a good starting point too!

3. **Sounds represented by more than one letter**

Some sounds are represented by more than one letter such as *sh* in *ship*, *ch* in *chat*, *th* in *thin*, *qu* in *quick* and *ng* in *sing*. When you're out and about point out examples of these to your child too. You might see them in posters, signs, or leaflets.

4. **Practise, practise, practise**

Build up a knowledge of the letters and sounds quite quickly with your child and keep practising so that it becomes automatic. Keep reminding 'Do you remember when we were talking about the sound *ch...?*', or 'Oh look! There's a big *t* (sound) on that poster!'

5. **Putting sounds together to read simple words**

Say the sounds *c-a-t* to read *cat*, *sh-o-p* to read *shop* and *s-t-r-ee-t* to read *street*. If your child gets stuck and is struggling to blend the sounds, say the sounds yourself, quickly, until your child can hear the word!

Only beginner readers need to sound out every word as they read all the time. But, they will still need to work out new and long words.

6. **Tricky words**

Some everyday words in English have tricky spellings and can't be read by blending. Imagine trying to read the word *said* or *does* by blending each letter! These are sometimes called high frequency tricky words, or Red words. These words just have to be learned by sight and flashcard-type games are a good way to practise these.

7. **Reading books**

Schools using a synthetic phonics scheme are likely to be sending home decodable books.

This means the books contain mostly words that children can read by sounding out to get them off to a good start with independent reading. After your child has read a page, you can read it aloud again, to make sure that the story is enjoyed and understood.

8. **Using pictures**

Pictures are great for sharing and talking about a story (which is really important too!) but don't encourage your child to use pictures to guess the words that they don't already know.

9. **Writing letters**

Teach your child how to write the letters as the letter sounds are learned. And don't forget to show your child how to hold the pencil correctly too!

10. **Common sense ...**

Lots and lots of books! Carry on sharing and reading lots and lots of stories and information books to and with your child.

Praise and hugs! Most importantly, remember that your child will learn much faster with encouragement, praise and hugs



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How We Learn

10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we SEE and HEAR
70% of what is DISCUSSED with OTHERS
80% of what is EXPERIENCED PERSONALLY
95% of what we TEACH TO SOMEONE ELSE
~William Glasser

Glossary

Phonemes - the smallest speech sound

Graphemes - one letter or one group of letters used to write a phoneme

Green words - words made up of graphemes children have been taught

Red words - common words with uncommon sounds eg said, would, bought

Fred talk/Fred fingers - Frog puppet who says, reads and spells words in pure sounds only (phonemes). Children sound out using fingers.

Resources:

Visit the Parents' page at <http://www.ruthmiskin.com/en/parents/>

or Amazon

<http://www.amazon.co.uk/Read-Write-Inc-Home-Flashcards/dp/0198386710>