

## **Phonics Terminology**

**Phoneme** - A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

**Grapheme** - A grapheme is a letter or group of letters representing a sound.

**Oral Blending** – Hearing a series of spoken sounds (phonemes) and merging them together to make a spoken word. No text is used.

**Blending** – Merging the individual phonemes together to read a word.

**Segmenting** - Consists of breaking words down into phonemes to spell.

**Digraph** - This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ for ship and /ch/ for chick.

**Trigraph** - This is when three letters come together to make one phoneme, for example, /igh/ for night.

**Split Digraph** - A digraph in which the two letters are not adjacent – e.g. **make, bone**. (This used to be known as 'magic e' but this phrase should not be used now.)

**Homographs** – Words that have the same spelling but differ in meaning and pronunciation, for example, a *row* of chairs or a *row* like an argument.

**Homophones** – Words with common pronunciations but different spellings, for example, *to / two / too* or *there / their*.

**Syllable** – One or more letters representing a unit of spoken language consisting of a single uninterrupted sound.

**Polysyllabic word** – A word containing more than one syllable.

**Adjacent Consonant** – Two consonants next to each other in a word, for example, trip or bend. These used to be known as 'blends' but must not be now. They need to be taught as separate sounds.

## **Phonics at home**

\* Tips for teaching your child the phonemes (sounds):

- It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.



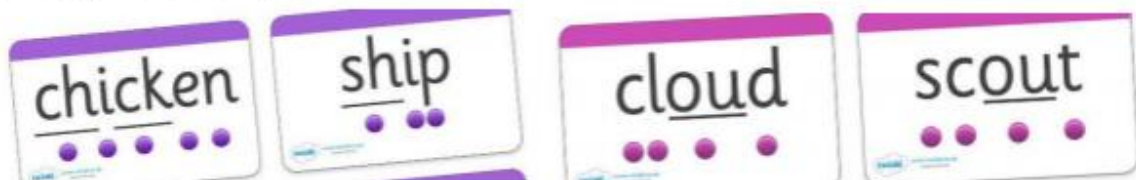
- When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh ...** rather than the alphabet names of the letters: **ay bee see dee ee**. The reason for this is that sounding out words is practically impossible if you use the alphabet names. For example, **cat** would sound like: **see ay tee** which does not sound like 'cat'.

- When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.

\* There are a number of things that parents/carers can do to support early reading development:

- Let your child see you enjoy reading yourself
- Immerse your child in a love of reading
- Make time for your child to read their school book to you
- With all books, encourage your child to 'sound out' unfamiliar words and then blend from left to right rather than looking at pictures to guess the word
- Regularly go over the phonemes (sounds) with your child so you can support them with the ones they struggle with































\* One of the key strategies we use to support the children is by asking them to **add sound buttons/lines** underneath words to help them identify the sounds they need to read, for example:
















You can make this fun by using different writing materials like paint, crayons, felt-tips as well as tracing the word on glitter or sand trays.

You can use the following 'Grow the code' grapheme mat to revise and practise the different sounds each grapheme can make with your child:

## Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

 ai ay a a-e igh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

Please note:

- The digraph **ew** can be sounded out as either: chew, blew, flew, threw or with the same sound as the word 'you', e.g. new, few, stew, news

- The digraph **ue** can be sounded out as either: clue, blue, glue, Sue or with the same sound as the word 'you', e.g. cue, rescue, argue, fuel

- The split digraph **u\_e** can be sounded out as either: flute, brute, June, rule or with the same sound as the word 'you', e.g. cube, tube, huge, tune.

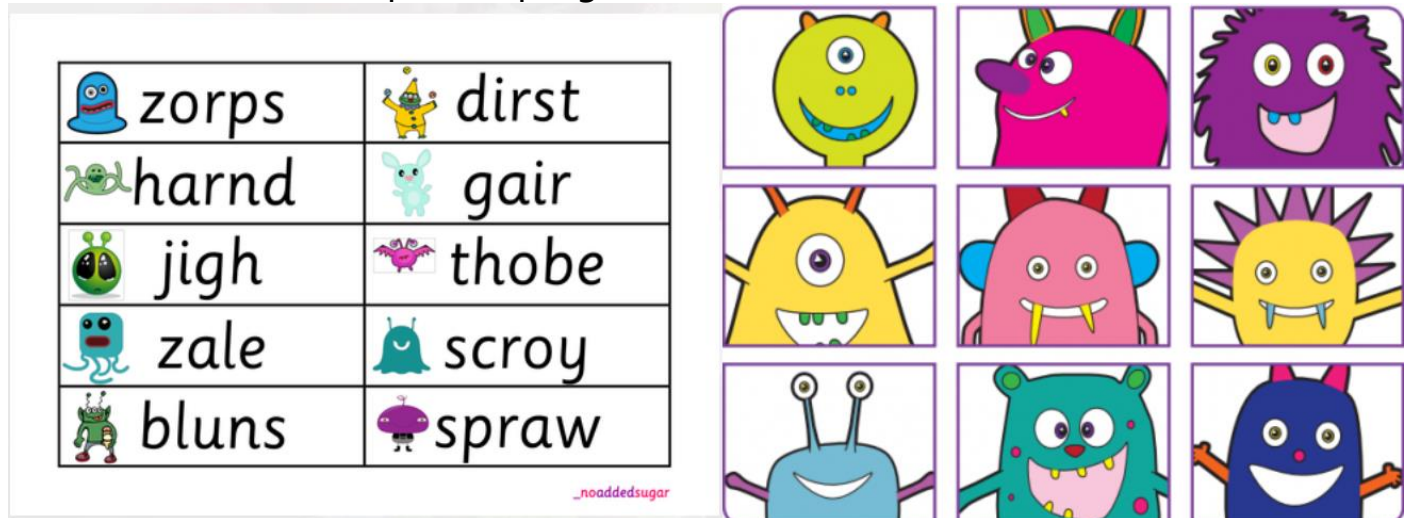
Children are also taught tricky words and common exception words. These cannot be sounded out or do not follow the normal spelling rule. Children must learn these by sight. If they are struggling, take time to discuss the 'tricky parts' of the word e.g 'have' the 'e' is silent.

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	



## What is the Phonics Screening Check?

The phonics screening check is a quick and easy check of your child's phonics knowledge, taken at the end of Year 1. It helps the school confirm whether your child has made the expected progress.



## What are 'non/pseudo-words'?

The check will contain a mix of real words and 'non-words' or 'pseudo-words' (or 'nonsense/alien words'). Children will be told before the check that there will be non-words that he or she will not have seen before. Many children will be familiar with this because many schools already use 'non-words' when they teach phonics in the final terms. Non-words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the non-words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.

## After the check

We will tell you about your child's progress in phonics and how he or she has done in the screening check within their end of year report.

If your child has found the check difficult, we will tell you what support we have put in place to help him or her improve. You might like to ask your child's class teacher how you can support your child to take the next step in reading.

Children who have not met the standard in Year 1 will retake the check in Year 2. All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.



\* The following **websites** will help you support your child at home with their phonics (most of them are free):

<https://www.readwithphonics.com/>

<https://www.phonicsplay.co.uk/>

<https://www.youtube.com/user/breakthruchris>

<http://www.letters-and-sounds.com/>

<http://www.ictgames.co.uk/>