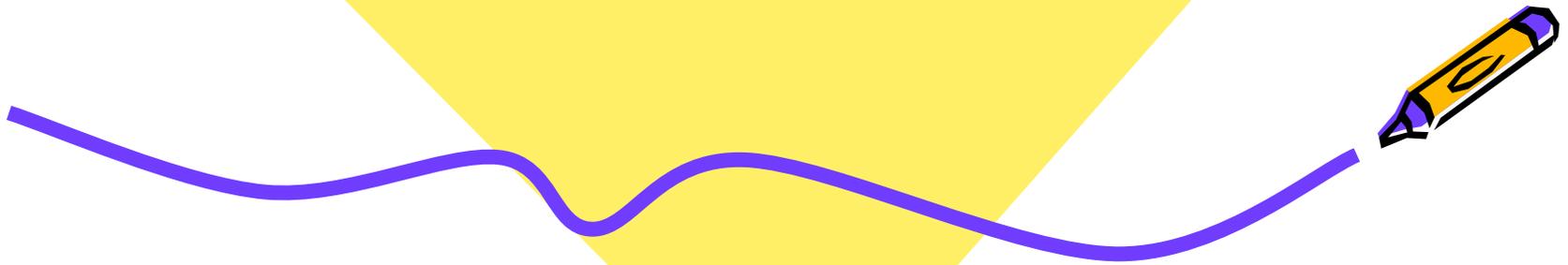
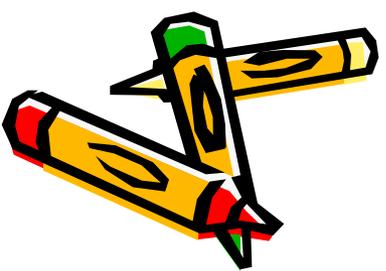
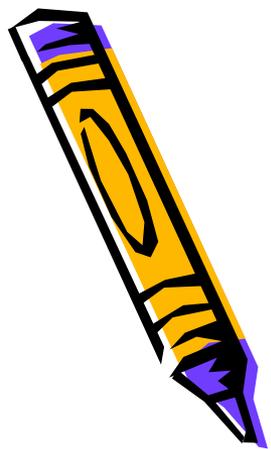


Phonics teaching at Meadow Vale

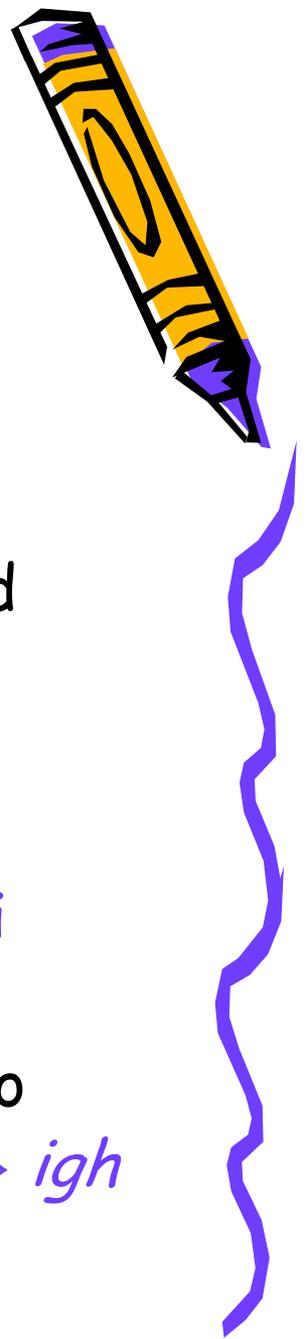


What is 'Phonics'?

The Phonics approach to reading and writing teaches children that words are made up of sounds and that these sounds can be put together in different ways to make different words.



What does it all mean?

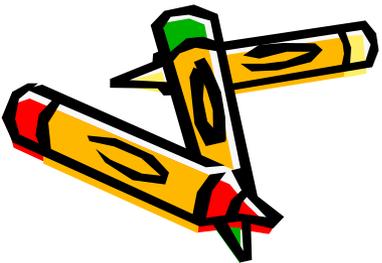


Phoneme: the sounds letters make

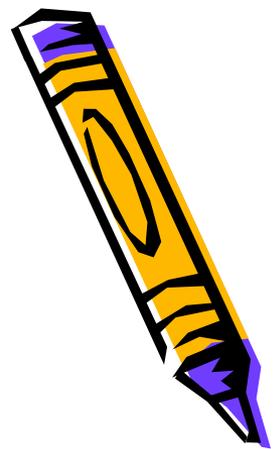
Grapheme: the letters used to write a sound
eg. s, a, ai, th, igh

Digraph: two letters that go together to make a new sound. *e.g. a + i → ai*

Trigraph: three letters that go together to make a new sound. *e.g. i + g + h → igh*



What does it all mean?

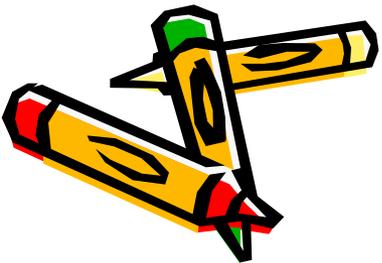


Blend: Saying the sounds in a word and putting them together to read the word.
e.g. c-a-t → cat

Segment: Breaking a word into its sounds so it can be spelt. *eg. cat → c-a-t*

VC words: Words made from a vowel and a consonant *e.g. it, up, in, at*

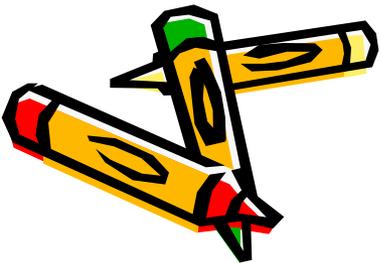
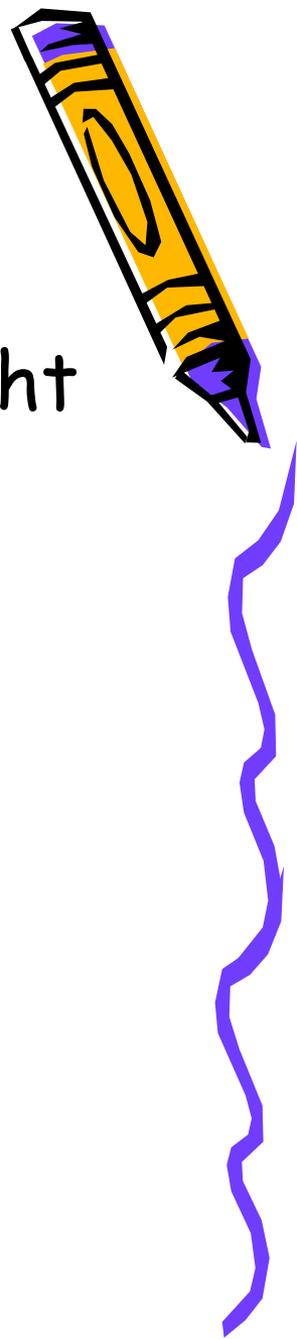
CVC words: Words made from a consonant-vowel-consonant. *e.g. mum, dad, sun, dog, bin*



How is it taught?

The 42 main sounds of English are taught over the year using a multisensory approach.

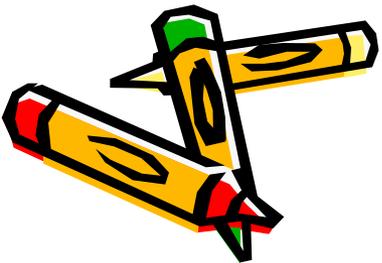
We use 'Jolly Phonics' at Meadow Vale.



How is it taught?

The 42 sounds are not taught in alphabetical order. Instead they are taught in small groups of sounds.

Our teaching follows the Government's six phase phonic programme set out in 'Letters and Sounds'.



Phase 1 - Nursery and Reception

Phase 1 focuses on the development of good listening skills and exploring words.

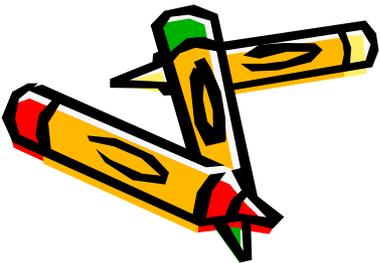
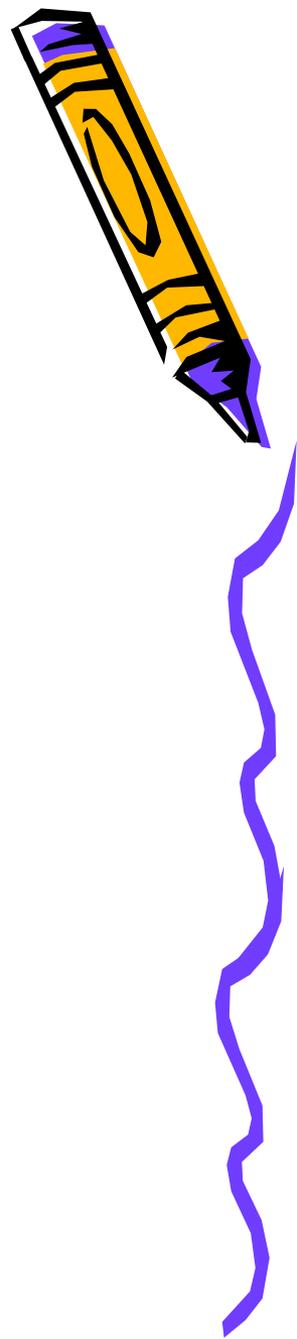
e.g.

Listening to stories

Thinking of rhyming words

Playing with sounds

No letter sounds are taught during this phase.



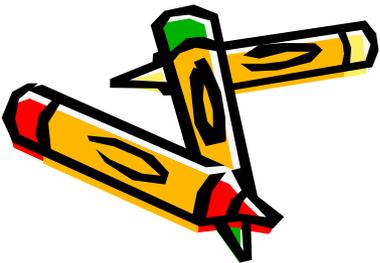
How can parents help?

At this stage it is so important to spend time developing your child's speaking and listening skills so they are ready to read and write.

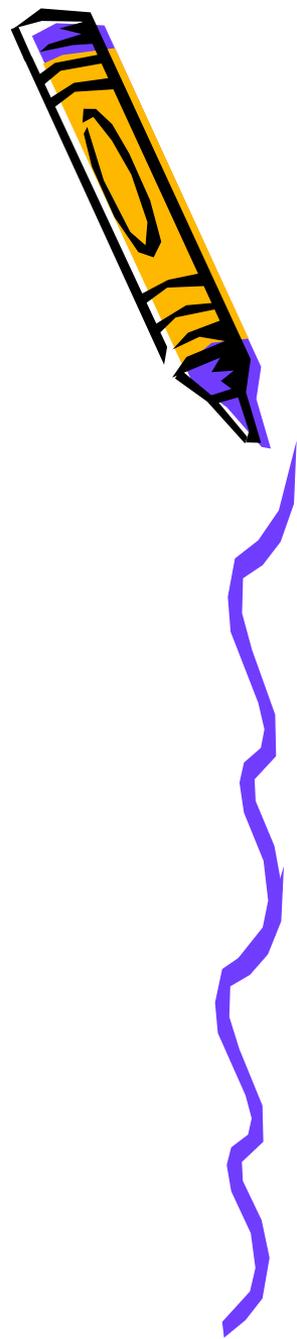
Give them plenty of opportunities to talk!

It is important that correct language and pronunciation of words is modelled.

Read and encourage your child to join in with nursery rhymes, poems and stories.

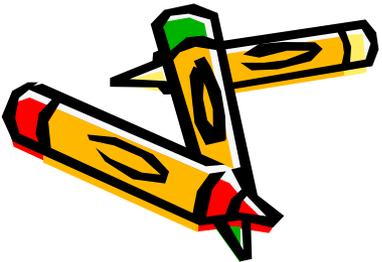


Phase 2 - Reception

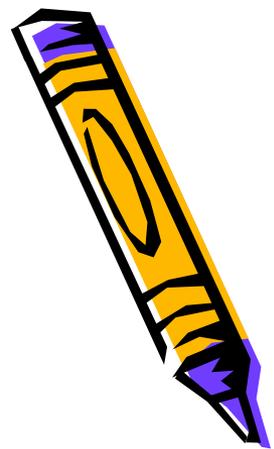


Children will learn:

- to read and write 19 letters
- to blend letters and segment words
- to read 'vc' and 'cvc' words *e.g. at, pan*
- to read some **'tricky words'**

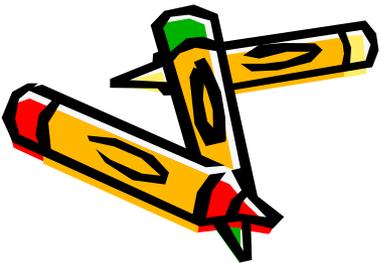


Phase 3 - Reception

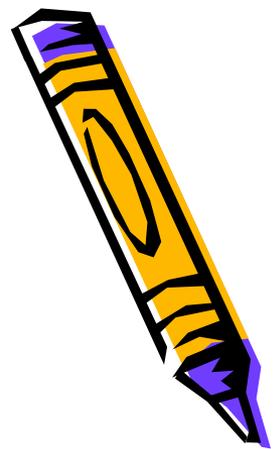


Children will learn:

- to read and write a further 25 graphemes, most of which are digraphs
- to blend letters and segment words
- letter names (i.e. the alphabet)
- to read and write more **'tricky words'**



Phase 4 - Reception

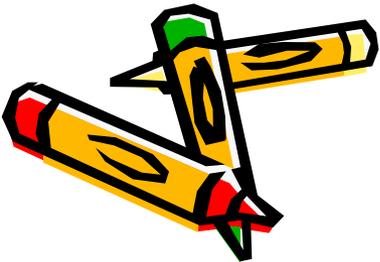


Children will:

- know how to read and write all 42 phonemes
- start to read and write longer words with blends

e.g. skip, milk, drink, shelf, toast

- learning to read and spell more tricky words

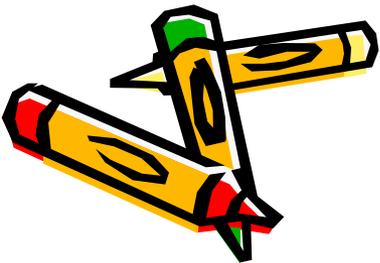


How can parents help?

Sound Books - The children will bring home a sound book every week containing the sounds they have learnt. If possible go through the sound book everyday. The more often they practise reading and writing the sounds, the better their memories for the sounds will be.

It is very important that children say the 'pure' sound when practising. E.g. m *not* muh, t, *not* tuh.

Tricky Words - Practise tricky words as often as possible and make it fun.



How can parents help?



With writing:

Do not push your child to write with a pen/pencil until they are ready.

Practise orally segmenting.

- Stretch out the word slowly, helping your child to identify each sound in turn.

e.g. You say ship, they segment sh-i-p.

- Always encourage your child to use their segmenting fingers when trying to spell a word.

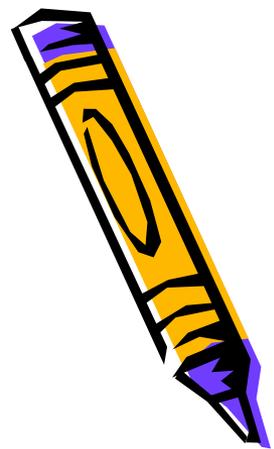
- Use magnetic letters to make the word. Sound it out to check.

- Write for a purpose *e.g. make shopping lists, write messages and post its for people, send cards.*

- Let them see you writing and sounding out words.

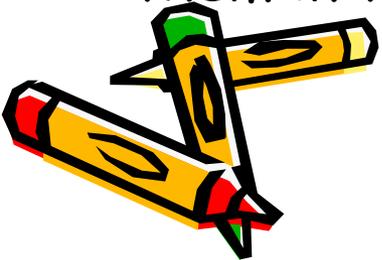


How can parents help?



With reading:

- Play **I spy**...emphasising the initial sound
- Use sound talk, e.g. **It's time for b-e-d.**
Let's put your shoes on your f-ee-t.
- Practise oral blending,
e.g. **You say b-i-n, they blend and say bin.**
- Play with rhyme - **cat, fat, bat**
- Stretch out the word slowly, helping your child to identify each sound in turn.
- Always encourage your child to use their blending finger to point to each sound when reading.
- Help and encourage them to read signs and labels around them in their environment. e.g. **exit, stop**



Thank you for listening

Any questions?

