



Cookham Rise

Phonics Guide for Parents

Each of the 44 phonemes in the English language has corresponding letters to represent them.

Phoneme = sound.

Grapheme = letter(s) that represent a sound.

At Cookham Rise, we teach children to convert a letter or group of letters into sounds that can be blended together to make a word.

To teach phonics, we follow the 'Read Write Inc' phonics scheme.

The flashcards to accompany 'Read Write Inc' are an extremely useful tool when doing phonics activities with your child. These can be purchased from many bookstores and online.

We aim to enable your child to;

- Learn to recognise the 44 sounds and their corresponding letter(s).
- Learn to read words using sound blending.
- Learn to write the letter(s) which represent the 44 sounds.
- Learn to write words by saying the sounds.

The sounds are arranged into 3 sets, known as 'Speed Sounds'.

You will notice that some sounds are made using single letters, others comprise 2 or more letters.

When introducing children to a sound, emphasise, that where the sound has multiple letters, we still only say just one sound. This can be a hard concept for children to begin to understand.

Speed Sounds

Set 1

m a s d t i n p g o c

k u b f e l h sh r j v y

w th z ch q x ng nk

Set 2

ay ee igh ow oo oo ar

or air ir ou oy

Set 3 (introduces children to alternative spelling of the same sound, e.g. ay, a-e, ai)

ea oi a-e i-e o-e u-e aw are ur

er ow ai oa ew ire ear

ure tious tion

We work through these sets, starting at Set 1 in reception and children will progress at different rates, dependant on ability.

Each sound has a picture and phrase to accompany it, helping the children to remember the sound.

Teaching strategies

Praise constantly!

Sing and stretch the sound

Encourage your child to sing the sound, stretching it (saying it for longer).

Say the phrase that accompanies the sound (flashcards are useful for these phrases)

Point to the picture and repeat the phrase a few times. (This really helps children to remember the different sounds.) See chart below for phrases.

Have a selection of words written down containing the given sound.

Children can look at words and locate the sound they are learning within each word. Do they recognise the other sounds in the word? If so, can they sound out the whole word?

Words made up of letter sounds the children have been taught are known as 'green words.'

Fred Talk

Fred is a character who speaks only in sounds.

When introducing children to new words, first encourage them to read in 'Fred talk'. This means, saying each sound in the word.

Each sound must be very clear and distinct so children can sound blend. Demonstrate to your child first if necessary.

So c-a-t =cat, ch-i-p =chip, l-igh-t =light etc.

Please avoid exaggerating each sound, for example,
cuh-a-tuh, chuh-i-puh, luh-igh-tuh

Fred Fingers

Children use their fingers to sound out a word. Each finger represents a sound in the word. Ask your child how many sounds a word contains, they can use their 'Fred Fingers' to work it out.

Phrases and pictures for each sound.

Use handwriting phrases for Set 1

Set 2

Sound	Phrase	Picture
ay	' <u>ma</u> y I <u>pl</u> ay?'	Children playing with toys
ee	'what can you <u>see</u> ?'	Child looking through binoculars.
igh	'fly <u>hi</u> gh.'	Child holding a kite.
ow	' <u>bl</u> ow the <u>sn</u> ow.'	Polar bear blowing snow.
oo	' <u>po</u> o at the <u>zo</u> o.'	Zoo keeper holding a spade and bucket!
oo	' <u>lo</u> ok at a <u>bo</u> ok.'	Children reading a book.
ar	' <u>st</u> art the <u>ca</u> r.'	People in a car.
or	' <u>sh</u> ut the <u>do</u> or.'	Alien closing spaceship door.
air	'that's not <u>fa</u> ir.'	Mother eating cakes in front of chn
ir	' <u>wh</u> irl and <u>tw</u> irl.'	Dancing.
ou	' <u>sh</u> out it <u>ou</u> t.'	shouting
oy	' <u>to</u> y for a <u>bo</u> y.'	Boy and toy robot.

Set 3

Sound	Phrase	Picture
oi	' <u>spoi</u> l the <u>bo</u> y.'	Boy being given presents.
a-e	' <u>ma</u> ke a <u>ca</u> ke.'	Making a cake.
i-e	' <u>ni</u> ce <u>smi</u> le.'	Child smiling.
o-e	' <u>ph</u> one <u>ho</u> me'	Alien on phone.
u-e	' <u>hu</u> ge <u>br</u> ute.'	Monster.
aw	' <u>yaw</u> n at <u>daw</u> n.'	Birds yawning.
are	' <u>sha</u> re and <u>ca</u> re.'	Sharing food.
ur	' <u>nur</u> se with a <u>pur</u> se.'	Nurse and purse.
er	'a <u>bet</u> ter <u>lett</u> er.'	Man holding letter.
ai	' <u>snai</u> l in the <u>rai</u> n.'	Snail in rain.
oa	' <u>go</u> at in a <u>bo</u> at.'	Goat in boat.
ew	<u>che</u> w the <u>st</u> ew	Eating stew.
ire	' <u>Fi</u> re, <u>fi</u> re!'	Running from fire.
ear	' <u>hea</u> r with your <u>ea</u> r.'	Listening.
ure	' <u>su</u> re it's <u>pu</u> re.'	Witch giving potion.

Red words

Red words are common/high frequency words with an uncommon spelling e.g. said, would, bought. We send home 5 of these each week for children to learn to spell. We revisit these regularly.

When doing phonics with your child at home;

- Try to spend at *least 5 minutes a day* doing 'sounds' activities.
- When blending words with your child, use only letter sounds, not letter names (alphabet) as this can be confusing for children learning to sound out words.
- Little and often is most effective.
- Point out letter sounds and words frequently; books, magazines, newspapers and signs etc, all provide the opportunity for sound recognition and put reading into context for your child.
- Allow your child to sound out and write words on the computer, using magnetic letter boards, chalk boards etc. Anything that interests them!

We hope this explains the ways in which we are teaching your child phonics and gives you ideas of ways in which you can support your child.

If you have any queries, please don't hesitate to contact us.

Miss Bartholomew and Mrs Gilbert