



How to help at home

Most important thing – From a very early age...

- Talking and Listening.
- Reading with and to your child
- Playing listening games
- Singing songs and rhymes
- Simple movement games

All these things will help to build up connections in the brain, an enjoyment of language and confidence to try things out.



PHONICS

- Correct pronunciation (eg. sss **not** suh)
- Correct vocabulary
- We all need to use the same language at home and at school.
- Little and often is the key. Does not have to be formal.
- Link it to your child's interests.



PHONEME

- The smallest unit of sound in a word.
- There are 44 phonemes that we teach.



The 44 phonemes



/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow /	/oi/	/air/	/ear/	/ure/
										



GRAPHEME

- Letters representing a phoneme

e.g.

c

ai

igh

Children need to practise recognising the grapheme and saying the phoneme that it represents.



BLENDING

- Recognising the letter sounds in a written word, for example **c~u~p** and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'
- Use your phonic fingers



SEGMENTING

- Chopping Up' the word into its separate sounds
- The opposite of blending
- Use your 'robot arms'



Segment and Blend these words...

- drep
- blom
- gris

Nonsense games like this help to build up skills and are fun!



Once children are good with single phonemes...



- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh air



Segmenting Activity

- Use your 'robot arms' to say how many phonemes in each word.
 - Shelf
 - dress
 - sprint
 - string



Did you get it right?

shelf = sh - e - l - f = 4 phonemes

dress = d ~ r ~ e - ss = 4 phonemes

sprint = s - p - r - i - n - t = 6 phonemes

string = s - t - r - i - ng = 5 phonemes



TRICKY WORDS

- Words that are not phonically decodeable
- e.g. was, the, I.
- Some are ‘tricky’ to start with but will become decodeable once we have learned the harder phonemes
- e.g. out, there,



Now you have the knowledge....



- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a ‘good guess’.
- Ask your child’s teacher if you want to know more.



Useful websites

- www.parentsintouch.co.uk
- www.jollylearning.co.uk/
- www.focusonphonics.co.uk/
- <http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/phonics-made-easy>

