

Introduction

As you know, the ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience. Children learn and practise many of the skills that they need for reading and writing from a very early age. They do this through a wide range of activities and experiences, at home, in day care and in school. They explore and learn through singing and saying rhymes, making and listening to music, talking with others, sharing books with adults and other children, dressing up, experimenting with writing and using puppets and toys to retell and make up stories.

Children's spoken language supports reading and writing

In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing. Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.

Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

Sounds in spoken language – the beginning of phonics

At River Valley Primary School, children take part in short high-quality phonics sessions every day. These are fun sessions involving lots of speaking, listening and games, where the emphasis is on the individual child's level of development within the program and involves active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

The aim of this booklet is to give you a clear picture of how we approach the teaching of phonics and word recognition and how, as a parent or carer, you can support and encourage your child at home.

At River Valley PS, we use a systematic phonics programme called *Letters and Sounds*.

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell, 'tricky words', which are words with spellings that are unusual. Children will work through the process at their own level and not move on until they have a full understanding of each phase.

Phase 1

This paves the way for systematic learning of phonics.

Teachers plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. Teachers teach a wide range of nursery rhymes and songs. They read good books to and with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books.



Learning how to 'sound-talk'

In Kindergarten we do lots of work listening to and producing sounds. We listen to our names and hear the beginning sound. We sing rhymes and make up new endings which rhyme. E.g. Humpty Dumpty sat on a **log**. Humpty Dumpty saw a **frog**. Log and Frog rhyme. Children need to 'hear' and 'produce' rhyming words to help them later with word families and spelling patterns.

Ways you can support your children at home.

- Play, "What do we have in here?"
- Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the name of the toy or object by repeating it, for example, "c c c c – car", "b b b b – box", "ch ch ch ch – chip".
- Say: "A tall tin of tomatoes!", "Tommy, the ticklish teddy!", "A lovely little lemon!" This is called alliteration. Use names, for example, "Granny gets the giggles", "Michael makes music", "Noah's nose."
- Teach them tongue twisters such as "Peter Piper picked a peck of pickled peppers."



Hearing the individual sounds in a word – c-a-t = cat, is developmental and children may reach this milestone at different times. The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word. The merging together is called blending and is a vital skill for later reading.

Children will also learn to do this the other way around – **cat = c-a-t**. The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, all through the word. This is called segmenting and is a vital skill for later spelling.

This is all oral (spoken). Your child **will not** be expected to match the letter to the sound at this stage. The emphasis is on helping children to **hear** the separate sounds in words and to **create** spoken sounds.

Ways you can help your child at home.

Sound-talking

- Find real objects around your home that have three phonemes (sounds) and practise, 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:
 - I spy a p-e-g – peg.
 - I spy a c-u-p – cup.
 - Where's your other s-o-ck – sock?
 - Simon says – put your hands on your h-ea-d.
 - Simon says – touch your ch-i-n.



Phase 2

In this phase children will continue practising what they have learned from phase 1, including „sound-talk“. At this stage letters of the alphabet are introduced in a specific order. The children are taught the phonemes (sounds) for letters (graphemes). They will learn which phoneme is represented by which grapheme and that a phoneme can be represented by more than one letter, for example, /ll/ as in b-e-ll.

CVC WORDS VC and CVC words



C and V are abbreviations for “consonant” and “vowel”. The vowels a, e, i, o, u are important as every word has a vowel in it (except when y pretends to be a vowel, by making the sounds for “i”). VC words are words consisting of a vowel then a consonant (e.g. am, at, it) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. cat, rug, sun). Words such as tick and bell also count as CVC words – although they have four letters, they have only three sounds. For example, in the word bell, **b** = consonant, **e** = vowel, **ll** = consonant.

Now the children will be seeing letters and words, as well as hearing them. They will be shown how to make whole words by pushing magnetic letters together to form words, reading words on the interactive whiteboard and breaking up words into individual sounds, which will help their spelling. These will be simple words made up of two phonemes, for example, am, at, it, or three phonemes, for example, cat, rug, sun, tick, and bell

Tricky words

They will also learn several tricky words: **the, to, I, go, no.**

Children will still be practising oral blending and segmenting skills daily. They need plenty of practice at doing this.

Saying the sounds

Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier. Sounds should be sustained where possible (e.g. sss, fff, mmm) and, where this is not possible, „uh“ sounds after consonants should be reduced as far as possible (e.g. try to avoid saying ‘buh’, ‘cuh’). Teachers help children to look at different letters and say the right sounds for them.

Ways you can support your children at home

- Magnetic letters
- Buy magnetic letters for your fridge, or for use with a tin tray. Have fun finding letters with your child and place them on the magnetic surface.
- Making little words together
- Make little words together, for example, it, up, am, and, top, dig, run, met, pick. As you select the letters, say them aloud: ‘a-m – am’, ‘m-e-t – met’.
- Breaking words up Now do it the other way around: read the word, break the word up and move the letters away, saying: ‘met – m-e-t’.
- Both these activities help children to see that reading and spelling are reversible processes.





The importance of mark-making

Your child will notice adults around them reading and writing and they will want to copy them.

Mark-making is the first step towards writing. Mark-making in the early stages is closely linked to physical development. The more opportunities your child has to develop large and small movement in their arms, hands and fingers, the easier it will be to make marks with a variety of tools.

Activities such as digging, 'painting' outdoor surfaces with water and a large brush, sweeping, and swishing a scarf through the air in different shapes will help develop large motor movement.

Small or fine motor movement will be needed to hold pencils and pens correctly. Hanging out the washing and playing with pegs, using a pegboard and picking up grains of rice with fingers and tweezers will help develop the pincer grip needed for writing.

In the early stages of learning to write, your child will like to experiment, making marks on paper with a variety of writing tools such as brushes, pens, pencils and felt-tip markers. They will often include drawings with their writing. Sometimes you will write for them. It is a good idea at this stage to use lower-case letters when you write for your child, introducing capitals only for names.

Ways you can support your children at home

- Turn off the TV so you can listen to and talk to your child.
- Read every day to your child.
- Set up a place where your child can experiment with mark-making, both outside and inside,
- Using gloop, paint, pens, stamps and stencils onto a variety of surfaces such as paper,
- Cardboard and material.
- Collect a variety of pencils and pens, and keep them handy for your child.
- Create a special writing bag to keep little writing tools in, for travelling in the car or visiting the doctor's. Change the contents regularly.



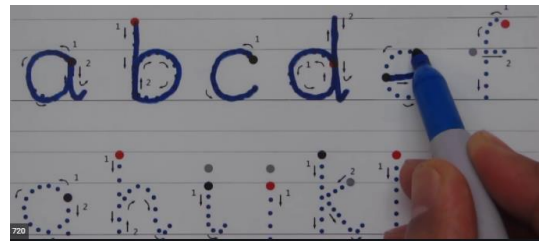
Getting ready for writing at River Valley Primary School we will model how to form letters (graphemes) correctly, so that children can eventually acquire a fluent and legible handwriting style. These skills develop over a long period of time. A child's ability to form a letter correctly is a separate skill from phonics. Holding a pen or pencil needs considerable co-ordination and practice in making small movements with hands and fingers.

In the early phonic phases children can use letter cards or magnetic letters to demonstrate their knowledge of phonics.

Writing in lower-case letters

We shall be teaching lower-case letters, as well as capital letters. As most writing will be in lower-case letters it is useful if you can use these at home.

A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters.



It is important not to push your child ahead of what they are learning at school as a child needs to be secure in all aspects of learning the letters and sounds before moving on.

Ways you can support your children at home

Using their whole body

♣ For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help coordination include throwing balls at a target, under-arm and over-arm, and bouncing balls – also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

Hand and finger play

♣ Action rhymes such as, 'Incy wincy spider', 'One potato, two potato' and 'Tommy Thumb' are great fun and get their hands and fingers moving.

Playing with salt dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

Hand–eye co-ordination

♣ Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place – these all help hand–eye co-ordination.

Pencil hold

♣ The 'pincer' movement needs to be practised. This is important as it enables children to hold a pencil properly as they write. Provide them with kitchen tongs and see if they can pick up small objects. Move on to challenging them to pick up smaller things, for example, little cubes, sugar lumps, dried peas, lentils, first with chopsticks, then with tweezers.

♣ Ask children to peg objects to a washing line.

♣ Provide plenty of different types of pen and pencil; hold their hand to practise the correct grip.

Your child will bring home a decodable reading book. These are **books** that are written with a focus on a particular phonetic pattern or word family. Each **decodable book** is written using specific sound-letter relationships throughout the entire text. Children can independently read **decodable books** and practice their phonics knowledge.

Phase 3

In this phase children will learn more graphemes, most of which are made of two letters, for example, **ee** as in **sheep**; **oa** as in **boat**. These are the most common ways of representing these sounds in words (the best bet).

They will practise blending and segmenting a wider set of CVC words, for example, **fizz**, **chip**, **sheep**, **light**.

- They will learn all letter names and begin to form them correctly when writing.
- They will read more tricky words and begin to spell some of them.
- They will read and write words in phrases and sentences.

The children will learn that single phonemes can be made of two graphemes and that a word with 4 letters can have 3 sounds e.g. in the word w / ee / k - the ee makes one sound E. In the word b / oa / t the oa makes one sound O.

Children need to learn not to sound out these double graphemes as 2 separate sounds.

Here are some examples of words your children will be reading: **tail**, **week**, **right**, **soap**, **food**, **park**, **burn**, **town**, **soil**.

Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing will really pay off!

Tricky words

The number of tricky words is growing. These are so important for reading and spelling:

Ways you can support your children at home

- Sing an alphabet song together.
- Play 'I spy', using letter names as well as sounds.
- Play 'Pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: the the, to to, no no, go go, I I
- Don't worry if they get some wrong! These are hard to remember – they need plenty of practice. • Praise your child for trying out words.
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer – remember, they can use magnetic letters.
- Continue to play with magnetic letters, using some of the two grapheme (letter) combinations:
- r-ai-n = rain blending for reading rain = r-ai-n – segmenting for spelling
- b-oa-t = boat blending for reading boat = b-oa-t – segmenting for spelling
- h-ur-t = hurt blending for reading hurt = h-ur-t – segmenting for spelling
- Read the Home reader every night.



Phase 4

In Phase 4 children continue to practise previously learned graphemes and phonemes from Phase 3 and also learn how to read and write words with double consonants. These can be at the beginning or end of a word. E.g. **CVCC** words: e.g. tent, damp, toast, chimp have the double consonant at the end.

CCVC words: swim, plum, sport, cream, spoon have the double consonant at the beginning.

They will also learn triple consonant words such as school, spray.

They will be learning more tricky words and continuing to read and write sentences together.

Ways you can support your children at home

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps*. Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, lunch, fresh milk, drink, fish and chips, jam.
- Work on reading words together, for example, a street name such as Park Road, captions on buses, street signs such as bus stop.

Ways you can support your child – Reading at Home.

- **Enjoy and share books together** – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.
- **Make time to read with your child throughout their time in school** – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.
- **Let them see you reading** – grown-ups can share their magazines about their favourite sport or hobby.
- **Read with your child** – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they blend all through the word.
- **Talk about the meaning of the book too** – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.
- **Explain the meaning of words** (vocabulary) that your child can read but may not understand, for example, flapped, roared.
- **Listen to story tapes.**
- **Teach your child some action rhymes** – „Heads, shoulders, knees and toes“, „Here we go round the mulberry bush“, „We all clap hands together“. Use tapes and CD-ROMs of nursery rhymes to sing along to.
- **Read simple rhyming books together** – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

- **Borrow or buy** the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.
- **Add sound effects** when reading a story and encourage your child to join in.
- **A quiet area with some cushions and toys** is a comfortable place where you and your child can go to look at a book together.

Ways you can support your child at home – Writing.

- **Magic writing boards** are great fun for children, both little and larger versions. It won't be long before they will be trying to write their names!
- **Write with your child** – 'think aloud' so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.
- **Talk about the words they see in everyday life** – food packaging, signs in the supermarkets, captions on buses and messages on birthday cards and invitations.
- **Write a shopping list together.**
- **Send an email to a family member or a friend** – your child says the message, you write it!
- **Provide your child with a shoe box full of things to write with** – writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.
- **Praise them for their play writing** – those early squiggles and marks show that your child is beginning to understand writing.

Phase 5

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.



Your child will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme 'ea' can be read as /ee/ as in leaf or /e/ as in bread. They will learn that most sounds (phonemes) can be spelled in more than one way. For example, the f sound can be written as f as in fan or 'ff' as in puff or 'ph' as in photo.

When spelling words children will learn to choose the correct spelling patterns to represent the sounds in words.

Your children will continue to learn tricky words and complete the 100 and 200 most frequently used words lists in reading and spelling.

Phase 5d/6

By the beginning of Phase Five D/6, children should know most of the common grapheme– phoneme correspondences. They should be able to read hundreds of words, doing this in three ways:

- Reading the words automatically if they are very familiar;
- Decoding them quickly and silently because their sounding and blending routine is now well established
- Decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

Ways you can support your children at home: what to do if your child is reluctant to read or write at home.

Reading

- Make sure your child sees you reading.
- Read to your child. Show you like the book. Bring stories to life by using loud/soft/scary voices – let yourself go!
- Spread books around your house for your child to dip into.
- Let your child choose what they would like to read – books, comics, catalogues.
- Read favourite books over and over again.

Writing

- Make sure your child sees you writing.
- Compose an email together, inviting a friend over to tea.
- Continue to make words together, using magnetic letters.
- Leave a message on the fridge door and encourage them to write a reply to you.
- Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When the story is complete they can draw pictures to go with it.
- Buy stickers of a favourite film or TV programme and make a book about it.