



BROOK INFANT SCHOOL
AND NURSERY

The use of phonics is an important strategy for reading, writing and spelling and is taught daily throughout Reception Year 1 and Year 2.

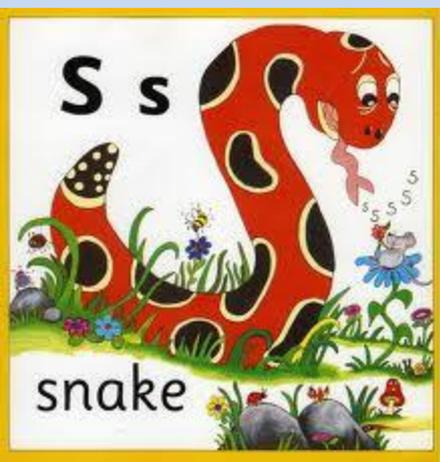




Jolly Phonics

Jolly Phonics is a foundation for reading and writing.

It teaches the letter sounds in an enjoyable, multisensory way, and enables children to read and write words.



What is phonics?



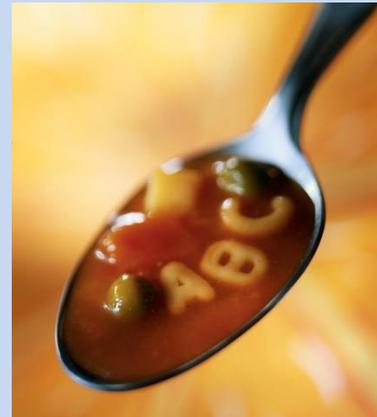
- **Phonics** is the teaching of letter sounds that make up many of our words.
- Each of the 26 alphabet letters have names but they also make certain sounds.
- The sounds they make are called **phonemes**.



✿ Children should learn each letter by its sound, not its name.

For instance, the letter *a* should be called *a* (as in *ant*) not *ai* (as in *aim*).

✿ Some sounds are written with two letters, such as *ee* and *or*. These are called **digraphs**.



Pure Sounds

It is really important to teach PURE sounds.
This means: 'ffffff' not 'fuh', 'sssss' not 'suh'

Jolly Phonics

- ✿ In Reception we teach phonics through a scheme called *Jolly Phonics*.
- ✿ This is a systematic programme that teaches the 44 phonemes in a sequential order.
- ✿ Children are taught to recognise the shape of the letter, know its name and say and hear the phoneme. They are also taught to write the letter shape.



Letter Sounds...

- ✿ In *Jolly Phonics* the sounds are in seven groups.
- ✿ The letters have not been introduced in alphabetical order.
- ✿ The first group (*s, a, t, i, p, n*) has been chosen because they make more simple three-letter words than any other six letters.
- ✿ Pure sounds
- ✿ The letters *b* and *d* are introduced in different groups to avoid confusion.

1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

Digraphs

(two letters making one sound)

ai oa ie ee or
ng oo oo ch sh
th th qu ou oi
ue er ar

The Jargon – A Quick Guide

phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds

phoneme - Any one of the 44 sounds which make up words in the English language

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme ‘ay’ is spelt differently in each of the words ‘way’, ‘make’, ‘fail’, ‘great’, sleigh and lady’.

blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. ‘frog, f – r – o – g’



What do we use to help the children learn?



Storylines and Actions



Learning the /s/phoneme

Action:

Weave your hand like a snake, making an 's' shape, saying ssssss

We will upload the action each week onto Tapestry.



Blending...

- Blending is the process of saying the individual sounds in a word and then running them together to make the word. For instance sounding out C-a-t and making *cat*.
- It is a technique every child will need to learn, and it improves with practice.
- Some children take longer than others to hear this.

A fun way to learn blending with young children is to talk to them in segmented words, for example 'Please g – e – t' the 'm – i – l – k' out of the 'f – r – i – dge'.

When children begin to segment to spell they will often use the wrong spelling of phonemes, for example 'I luv yoo' or 'Migh naym is...'. This is not a problem, as the key skill at this stage is that they can hear the sounds in the words and have a go at writing them down.



Home Support...

Each week we will add the new phonemes on to Tapestry for you.

Please can you look at these uploads as regularly as you can so that your child learns to recognise and say the phonemes.

Children pick up on sequences very quickly and so make sure you practise it out of order to ensure they learn them.

You can also look for phonemes when out and about!

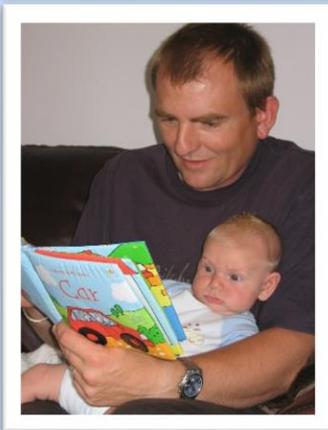
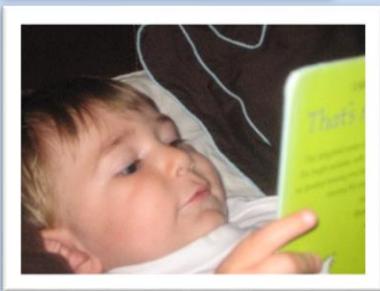


- Play phonics fishing: Use homemade letter flashcards, add a paperclip to each, tie a magnet to some string and a stick and ask your child to 'fish' for a particular sound.
- Play 'I spy' games, e.g. 'I spy something beginning with a...' using the letter sound when you are out and about.
- Use magnetic letters to spell names and simple words on the fridge or radiator.
- Use playdough to make your child's name or simple words like mum.
- Enjoy jigsaws together and chat about finding the right pieces!





BROOK INFANT SCHOOL
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Inspiring and Equipping Children to Read



Reading...



Learning to read is an individual journey. Different children take different routes to fluency.

Just like learning to talk. The key to success is ...

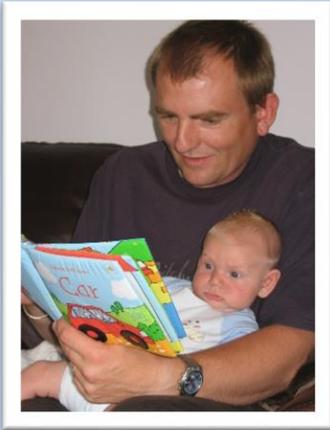
a role model

practice

encouragement

**teaching at the
right moment**

**desire to crack
the code**



**The biggest gift to
children's reading ...**

believing in them.

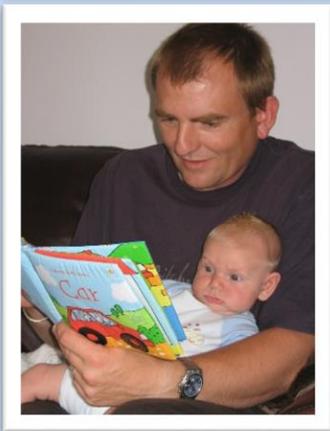
reading to them.



- **How does a child crack the code?**

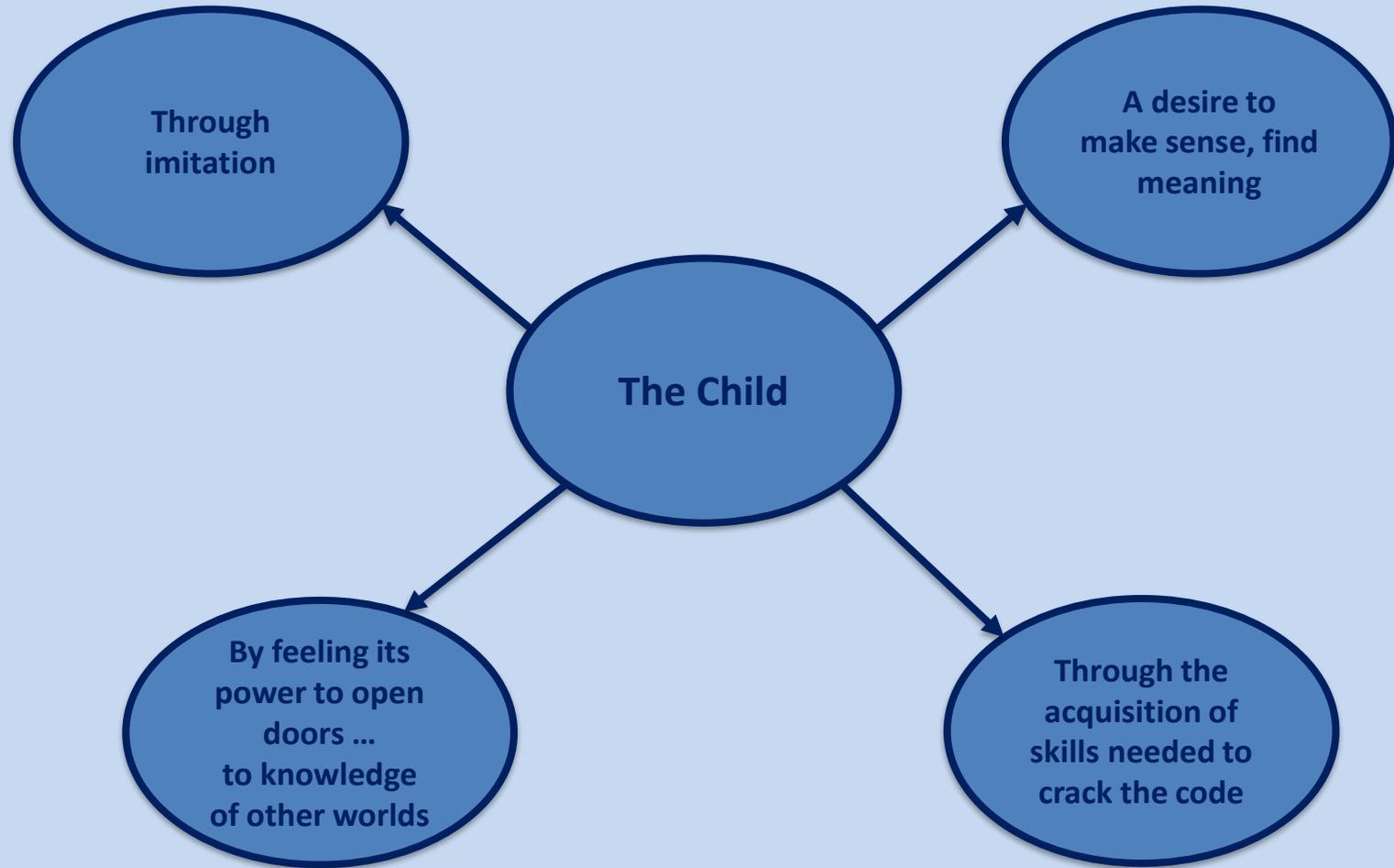


- **What skills does it take to read?**



- **What does it feel like to be 4 and unable to read what is in front of you?**

How do children learn to read?



Word knowledge -
rhyming words

Automatic
recall of
words

Letter
shapes
and
sounds

Knowledge about
sentences - what does
and doesn't make
sense

Reading
picture
clues

Knowledge
about their
world and
experiences





Home Support...

Reading

Every 2 weeks your child will be read with by a member of staff. We will write a comment in the 'Reading Diary' for you to be informed of progress.

When you read at home, please also write a comment about how your child got on at least once a week.

Try and read with your child **EVERY DAY**



Promote a wide 'reading diet'

- At the Brook we believe in giving children wide access to a range of books.
- Your child may bring schemed books home or a picture book that they have chosen.
- It is important to allow children access to decodable books at their level and high quality texts that will promote discussion and **LOVE** of books.

How to help with reading

- Remember that talking about reading is very important, so if your child is reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- Keep reading time relaxed and comfortable, in a quiet place, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions such as: What do you think it will be about? What sort of book is it? Have you read one like this before?
- Look through the book, noticing interesting pictures and words together.

- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, looking at the sounds or reading on before you 'tell' the problem word.
- Try splitting words up or looking for little words in bigger words.
- If your child wants to read a book again or read an easy book this will help them enjoy reading and so they will see themselves as good readers.



Resources to support

- Oxford Owl online books
- Phonics play
- Kent ICT games

Kent ICT games

They now do mobile/tablet Apps too.

The screenshot displays the Kent ICT Games website interface. At the top left is the 'ict games' logo featuring a cartoon elephant. To its right is a 'marking stamps' graphic with icons for 'read', 'c', 's', and 'con'. Further right, a tablet and smartphone display the 'ict games' app. Below the header is a navigation bar with 'abc literacy', '123 maths', 'topic', and 'printables' buttons. On the left, there are 'email' and 'links' buttons. The main content area is titled 'Literacy Games' and lists three games:

- Falling Phonics**: Objective: To spell words using common spelling patterns. Description: Tetris meets Phonics. Learn to spell using homophone spelling patterns.
- Loo Cover Write Check**: Objective: To spell common irregular words. Description: This is a limited version of the Loo Cover Write Check App. A fun twist on the look cover write check model to spell common irregular words. (Limited Demo)
- Forest Phonics**: Objective: To spell words using common spelling patterns. Description: This is a limited version of the Forest Phonics App. A fun way to practise spelling through the use of patterns.

On the right side of the page, there are three mobile app icons: 'aycs', 'Fall ing PHONICS', and a 'phonics' app with a grid.

Teach your monster to read

HOME DEMO ABOUT THE GAME TEACHERS' AREA REVIEWS HELP

The groundbreaking game that makes learning to read fun

- Covers **everything** from **letters** and **sounds** to reading **full sentences**.
- Designed in collaboration with **leading academics**.
- **Complements** all synthetic phonics programmes used in schools.
- Computer version is **100% free**.

[START YOUR READING ADVENTURE NOW >](#)

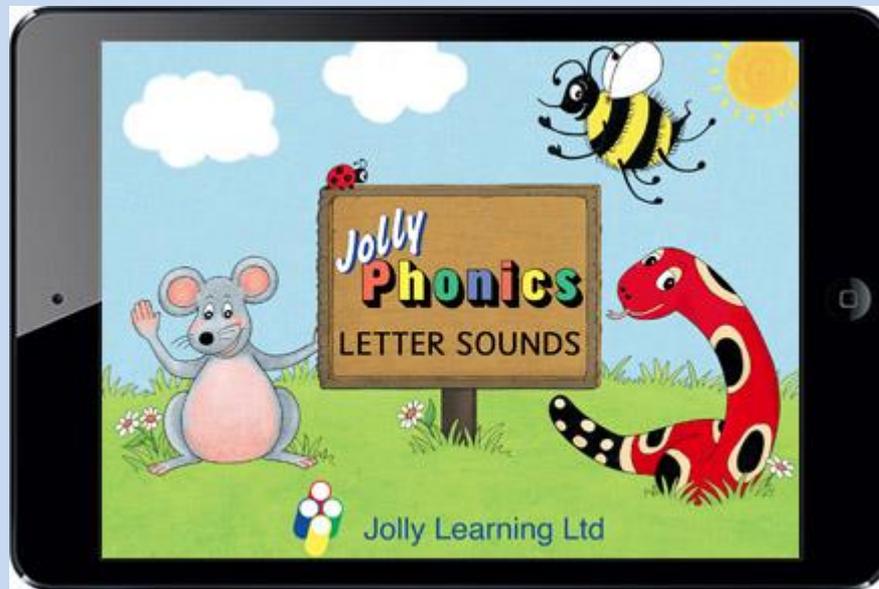
[Already registered? Sign in](#)

WATCH THE TRAILER

09:33
24/09/2017

APP's

- There are lots of 'Jolly Phonic' APP's in the APP store. Some are free and some have to be paid for.



Tapestry



TAPESTRY
ONLINE LEARNING JOURNAL

Email address

Password

Log-in

Having trouble logging in?

Need help?

 [Tapestry Tutorials](#)

New to Tapestry?

 [What is Tapestry?](#)

✓ [Tapestry is GDPR ready](#)

[More Info](#)

Show and Tell Bags...

- Each week we send home some 'show and tell bags'. Inside is a crib sheet for you to complete with your child. This gives us a few hints and tips to ask while your child is talking.

SHOW AND TELL TALK LOG

Your child has been chosen this week to take home a "Show and Tell" bag. Please spend the weekend choosing one thing to put into the bag to then talk about it in front of the class next week. We will choose one bag each day to show their item so don't expect the item to come back home immediately.

Some examples of what your child could put in:

- A reading book that they love to read at home
- A recent certificate / sporting award etc.
- A photograph of something they have achieved - maybe a milestone e.g. riding their bike.

The items should help us to find out a little more about their interests at home and shouldn't be just toys that they like to play with.

Included in the bag we will include a 'talk log' which will have questions for you to answer. This will enable us to support discussion around their chosen object.

Why did your child choose this item to bring in? Why is it special to your child?

Please note down some ways we can support your child with talking about the object e.g. if it is a sporting certificate - what did they have to do to achieve it? When did they receive the award etc

Please fill in any feedback on your child's current learning/ experiences in school:

Please remember to send it back to school on Monday.
Thank you and have fun choosing the item.

Make it fun - Enjoy learning
with your child.



Any Questions?