

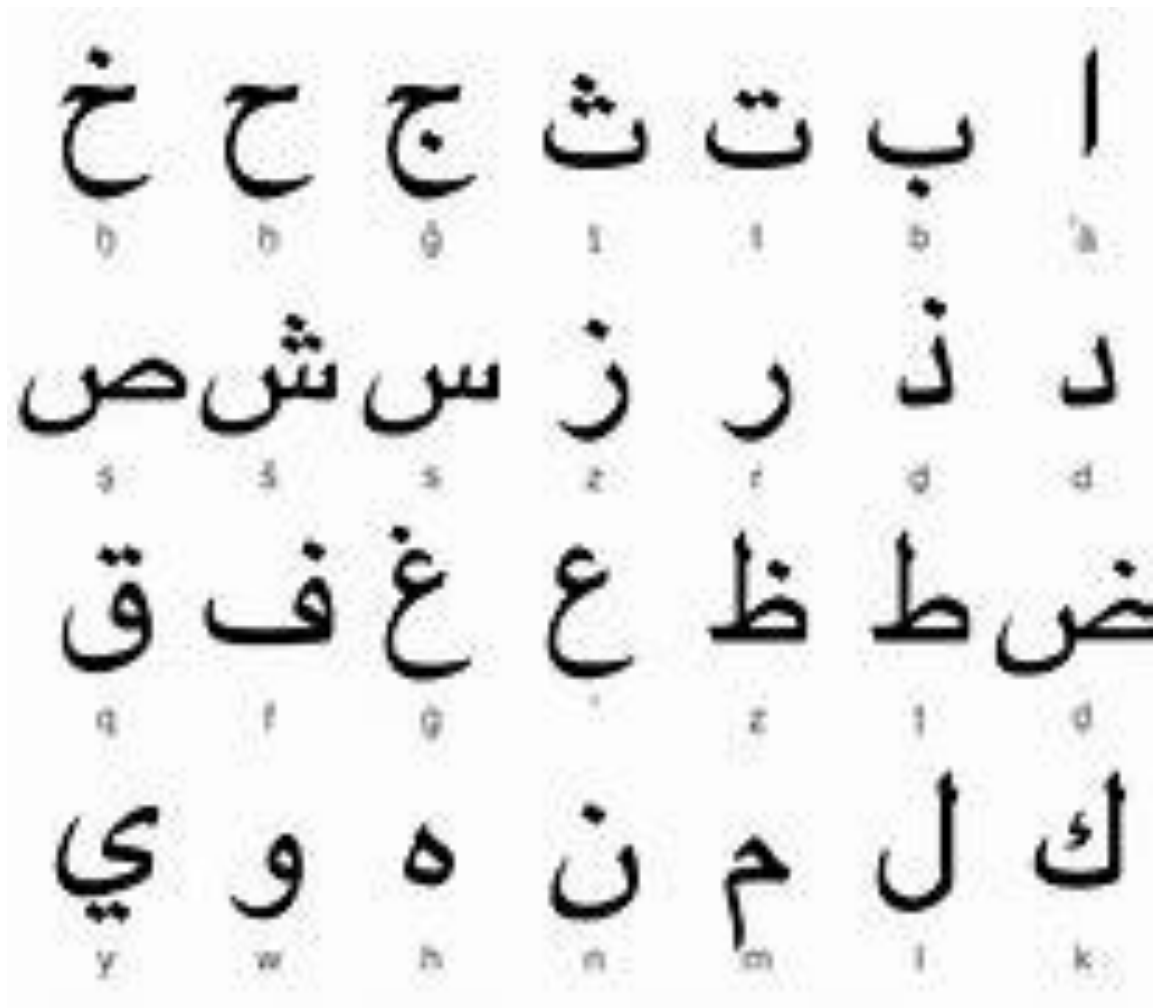


Information for Acorn  
class and Class 1  
parents

Aims of this session;

- to be introduced to our Phonics scheme
- to understand how we teach Phonics
- to explore Phonic resources
- to learn about how you can support early reading at home
- to understand the importance of developing our children's fine motor skills





Can you read this?

# What is Phonics?



[What is phonics? | Oxford Owl - YouTube](#)



Read Write Inc. is a popular phonics scheme. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing.

Why did we choose this scheme?  
Why do we not include 'Fred'?



<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>



Through this link you can also access lots of free resources to support your child's learning.

We will add this powerpoint to our website.

## Developing phonemic awareness

Before and while teaching phonics, it is important we make sure children can listen for sounds – they need to develop the ability to hear sounds before they can read. They will be learning this at school through a process we call **oral segmenting and blending**.

### What can you do to help?

I spy...

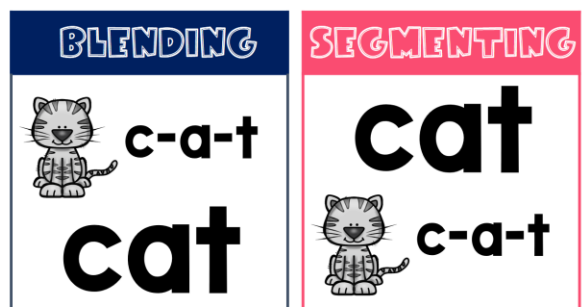
1. Say the word in sounds, eg. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word eg. c-a-t, cat
4. Ask your child to repeat

Oral segmenting and blending talk throughout the day...

Shall we have some l-u-n-ch?

What would you like to p-l-ay?

Let's put on your c-oa-t!



# Children will start with learning Set 1 sounds

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Alongside these they also learn red words (sight or tricky words), which are difficult to blend but are words they need to read and access texts (e.g. the, said, your).

Red words will eventually come home in the form of bookmarks with the red words they will encounter in the level they are working at.

Tricky words  
High frequency words  
Common exception words



## What can you do to help?

Practise sounds at home - when homework comes home help your child to practice correct letter formation as they say the sound/phoneme when writing.

Use letter sounds – not names of letters.

Practise reading red words at home.

# Set 2 sounds



44 sounds  
Pure sounds

In Set 1 most phonemes are one letter graphemes (letters) but some have two letters. These are called digraphs – two letters one sound, for example, sh ch th ng nk qu ck ss ff ll zz. Set 2 and 3 are all digraphs or trigraphs. Further on in Key Stage 1 the children start to learn the alternative spellings for the 44 phonemes / sounds in the English language.

## Set 3 Sounds



Assessed fortnightly

Children will bring home sounds to practice

Let's  
give it  
a go!



## Complex Speed Sounds

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# When will my child bring home reading books?

Your child will only bring home book bag books after we have ensured they can:

- quickly and accurately recognise the sounds/phonemes of the alphabet (not the name of the letters) that have been taught
- blend simple sounds to hear the words 'they make' e.g. 'p-i-g' makes pig and 'b-u-s makes bus.'

This focus on synthesising words, by blending their individual sound components, is why the teaching approach is called synthetic phonics. To avoid your child coming to think reading relies on just guessing words from the pictures, or trying to memorise words by their shape, we ensure they master the basic letter/ sound combinations before sending home readers.



Books without words - lilac

# Listening to your child read

Children should be able to read all of the words in their new book bag book.

If they hesitate, remind them to read the word by reminding them to 'sound it out using sound buttons (segment) and then blend the sounds / phonemes together to read the word'.

For example, this means they spot the 'sh', then sound out and blend to read the word e.g. sh, sh-i-p, ship.



## **Black Hat Bob** ☆

Black Hat Bob  
is on his ship.

This is his peg leg.



# Listening to your child read

Some words are 'tricky' because they contain letters that don't match the sounds the child has been taught.

For example, 'said' has 'ai' making an 'e' sound.

We teach these common exception words as red words (they are commonly known as sight words or high frequency words).

Remind your child that this is a red word so instead stop and think. Tell them the word if needed. Tricky words always try to trick us!

## Red Words

I

said

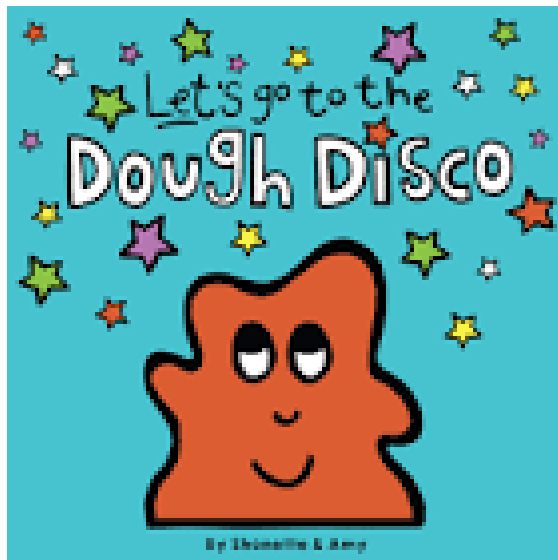
This is Red Hat Rob.



"I will grab that cash box," he said.

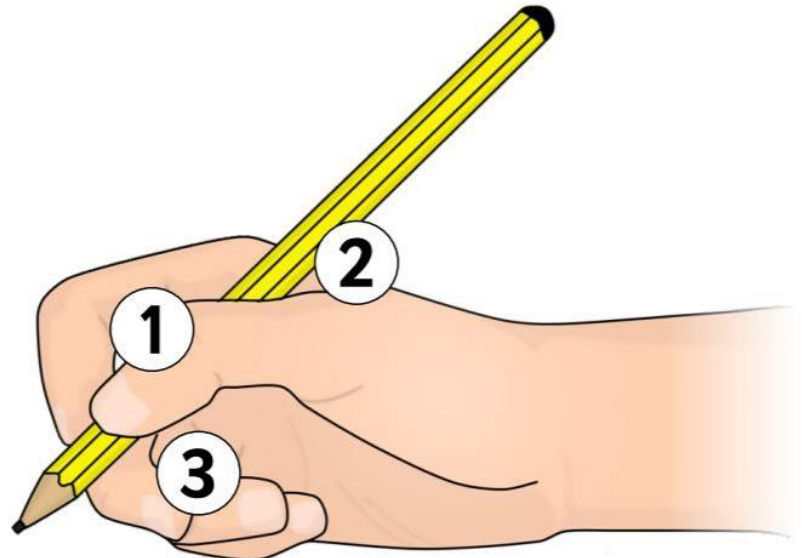
## What can you do to help?

- Listen to your child read the same book over two nights
- Encourage them to look for digraphs and trigraphs (two/three letters one sound)
- Discuss the story and encourage their storyteller voice.



Strengthening  
finger muscles  
for writing

# How to Hold a Pencil



1. Put two frog legs just above the cone shaped part of the pencil.
2. Let the pencil lie across the frog's back.
3. Then put the log under the frog.