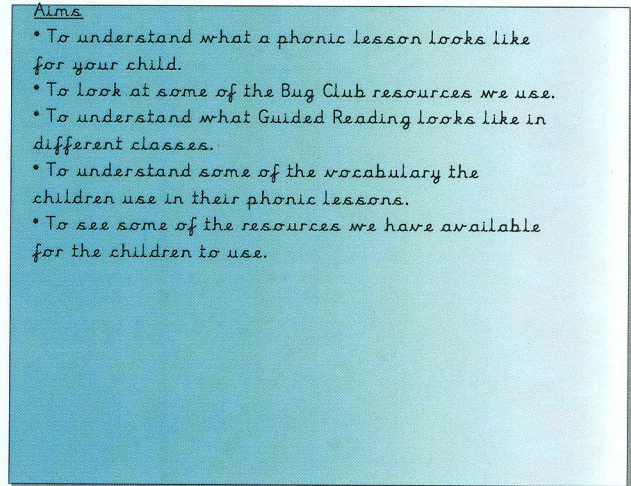
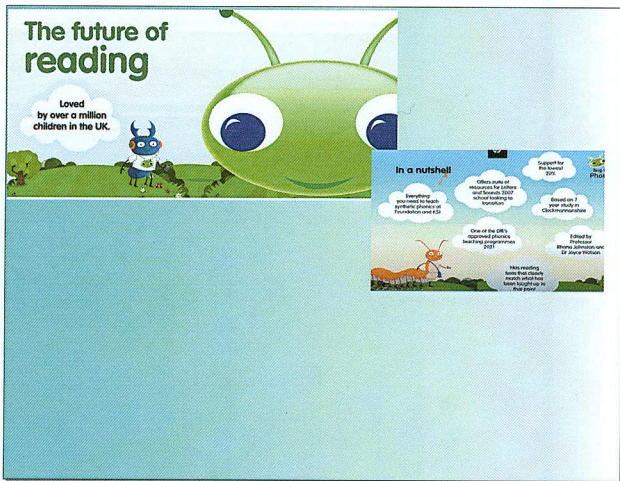


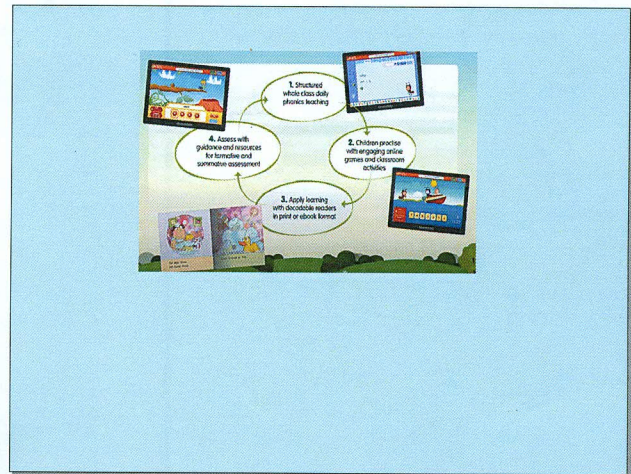
Oct 3-20:25



Oct 10-10:34



Oct 10-10:33



Apr 25-22:10

Bug Club Phonics provides a comprehensive structure for whole class phonic teaching.

The children from Rec-Y3 currently have a 30 minutes daily whole class phonic session. These are always led by a teacher.

Depending on which class the children are in this is then followed up by an English lesson or activities set out for the children to apply what they have done that day. Meaning the children have access to roughly 1 hour of phonics per day.

Oct 10-10:42

Note - not all children will learn at the same rate!

- Your child will be supported whatever their rate of learning.
- There is a very close link between difficulty with phonics and hearing, so if your child is making progress more slowly than expected, it is worth having their hearing checked.

Nov 14-14:40

The importance of speech sounds

- As children grow older, they will begin to understand the different sounds in languages, and join in with stories, songs and rhymes by clapping, stamping and skipping.
- This is an important stage, as the ears are beginning to tune into the important sounds they can hear, and discriminate.
- Over time, your child will begin to distinguish between different speech sounds (phonemes), and they will match sounds to letters (graphemes). This is called phonic knowledge.

Nov 14-14:36



**What is phonics?**

Phonics is one method of teaching children how to read and write. Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words. Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair. Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling. Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

Oct 10-10:45

Sound Talk

- The separate sounds (phonemes) are spoken aloud in order, all through the word, and are then merged together into the whole word.
- The merging is called blending, and is a vital skill for reading.

e.g. c-a-t = cat

Nov 12-15:52

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, mmm, fff)
- If not, 'uh' sounds after consonants should be reduced where possible e.g. try to avoid saying 'b-uh', 'c-uh')

Nov 14-14:55

Sound Talk

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

Nov 14-14:51

How many sounds are in these words?

Sound buttons

stay train cake

Using a phoneme frame

--	--	--	--	--	--

Nov 15-16:26

Learning the phonemes

- Children will learn the phonemes (sounds) for a number of letters (graphemes)
- They will also learn that some phonemes are made up of more than one letter (digraphs), e.g. /ll/ as in b-e-ll, /ck/ as in d-u-ck
- We use actions to help to remember the phonemes

Nov 14-14:53

Learning the Phonemes

Children then move on to looking how one digraph or single letter can make more than one sound.

e.g. - **ch** as in chocolate or Charlotte or school

**c** as in cat or as in rice

Oct 10-10:45

VC and CVC words

- C = consonant, V = vowel
- VC words are those consisting of a vowel and then a consonant e.g. at, in, up
- CVC words follow the pattern consonant, vowel, consonant e.g. cat, dog, pet
- Words such as tick or bell also count as CVC words; although they contain four letters, they only have three sounds

Nov 14-14:56

Tricky words/ Common Exception Words

- Your child will also learn several tricky words; those that cannot be sounded out e.g. the, to, I, go, no
- More tricky words are introduced in the following phases

Nov 14-14:58

Phonic glossary




<b>Word</b>	<b>What does it mean?</b>
<b>blend</b>	Slipping the individual sounds that make up a word and then merging or blending the sounds together to say the word - used often blending.
<b>consonant</b>	Most letters of the alphabet (excluding the vowels, a,e,i,o,u).
<b>CVC words</b>	Abbreviations used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pan, top. Other similar abbreviations include: - VC words e.g. on, in, it. - CVC words e.g. hip and flat. - CVCVC words e.g. milk and fast.
<b>digraph</b>	Two letters which together make one sound, e.g. ee, oa, ea, ct, ay. There are several different types of digraph: - Vowel digraph: a digraph in which at least one of the letters is a vowel, for example: boat or day. - Consonant digraph: two consonants which can go together, for example, ship or thin. - Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word, such as ai, ea, ie, oa, oo, ur. For example, cake or fire. Written letters or a group of letters which represent one single sound (phoneme), e.g. s, l, sh, ee, ch.
<b>phoneme</b>	A single sound that can be made by one or more letters (graphemes), e.g. s, k, z, oo, ph, gh.
<b>pure sound</b>	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end, e.g. 'ff' not 'fuh'.
<b>segment</b>	This is the opposite of blending (see above). Splitting a word up into individual sounds - used when spelling and writing.
<b>tricky words</b>	Words that are difficult to sound out, e.g. said, the, because.
<b>trigraph</b>	Three letters which go together make one sound, e.g. ear, air, igh, dge, sch.
<b>vowel</b>	The letters a, e, i, o, u.

Oct 13-08:20

Phonics Screening Check

- This was made compulsory from June 2012.
- The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age appropriate standard.
- The phonics check takes place in the June of Year 1.
- Children who do not reach the level will receive extra support and will have the opportunity to retake the phonics screening check at the end of Year 2.

Nov 14-15:17

quimp	
stips	
noats	

Nov 15-17:02

float
bike
pie

Nov 15-17:02

*Don't worry if your children are spelling words incorrectly but phonetically!*

*These sounds and words are hard to remember and need plenty of practice - little and often.*

Nov 14-15:09

**How can I help?**

- Regularly practice reading and writing sounds/spellings that are sent home
- Play 'I spy'
- Continue to play with magnetic letters
- Praise your child for trying out words
- Listen to your child read daily

Nov 14-15:05

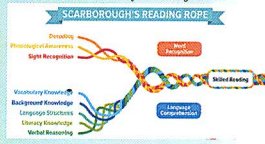
**What can you do to help at home?**

Reading

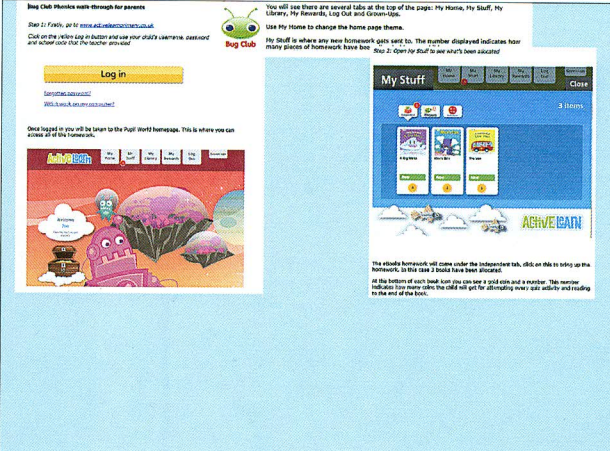
Please be aware that the new curriculum places a lot of emphasis on written comprehension rather than simply reading fluency.

Use the online books and the paper books

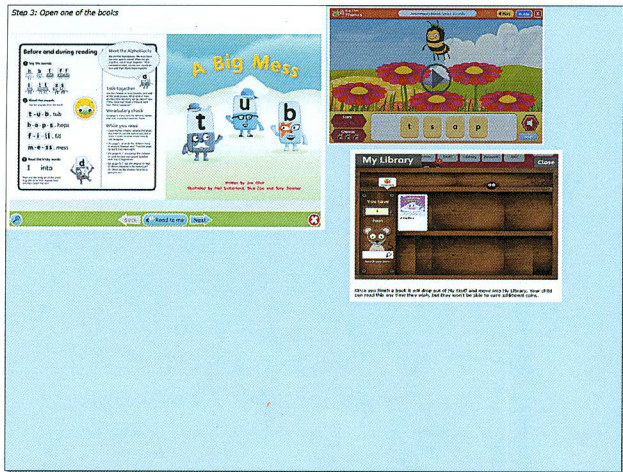
Try covering pictures/covering the sentences to increase fluency and support developing their comprehension.



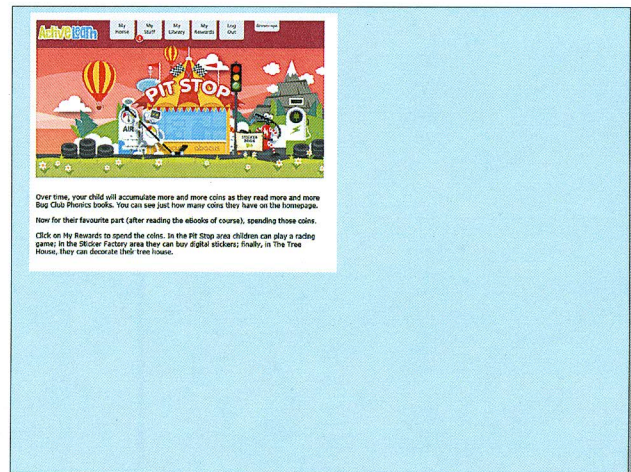
Nov 14-15:17



Apr 25-22:12



Apr 25-22:14



Apr 25-22:16

Phonics at Sacred Heart

Start with the alphabet song

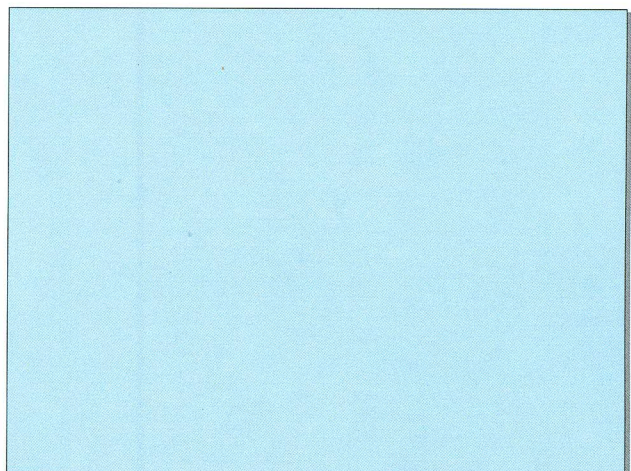
Review previously taught phonemes (sounds)

Teach a new phoneme/spelling or tricky word

Chance to practise reading or writing that sound

Apply the learning - through a game or activity

Apr 25-22:29



Apr 25-22:32