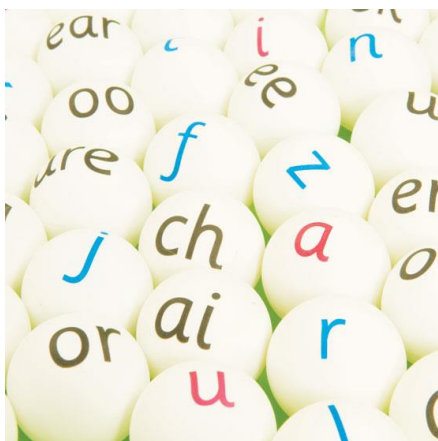




# Cove Infant School Guide to Phonics



A Help Guide for Parents

## Introduction to Phonics

- Each week your child will be introduced to some sounds. They will bring home sound cards so they can practise their sounds with you.
- We use the Jolly Phonics scheme to teach sounds. Each sound has an action to help the children recognise it. We have sent home a copy of the actions to help you work with your child.
- When practising sounds with your child please use the pure sound of the letter rather than the letter name. This will help your child to develop their reading skills later on! For help about how to pronounce the sounds, go to the learning cloud and click on the phonics link. There is a video clip which shows you how to say each sound.
- Please practise the sounds regularly for a short amount of time. Daily for 2 minutes is better than a 10 minute slot at the weekend.
- During the autumn term we will be focusing upon initial sounds. Then in the spring term, we will start to introduce consonant digraphs (sh, ch, th,ng) and vowel digraphs (ai, oa, ee).

## Sound Games to play to help with letter recognition and initial sounds.

### Fishing for Sounds

You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

### Fly Swat

Lay out the cards on the table. Call out a sound and your child has to swat the correct letter. Who can be the fastest?

### Play with the sounds

Label your child's cars/ponies/trains/dinosaurs/princesses with sounds so that, as they are playing, they can find the toy with the correct sound or suggest a word that begins with that sound. You could also say a word, so that your child can find the toy which has the corresponding initial sound.

### Common Objects

Collect several objects that begin with the same sound and make a card with this letter sound on it. Make a second group of objects beginning with a different sound and a card to go with those. Discuss the sounds of the letters on the two cards with your child and shuffle the objects. Separate the cards on the floor and ask your child to put each object near the sound that it starts with. This activity can help your child to "hear" the first sound of a word too.

### I Went To The Shops....

Choose a sound and your child has to list things that could be bought from the shop eg sausage, sunshine, socks. You could hunt for objects around the house that start with the sound, if your child can't suggest words themselves.

### Odd-one Out

Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.

### I-Spy

For small children the usual way of playing that starts 'I spy with my little eye something that begins with ....' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

## Rhyming

Rhyming helps children to listen to sounds at the beginning and end of words. For some children, rhyming is a tricky skill to develop. Here are some activities to conduct at home.

### Play with Rhyme

Make up rhyming names or phrases for people or objects. It doesn't matter if it is a nonsense word that you use to rhyme, it is more important at this stage to teach the concept of rhyme. Eg 'Roby-Toby' or 'This is Sam and he likes jam' or 'I'm starving, marving'.

### Read Rhyming Books and sing Nursery Rhymes

Lots of books rhyme. Share these books together so your child becomes familiar with the rhyme. Pause in the reading so your child can say the rhyming word that finishes the sentence.

### Rhyme Challenge

One person chooses a word and says, *I challenge you to think of as many rhymes as you can for "cat" (or any word).* And the next player says as many words as they can that rhyme with that word. Both players keep count. To help your child to understand the concept, say the given word followed by the rhyming word. (*Cat, bat. Cat, hat. Cat, mat.*)

## Hearing sounds in Words

It is important for writing that children learn to 'chop up' the sounds in words. This is called **segmenting**. They need to develop the skill of hearing each sound in a word.

### Count the Sounds

Say a word which has 2 or 3 sounds. Then encourage your children to orally say each sound in the word and count the sounds on their fingers.

### Jump the Sounds

Use paving slabs outside or make circles to go on the ground. Say a word to your child and get them to jump onto a new paving slab or circle each time they say a sound in the word. You could also play this by throwing a ball into a bucket for each sound they hear.

### Sound Cards

Ask your child to use their sound cards to make a word. Tell them a word and then get them to orally say each sound in the word, before then making the word with their sound cards.

### Delete Phonemes

Tell your child a word eg 'pan'. You say the first sound to them and they have to finish off the word eg 'an'.

### Head, Shoulders, and Toes

Say a word to your child with 3 sounds. As they say each sound they touch their head, shoulders and toes. For example, the word "cat" would be /c/ (head), /a/ (shoulders), and /t/ (knees).

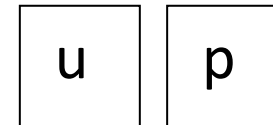
## Making Words

Once children are familiar with their sound cards, they enjoy pushing/crashing the sounds together to make words. This is called **blending**. To begin with, start with 2 letter words such as it, am etc. Then add a sound to the beginning of these words eg, sit, jam.

We teach children to say the sounds in an exaggerated 'long' way so that the sounds go together to make the word.

### Sound cards

Lay out 2 or 3 sound cards and encourage your child to crash the sounds together to read the word.



### Follow the Instruction

Ask your child to get you the c-u-p or the f-or-k. Can they sit on the ch-air? Make sure you say each sound on its own so that your child then has to blend the sounds and collect the object. We call this **'sound talking'**

### Run to the Word

Write 4 words on separate pieces of paper, or write them in chalk outside. You 'sound talk' a word and your child runs to the word and reads the word by blending the sounds together.

### Change a Sound

Make a 3 letter word using the sound cards for your child to read. Then switch one of the sounds to make a new word and ask your child to read it.

## Writing letter sounds

It is important that children learn to write the letter sounds using the correct formation. We have sent home a sheet that shows you how we will be teaching the children to form their letters, so that you can help with this at home. Writing the sounds doesn't always mean sitting at a table with a pencil! Here are some activities your child might enjoy!

### Trace the letter

Encourage your child to trace over the sound card with their finger.

### Secret sounds

Sit facing your child's back, and with your finger draw a sound on their back. They have to guess which sound you have drawn. You might need to have the sound cards laid out so that they can use them to help them guess. Then change over so your child can draw a sound on your back.

### Shaving Foam or Sand

Put some shaving foam or sand into a tray and then let your child draw the sounds using their finger.

### Outside

- Take a stick and draw the sounds in the mud.
- Use chalks and draw the sounds on the pavement/ patio. You can then call out the sounds and your child has to hop/jump/walk to the right letter.
- Collect leaves or conkers and then use them to create the sounds on the ground. Remember to start forming it in the correct place!