



Tonwell St Mary's CE Primary School

Phonics and Spelling Information Session for Parents



Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)



What is Phonics?



- Phonics is the link between letters and the sounds they make.
- Using a highly structured programme working through 6 progressive phases, children are taught:
 - The full range of common letter/ sound correspondences.
 - To hear separate sounds within words.
 - To blend sounds together.



Definitions



- Phoneme – The smallest unit of sound in a word.
- Grapheme – What we write to represent a sound/ phoneme – for some phonemes, this could be more than one letter e.g. t ai igh
- Digraph - Two letters which make one sound.
- A consonant digraph contains two consonants next to each other, but they make a single sound e.g. sh, ck, th, ll
- A vowel digraph contains at least one vowel but the two letters still make a single sound e.g. ai, ee, ar, oy
- Trigraph – three letters making one sound e.g. igh
- A split digraph - where two letters are not adjacent e.g. a-e as in name



Pronunciation of sounds



https://www.youtube.com/watch?v=BqhXUW_v-1s

<https://www.youtube.com/watch?v=RIpsmpWOUFY>



Letters and Sounds Phases



Phase 1 : Rhyming , keeping rhythms and start to relate letter sounds to words e.g. b is for bag
Nursery / Reception

Phase 2 : Learn initial letters sounds and build 3 letters words Reception

Phase 3 : Learn all 44 phonemes and blend sounds together to read words Reception / Year 1

Phase 4 : Blend consonants together to read difficult words e.g. blue , grab Reception / Year 1

Phase 5 : Learn how to spell letter sounds in more than one way e.g. rain, day , make Year 1

Phase 6 : Learn how to spell word specific spelling e.g. turned , beautiful Year 2



How we teach phonics at school



A daily session for 20 – 30 minutes

Sequence of each session

1. RECALL - Revisit and review previous sound and word building
2. TEACH - A new phonic skill
3. PRACTISE - The new skill
4. APPLY - In a new situation e.g. reading or writing in a sentence



How to help with phonics at home

- Play lots of listening games, including I spy and I'm thinking of a
- Make the correct pronunciation of the phoneme.
- Say the sound and its name.
- Talk to your child about the homework/spellings they bring home.
This is what they have been learning in school that week. Use this to help them apply it to their reading and writing.
- Don't let your child become over reliant on sounding every word out.
There are lots of words you can't sound out.



High Frequency Words



We need to learn these by heart as they are usually difficult to decode (sound out). Children also need to know how to spell them.

Activities to help with spelling high frequency words:

- Write the word on paper, cut out each letter and put the word back together.
- Write the word three times. Trace over it in different colours.
- Look, say, cover, visualise, write, check.
- Play bingo with the words.
- Look for a small word inside the word
- Find words with similar patterns. e.g. the, them, they
- Write the word, draw around the shape of the word and cut out.



Spelling in KS2



- Statutory spelling lists for Y3/4 and Y5/6
- Spelling patterns
- Follows on from phonics in KS1
- Many Y3 children (and adults will not know ALL phase 5 and 6 words)



Spelling patterns Y3/4



- y making i sound (gym, myth)
- Prefixes (re-, dis-, mis- in-, sub- inter- super- auto-, anti-
- Suffix –ly (angrily, happily, gently)
- Words ending –sure/-ture (treasure, furniture)
- Words ending –sion/-tion (action, extension)
- sc- words (science, scene)



Spelling patterns Y3/4



- Homophones:
accept/except, affect/effect, ball/bawl, berry/bury,
brake/break, fair/fare, grate/great, groan/grown, here/hear,
heel/heal/he'll, knot/not, mail/male, main/mane,
meat/meet, medal/meddle, missed/mist, peace/piece,
plain/plane, rain/rein/reign, scene/seen, weather/whether,
whose/who's



Spelling patterns Y5/6



- Words ending –cial/-tial (special, essential)
- -ible/-able (adorable/possible)
- -ough (thought, bought)
- -ent/-ant (observant/innocent)
- Homophones (effect/affect, advice/advise, device/devise, practise, practice, dissent/descent)



How we teach spelling at school



- SPAG lesson every week in school
- Weekly spellings and dictation
- The national curriculum for English states that upper KS2 must proof-read and correct their own spellings
- Children encouraged to check their own work
- Dictionary skills are taught



Helping your child at home



- Practise weekly spellings
- Look, Cover, Write, Check
- Wordsearches
- Speedwrite
- Letterjoin – login details on our website (research shows that joining handwriting helps with spelling)



Please take time to look at resources

Thank you for coming!