

Broom Barns Community Primary School

# Phonics For Parents

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# Aims

- To develop parent's confidence in teaching their children reading and spelling.
- To present how Broom Barns teaches phonics.
- To introduce Bug Club.

# Why?

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

What is phonics?

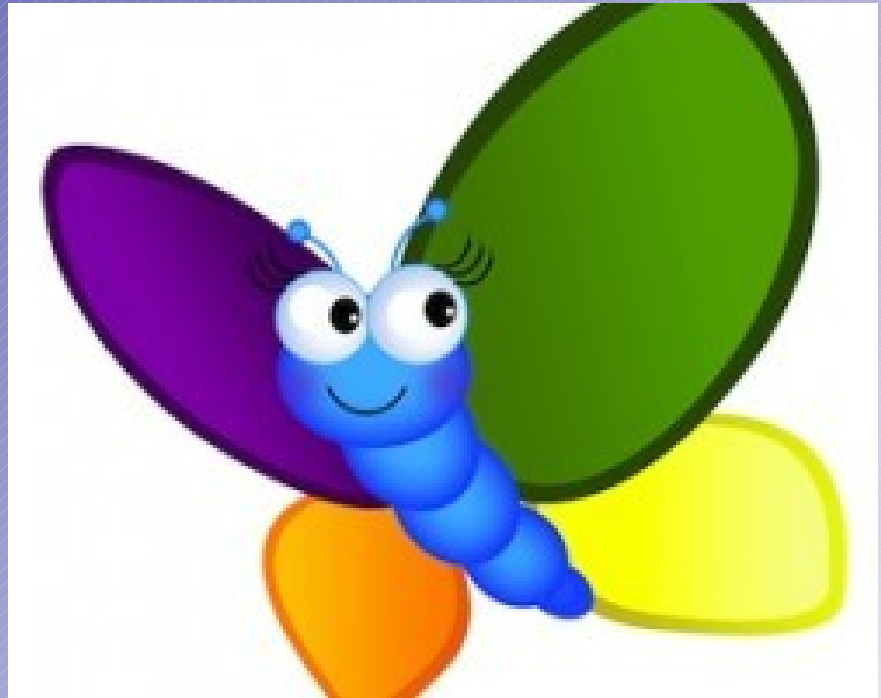
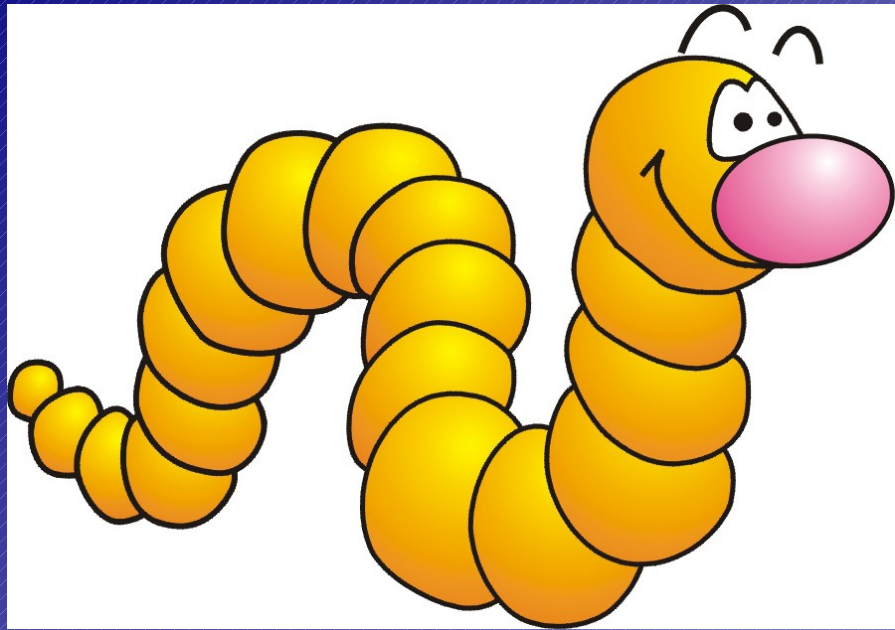
Phonics is all about using ...

**skills** for  
reading and  
spelling

+

**knowledge**  
of the  
alphabet

Learning phonics will help your child to become a good reader and writer.



It iz tiem too gow hoam  
sed v kator pilla.  
But iy doat wont 2 gow  
howm sed th butt or  
flie. Iy wot to staiy heyr.

# How do we teach phonics at Broom Barns?

In Nursery phonics is taught through play with some adult led activities as the children become ready.

Every child in Reception and Key Stage 1 has a daily phonics session at their level.

In Key Stage 2 children continue to learn phonics which gradually progresses to learning spellings and rules about words.



# Some technical words

- Phoneme
- Grapheme
- Trigraph
- Digraph
- CVC
- Cluster
- Sound button
- Segment
- Blend

# Phase 1: getting ready!

Environmental Sounds

Instrumental Sounds

Body Percussion

Rhythm and Rhyme

Alliteration

Voice Sounds

Oral Blending and Segmenting

# Phase 1: how can I help my child?

Nursery rhyme

Listen to sounds around you and talk about sounds

Begin to recognise special sounds 'm for mummy'

Towards the end of this phase begin to blend and segment – Motor Mike.

# Saying the sounds

You can go to

<http://www.teachfind.com/national-strategies/letter-arr>

to hear the sounds again.

# Blending

Children need to be able to hear the separate phonemes in a word and then blend them to say the whole word.

/b/ /e/ /d/ = bed

/c/ /a/ /t/ = cat

/sh/ /o/ /p/ = shop

# Segmenting

Children need to be able to hear the whole word and separate the word into phonemes.

Tin = /t/ /i/ /n/

Mat = /m/ /a/ /t/

Dash = /d/ /a/ /sh/

# Phase two: simple words

Learning the first 19 phonemes

**Set 1:** s a t p    **Set 2:** i n m d

**Set 3:** g o c k    **Set 4:** ck (as in duck) e u r

**Set 5:** h b l f    ff (as in puff) ll (as in hill)    ss (as in hiss)

Learning some tricky words

**in**    **is**    **at**    **it**    **and**

Learning some of the technical terms

**phoneme**    **grapheme**    **digraph**

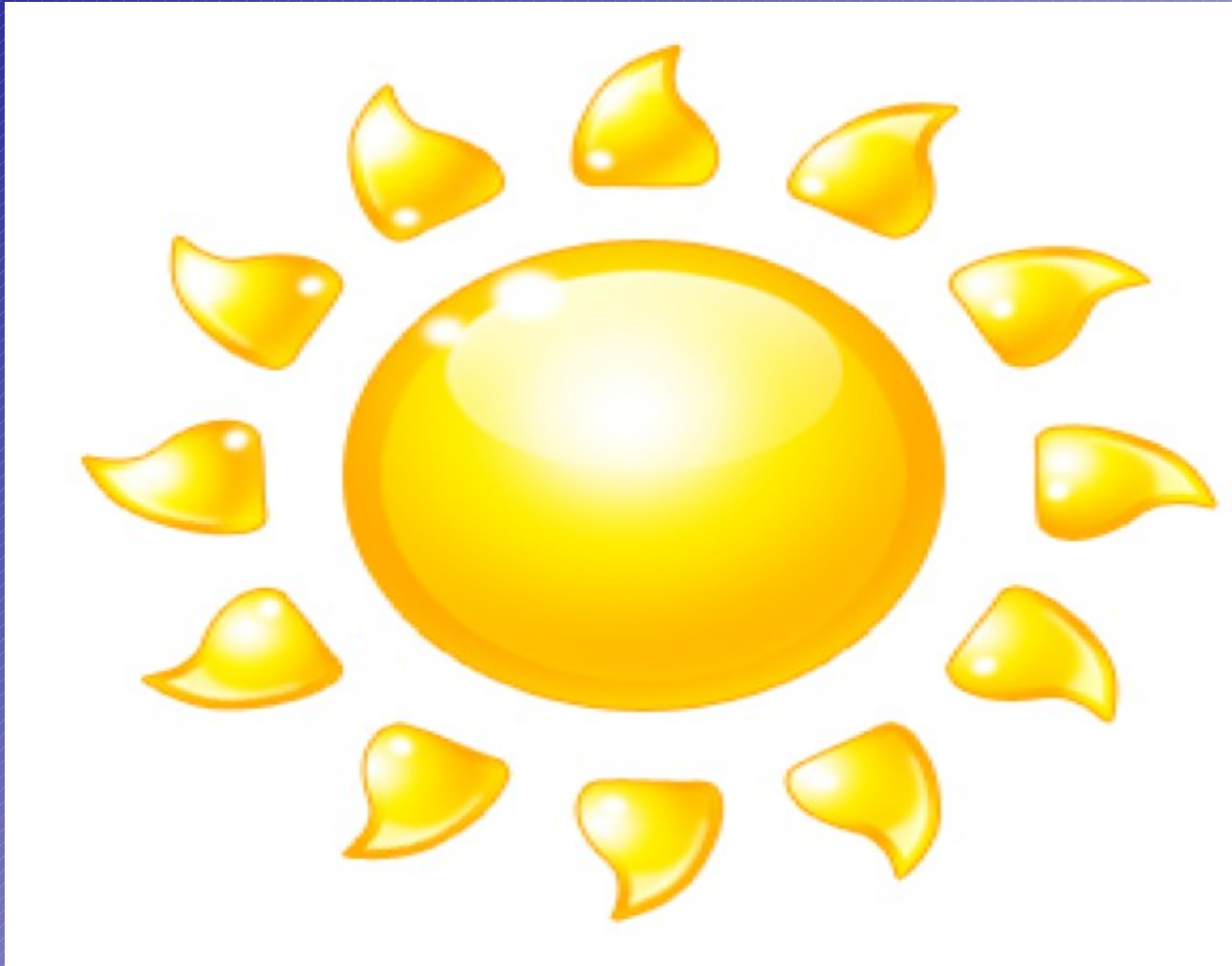


# Phoneme Frame

c	a	t
---	---	---

f	i	sh
---	---	----





s

u

n

Have a go!



sh

ee

p

# Sound Buttons

C



a



t



f



i



||



# Phase 3: long vowel phonemes

Learning the next 26 phonemes

j, v, w, x, y, z, zz, qu

ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear,  
air, ure, er

Learning some tricky words

I no go the to he she was

You my they all

By now they should be able to read and  
spell many words using their phonics

chip ship boot look fair burn



# Phoneme frames again

n	igh	t
---	-----	---

# Phase 4: putting it all together

There are no new phonemes in this phase.

Learning some tricky words

said    so    we    me    be    have    like    some  
come were    there    little    one    they    are

They will learn the term **consonant cluster** and be able to read and spell words with clusters at the beginning and end.

tent    champ    shelter    bench    softest



# It's still fun!

Quickwrite words

Quickwrite phonemes

Sound buttons

Phoneme Frames

Silly caption and picture matching

Sentence substitution

What's in the box

# Sentence Substitution

The man burnt the toast.



The man burnt the shirt.

The man burnt the elbow.

# Phase 5: the same sound can look different and the same grapheme can sound different!

Learning new graphemes for reading

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,  
a-e, e-e, i-e, o-e, u-e

Learning some tricky words

oh their people Mr Mrs looked called asked

Learning alternative pronunciations of graphemes

**Fin/find, hot/cold, cat/cent, got/giant, but/put,**  
**cow/blow, tie/field, eat/bread, farmer/her,**  
**hat/what, yes/by/very, chin/school/chef.**

# Learning all of the variations

## **A Real Treat!**

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

‘Help me pack the green bag,’ said Mum. ‘We need sun cream and lots to eat’.

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel.

‘Oh, no,’ said Tom. ‘We’ll be here for a week!’

Dad went to speak to the driver to see if he could help. They put the wheel back on. Then Dad said, ‘I must hurry, we need to get to the beach’.

At last they got to the sea. Tom and Pete had an ice cream. Mum and Dad had a cup of tea. The puppy went to sleep under a tree.

# Phase 6: fluent readers and accurate spellers

Learning rules for spelling alternatives.

Mnemonics

Suffixes

Syllables

...and it's still fun

Mnemonics

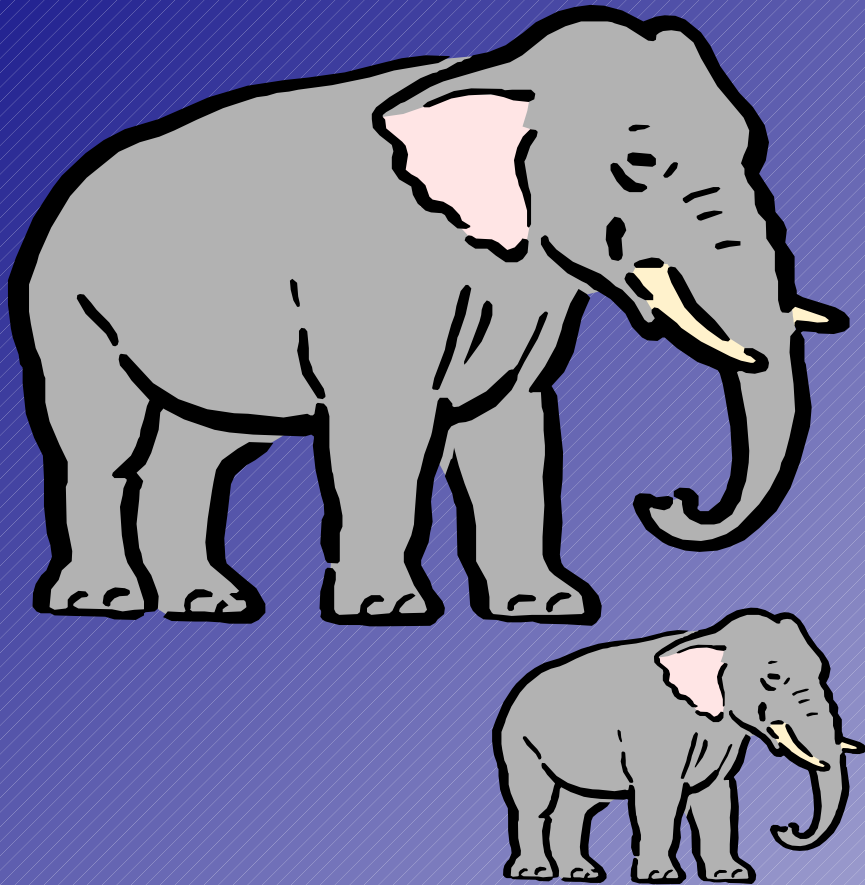
Syllable frames

Clap and count

Race to the end

Word sort

# because



- Big
- Elephants
- Can
- Always
- Understand
- Small
- Elephants

# friend



A real  
friend is  
there to  
the end



What does this look like?

# How can I help at home?

Have fun with spellings.

Use your phoneme frame.

Practise the sounds that are sent home.

Read.

Model (think out loud).

Play games.

Websites



# Websites

**BBC Schools**

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/>

[www.bbc.co.uk/schools/ks1bitesize/literacy/](http://www.bbc.co.uk/schools/ks1bitesize/literacy/)

**ICT Games**

<http://www.ictgames.com/literacy.html>

**Phonics Play**

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

# BUG CLUB



<http://www.bugclub.co.uk/>

# Explore!

Thank you very much for coming and please take some time to look through some of our phonics resources or take a look at bug club for yourself.