

Aims of today

- To understand what we mean by phonics.
- To be aware of the skills we teach in phonics.
- To use these phonic skills when reading
- To assist you in supporting your child at home

What is Phonics?

Phonics is the system of relationships between sounds, our spoken language and their graphic representation which we call letters.

- Every letter has a **sound**.
- A single unit of sound is called a **phoneme**
- Sounds (phonemes) are represented by **letters (graphemes)**
- When 2 letters combine to make a single sound it is called a **digraph (eg. sh)**

Using our Phonics

Segmenting ~ this is when we sound out a word. We count the sounds/ phonemes in that word.

Listen to the word **hat**

We can hear 3 sounds. We can use our phonics fingers to show this and say each sound as we point to each finger.

Blending ~ this when we say each sound in a word and blend them together to read the word.

Meet Robot Rick Week 4 Lesson 4 r slide 15

Using our Phonics in reading

- Remember to always to practise the sounds in the first box on the inside cover.
- Then practise reading the words together in the next box together.
- Then read the “common exception words” ~ remember these cannot be sounded out.
- Finally check the understanding of the words in the last box.

Inside cover



Before reading



Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. "f" not "fuh".

g c k ck o e u

- Read the words together.

muck dog get can Kim

Common exception words:

a is no the

Check understanding

- Ask your child:
 - What do these words mean?

muck pug

Talk about it

- Look at the cover. Ask your child:
 - What is in the picture? (a cat)
 - What is Pam Cat doing? (e.g. she is stuck in mud)
 - What do you think will happen in this story?
- Now read the book. Enjoy looking at the pictures and talking about them.

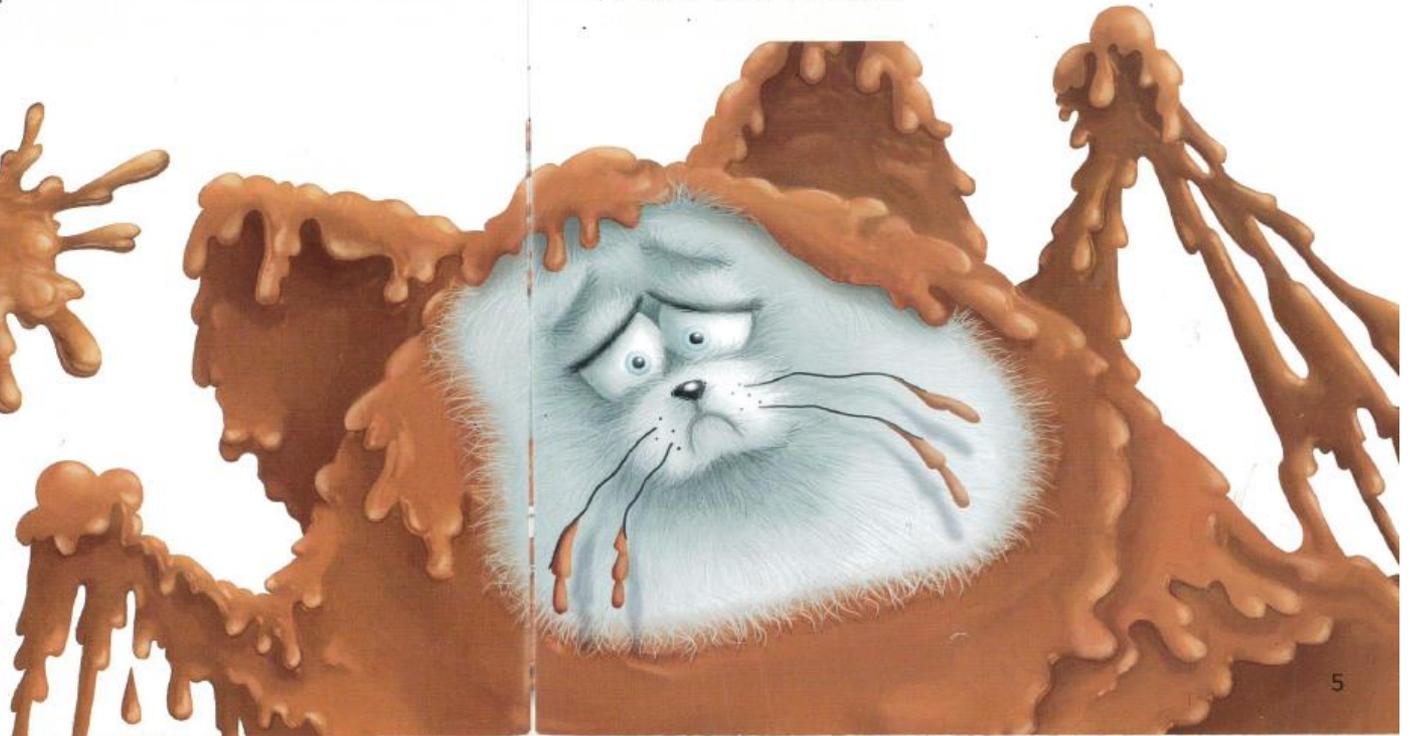
Page from book

Pam is in muck.



4

Pam Cat is sad.



5

Don't forget to look at all the comprehension prompts inside the back cover



After reading



Letters and Sounds: Phase 2

Word count: 50

Focus phonemes: /g/ /a/ /c/ /k/ /e/ /u/ /ck/

Common exception words: a, is, no, the

Curriculum links: Understanding the World: The World

Early learning goals: Understanding: answer "how" and "why" questions in response to stories;
Reading: read and understand simple sentences, read some common irregular words

Developing fluency

- Your child may enjoy hearing you read the book.
- Look at page 8. Point to the question mark. Ask your child if they know what it is. Now model reading the question with the appropriate intonation.
- Ask your child to read the question on page 11.

Phonic practice

- Look at the word **muck** on page 4. Model sound talking and blending the word, m/u/ck, **muck**. Point out that "ck" usually comes at the end of, or near the end of, a word.
- Try writing out a few more words that end with "ck". (e.g. *chick, pick, pack*) Ask your child to sound talk and blend them. Can they think of any others?
- Look at the "I spy sounds" pages (14-15). Say the sounds together. How many items can your child spot that have the /u/ sound in them (e.g. *pug, mug, umbrella, cup, cupcake, duck*) or "ck" in them? (e.g. *chick, duck, truck*)

Extending vocabulary

- Ask your child to find the odd one out in each of the following sets of synonyms (you may wish to read the words to your child).

mud	muck	ice	(ice)
excited	sad	unhappy	(excited)
jump	sit	leap	(sit)
help	ignore	support	(ignore)

Comprehension

- Ask your child:
 - What was Pam Cat stuck in? (*mud/muck*)
 - Who helped Pam to get out of the mud? (*Kim Kild*)
 - What do you think Pam did next?
 - Why do you think Tim couldn't get Pam out of the mud?
 - Did you enjoy this story? Why or why not?

Further reading

Not a Pot (Pink B/Band 1B) is a story book that also covers Phase 2 of Letters and Sounds.



For Letters and Sounds

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Lets get reading!

- Ask your child to point to the words at the top of each page using their reading finger.
- Sound out each word (segment) and blend the sounds together to read the word.
- If your child finds this difficult you segment and blend the sounds and ask them to point to a sound on the page, eg where is the 's'?
- You could also ask your child to point to a certain word you have been practising (being a word detective)

Phonic activities which you can do together.

- I spy
- Robot Rick
- Lotto games -match the letter shapes to the picture
- Find the missing letter game
- Sound talking – can you point to your ‘ch’ ‘i’ ‘n’
- Where is the sound in the word beginning , middle or end? (beginning hand on your head, middle hands on your tummy and end hands on your knees.)
- Tray of objects game ~ sound talk a word and the children to select that object from a tray
- Make a word to match the picture (Match and spell)
- What's the sound? (pick out a letter)

The e n d

