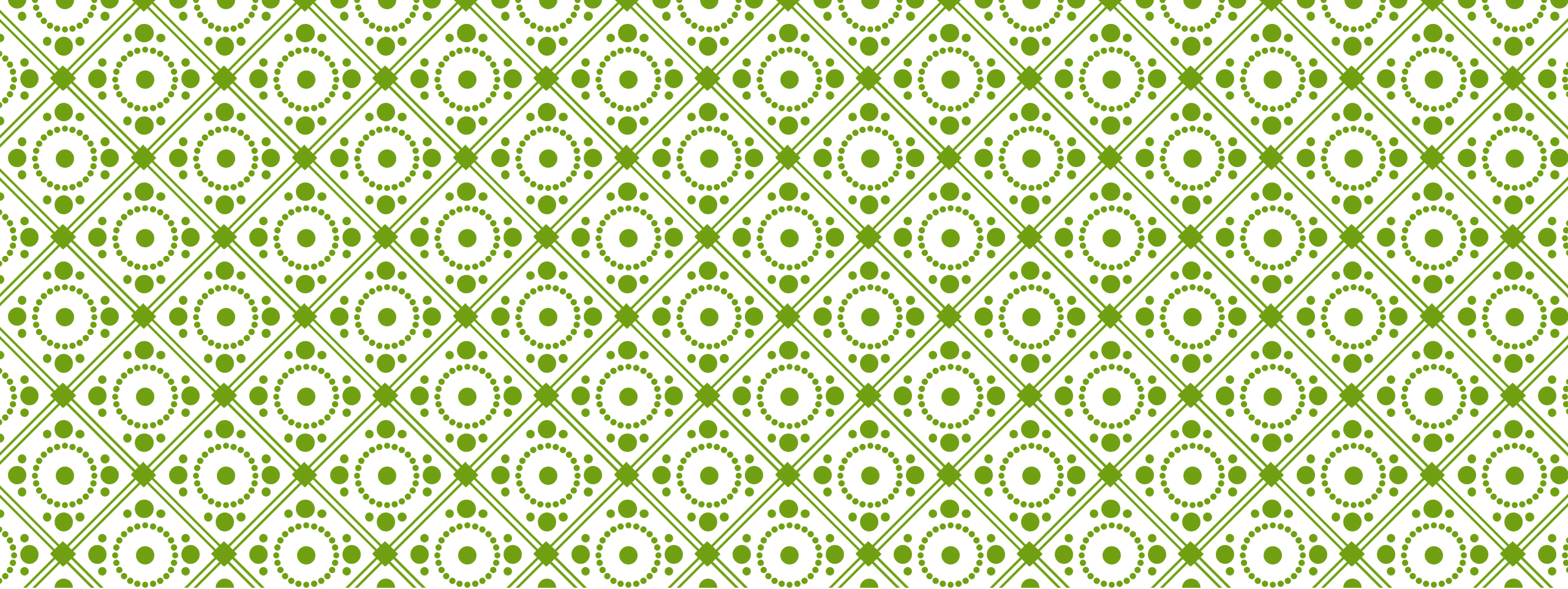




PHONICS

Nursery Parents' Meeting

WHICH OF THESE DO YOU DO WITH YOUR CHILD?



WHAT IS PHONICS?

- A method of teaching how to read and write
- Involves matching the sounds (phonemes) of spoken English with individual letters or groups of letters (graphemes)
- Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. Oral blending begins in Nursery.
- At Edward Wilson Primary School, we follow the systematic synthetic program (SSP) called Little Wandle Letters and Sounds

PHONICS LESSONS

- Phonics lessons are four times a week at 9am
- Research tells us that there are important skills that children need to practise to help them learn phonics.
- Nursery is where we practise these skills. Formal phonics teaching begins in Reception.
- Lessons involve lots of repeated practice using Tuning into Sounds and Rhyme Time activities

‘Practice makes permanent’



PHONOLOGICAL AWARENESS

- Being able to focus on the sounds in language, not just the meaning
- At first, when babies hear us talking, they only hear a stream of sound.
- However they quickly learn to focus on the meaning of what they hear.
- To get children ready to read, we need to take their focus back to the sound.
- We do this through listening games, songs and rhymes, and hearing syllables.



LISTENING GAMES AND SONGS AND RHYMES

- Whilst phonics lessons are four times a week, these are not the only opportunities that your child is supported in developing their phonological and phonemic awareness.
- For children to learn anything well, they need to listen.
- This is obviously important when learning sounds.
- We play many listening games such as asking children identify familiar sound such as a car driving past, a baby crying, a musical instrument and animal noises.
- We regularly sing rhymes and songs. These are a great way to increase children's awareness of rhyming, which is a key part of phonological awareness. Research shows that children who learn nursery rhymes become better readers. This is only true if a child learns these with an adult as opposed watching them on a screen as it does not have the same impact.



HEARING SYLLABLES



- Syllables are the smaller units within words.
- For example, the word 'hello' has two syllables – clap as you say 'hel' and 'lo'.
- We have been clapping the syllables in children's names and other words drawing the children's awareness to the number of syllables or if the word is long or short.
- Practising this skill will support your child's learning to read and write when they get into Reception.



PHONEMIC AWARENESS

- Being able to focus on and play around with the sounds within words.
- In Reception, when children learn phonics, they need to be able to match sounds to letters.
- They need to be able to identify the sounds in words.
- This is called phonemic awareness.
- It is really important that you say the sounds clearly and correctly.
- Please do not show your child the letter (grapheme) cards.
- There is a video on the Little Wandle site for **you** to practise your pronunciation.



DEVELOPING PHONEMIC AWARENESS



- We help children to develop this by focusing on the first (initial) sound in words.
- We play games that focus on the initial sounds such as I spy.
- Alliteration is when words start with the same sound such as soup and sock.
- We encourage the children to think of words that start with the same sound as their name such as *Marvelous Mohamed*.
- Oral blending is when we get children to put sounds together in their heads to make a word, for example, b-u-s.
- When children learn to read, they learn to do just this – to read the individual sounds and blend them together. We practice this a lot in Nursery and this needs to be practiced at home as well.
- You can try sound-talking different words, for example, 'Can you brush your t-ee-th?'

QUICK RECAP!

Phonological awareness

Listening games



Songs and rhymes



Hearing syllables



Phonemic awareness

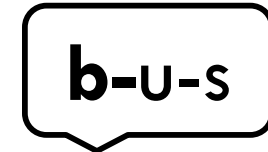
Initial sounds



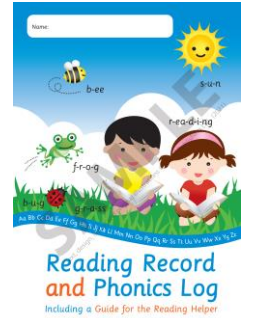
Alliteration



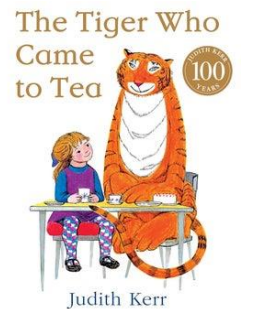
Oral blending



HOME READING- INFORMATION AND TIPS!



- Your child has been allocated a reading day. This is found on the inside page of their reading record.
- Please ensure your child's reading record and book are in their bag on their reading day so their book can be changed.
- Please sign your child's reading record daily. Those children whose record books are signed daily will receive a reading award every second Friday and you will be invited to the assembly to watch them receive their award as well as their name being put in a draw to select a prize.
- When reading the book your child has chosen, you can look at and talk about the pictures to begin. This can be done in your home language as well.
- You can pause part way in the story to ask your child what they think might happen next.
- Whilst reading, draw your child's attention to the words by pointing to them as you read and following the text as you read.
- Ask your child to point to the parts of the book such as the front cover, back cover and spine.
- After reading the story a few times, ask your child to retell the story or to recall their favourite part or characters.
- Please celebrate their success!!!



HOW TO SUPPORT YOUR CHILD AT HOME

- Little Wandle website- Parents section
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- Talking lots to your child
- Reading aloud to them every day, sometimes bedtimes are the best
- Singing songs and rhymes
- Playing games that develop your child's listening skills and awareness of initial sounds such as I spy
- Read street signs, bus signs, and at the shops so that your child can understand the importance of learning to read
- Let your child listen to stories on Cbeebies website www.bbc.co.uk/cbeebies/stories
- There are also stories on the school website <https://www.edwardwilson.org.uk/class-pages/>
- Visit the library and borrow books

