

# Dalserf Primary School



## Phonics and Spelling A Guide for Parents



This booklet is a guide to help you understand how we teach phonics (sounds) and spelling in the infant stages.

### There are five basic skills for reading and writing, they are:

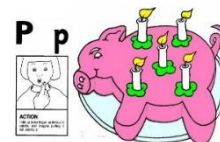
- ▶ Learning the letter sounds
- ▶ Learning the letter formation
- ▶ Blending
- ▶ Identifying sounds in words
- ▶ Spelling the tricky words (also known as common words)

We use Active Literacy resources and Jolly phonics to teach letter sounds in a way that is fun and multi-sensory.

### Learning the letter sounds

Through our Phonics programme the main sounds of English are taught, not just the alphabet

- ▶ Each sound has an action which helps children remember the letter. The list will be uploaded to Google classroom materials.
- ▶ Children are taught each letter by its sound, **not its name**. Names follow later.
- ▶ The letters are not introduced alphabetically.
- ▶ The first group makes up simple two and three-letter words.



### Learning the letter formation

- ▶ It is very important that a child holds their pencil in the correct way, using the tripod grip between the thumb and the first two fingers.
- ▶ Children need to form each letter the correct way.
- ▶ Some letters can be confusing and more difficult to learn such as **b**, **d** and **p**.
- ▶ It is important to be patient and always show children the correct way of forming letters.



## Blending

- Blending is the process of saying the individual sounds in a word and then running them together to make the word.
- For instance sounding out **t-a-p** and making **tap**.
- It is a technique every child will need to learn and it improves with practice.

In class we use our magnetic boards to make and write our phoneme words.

We put an alphabet over lay on the magnetic board to allow the children to match and place their phonemes at the beginning of each lesson.



**Only put the letters on the board that the children have been introduced to.**

We use a Five Finger strategy to learn to read and write our new words.



When working with your child:



1. **Say** the word to your child.
2. Child **Makes** the word then **breaks** the letters apart.
3. Child then **blends** letter sounds together pushing the first letter along (left to right) to meet the final letter, saying the blend **t...a...p tap**
4. Child **reads** the word
5. Child then **writes** the word.

## Common Words/Tricky Words

Common words are words which cannot always be sounded out and blended together, for example **the** or **said**.

Here are some strategies we use to help children learn them.

- Flashcards
- Find small words within big word (**about the**)
- Look for similarities to other known words (**he we be**)
- Breaking into syllables (**on-ly**)
- Mnemonic (they – they **h**ad **e**ggs **y**esterday)

