

Notes for parents

What is Letters and Sounds?

Letters and Sounds is a phonics programme used in schools to **teach reading, writing and spelling**. It focuses on learning single spoken sounds (phonemes) and matching them to letters or different combinations of letters. The phonemes are taught in a specific order that is not alphabetical, so that a pupil can learn to read lots of words quickly in the early stages of the programme.

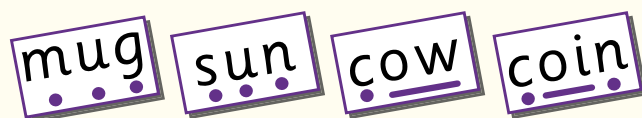


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It is a **6 phase** teaching programme:

- Phase 1** Develop **speaking** and **listening** skills, so a pupil can **pronounce** and **recognise** spoken sounds.
- Phase 2** Learn **19 letters** of the alphabet and the most common phoneme for each letter. Learn to **blend and segment phonemes** and read simple words and sentences.
- Phase 3** Learn the remaining **7 letters** of the alphabet and the most common phoneme for each letter. Learn the remaining **phonemes from the 44 spoken sounds** that are represented by two or more letters. Practise reading, spelling and writing words, sentences and questions.

- Phase 4** Practise reading, writing and spelling words, sentences and text that contain **2 consonant sounds** at the beginning or end of a word e.g. **s-t-o-p** or **j-u-m-p**.
- Phase 5** Learn **alternative spellings** of letter combinations for the 44 phonemes. Practise reading, writing and spelling more complicated words and texts.
- Phase 6** Focus on learning more complicated and **irregular spellings, patterns** and **spelling rules**.



'Tricky words' are taught for reading and spelling throughout the programme.

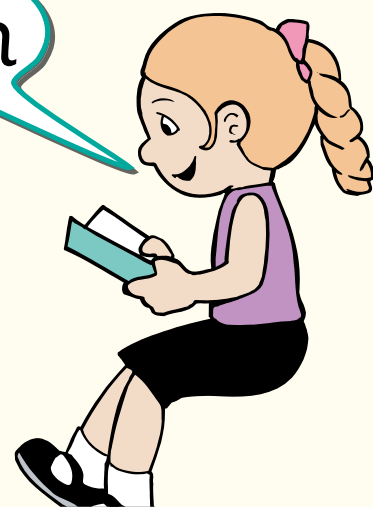
This book provides support activities for:

Phase 2

Phase 3

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Although the 6-phase teaching programme provides a structure for teaching, the boundaries between phases should not be regarded as fixed. Guided by reliable assessments of children's developing knowledge and skills, your child's teacher will judge the rate at which their pupils are able to progress. The activities in this book are designed to support this learning at home.



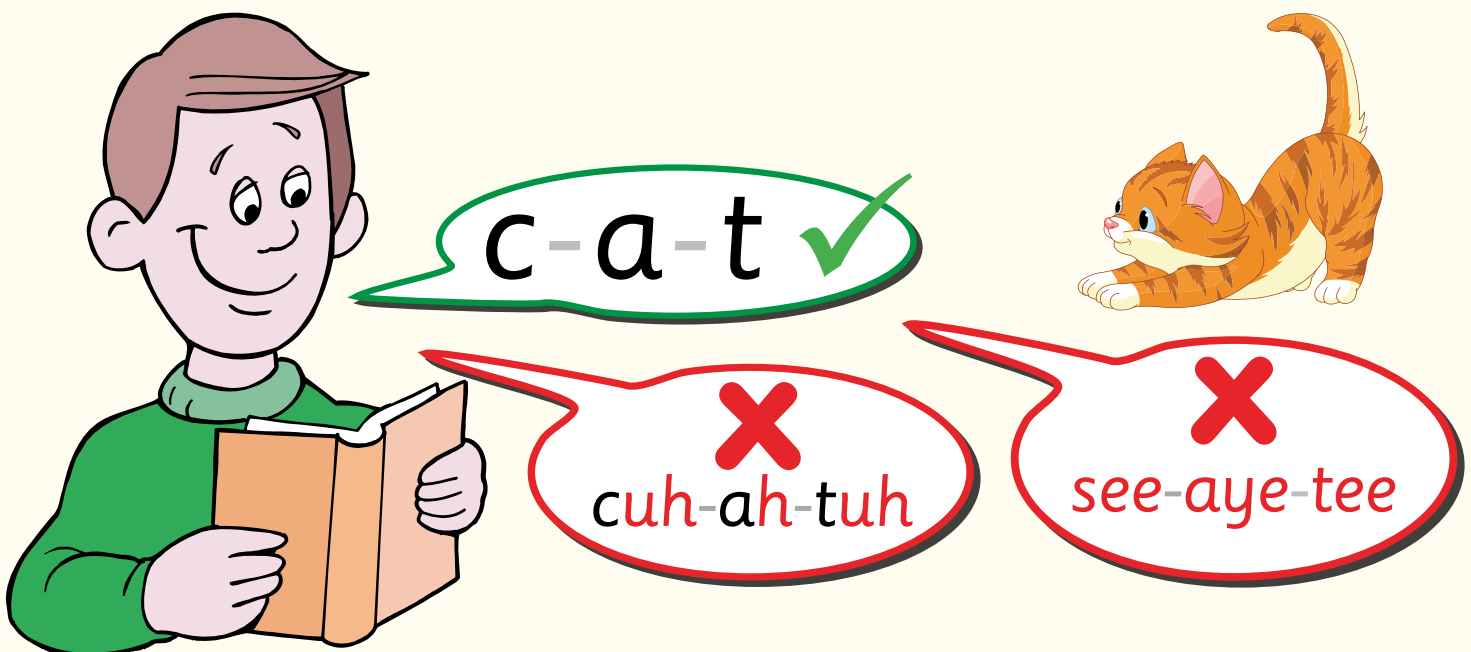
Notes for parents

Supporting your child's learning at home will help them to progress and secure the knowledge that they are learning at school. When a child sees that their parent(s) are interested and enthusiastic about their learning, it can do wonders for their self-confidence, attitude to learning and ultimately progression within school. **Success in reading, spelling and writing is key to a child's progress in other subjects.**

Each page in this book covers one letter/sound that your child has learnt and gives extra practice to help your child secure vital reading, writing and spelling knowledge and skills. The next page shows how you can help your child to complete the activities at home.

Top TIPS - for successful learning at home

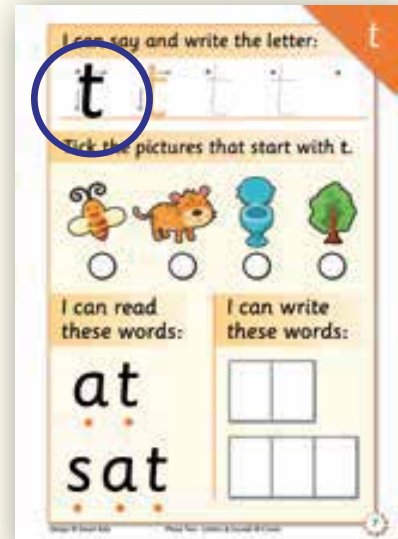
1. Try to make your child's work area a peaceful place that is free from other distractions. Ensure they are sitting comfortably.
2. Do not worry if your child is struggling with the activity they are doing. **Be as patient, enthusiastic and encouraging as possible.**
3. If you are saying the separate sounds in a word to help your child to read it, make sure that you say the **SOUNDS** and **NOT** the **letter names** or the letters with **a sound added on**.



Helping your child with the activities...

1. Identify the sound:

PARENT: Ask your child what sound the letter makes. If your child says “tee” - correct them by saying, “that is the name of the letter not the sound it makes.” If “tuh” is said, repeat without the /uh/ sound and ask your child to repeat it.

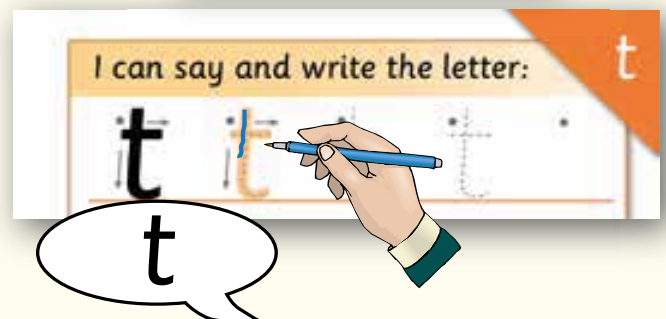


2. Letter Formation:

PARENT: “Use your finger to trace over the letter formation.”

At the same time, say the sound.

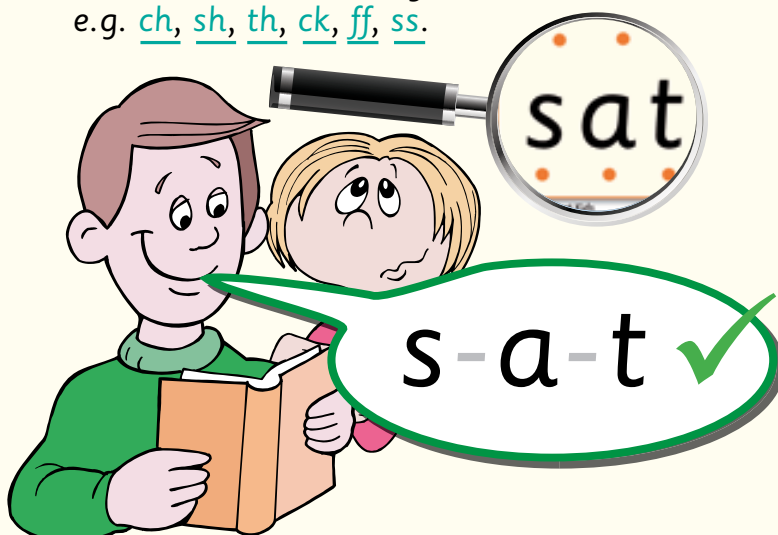
CHILD: Repeats your actions then uses a pencil to trace over and write the letter while saying the sound.



3. Read the words:

PARENT: If your child has difficulty reading the first word say the sounds of each letter or digraph and blend them together taking care to say just the sound e.g. “s-a-t” NOT “es-aye-tee” or “suh-ah-tuh”.

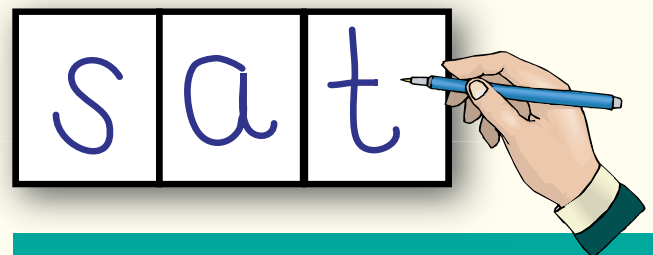
Use the sound buttons to help. Each dot stands for one sound. A line under two letters shows that they make one sound e.g. ch, sh, th, ck, ff, ss.



4. Write the words:

PARENT: If your child has difficulty you can vocalise the letter formation e.g. “down, up and around” while using your finger to trace the shape on the table.

As your child advances use a sheet of paper to cover the words on the left before they write them in to the frames.



5. Read the sentence:

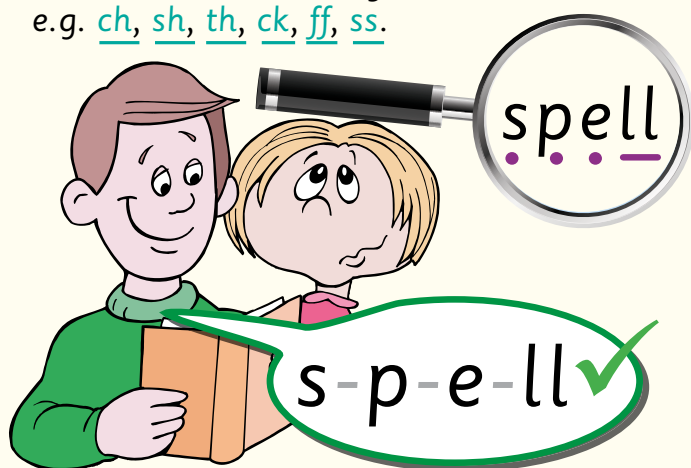
PARENT: If your child is having difficulty reading a word, ask them to say the sounds in the word and blend them together.

Helping your child with the activities...

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2. Read the sentences:

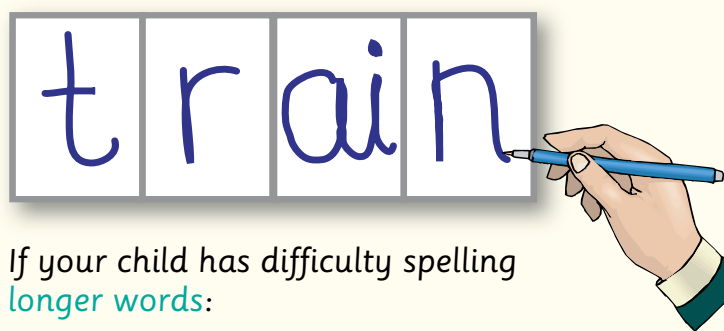
PARENT: If your child is having difficulty reading a word, ask them to say the sounds in the word and blend them together. To help your child blend the separate sounds, ask them to say the sounds again (quickly) in just one breath.

3. Order the sentences:

PARENT: Ask your child to read all of the words out loud. Ask them which word they think comes first, second etc. Draw their attention to e.g. the capital letter or what is happening in the picture. Work out the sentence by saying different combinations, before writing it down. Cross out the words once you have used them. Ask your child to read the sentence back to you to make sure it says what they think it should.

4. Write the words:

PARENT: Ask your child to read the word and then cover it over, before asking them to write the word. Your child will write the letter(s) that represent one sound into each box to help them to spell the whole word.



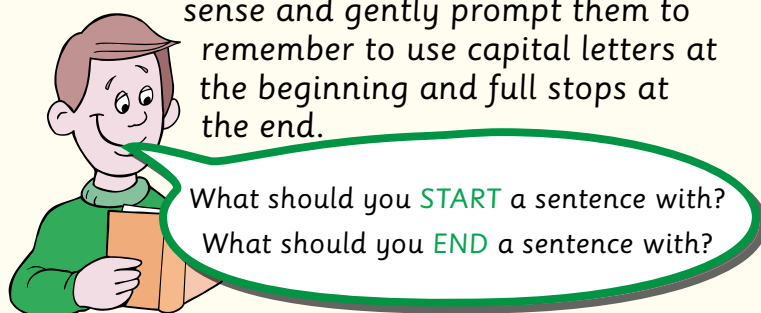
1. Ask them to say the syllables e.g. “shampoo” would be “sham / poo”.
2. Ask them to say and spell the sounds in each syllable.



5. Write the sentences:

PARENT: For activities that involve writing an answer or a sentence, ask your child to think of the sentence and say it out loud, before they write it down. If they find it difficult, think of ideas together.

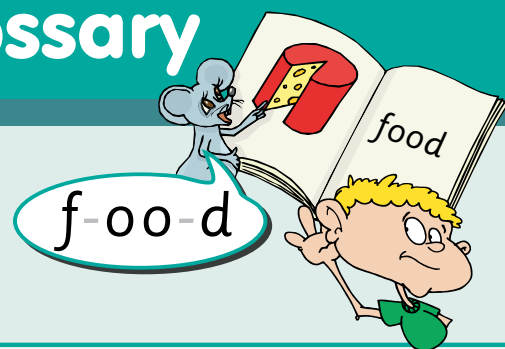
Ask them to read the sentence back to you to make sure it says what they think it should. Ask them if they think it makes sense and gently prompt them to remember to use capital letters at the beginning and full stops at the end.



Notes for parents - Glossary

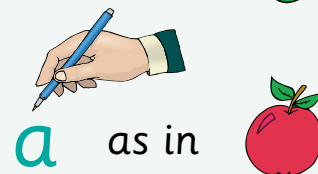
Phonics

Phonics is a way of **teaching reading, writing and spelling** based around hearing and identifying letter sounds and matching them to letters or letter patterns.



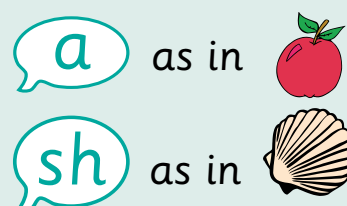
Grapheme

A grapheme is a **letter or sequence of letters** that represents a phoneme (one sound). We convert graphemes to phonemes when we are reading aloud (decoding written words).



Phoneme

A phoneme is a **single spoken sound** e.g. /a/ as in 'apple'. There are **44 sounds (phonemes)** in the English language that can be made up of one or more letters.



Digraph

A digraph is a **single unit of sound (phoneme)** made up of **two letters** e.g. 'ee' as in 'bee'.



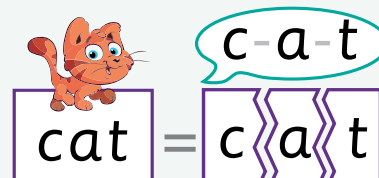
Blending Sounds

Blending letter sounds together enables pupils to **identify** and **decode words** when reading.



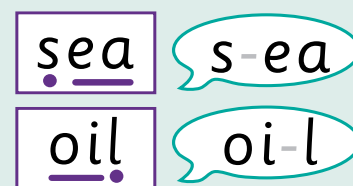
Segmenting Sounds

Segmenting letter sounds means to **break a word** down into its **phonemes**. This enables pupils to break down words that they are trying to spell.



Sound Buttons

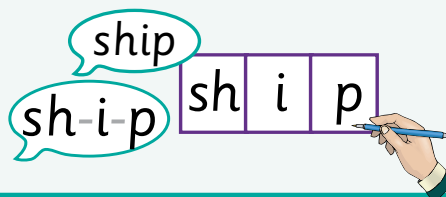
Sound buttons help children to **recognise** where the **sounds in a word** are and which **letters** make them. Dots show that a sound is made up of one letter. Lines show that it is made from more than one letter.



Phoneme Frames



Phoneme frames help children to **break a word** into its **sounds** and understand which letters make these sounds.



Tricky Words

Tricky words are words that contain one or more **irregular** or **unusual letter sequences** e.g. 'people' the /ee/ sound is made by the letters 'eo'. Tricky words may also contain sounds that are made up of letter combinations that children haven't learnt yet.

