

# Summer Term

## Phonics Guide for EYFS Parents

This term we continue to follow the Letters and Sounds programme to develop your child's reading skills.

The primary aims this term are to:

- consolidate past learning
- read and spell words with adjacent consonants
- read and spell more tricky word

### Terminology

**Adjacent consonant:** two or more consonants next to each other without a vowel between them.

CCVC e.g. frog      CVCC e.g. went      CCVCC e.g. stand

CCCVC e.g. strap      CCCVCC e.g. scrunch

### Reading

#### **Oral blending:**

There is still much emphasis on oral blending as it is vital that your child is blending using all sounds. With adjacent consonants it is easy to miss out a sound and completely change the meaning of the word e.g. 'went' could be mistakenly read as 'wet'

#### **Blending for reading:**

As in past terms, sound buttons will be used to support your child in learning to blend and read words.

[blending](#)

As your child develops confidence we encourage them to blend silently i.e. they say and blend the words in their head before saying the word out loud. Gradually your child will blend many words automatically and will only need to sound out words that they have not come across before.

#### **Segmenting for Spelling**

Oral segmenting is important in the spelling of words with adjacent consonants as it is crucial your child is hearing all the sounds correctly. For example, 'train' becomes, 't-r-ai-n', not 'ch-r-ai-n' or 'ch-ai-n'.

As taught previously, when spelling a word we orally segment it and then write it in a phoneme frame. Each box is for a different sound (rather than a different letter) and therefore a digraph/trigraph fit into one box.

## Spelling

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s	p	l	a	sh
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t	r	ai	n
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## Tricky words

Your child will learn to read the tricky words:

said, have, like, so, do, some, come, were, there, little, one, when, out, what

They will also learn to spell the tricky words:

he, she, we, me, be, you, all, are, her was, they, my, live, give

We use the names of the letters when spelling tricky words

## Partnered Reading

This term your child will take part in whole class partnered reading **three times a week**. This comprises of three weekly sessions in which the children will focus on decoding, fluency and comprehension. As with the home reading books, these books will be finely linked to the phonemes and tricky words they have learnt.

A sticker, telling you which book your child has read will be stuck in your child's reading diary so they can read the book to you at home on [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk). Please **tick or initial the sticker** so we know the children have read the book to you

### Reading at home:

Your child will continue to bring a reading book home to share with you each day. In order to develop their confidence, fluency and understanding children are expected to reread books, usually three times. When reading at home:

- ✓ Try to have a daily routine for reading and ensure there are no distractions.
- ✓ If your child gets stuck on a word, remind them to say the letter sounds individually and then blend them together quickly to hear the word. If your child still can't work out the word, then tell them what it is and move on.
- ✓ Once your child has blended all the individual words in a sentence ask them to read the sentence again as this will aid their comprehension
- ✓ Encourage your child to track the words they are reading with their finger.
- ✓ Be sure to be patient and don't forget to be impressed at your child's effort!

Learning to read can be hard work for many children, so it's important to keep enjoying books together. Your child will benefit hugely from listening to books and stories that they can't read themselves yet. A bedtime story is a lovely way to end a busy day!

## Ideas for practising these skills at home

Listen to your child **read** their school reading book **every day**.

### **Blending:**

- Lucky dip - hide a selection of words in a box of shredded paper. Ask your child to find and read the words. You could challenge them to see how many they can find and read in a given time e.g. 1 minute

### **Segmenting:**

- Write a list of words and ask your child to read them. Cover one up and see if they can remember which word it was – can they write the word? This also works with objects – have some objects on a tray, remove one, and ask your child to write the one that has been taken away.

### **Tricky words:**

- Rainbow writing - learn to spell your tricky words by writing them in lots of different colours
- Write the tricky words on big pieces of paper. When you call a word out your child needs to run and jump on the correct word. Take it in turns calling the words.

This guidance is supplemented by a power point presentation which can be found on our school website [www.katherinesemar.co.uk](http://www.katherinesemar.co.uk)