http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/ great for top tips in pronunciation of 'sounds'

http://www.phonicsplay.co.uk/ParentsMenu.htm with a support page for parents.

http://www.phonicsplay.co.uk/PreSchool.htm if you have younger children – preparation

http://www.spellitright.talktalk.net/advice2.html spelling explained to parents with resources

http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/ 3 levels of blending – combining sounds to form words.

http://www.bbc.co.uk/cbeebies/alphablocks/games/alphablocks-games/

http://www.bbc.co.uk/cbeebies/songs

www.sentenceplay.co.uk

http://www.phonicsplay.co.uk/InteractiveResources.htm free phonic games for children phase 1-6

Phonics play is one of the software resources we use in school along with direct teacher using Sounds and Letters.

Phonics - a definition

What is phonics?

Phonics refers to a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English with letters or groups of letters (e.g that the sound /k/ can be represented by *c*, *k*, *ck* or *ch* spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words. In this way, phonics enables people to use individual sounds to construct words. For example, when taught the sounds for the letters *t, p, a* and *s*, one can build up the words "tap", "pat", "pats", "taps" and "sat" . There are 26 alphabetical letters in English, but 42 sounds.

What is phonics?

There has been a huge shift in the past few year in how we teach reading in UK schools. This is having a big impact and helping many children learn to read and spell. Phonics is recommended as the first strategy that children should be taught in helping them learn

to read. It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.

What schools do to teach reading

The Rose Review

In March 2006 a report was published called The Independent Review of the Teaching of Early Reading, more commonly known as The Rose Review. This report had very clear recommendations about the teaching of early reading. This was very welcome as prior to this there was a lot of confusion about what schools should be doing.

Helping My Child

Unofficial homework - sharing what they have learned today

Encourage your child to tell you what they have done at school today. The earlier you can get into this habit the better. Children in Nursery, Reception and Year 1 will have been learning songs and actions that they can show you and you can join in with. If your child absolutely won't tell you, have a chat to the teacher and see if there are actions or songs that they can share with you. Otherwise, try learning some songs and nursery rhymes at home together. Have a look at the interactive Hickory Dickory Dock game together or try some of the books below. Sharing songs and rhymes is something that you can easily do when you are busy with something else e.g. cooking, cleaning, driving in the car.

Phonics - methods of teaching

Synthetic phonics - an approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word.

Analytical phonics - an approach associated with the teaching of reading in which the phonemes associated with particular graphemes are not pronounced in isolation. Children identify (analyse) the common phoneme in a set of words in which each word contains the phoneme under study. For example, teacher and pupils discuss how the following words are alike: *pat*, *park*, *push* and *pen*.

Analogy phonics - a type of analytic phonics in which children analyse phonic elements according to the phonograms in the word. A phonogram, known in linguistics as a rime, is composed of the vowel and all the sounds that follow it, such as *–ake* in the word cake. Children use these phonograms to learn about "word families" for example *cake, make, bake, fake*.

Embedded phonics - an approach to the teaching of reading in which phonics forms one part of a whole language programme. Embedded phonics differs from other methods in that the instruction is always in the context of literature rather than in separate lessons, and the skills to be taught are identified opportunistically rather than systematically.

Phonics glossary

blend (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.