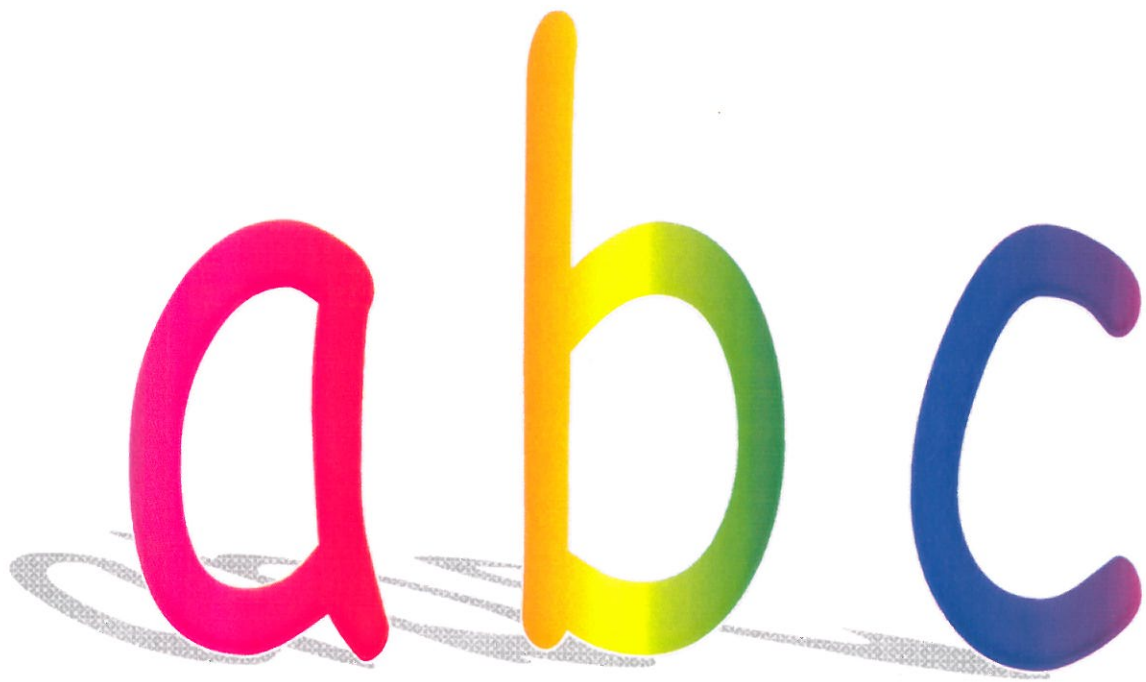


# Ladybrook Primary School



**Phonics Development**

Reading and writing are the centre of all aspects of the curriculum; it is the medium through which we access all information.

The environment we provide for the children is rich in language and they respond to this quickly, from finding their coat peg to naming their milk beaker. Children quickly understand that print carries meaning.

It would be naive to think that we could explain how your children develop through the whole reading and writing process in one booklet but it is important that we let you know briefly some of the processes we go through so that school and home can work consistently together.

We are, of course, available to speak to should you have any issues or concerns you wish to discuss.

There are 44 letter sounds that the children have to learn: the 26 basic letter sounds of the alphabet and then combinations of these that make completely new sounds such as sh, ch and th.

We value the importance of children's individual ability and children may experience these sounds at different points of the foundation and key stage one curriculum.

Children are encouraged to learn the letter sounds before letter names, as it is these sounds that help children to word build.

i.e. use 'a' as in apple rather than 'a' as in ape

They will also be taught to match this sound to the lower case symbol rather than the upper case symbol.

i.e. a for apple not A for apple

Details of letter formation are available at the end of this booklet.

These initial sounds will be introduced to the children in a number of ways. Initially this will be through the sounds in their own name, their friend's names and in print around the classroom. Children may also experience 'letter tables' where they are encouraged to bring in objects linked to sounds they are learning to write.

However, our main scheme throughout school is Synthetic Phonics, developed by Ruth Miskin. It is a multisensory approach where children are taught to say the sound, read the sound, write the sound.

Sound letter pictures are used to help the children learn these sounds quickly. A grid of these is available at the back of this booklet. Handwriting rhymes also link to these pictures that help the children learn to write the symbol. Copies of these handwriting rhymes are available at the back of this booklet.

Children are introduced to sounds in groups of consonants and vowels rather than in alphabetical order. The first set of sound groups are-

m,a,s,d,t

i,n,p,g,o

c,k,u,b

f,e,l,h,sh,r

j,v,y,w

th,z,ch,qu,x,ng,nk

This is so that children can quickly look at three letter words also known as consonant - vowel - consonant words (CVC). For example the first group of sounds is m, a, s, d, t which allows us to make words such as mat, mad, sad, dad, sat.

It is important to remember that we teach to children's abilities but generally Nursery will begin to concentrate on making sure the children can say the sounds properly whilst also introducing the symbol. Reception will continue this whilst also ensuring children can write the symbol to match the sound correctly. It is also in reception that the majority of word building c.v.c words will take place.

The children are taught to say 'pure sounds.' This makes word building easier in the future. In the north we tend to add an '-uh' to sounds, for example  
b - 'buh'  
c - 'cuh'  
which makes spelling more tricky.

This is avoided by teaching the children whether sounds are bouncy or stretchy.

Stretchy sounds can be stretched e.g. ffff, llll, mmm  
Bouncy sounds can't be stretched so we bounce them b-b-b, c-c-c

Stretchy sounds are  
ffff, llll, mmmm, nnnn, rrrr, ssss, vvvv, zzzz, ssshhh, tthhhh, nnng

Bouncy sounds are  
a, e, i, o, u, c, h, p, t, k, ch, b, d, g, j, w, y, x, qu, nk

There are many things you can do at home to help your children

- Do praise any efforts
- Point out print in the environment
- Play I spy to encourage children to hear sounds at the beginning of words
- When writing use the letter formation sheet, don't write in capital letters or joined up writing
- Remember not to use letter names, use letter sounds
- Play snap with sounds cards
- Play with foam letters in the bath
- Play picture lotto - matching pictures with sounds
- Use lower case fridge magnets and foam bath letters
- Usborne and Early Learning have many games suitable for supporting your child at home.

Handwriting Rhymes (For these to make sense cross reference to the pictures used with the symbols!)

Write **m** (Maisie) Maisie, mountain, mountain

Write **a** (Apple) Round the apple, down the leaf

Write **s** (Snake) Slide around the snake

Write **d** (Dinosaur) Round his bottom, up to his neck and down to his feet.

Write **t** (Tower) Down the tower, across the tower

Write **i** (Insect) Down the body, dot for a head

Write **n** (Nobby) Down Nobby and over his net

Write **p** (Pirate) Down the plait and over the pirate's face

Write **g** (Girl) Round her face and down her plait, give her a girl

Write **o** (Orange) All around the orange

Write **c** (Caterpillar) Curl around the caterpillar

Write **k** (Kangaroo) Down the kangaroo's body tail and leg

Write **u** (Umbrella) Down and under, up to the top and draw the puddle

Write **b** (Boot) Down the laces, over the toe and touch the heel.

Write **f** (Flower) Down the stem and draw the leaves

Write **e** (Egg) Lift off the top and scoop out the e-e-e-gg

Write **l** (Leg) Down the llllong lllleg

Write **h** (Horse) Down the hhhead to the hhhooves and over his back

Write **sh** (Snake) Slither down the sssnake, down the h-h-head to the h-h-h-ooves and over his back

Write **r** (Robot) Down his back then up and curl

Write **j** (Jack in the box) Down his body curl and dot

Write **v** (Vulture) Down a wing and up a wing

Write **y** (Yak) Down a horn up a horn and under his chin

Write **w** (Worm) down up down up

Write **th** tower and horse

Write **z** (Zip) zig zag zig

Write **ch** caterpillar and horse

Write **q** (Queen) Round her head up to her crown and  
down her hair

Write **x** (Star jumping child) Cross the arm and leg  
and cross the other way

Write **ng** a thing on a string

Write **nk** I think I stink!