

**GATEHOUSE  
PRIMARY**

## MOVING ON

### Writing Letters

Make letters in fun ways such as in clay, playdough, or sand and talk about the sound each letter makes and the sounds they make when they are combined. This also provides good opportunities to teach correct letter formation.



### Making Words

Using Jolly Phonics, children are taught sounds and how blend them to build words. When they begin blending the easiest words to start with are words where each letter makes one sound such as “c-a-t”.

As well as the initial sounds they will learn about diagraphs – when two or more letters join to make a different sound such as : oo, ee, sh, th, ch, ng, ie, oa. At this point they can move on to blend longer words and words with diagraphs in them e.g. moon, tree etc.

Try giving a sound and setting a target such as “Can we think of five words with the “a” sound in it, the “ee” sound in it, the “sh” sound in it?”

### **Make and break words**

Make words with magnetic letters or letters on cards and then add or change one letter to make a new word. For example, begin with the word “cat” and then take off the “c” and replace it with a “b” to make the word “bat” and so on. See how many new words you can make.

### **News**

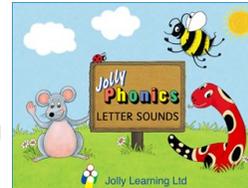
Ask them to highlight all the sounds/words they know in a newspaper/magazine. Do this as a team – you could highlight in a different colour the words you think they will know.

### **Roll a dice**

Write sounds on paper numbered 1 to 6. Take turns to roll the dice and think of word beginning/ending/middle with that sound. You cannot use the same word twice.

## A WORD ABOUT JOLLY PHONICS

Whilst Jolly Phonics is the main resource in school for teaching Synthetic Phonics to children it is not the only resource. So much of learning about sounds and reading can be done through games and play. We value the role parents and families play in supporting the development of these essential skills.



Even after your child has been taught all of the Jolly Phonics sounds and has each one on their sound cards it is good practice to visit these regularly. The sounds can be taken off the treasury tags to be used for any of the games above or for word building.



If you need further information on how you can support your child with phonics or any other aspect of learning then please get in touch with their teacher or the School Office



# Sounds Right, Right Sounds

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## INTRODUCTION

The aim of this booklet is to give you a clear picture of how we approach the teaching of phonics and word recognition and how, as a parent or carer, you can support and encourage your child at home.

From a very early stage, children develop awareness of different sounds in spoken language. They develop understanding that spoken words are made up of different sounds and they learn to match these sounds to letters. Phonics is about children knowing how letters link to sounds, for example **c** as in 'cat', **ll** as in 'fell', **ee** as in 'sheep'.

Children use their phonic knowledge when they are reading and writing. We want children to develop their phonic skills so that they become automatic. This also greatly helps them with their spelling.

## GET READY

### Knowledge of Rhymes

Hearing, learning and reciting nursery rhymes can help young children toward becoming proficient readers. Not only do children experience the pleasure of words but they also develop early literacy skills.

Help children develop an ear for rhyme by:

Telling children that the words sound the same at the end.

Reading aloud and reciting to children and having the children themselves recite and sing nursery rhymes and poems.



### Awareness of Print

#### Environmental Print

Look for letters and words in your house or the local area. Point out and talk about the letters you see and the sounds they make as you read words on signs, labels, menus, and the TV.



#### Shopping

Have your child use phonics to help you look for items at the grocery store. Ask him to find the "corn" by looking for the letters on the labels. You could begin with the initial sound then build up to blends and words as they improve.

### Hearing Sounds

#### Common Objects

Collect several objects that begin with the same sound. Make a second group of objects beginning with a different sound. You can also make a card with the letter sound on it to go with each group. Mix the objects and ask your child to sort them out according to their initial sound. This activity can help your child to "hear" the first sound of a word.

#### Odd One Out

Say a number of words, one of which does not begin with the same sound as the rest. Your child then picks out the odd one.

#### I Spy

Initially playing 'I spy' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'. As they develop you can say 'I spy something ending with "t", or with the "oo" sound in it.

## OFF WE GO

### Sounds and Letters

#### I Spy/I Hear



Instead of saying "I Spy..." try "I hear with my little ear the sound "t" in "cat". The child then says if the sound is at the beginning or the end of the word.

#### Sounds Scrapbook

Write a letter at the top of each page of a scrapbook. Concentrate on a few letters at a time, collect pictures of objects that begin with those letters. Do not use words where the first sound does not make its normal sound such as in giraffe, ship, cheese, thumb. Stick the pictures on the appropriate pages.

#### 'What does it start with?' Box

You will need:

A box

Several items each beginning with a different sound  
Corresponding letter cards

This game is similar to the common objects game but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its first sound is and then to match the object with the relevant card.

