

Phonics for Parents

At Vardys Road we teach spelling through explicit phonics & vocabulary lessons and through integration into reading and writing. Earlier this term we held a workshop for parents to learn more about phonics. This sheet is a summary of the main topics covered at the workshop. If you have any questions please talk to your child's teacher or Mrs Barber or Mrs Davis.

Definitions

Phonics – phonics refers to the sound and letter relationships. It relates to connections between sounds and written symbols.

Phonological awareness – is the foundation for phonics and refers to the ability to identify and manipulate oral (spoken) language.

Phoneme – a speech sound: the smallest unit of sound in a language, e.g. the sound you hear, the /f/ in frog).

Grapheme – a letter or combination of letters that corresponds to or represents phonemes, e.g. the f in frog, the ph in phone, the gh in cough: they all make the same phoneme but use different graphemes when written.

Grapheme-Phoneme Correspondences (GPCs) – the link between letters or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent.

Graph – one letter that makes one phoneme (sound) e.g f in frog.

Digraph – two letters that make one phoneme e.g. ph in phone.

Trigraph – three letters that make one phoneme e.g. igh in night.

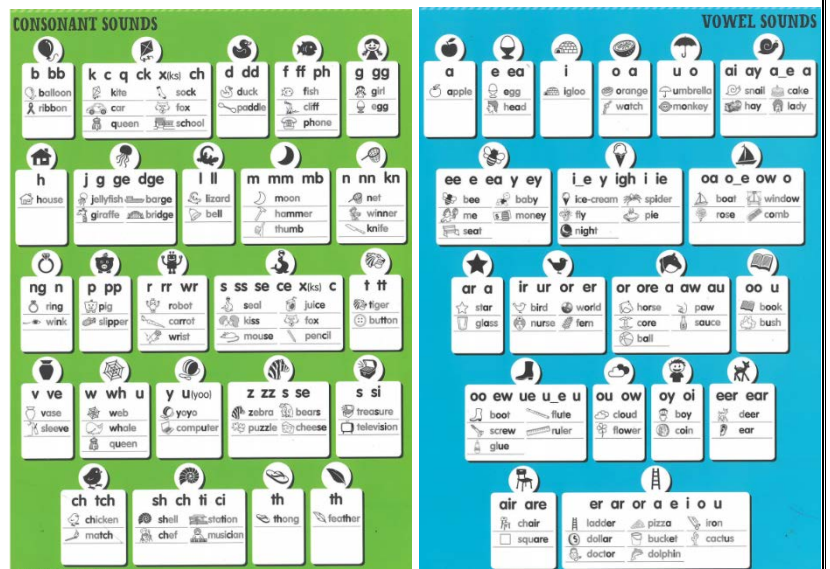
Quadgraph – four letters that make one phoneme e.g. ough like in through

Phonics Charts

At Vardys Road we are using the Sound Waves phonics charts as a known phonetic key that teachers and students can refer to.

If a student is trying to spell sketch but has written *skech*, the teacher would direct them to the chart and say, 'good listening to the phoneme, in this word you need the trigraph for /ch/ like in match.

The charts show the most common representations for each of the 44 phonemes in the English language. students are taught to distinguish the phonemes so they can make better choices when spelling or reading.



**There are 923 words
that break the
“i before e” rule.
Only 44 words
actually follow that
rule.**

DUMPSDAY.COM



Common Misconceptions:

Spelling rules – most ‘spelling rules’ actually don’t work so now we call them ‘generalisations’. So generally or often, this is the way it works.

Enunciation is the act of pronouncing words.

Clear enunciation will assist with spelling, but be careful not to over accentuate phonemes just because of the way they are spelt. E.g. saying Doct/OR/ with emphasis on the OR at the end.

‘a’ makes the sounds /a/ for apple – now we say ‘a’ can make the phoneme /a/. It can also make different phonemes in different words like was, baby, glass, ball and ant.

Phonological Awareness Skills

These are some of the activities students will complete to build their phonological awareness which is the foundation for phonics.

Rhyme awareness & construction - the ability to hear and produce words that rhyme (cat/mat)

Onset and rime - onset is the initial phoneme and rime is the string of letters that follow. (fall - f (onset) all (rime), t-all, b-all. They are like word families.

Alliteration - The occurrence of the same letter or sound at the beginning of words (ball/bat/bee)

Sound & word discrimination - word discrimination is the ability to segment sentences into words. Sound discrimination is the ability to discriminate which words sound different.

Segmenting - the separation of words; onset and rime, syllables and phonemes.

Blending - the combining of words; onset and rime, syllables and phonemes (bl, sw, spr)

Phoneme isolation - isolates a single phoneme in a spoken word; beginning, medial and final.

Syllable manipulation - deletes and substitutes syllables. (Tingo tango mango)

Phoneme manipulation - deletes, adds and substitutes phonemes. (stop becomes step becomes stem)