Useful websites and leaflets for more information

www.nationalliteracytrust.org.uk/familyreading/parents

Includes information about how to make reading and writing fun for you and all your family. It promotes their campaign to make 'every home a reading home'.

www.oxfordowl.co.uk

Includes top tips for supporting your child's reading, games and activities and e-books to read together.

www.topmarks.co.uk

Lots of brilliant phonics games for children to play on the computer.

If you have any questions or queries about Sounds-Write or Phonics, please contact Miss Whitnell, the Phonics Intervention Teacher, or ask your child's Class Teacher who will be happy to help you.

Phonics

Home Learning Guidance

Sounds-Write: **Units 8, 9 and 10**

Meadowfield
Happy Safe Welcoming Proud Enthusiastic Learning and Achieving Together
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This leaflet summarises, for your information, the Sounds-Write Phonics Programme of Learning that your child is currently working on.

Reading with your child

What can you do to help your child learn to read?

For Units 8, 9 and 10, your child will be using all the Unit 1-7 sounds they have learnt so far to build four and five-sound words.

Sounds~Write™ Unit 1-7:

a, i, m, s, t, n, o, p, b, c, g, h, d, f, v, e, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz

We will always be talking about sounds not letters and you can help most effectively by not using letter names, only sounds. If you are not sure which sounds we are teaching, simply refer to the key below:

/**a**/ as in '**cat**', /**i**/ as in '**pin**', /**m**/ as in '**map**',/**s**/ as in '**sip**', /**t**/ as in '**ten**', /**n**/ as in '**not**', /**o** / as in '**pop**', and /**p**/ as in '**pen**'.

/**b**/ as in '**big**', /**c**/ as in '**cup**', /**g**/ as in '**get**', /**h**/ as in '**hen**', /**d**/ as in '**dog**', /**f**/ as in '**fun**', /**v**/ as in '**vet**', and /**e**/ as in '**leg**'.

/**k**/ as in '**kit**', /**l**/ as in '**leg**', /**r**/ as in '**run**', /**u**/ as in '**bun**', /**j**/ as in '**jug**', /**w**/ as in '**wig**', /**z**/ as in '**zip**', /x—**ks**/ as in '**fox**' and /**y**/ as in '**yes**'.

What are we trying to teach?

We want your child to learn that letters are symbols for sounds, so that when they see the letters < **s**> <k > <**i** > <p>, they say and hear

/s/ /k/ /i/ /p/ 'skip'.

In Units 8, 9 and 10, we will be working on building and blending four and five-sound words such as crab, plum, hands etc. Your child needs to **say the sounds** and **listen** to hear what the word is. For this reason, sounds need to be said very precisely (as shown above). For example, when we see the letter **<p>**, we say **/p/** and not **'per'**.

What can you do when reading a book with your child?

- When sharing a book with your child, ask them to look for and point to Unit 1 -7 sounds. Encourage your child to **say the sounds and read the word** on each page.
- Also, do all the things you would normally do when sharing favourite stories or books with your child; such as talking about the pictures, discussing the characters, predicting what is going to happen next, and so on.
- Whenever you come to a three, four or five-sound word, which is made up of sounds your child has already come across, ask them to have a go by **saying the sounds and listening** for the word.
- You can best support you child by giving them as much practice as you can.