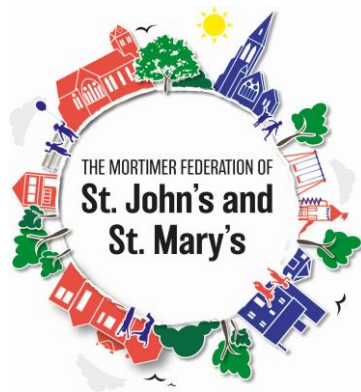


The Mortimer Federation of St. John's and St. Mary's



**Helping your child
achieve in Phonics**

- Year 2 -

A booklet for parents

What is phonics?

Phonics is a way of teaching children to read by breaking up words into smaller chunks of sound.

For example, we can break a simple word like 'cat' into the three sounds c-a-t.

Children will learn the individual sounds for each letter or groups of letters in order to become a successful reader. Some sounds in English are made up of more than one letter like the sound 'ea' in tea or team.

Once children know the sounds they will be able to 'decode' unfamiliar words by breaking the word into sounds then read the word by blending back together. For example, sh-o-p- shop.

Why do we teach phonics?

Research shows that when phonics is taught in a structured way- starting with the easiest sounds, progressing through to the most complex- it's the most effective way of teaching young children to read. It's particularly helpful for children aged 5-6.

Almost all children who have good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Terminology

Below is some of the terminology your child will learn during their phonics lessons and what they mean.

Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

Grapheme

A grapheme the written symbol of a phoneme. It is a letter or group of letters representing a sound e.g. /s/, /ai/, /ear/

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/ as in ship or chip.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/

Split digraph

A digraph in which the two letters are not adjacent – e.g. the /a_e/ sound in **make**.

Abbreviations

VC, CVC, and CCVC are the abbreviations for words with vowels and consonants. For example, *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC) and *bleach* (CCVC).

Prefixes

Prefixes are a group of letters that change the meaning of a word when they are added to the start. Most prefixes mean a similar thing when they're added to different words. Some examples are un-, dis-, mis-.

Suffixes

A suffix is a letter or group of letters that goes on the end of a word and changes the word's meaning.

Sometimes they also change the original word's spelling. When adding a suffix you might have to double the last letter. For example when adding 'ed' to 'drop' you also double the p so it becomes 'dropped'.

Some suffixes have specific uses. Adding '-ing' can change a noun into a verb eg 'garden' to 'gardening'. While 'ed' can put a verb in the past tense eg 'jump' to 'jumped'.

Phase 6 Phonics

In Year 2 the children will build on their phonics learning from Foundation Stage and Year 1.

In Phase 6 Phonics, the main aim for children is to develop their fluency as a reader and increase their accuracy when spelling. They will have already learnt the most often used grapheme-phoneme correspondences (GPCs) in the English language. Children will be able to sight-read a large number of words. When coming across an unfamiliar word, they have a range of strategies to decode them including their sounding and blending skills.

By the end of Phase 6, children should be fluent readers and accurate at spelling a range of words, including words which don't conform to traditional spelling rules.

The goal is for children to become confident spellers, although spelling is more difficult for children to grasp than reading. During Phase 6, children will start to spell more complex words. They will continue to work on spellings and skills which are more difficult, for example:

- Using suffixes to indicate tenses
- The rules for adding -ing, -ed, -er, -est, -ful, -ly and -y
- Plural spelling
- Using prefixes to change words

Please see the Grammar, Punctuation, Vocabulary and Spelling Booklet for more guidance.

Here are some examples of taught Phase 6 activities:

- Reading with increasing fluency
- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Spelling long words
- Finding and learning the difficult bits in words
- Developing memory strategies for spelling
- Application of spelling in writing
- Knowledge of the spelling system
- Adding suffixes to words

How can I help my child at home?

- Please continue to read with your child daily and encourage them to:
 - Sound out when reading or writing unfamiliar words.
 - Re-read to build fluency of the same text, which in turn supports their general reading fluency.
 - Ask a variety of comprehension questions (see reading record for suggested questions).
- Help your child to complete any homework they bring home
- Children can practice their phonics by playing games online –see examples below
- Most importantly, ENJOY READING!

Useful webpages

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk>

<http://www.bbc.co.uk/schools/wordsandpictures>

http://www.ictgames.com/phonemeFlop_v4.html

<http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/popup.shtml>

<https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zncgvk7?scrlybrkr>

<https://www.teachyourmonstertoread.com/>