



Braunston C.E. Primary School

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Thank you for attending today's Phonic workshop. We hope you found it useful and it has given you an insight into how we teach Phonics at Braunston Primary School.

Here is a list of ideas to support Phonics at home:

- Set aside time for you and your child to complete activities uninterrupted and in a quiet place.
- Try to carry out activities when your child is feeling refreshed and willing to have a go at them.
- Listen for different sounds around your environments, e.g. the birds singing, the rubbish truck driving around, a knock at the door... Can your child differentiate the types of sounds they can hear? Are they loud? Soft? High pitched? Whereabouts can you hear them? How often? What time of day? Are they able to recreate any of the noises they can hear?
- Practise saying the individual sounds that we have been learning in class, e.g. 'm.' Emphasise saying it so that the sound is being stretched 'mmmmmm.' Practise singing it, saying it softly, loudly etc.
- Go on a sound hunt together – how many objects can you find that begin with the sound (m)? 'Mat, mirror, microwave...' Practise saying the name of the objects you found, emphasising the initial sound and breaking down the words into sounds – **m-a-t** mat, **m-i-rr-or** mirror.
- Have a go with forming the letters – not just using pen and paper. Get imaginative using lots of different media, e.g. mark make in dried rice, shaving foam, flour, sand, use playdough to roll with and manipulate into letter shapes. Think about how tricky you found it to hold a pen to correctly form a letter sound... By manipulating materials like playdough, using tools such as tweezers, the children are steadily strengthening their finger muscles to get ready to write. Provide lots of opportunities for them to do this at home.
- Create 'silly sentences' using some basic alliteration – **M**ummy's pet **m**onkey climbed the **m**assive **m**ountain and ate **m**armalade.
- Share rhymes and rhythmic stories together. Can you hear the rhythm as the story is being read? What words are rhyming? Can you think of your own rhyming pairs?
- Create time for bedtime stories, story times throughout the day. Can your child identify any of the sounds within words from the books?
- Play 'I Spy with my Phonics eye...', 'Chinese Whispers' and 'Simon Says' – break down three letter words, e.g. 'b-a-t.' What was the word I was thinking of? Simon is telling you to 'h-o-p.'

Here is some information to help your child on their way to become an independent reader and writer. At Braunston Primary School we use Read Write Inc to introduce sounds. Each sound has a saying to help us remember it. We also have a saying to help us remember to write the letters correctly (see Teaching Phonics at Braunston School document). We then use the sounds to 'make' and read words.

With Read Write Inc we are using the **pure sounds** ('m' not 'muh' etc) so that your child will be able to blend the sounds into words more easily.

These first sounds should all be stretched slightly and are known as our 'stretchy' sounds. Try to avoid saying **uh** after each one.

m – mmmmountain (keep lips pressed together hard)
s – ssssnake ((keep teeth together and hiss)
n – nnnnet (keep tongue behind teeth)
f – ffffflower (keep teeth on bottom lip and force air out sharply)
l – llleg (keep pointed curled tongue behind teeth)
r – rrrrobot (say rrr as if you are growling)
v – vvvvulture ((keep teeth on bottom lip and force air out gently)
z – zzzzip (keep teeth together and make a buzzing sound)
th – thhhhank you (stick out tongue and breathe out sharply)
sh – shhhh said the horse to the hissing snake (shhh noise as in "be quiet")
ng – thinnnngggg on a strinnnngggg (curl your tongue at the back of your throat)
nk – I think I stink ('nk' in oink)

These next sounds cannot be stretched. We say that they are 'bouncy' sounds. Make the sound as short as possible avoiding saying **uh** at the end of the sound.

t – t-t-t tower (tick tongue behind the teeth)
p – p-p-p pirate (make distinctive p with lips)
k – k-k-k kangaroo (make sharp click at the back of throat)
c – c-c-c caterpillar (make sharp click at the back of throat)
h – h-h-h horse (say h as you breathe sharply out)
ch – the caterpillar's hairs make the horse sneeze ch-ch-ch (make a short sneezing sound)
x – x-x-x exercise (say a sharp c and add s)

You will find it harder to avoid saying uh at the end of these sounds.

d – d-d-d dinosaur (tap tongue behind the teeth)
g – g-g-g girl (make soft sound in throat)
b – b-b-b boot (make a short, strong b with lips)
j – j-j-j jack in the box (push lips forward)
y – y-y-y yak (keep edges of tongue against teeth)
w – w-w-w worm (keep lips tightly pursed)
qu – qu-qu-qu queen (keep lips pursed as you say cw)

The short vowels should be kept short and sharp.

a – a-a-a apple (open mouth wide as if to take a bite of an apple)

e – e-e-e egg (release mouth slightly from a position)

i – i-i-i insect (make a sharp sound at the back of the throat – smile)

o – o-o-o orange (push out lips, make the mouth into o shape)

u – u-u-u umbrella (make a sound in the throat)

The long vowel sounds are all stretchy sounds

ay – ay, may I play?

ee – ee, what do you see?

igh – igh fly high

ow – ow, blow the snow

oo - oo, poo at the zoo

oo - oo, look at a book

ar – ar, start the car

or – or, shut the door

air – air, that's not fair

ir – ir, whirl and twirl

ou – ou, shout it out

oy – oy, toy for a boy

All of our teachers and teaching assistants have been trained in the Read, Write Inc programme and they can show you how to pronounce these sounds. We hope that you will not hesitate to ask for any help.