

## Jolly Phonics

Now your child has their own Jolly Phonics book you can practise each sound at home together.

Letters and Sounds alongside Jolly Phonics are resources we use in school to support the systematic teaching of phonics. The Jolly Phonics programme encourages each sound to be taught with an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. As a child becomes more confident, the actions are no longer necessary.

It is important that children learn each letter by its sound, not its name. For instance, the letter 'a' should be called 'a' (as in ant) not ai (as in aim). Similarly, the letter 'n' should be nn (as in net), not en. This will help in blending. The names of each letter can follow later.

The letters have not been introduced in alphabetical order. The first group (s,a,t,i,p,n) has been chosen because they make more simple three-letter words than any other six letters. The letters b and d are introduced in different groups to avoid confusion. In school we will continue to practise the phonemes (sounds) for a number of letters (graphemes), which phoneme is represented by which grapheme and that a phoneme can be represented by more than one letter, for example, /ll/ as in b-e-ll. We will be using pictures and hand movements to help remember these.

### Oxford Owl

- <http://www.oxfordowl.co.uk/for-home/phonics-made-easy>

The Oxford owl site allows you to listen to the correct pronunciation of the sounds your child learns at school, as well as how to blend successfully.

### VC and CVC words

C and V are abbreviations for 'consonant' and 'vowel'. VC words are words consisting of a vowel then a consonant (e.g. am, at, it) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. cat, rug, sun). Words such as tick and bell also count as CVC words – although they have four letters, they have only three sounds. For example, in the word bell, b = consonant, e = vowel, ll = consonant.

Now the children will be seeing letters and words, as well as hearing them. They will be shown how to make whole words by pushing magnetic or wooden letters together to form little words, reading little words on the interactive whiteboard and breaking up words into individual sounds, which will help their spelling. These will be simple words made up of two phonemes, for example, am, at, it, or three phonemes, for example, cat, rug, sun, tick and bell.

## Ways you can support your children at home

### Sound-talking

Find real objects around your home that have three phonemes (sounds) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g – peg.'

'I spy a c-u-p – cup.'

'Where's your other s-o-ck – sock?'

'Simon says – put your hands on your h-e-a-d.'

'Simon says – touch your ch-i-n.'

'Simon says – pick up your b-a-g.'

### Magnetic letters

Use magnetic letters for your fridge, or for use with a tin tray. Have fun finding these with your child and place them on the magnetic surface. Make little words together, for example, it, up, am, and, top, dig, run, met, pick. As you select the letters, say them aloud: 'a-m – am', 'm-e-t – met'. Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met – m-e-t'.