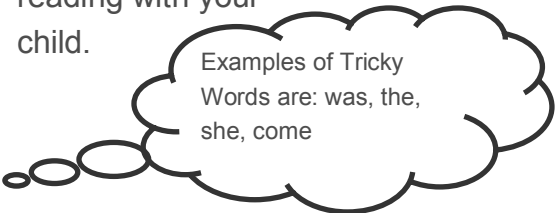


What Are “Tricky” Words?

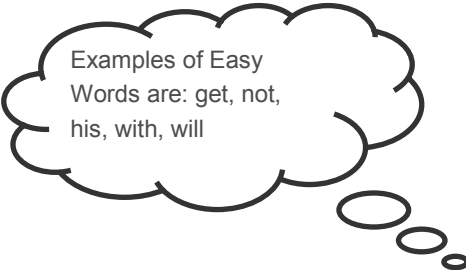
Tricky words are words that cannot be “sounded out” using a child’s knowledge of phonics . These words need to be learnt by sight. When practising these words we do not encourage “sounding out” but tell the children this is a word that they “just need to know”. The best way to learn these words is through repetition and pointing them out in books when reading with your child.



Examples of Tricky
Words are: was, the,
she, come

What Are “Easy” Words?

These are words that occur frequently in books. They are words that children could use their phonics to “sound out” however to increase fluency we encourage them to recognise them by sight.



Examples of Easy
Words are: get, not,
his, with, will

How Can You Help?

- Using sounds when reading or writing with your child to break down words. To make sure you are saying the sounds correctly please check on www.oxfordowl.co.uk (click “For Home”, “Reading”, “Expert Help” tab, “Phonics Made Easy”, “Say The Sounds”.)
- Children will be given homework including words to practise reading and spelling. Tricky words will be practised using a Look, Cover, Spell, Check sheet.
- Children should be encouraged to read **every day** or at least four times a week. Children should be encouraged to have focused writing time, with an adult, at least once a week.

Websites

- <http://www.bbc.co.uk/cbeebies/alphablocks/>
- <http://www.ictgames.com>
- <http://www.phonicsplay.co.uk>
- <http://www.oxfordowl.co.uk>
- <http://www.teachyourmonstertoread.com>

Please ask your class teacher for any further guidance or if you have any questions.



Phonics at The Alderton Infant School

At The Alderton Infant School we want to make learning how to read and write a fun and interactive experience for your child. We use a variety of approaches, mainly based around Letters and Sounds, but also including Jolly Phonics at early stages. Jolly Phonics uses an action to represent each sound to help children remember both more easily.

The alphabet has only 26 letters. However spoken English uses about 42 sounds. These sounds can be represented by individual sounds e.g. ‘s’ or ‘r’, by two letters (digraphs) e.g. ‘th’ or ‘ai’ or sometimes by three letters (tri-graph) e.g. ‘igh’ or ‘ear’.

Once children begin to learn the sounds they are quickly taught to read and write simple words. For example the first six sounds taught are 's', 'a', 't', 'p', 'i' and 'n'. From these sounds children can begin to make words such as 'at', 'in', 'sat', 'pin', 'pat' and 'tap'.

Blending—for reading

To learn to read well children must be able to smoothly blend sounds together. They will be encouraged to recognise letters and use their sounds to “sound out” the word to read it. They will then combine those sounds together to read the words.

Segmenting—for spelling

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the words into it's sounds: c-a-t.

Before writing a word young children need time to think about it, say the word several times, break the word into sounds and then write it down. Once children have written the same word several times they won't need to go through the steps as frequently.

The Phases Explained

Letters and Sounds is split into six phases. Below is an overview of each phase.

Phase One (usually covered in Nursery or Pre-school)

The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics. ***Parents can help at home by modelling good speaking and listening skills. For example encouraging your child to talk and allow time for them to think what they want to say. Model good listening, encourage eye contact and ask questions about what your child has said. Provide good models of spoken English by increasing your child's vocabulary and encouraging them to speak in sentences.***

Phases Two and Three (Reception)

Phase Two is where systematic, high quality phonic work begins. During Phases Two and Three children learn

- One way of writing all 42 sounds
- How to blend sounds together for reading and how to segment words for spelling.
- Letter names
- How to read and spell some “tricky” words.

Phases Four and Five (Yr1)

Children begin to extend the length of the words they can read and write. Also they begin to learn different ways of representing sounds they have already learnt e.g. learning the “a” sound could be represented as: a in apron, ai in rain, ay in day, ey in they, ei in veil, eigh in weigh or aigh in straight.

Phase 6 (Yr2)

During this phase, children become fluent readers and increasingly accurate spellers. They learn about the past tense, suffixes and prefixes.