THE Partnership Phonics Programme

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Reading with your child at home

Approved Phonics Teaching Programme | Department for Education

Children learn **4,000 to 12,000 words** per year through reading.

Read **20 minutes** a day and you'll read 1,800,000 words per year.

If you read just **one** book a day to your child, they will have been read **1825** books by their 5th birthday.

Every Day Counts.

Every Book Counts.

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Helping your child to read is one of the most useful things you can do for them.

It will help them gain confidence in learning in many other subjects and gives a great step-up into life beyond school.

We teach learning to read through phonics.

Phonics is the matching of sounds to letters and groups of letters and then **blending the sounds together** to read words.



dog

‘d’ ‘o’ ‘g’

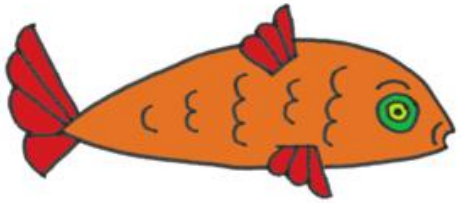
‘**dog**’



cat

‘c’ ‘a’ ‘t’

‘**cat**’



fish

‘f’ ‘i’ ‘sh’

‘**fish**’

There are 26 letters in the alphabet.

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Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

There are 44 English speech sounds.

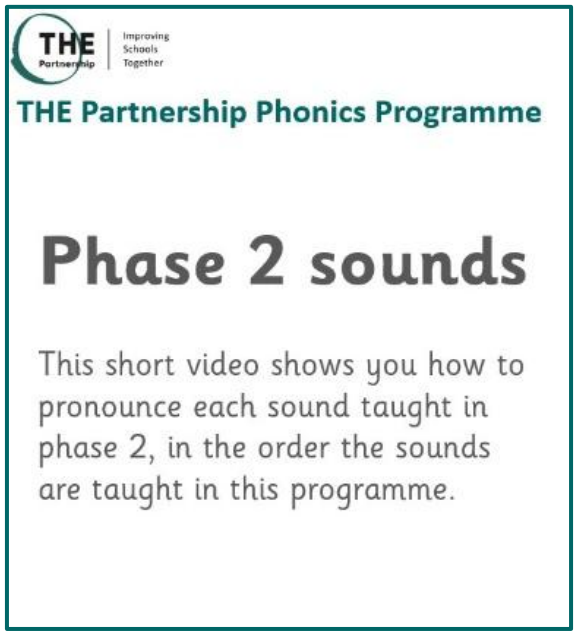
												
bear	**c**at	**d**og	**f**ish	**g**irl	**h**ouse	**j**ug	**k**oala	**l**eaf	**m**ask	**n**est	**p**arrot	**qu**een
												
rabbit	**s**nake	**t**urtle	**v**est	**w**hale	bo**x**	**y**oyo	**z**ap	**ch**eetah	**sh**ip	**th**umb	stri**ng**	si**nk**

				
apple	**e**gg	**i**nsect	**o**range	**u**mbrella

													
ai	**ee**	**igh**	**oa**	**oo**	**oo**	**ar**	**or**	**ur**	**ow**	**oi**	**ear**	**air**
r**ai**n	sh**ee**p	n**igh**t	g**oa**t	m**oo**n	b**oo**k	st**ar**	f**or**k	b**ur**ger	**ow**l	c**oi**n	h**ear**	ch**air**

ure	**er**
sec**ure**	ladd**er**

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https://youtu.be/6DE37N5LE_8



https://youtu.be/oxVUGHj2MuM



https://youtu.be/fSPGOjZq2Dc

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There are four key concepts that we teach to all pupils, these are:

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by one, two, three or four letters:

   E.g. dog street night eight

3. The same sound can be spelled in more than one way:

   E.g. rain acorn cake day

4. Many spellings can represent more than one sound:

   E.g. head seat break

The phonics programme progresses from simple to more complex phonic knowledge and skills.

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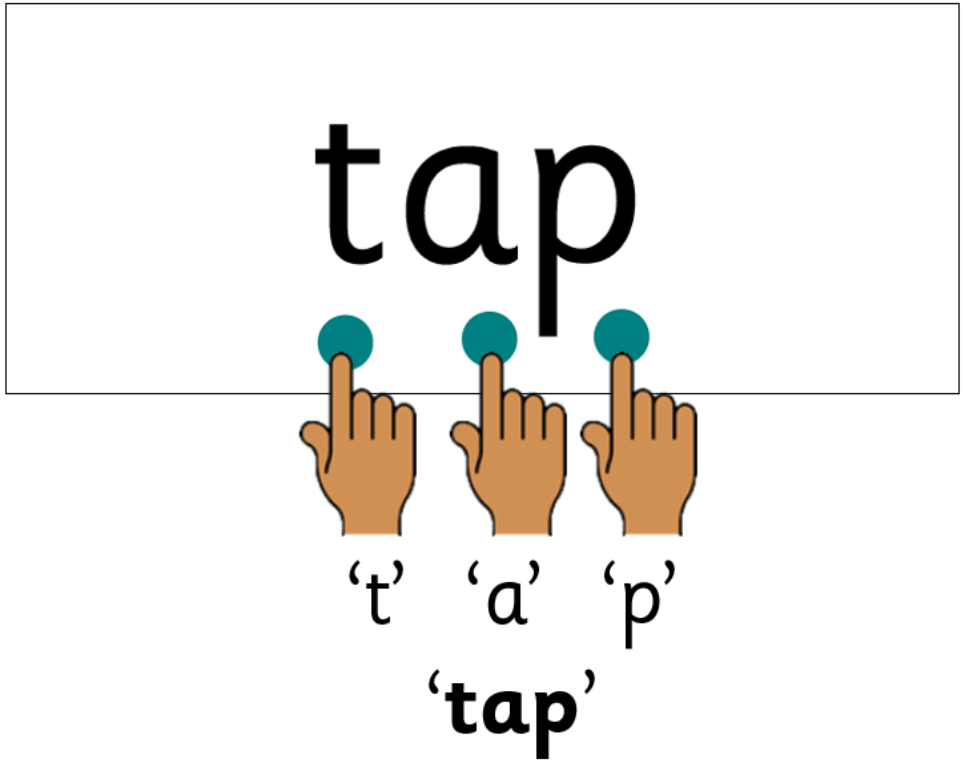
Thee programme begins with:

					Tricky words
Set 1	s	a	t	p	
Set 2	i	n	m	d	the is
Set 3	g	o	c	k	to
Set 4	ck	e	u	r	no go of
Set 5	h	b	f	l	into I her has put as

Reading words

Sometimes the word has the **sound buttons** added to help your child see each sound.

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The aim for your child to read words without the sound buttons.

tap

There are also some words which contain sound combinations your child has not yet learned.

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These are called **tricky words**.

Your child is told why they are tricky with the letter/sound combination explained in school.

is

In the word ‘is’, the ‘s’ makes a /z/ sound.

Your child will learn to read sentences.

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Tap a tin.



“If you sound out a word, re-read the word **and** start the sentence again.”

						Tricky words
Set 6						me be
Set 7						he my by she
Set 8						they push
Set 9	**ai**	**ee**	**igh**	**oa**	**oo**	we are
Set 10	**ar**	**or**	**ur**	**ow**	**oi**	you all was
Set 11	**ear**	**air**	**ure**	**er**		give live sure full pull

The dog ran near the goat in the flowers. He hit the goat's horn.

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Spelling words

As your child is learning phonics, they will be learning how to use their growing phonic knowledge to spell words.

When your child wants to spell a word, they will think about all the sounds in the word, one by one.

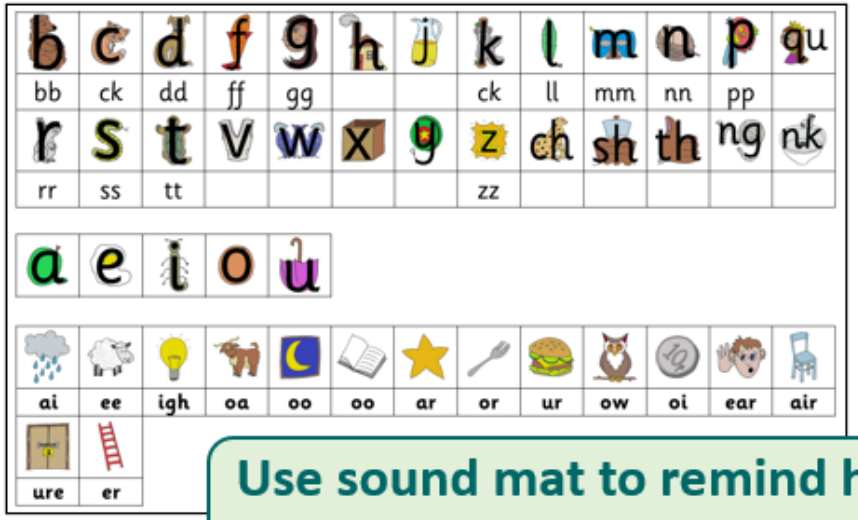
Then, they will match a sound-spelling to each sound to write the word.



‘d’ ‘o’ ‘g’

‘**dog**’

Say the sounds in the word, in the order you hear them.



Use sound mat to remind how to form the letters correctly.

Write each sound, in the order you hear them.

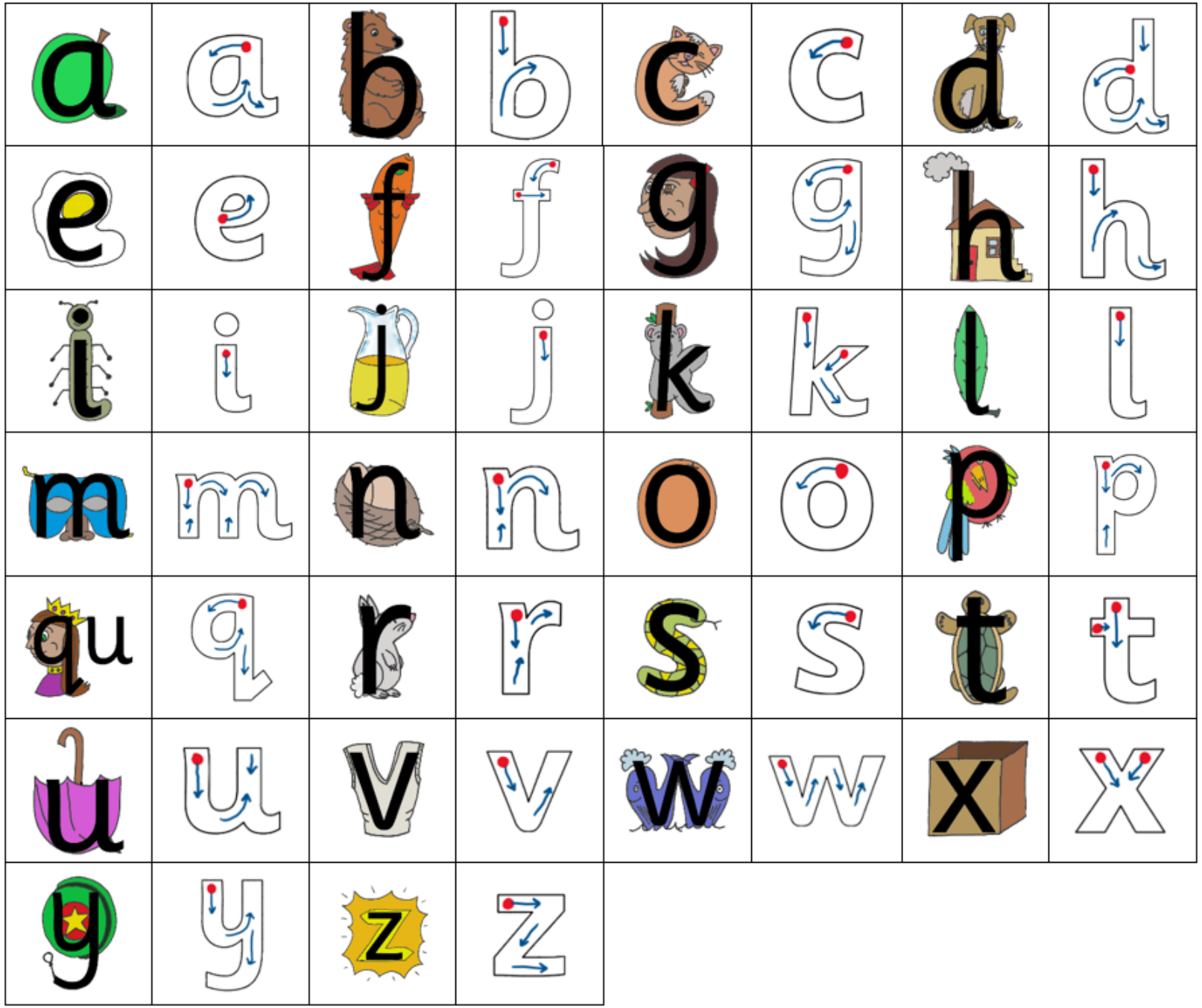
dog

"Say the sentence, count the words, **write the sentence.**"



"Now, **read your sentence**."

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Letter formation

The pictures used to teach your child letter sounds, also help to teach letter formation.

b	c	d	f	g	h	j	k	l	m	n	p	qu
bb	ck ch	dd	ff ph	gg gh		g ge dge	ck	ll le	mm mb	nn kn gn	pp	

r	s	t	v	w	x	y	z	ch	sh	th	ng	nk
rr wr	ss c ce st se	tt	ve	wh			zz	tch	ss(sion) t(ion) c(ial) c(ian)			

												
ai	**ee**	**igh**	**oa**	**oo**	**oo**	**ar**	**or**	**ur**	**ow**	**oi**	**ear**	**air**
ay a-e a eigh ey	ea e-e y ie ey e	ie i-e y i	ow o-e oe o	ue u-e ew u	oul u		aw au al ore oor oar	ir ear	ou	oy	eer ere	are ear

	
ure	**er**

a	e	i	o	u
	ea			

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‘Learning to read by myself’ book

This book will contain words that your child can read or ‘sound out’ and then read.

Your child may bring the same book home over a couple of evenings. This is because re-reading helps your child become confident and more fluent.

1. **Read the title**

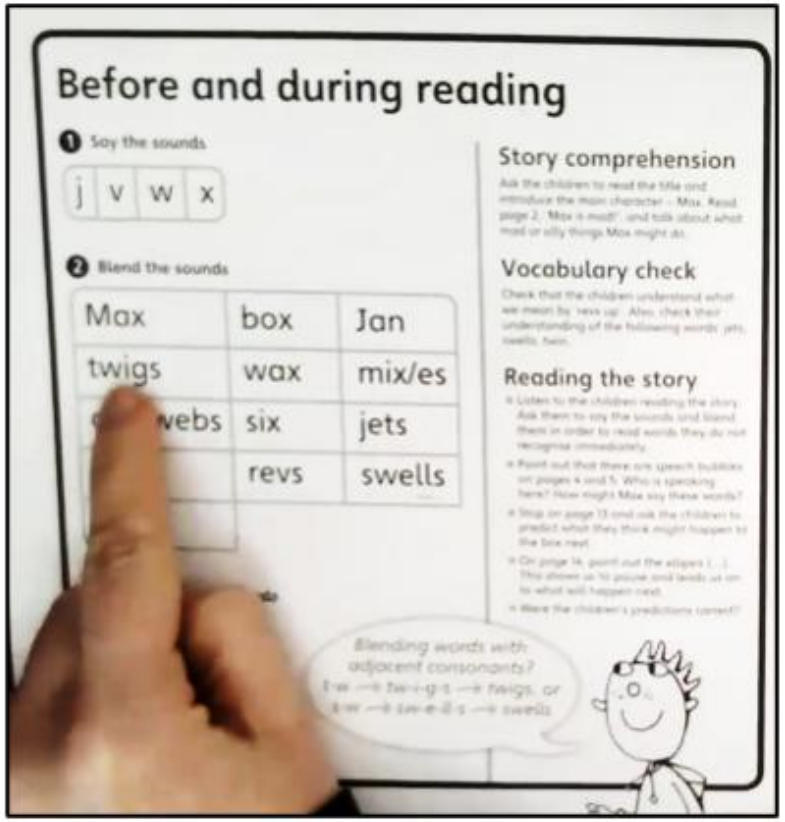
- Your child may talk about the pictures on the cover.





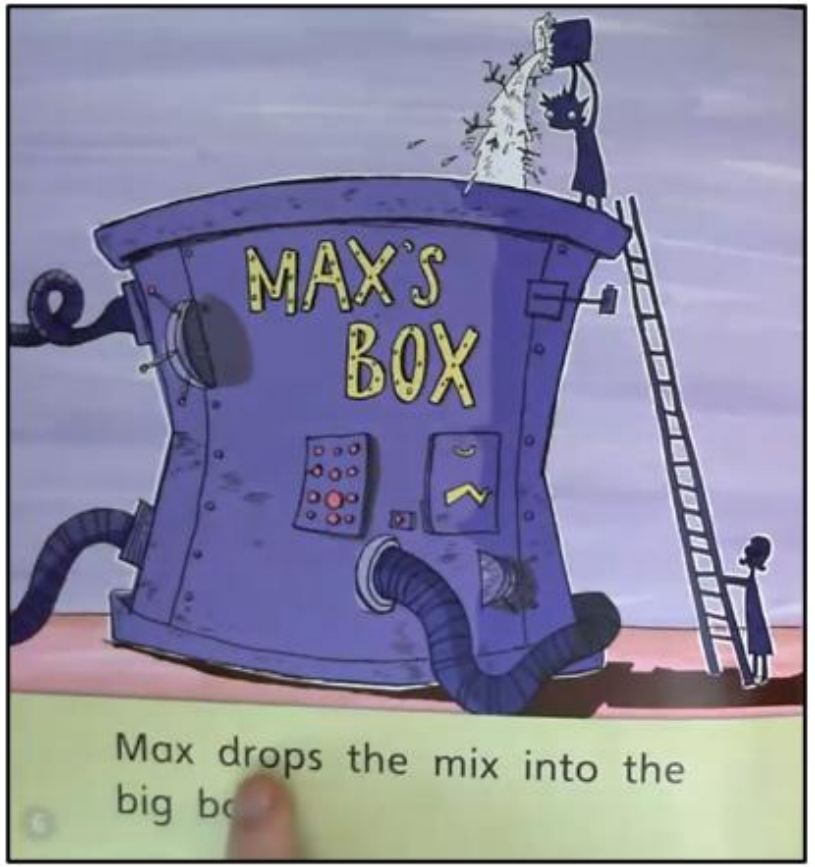
2. **Read the sounds and words on the inside cover**

- Your child may 'sound out' then read each word, they may correctly read the word straight away.
- If your child mis-reads a word, encourage them to go back and use their sound knowledge to read the word accurately.



3. **Read the sentences on each page**

- Your child may 'sound out' some words before reading them straight off. This is fine.
- Encourage them to go back and re-read the whole sentence again – this helps with understanding each sentence.



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4. **Talk about the book when your child has read it**

- Ask your child to tell you about the book.
- Your child may want to read it again. This is fine.
- Re-reading helps improve fluency.

If you want to find out more about the phonics programme we use, please visit:

https://www.the-partnership.org.uk/school-improvement/the-partnership-phonics-programme

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