

Notes for teachers

Sound Phonics supports the teaching and learning of phonics. It can be used in school or at home, providing children with opportunities to apply and practise their developing phonic knowledge and skills. The series follows the same basic structure as the systematic phonics resource *Letters and Sounds* (© Crown copyright 2007) and can also be used with other incremental phonics programmes.

Encouraging a multi-sensory approach

Hearing and speaking

The **Sound Phonics** activities are most effective if the child works through them with an adult. This gives the child the opportunity to say and listen to the sounds, practising phonic skills orally as well as on the page.

Touch, sight and movement

Many of the activities can be recreated using solid plastic letters. The plastic letters should be joined or stuck together to make digraphs (for example, **ow**, **ie**, **ea**, **er**).

Writing helps children to remember the graphemes learnt. By Phase Five, many children will be able to form letters and words correctly and will now begin to write sentences independently.

The pictures, rhymes and hand movements used previously to help children remember letters and sounds will probably become less important in Phase Five as children begin to consolidate their learning of new graphemes through reading.

Focus statements

The 'Focus' notes at the foot of each page summarise the teaching objectives for that page, expressed simply so that any adult working with the child will understand them. Technical terms are defined in the Glossary on page 47, for the benefit of parents and other helpers.

Assessment pages

The assessment pages may be used as an informal check on the child's achievements and include an assessment summary, which is presented in simple language and in a format that a teacher or parent can run through with the child.

Notes on regional pronunciation

In this book, the children practise different pronunciations of particular graphemes. In some cases, regional pronunciations will add to the range of pronunciation options available. For example, in some regions the grapheme **u** in **sun** is pronounced with a short **oo** sound as it is in **push**, but in others (particularly the south of England) the **u** might have a different and more open sound. Similarly in some areas the grapheme **a** may be pronounced as an **ar** sound when it appears in words like **path** and **fast**. In other areas (particularly the north of England) the **a** in these words is sometimes pronounced the same as it would be in the words **hat** and **glad**. Please bear these points in mind, particularly as you work through pages 15 and 34.

A **Glossary and notes for parents** section is provided at the back of the book, on page 47.

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