

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

Segmenting for spelling activities can be recreated using solid plastic letters. The letters should be joined or stuck together to make digraphs (for example, **or**, **ur**, **ow**). Writing also helps children to remember the graphemes learnt. By Phase Five, many children are able to form letters and words correctly and will begin to write sentences independently.

The pictures, rhymes and hand movements used previously to help children remember letters and sounds 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. Further notes for parents and other helpers are provided on page 46. Technical terms are defined in the Glossary on page 47.

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.

Spelling at the end of Phase Five

At this stage, it is common for children to use phonically plausible but incorrect spellings. Brief guidance on how to manage this is provided in the **Notes for parents and other helpers**. This part of the book also gives additional information on when particular spelling patterns occur, cross referenced to the main activity pages.

The **Notes for parents and other helpers** and the **Glossary** are at the back of the book, on pages 46 and 47.

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Telephone 01484 607080

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Author: Carol Matchett
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