

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.

Using this book

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.

Consolidating learning

In Phase Six, children should consolidate their understanding of reading strategies and apply their phonic knowledge through independent reading. At this stage they will read with fluency a range of stories and some non-fiction texts. Children also need plenty of opportunities to apply spelling strategies and rules in their own writing.

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 (see 'What next?'). 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.

Independent reading in Phase Six

In Phase Six, children begin to read independently short stories like those on pages 22 and 28, and in Assessment 1 on page 44. The children's ability to recognise lots of words automatically and to sound and blend unfamiliar words quickly should ensure that their reading is fluent. You may wish to draw to the attention of parents and other helpers the strategies below that they can use to help a child who finds independent reading difficult.

Strategies for helping

If a child gets stuck on a word, ask him or her to sound and blend it aloud. Is the child sounding out the graphemes correctly? Should he or she try an alternative pronunciation of a grapheme? If the child is close to reading the word correctly, would reading the whole sentence help?

If the child manages to read the story but is not very fluent, encourage him or her to read it again. This will help the child to become more familiar with common words and generally more fluent in his or her reading.

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

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Author: Carol Matchett
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