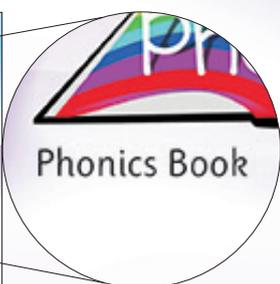
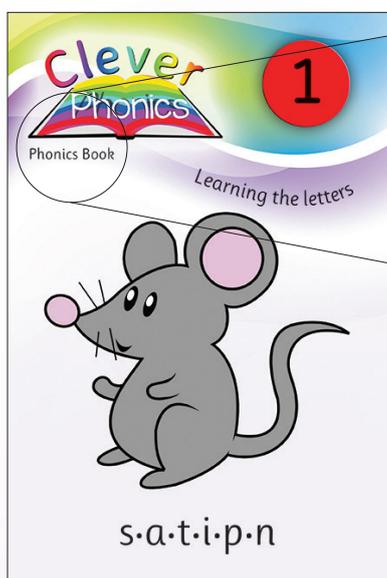


Learning from Home



Learning the Phonics

Start when both you and the child/ren are relaxed.

Start with a **Phonics Book**.

Show the child/ren the left page of the book, carefully folding the right side back, and talk about the main picture.

For example, you could say:

"Can you tell me about this picture?"

"That's right, it's a snake. And what sound does it make?"

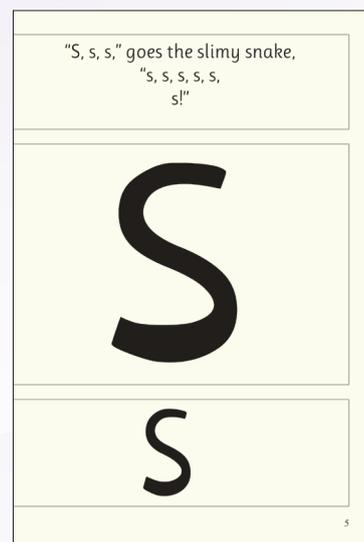
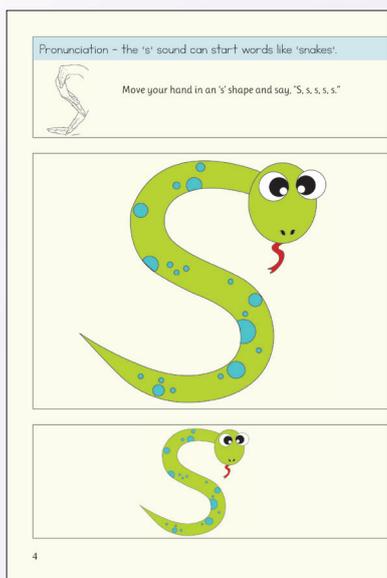
"That's right, a 'sss' sound."

Then open up the right side of the book and say:

"Notice how this shape looks like the snake. When you see a shape like this, can you say sss?"

"There is a song that goes with this and an action."

Play the song (see the website for details on how to access the songs) and demonstrate the action, and encourage the child/ren to copy.



"So when we see this shape what are we going to say?"

Now close the book, with your fingers inside marking the page, and then suddenly open it to show the child/ren. keep

doing this a few times so they can repeat the sound. This makes it fun and encourages the child/ren that saying the letter is a good game!

Follow the above process with the next letter. Then suddenly show the child/ren the previous page(s) to continue the 'game'.

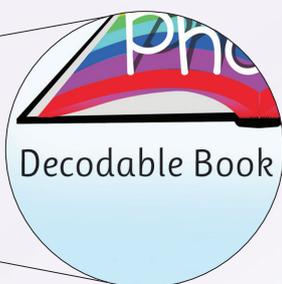
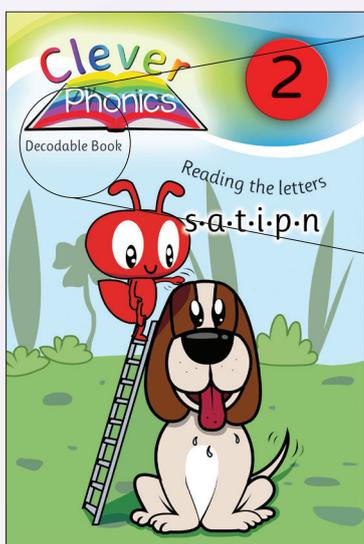
Once you have shown the child/ren all six letters, it's time to move on to the tests at the back of the **Phonics Books**, to see if they recognise the letters with a visual clue. If they find it easy, test without a visual clue.



If they struggle, there are some phonics practise ideas on the website that they can continue with until they become more confident.

Once the child/ren can confidently recognise the lower-case letters without a visual clue, they can learn the upper-case letters. They will need to learn certain upper-case letters to progress to the next stage, as they will find these in the **Decodable Books**.

Upper-case letters that are especially important to concentrate on are A, T, I, N, K, E, H, R, M, D, G, L, F, B, J, Y, Q as they look different from their lower-case partner. Once the child/ren are confident with the letters and their sounds, they can move on to the **Decodable Book**. Each **Decodable Book** will use only the letters they have just learnt.



Decodable Books

At the beginning of each **Decodable Book** are some letter cards showing the letters the child/ren have just learnt.

Place two of the letter cards they have just learnt on the table.

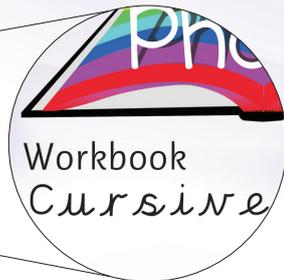
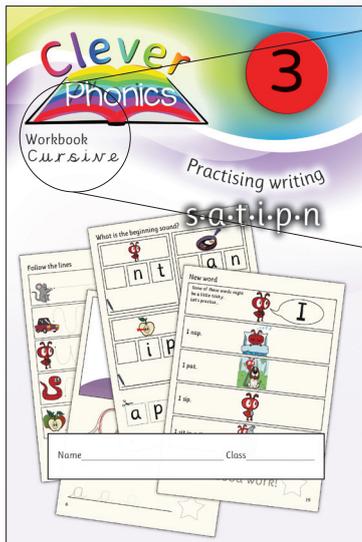
Ask the child/ren to say each of the phonic sounds. Place your finger (or the child/ren can



use their finger) on the shape underneath each letter as if it was a button. Gradually push the flashcards closer and closer until the child/ren understands how to blend the sounds together, for example 'i' and 't' to make 'it'. Once they have grasped the idea, add another letter, for example, 's' for 's-i-t'. See if they can take away letters and add others in.

Once the child/ren understand this process, they can begin to read the **Decodable Book** story.

The books start off at an easier level and become progressively more challenging.



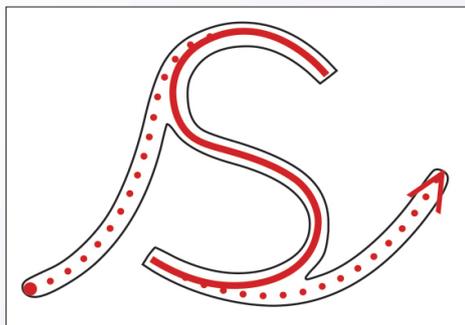
Workbooks

First encourage the child/ren to hold the pencil as demonstrated in the picture, this is called the tripod grip.

Then the child/ren can practise the pencil grip by writing their name, and then following the lines.

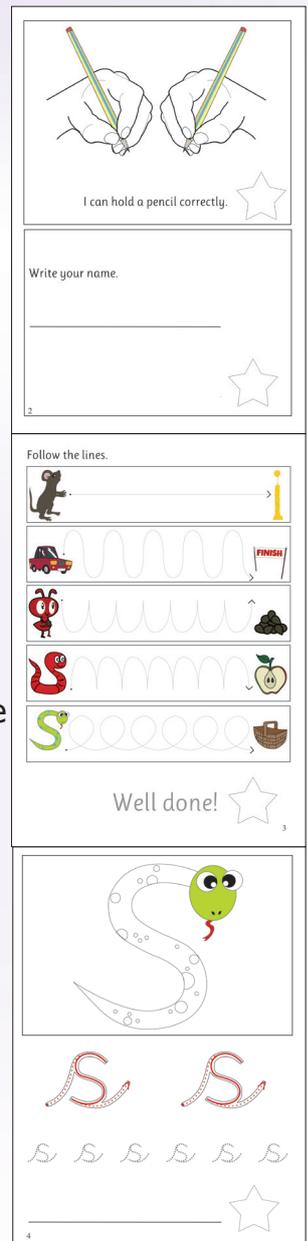
Using your finger, demonstrate how to draw each letter. Tell the child/ren that they should start each letter in the book at the big dot and follow along to the arrow.

The child/ren can begin colouring the white part of the picture, which will help them remember the shape of the letter. They can then begin to have a go at writing.

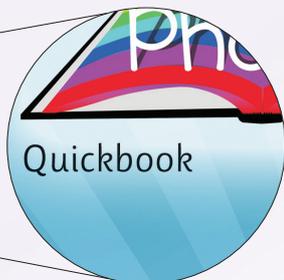
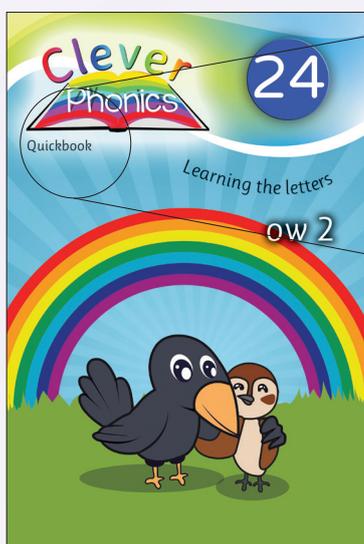
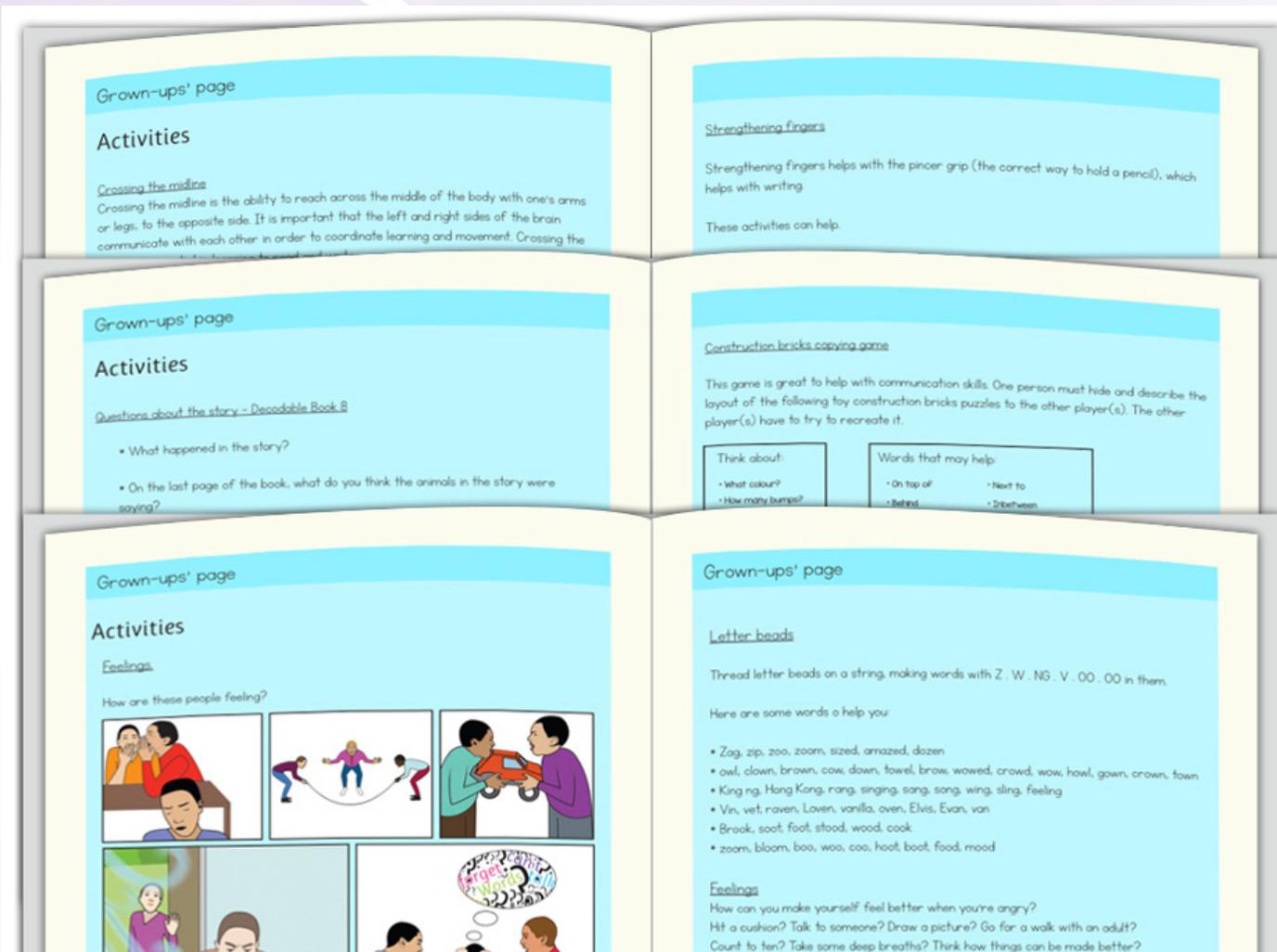


After the letter-writing practice, there are other activities for the child/ren to do. These include:

- learning about beginning sounds and that will develop into middle and end sounds
- joining lower-case letters to capitals
- learning new words
- reading practice
- a game to play to practise the new words
- a colouring-in page
- making a bookmark activity - this is to help remind the child/ren of the new words, and where to look out for them in future books.



A selection of guided activities that could help with potential struggles that the child/ren may need more help with are listed at the end of the Workbook.



Quickbooks

A **Quickbook** is a combination of a **Phonics Book**, a **Decodable Book** and a **Workbook** all in one with added new words to learn.

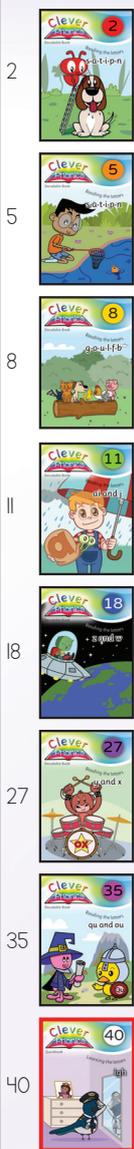
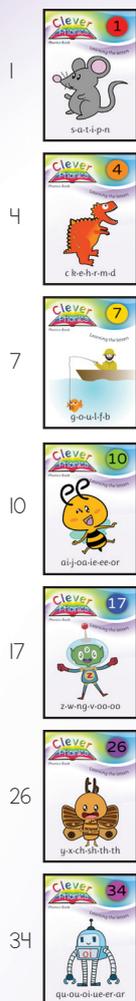
Repeat this whole process with each book following the order:

Clever Phonics order

Phonics books

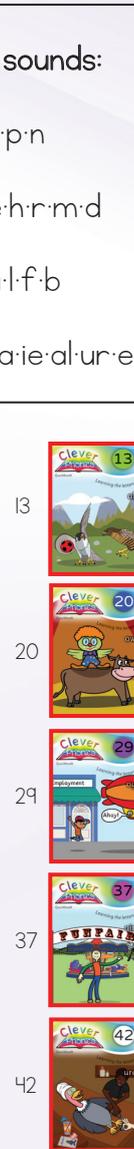
Decodable books & Quickbooks

Workbooks



Phonic sounds:

1. s·a·t·i·p·n	5. z·w·aw·ow·ir·ng·v·oo·oo·ow2
2. c·k·e·h·r·m·d	6. y·x·ay·oy·ch·sh·ew·th·th
3. g·o·u·l·f·b	7. qu·ou·oi·ue·air·er·ar
4. ai·j·oa·ie·al·ur·ee·or	8. igh·ear·ure



Books highlighted in red are **Quickbooks**.

For further information, please see the Clever Phonics website:

www.cleverphonics.com