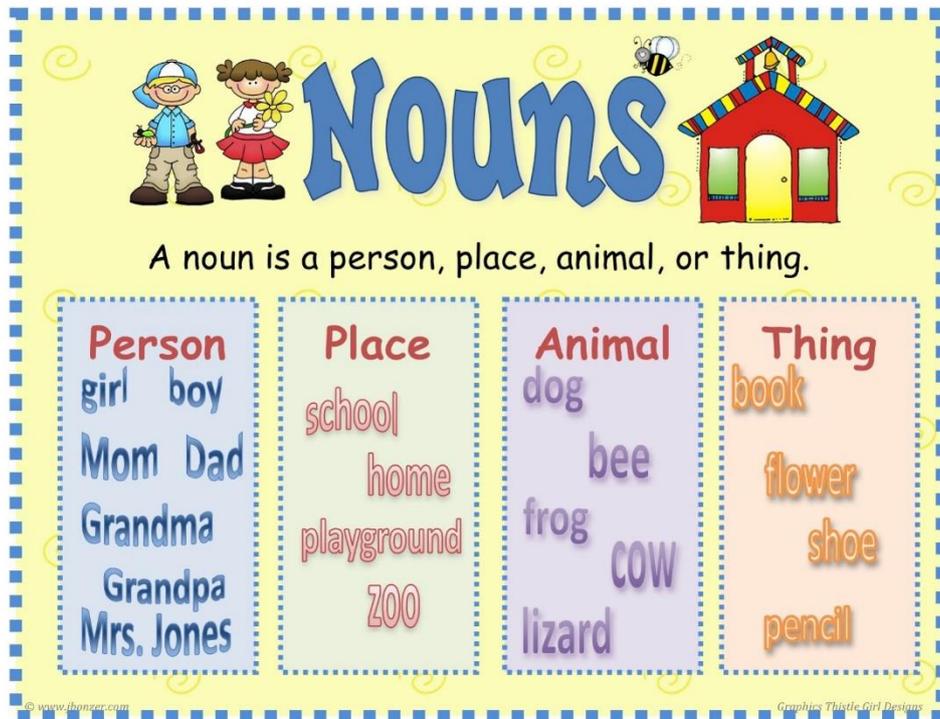


PHASE 6 PHONICS

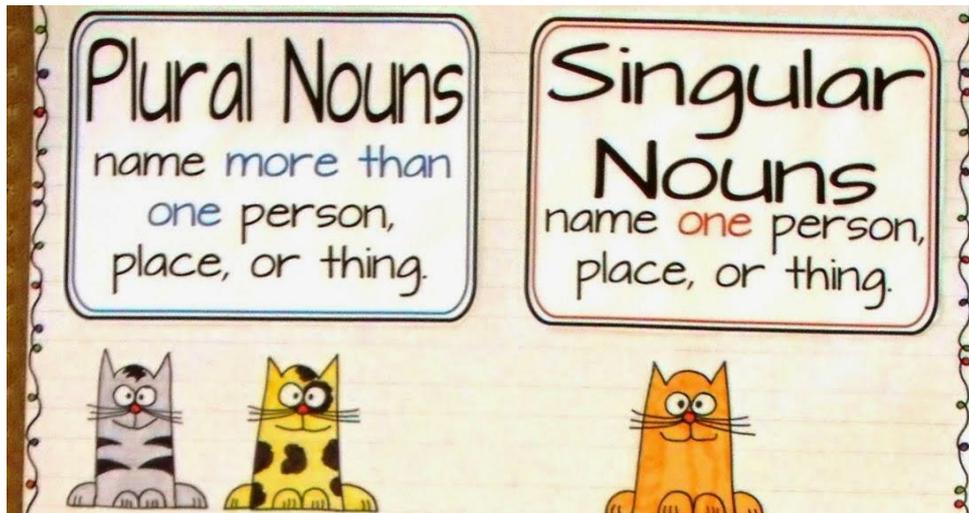
1. Your child should understand what a **noun** is:



Suggestions to help your child:

- Search for examples of nouns around the house or when out and about.
- Search for nouns in a dictionary. Can you learn a new noun and use it in a sentence?
- Read a sentence in your reading book... can you spot the nouns?
- Play a simplified version of Pictionary with your child, using only nouns. E.g. They draw a noun, e.g. school, and you have to guess it and vice-versa.
- Play a simplified version of Articulate using only nouns - you give clues about a noun without saying the actual word while they guess what it is, and vice versa, e.g. Clues for the noun 'table' could be...*it has four legs and you push chairs under it...a place where you eat or work...*

2. Your child also needs to understand what 'singular' and 'plural' means:



Suggestions to help your child:

- Show or say a noun word, e.g. tree, to your child and ask them to say whether it is in its singular or plural form. Then see if they can say it in its alternative form.
- Throw in irregular plurals to help develop their language, e.g. mice, feet, children, teeth, people, etc...

3. our child should practise using the rules for pluralising nouns.

Rules for Pluralisation

| | | |
|--|---------------|-----------------|
| Most nouns just add s | cat | cats |
| Many nouns ending with a consonant + y change the y to i and add es | baby | babies |
| Nouns ending with a vowel + y just add s | toy | toys |
| Nouns ending with ch, sh, ss or x add es | church | churches |



Suggested words your child should practise:

park → parks

bunch → bunches

mend → mends

dish → dishes

thanks → thanks

crash → crashes

match → matches

night → nights

circus → circuses

room → rooms

goal → goals

cross → crosses

boat → boats

stitch → stitches

fly → flies

bunny → bunnies

puppy → puppies

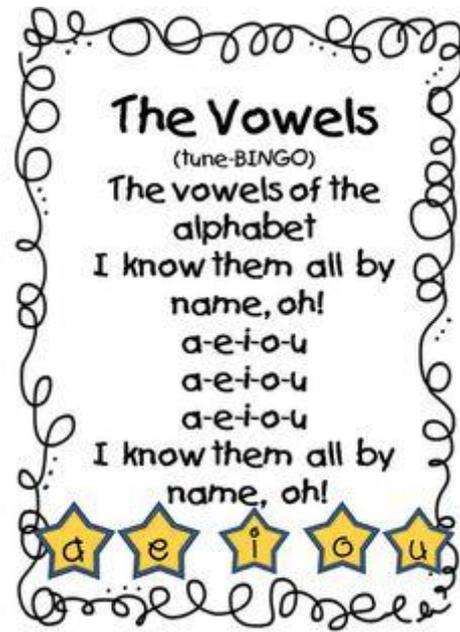
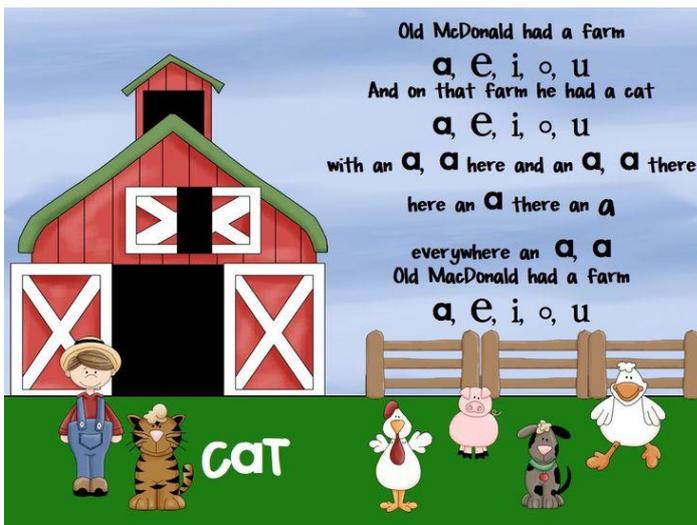
4. Your child should know what **vowels** and **consonants** are:



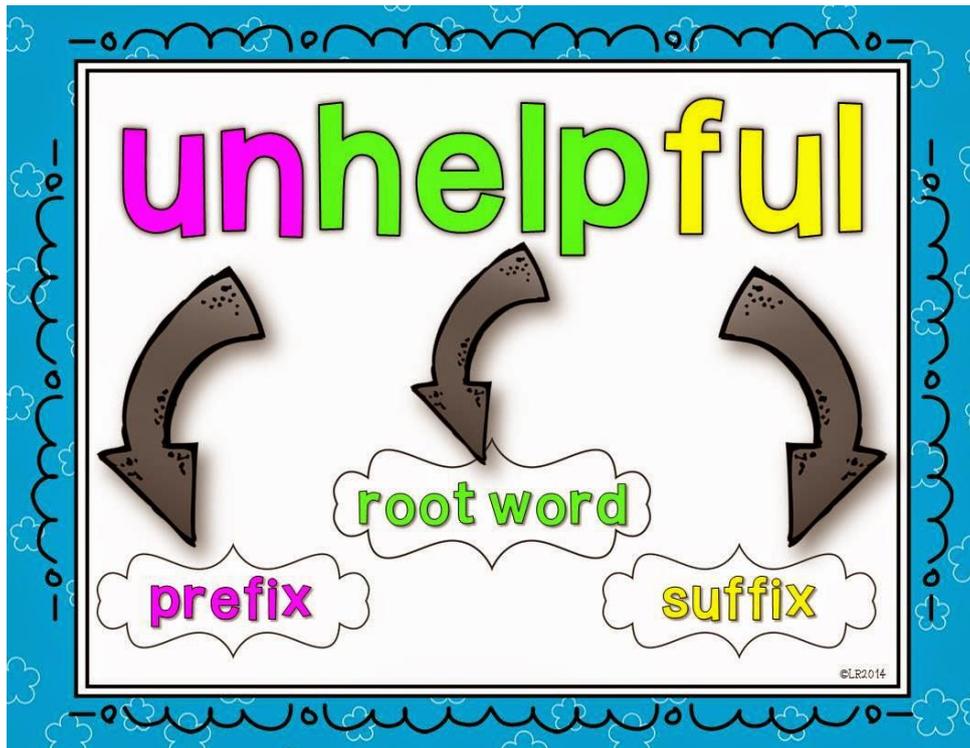
After a, e, i o and u, the rest of the letters are consonants.

Suggestions to help your child:

- Sing songs to help them remember the vowels.



5. Your child should understand what a **root word** is and what a **suffix** is:



Root word - the main part of a word which other words can grow from

Suffix - Part of a word which is added to the end to change the meaning/tense

Suggestions to help your child:

- Look out for suffixes as you read with your child and discuss the meaning of the word with and without the suffix attached.
- See how many suffixes they can spot in a magazine article. Use a highlighter pen to make them stand out.



6. Your child should understand what **past tense** and **present tense** means:

| TENSES OF THE VERBS | | |
|---|---|---|
| YESTERDAY | TODAY | TOMORROW |
| Sam <u>played</u> blocks. | The children <u>play</u> . | She <u>will play</u> with her doll. |
|  |  |  |
| The action is done in the past. | The action happens today or every day. | The action will be done in the future. |
| PAST TENSE | PRESENT TENSE | FUTURE TENSE |

Suggestions to help your child:

- Say a present tense word and ask your child what the past tense is or vice versa.
- Write a selection of past and present tense verbs on pieces of paper and ask your child to sort them into past and present piles.
- Introduce your child to irregular past tenses to improve their vocabulary, e.g. say → said, write → wrote, sleep → slept, go → went, hit → hit, etc...



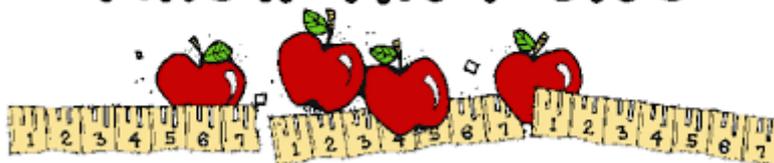
7. Your child should practise using the rules for adding suffixes.

Rules for Adding Suffixes

-ing -ed -s -er -est -y -en

| | | |
|---|--------------|----------------|
| Words ending in e usually lose e | bone | bony |
| Words ending in y change to i | funny | funnier |
| Words ending in a single consonant often double the last letter | big | biggest |

Know the Rules



Suggested words your child should practise:

like → liking

ride → rider

tame → tamest

bone → bony

bake → baked

hike → hiked

fine → finest

rule → ruler

wave → waved

rude → rudest

marry → married

funny → funnier

worry → worried

copy → copier

messy → messiest

lucky → luckier

ferry → ferries

carry → carried

pony → ponies

stop → *stopping*

mad → *madder*

run → *running*

hop → *hopper*

nod → *nodded*

pad → *padding*

hid → *hidden*

hot → *hottest*

rip → *ripped*



Further Suffixes for Phase 6

-ful -ly -ment -ness -en

With these suffixes, sometimes the root word changes and sometimes it doesn't.

Further suggested words your child should practise:

Ensure your child understands the meaning of words and can use them in full sentences...

spite → *spiteful*

rude → *rudely*

lame → *lameness*

safe → *safely*

amuse → *amusement*

use → *useful*

merry → *merrily*

employ → *employment*

enjoy → *enjoyment*

silly → *silliness*

happy → *happily*

bad → *badly*

sad → *sadness*

flat → *flatten*

