

# St Catherine's R.C. Primary School



An activity guide to  
support Early Reading  
and Phonics for Parents



# Getting Started

Taking an active interest in your child's learning is one of the best ways you can help your child to do better in school and in life. Learning is not just about what happens in school. Children are learning all the time through what they see, hear and do.

**Loving books** - Always remember that we teach phonics to help our children learn to read and write and in order to do this successfully they need to love books! The best way to help your child is to read as many books as possible. Read anything that your child is interested in (including magazines, comics, menus, etc.). You do not have to read all (or any) of the words each time. Remember to use silly voices, make sound effects, pull faces, act things out, talk about what you can see, talk about what you both think and feel and have fun!

**Unofficial home learning** - Encourage your child to tell you what they have done at school today. Sharing new songs and rhymes is something that you can easily do when you are busy with something else e.g. cooking, cleaning and driving in the car.

**Give everything a name** - Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that aeroplane! Those are the wings of the plane. Why do you think they are called wings?"

**Read every day** - Plan a quality, quiet time to read together. Remember, a good 15 minutes is much better than a difficult half hour!



# General tips to support reading

**Once is never enough!** - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children to become more fluent and accurate readers.

**Dig deeper into the story** - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (You could use the 'questions to get more from your child's reading book' on the back page for some varied ideas).

**Take control of the television** - It is difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

**Be patient** - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

**Pick books that are at the right level** - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

**I read to you, you read to me** - Take turns reading aloud at bedtime. Children enjoy this special time with their parents/ carers.

**One more time with feeling** - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often children are so busy figuring out a word they lose the meaning of what they've just read.

## Strategies for reading

In school children are taught a range of strategies they can use to help them work out unknown words.

- Phonics! If they can sound out the word using the phonics they know, then encourage this as the first strategy.
- Use the picture as a clue (this is not cheating!).
- Use picture clues along with the initial letter in the word.
- Predicts what the word could be from the context it is in.

As children's reading skills develop they adopt a range of good reading behaviours. These include

- Reading from left to right and matches each spoken word to a written one.
- Recognising errors.
- Re-reading to correct and re-reading to check.
- Making meaningful but not always accurate guesses.
- Reading with expression.

As children progress further they

- Use punctuation.
- Follow print with their eyes.
- Search for information in the print.
- Read more fluently.
- Use letter clusters to attempt new words

## Reading with your child

**Book Introduction** - Spend time introducing the book. Ask your child what they think the story is about and what might happen.

**Strategy Check** - Ask your child, "What can we do if we get stuck on a word?" Listing the strategies refreshes your child's memory and gives them the confidence to tackle a new word.

**Independent Reading** - During this time, try to remind your child of strategies rather than giving unknown words.

**Returning to text for questioning** - This is an important part of the reading session as it enables you to see if they have understood what they have read. More confident readers will also be able to return to the text to find out answers to questions.

## Important points to remember:

- Share the title rather than asking them to read it if the words are unfamiliar.
- Remind your child to point to each word individually rather than continuously run their finger underneath if they are still learning to match one to one.
- Alternate saying well done or that was good by telling your child what was good, e.g. "It was really good that you recognized that tricky word."
- Remember not to expect your child to work out a word that is not in their vocabulary.
- Alternate the strategies you suggest rather than giving the same strategy prompt e.g. 'sound it out.'

**Remember, we all learn more when we enjoy what we are learning!**

# Games to play with your Reception child

## Oral Blending games

**Robotic talking** - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g. Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves? Early writers use the same method of sounding out to spell simple words.

**I spy** - Say the rhyme 'I spy with my little eye something beginning with \_\_\_\_\_' allow your child plenty of opportunities to guess what you have chosen, for example, 'something beginning with **t**' could be a tree, toy, tent or train.

**Point out print everywhere** - Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as 'Tesco' or 'Didsbury'.

**Playing with words** - Encourage your child to sound out the words as you change them from mat to bat to sat; from sat to sag to sap; and from sap to sip. This will help develop their early alliteration and rhyming skills

## **Phoneme Games**

**Looking for letters** - Ask your child to look for letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with?

**Fast letter sorting** - You will need a large piece of paper with three hoops drawn on. 12 small pieces of card with letters written on (4 sets of 3 letters). Choose 3 sets of letters – 2 which the child knows and one new one. Spread the letter tiles out on the table making sure they are all the correct way up. Encourage your child to sort the letters into the correct hoop using both hands, saying each letter as they move it.

**Letter discrimination** - You will need: A 3x3 grid. Write the letter you are learning with your child onto half of the spaces (for example **c**). Fill the rest with other letters. Ask your child to cover all the **cs** with a counter as quick as they can.

**Ladder letters** - Draw a ladder template and write a letter on each rung of the ladder (use a mixture of known and new letters). Place a counter at the bottom of the ladder and move up a rung for every letter they can read correctly. This game can be changed to covering spots on a ladybird, petals on a flower – go with your child's interests if possible. You could also change letters for simple words.

**Letter sound bingo** - You will need: A 3 x3 grid for each player & counters or coins. Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter up. The winner is first to person to fill their board. To make this game easier for new readers, show the letter for them to match.



## **Tricky word games**

Tricky words are also known as sight words or irregular words. These are words that can't be sounded using the letters in the word e.g. the, no, go, to, said. Below are some games that will increase your child's ability to read tricky words.

**Bingo** - You will need a board for each player, counters or coins and a list of words your child is currently learning, for example, your child's weekly spellings. Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

**Matching pairs** - You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

**Snap** - Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words your child knows fairly well, rather than new ones, as it is quite fast-paced. Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It is a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words.



## **Further ideas**

**Be your child's number 1 fan** - Ask your child to read aloud what he or she has written at school or for their homework. Be an enthusiastic listener.

**Create a book together** - Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.

**Make up stories on the go** - Take turns adding to a story the two of you make up while riding in a car or bus. Try making the story funny or spooky.

## **Useful websites**

**[www.letters-and-sounds.com](http://www.letters-and-sounds.com)**

Excellent selection of games and resources for all phonics phases.

**[www.ictgames.com/literacy.html](http://www.ictgames.com/literacy.html)**

A great selection of games that link well with games in Letters and Sounds.

**[www.firstschoolyears.com](http://www.firstschoolyears.com)**

A good selection of resources including worksheets and some interactive games.

Covers

- Phase 3 and 5 sounds
- Phase 6 work such as prefixes and suffixes, plurals and tense worksheets.
- extensive list of long vowel worksheets and games such as hangman.

**[www.bbc.co.uk/schools/wordsandpictures/phonics/](http://www.bbc.co.uk/schools/wordsandpictures/phonics/)**

Mix of very good interactive games and worksheets covering most phonic phases.

Recommend Sandcastle quiz for phase 3 and 5.

**[www.bbc.co.uk/schools/ks1bitesize/literacy/](http://www.bbc.co.uk/schools/ks1bitesize/literacy/)**

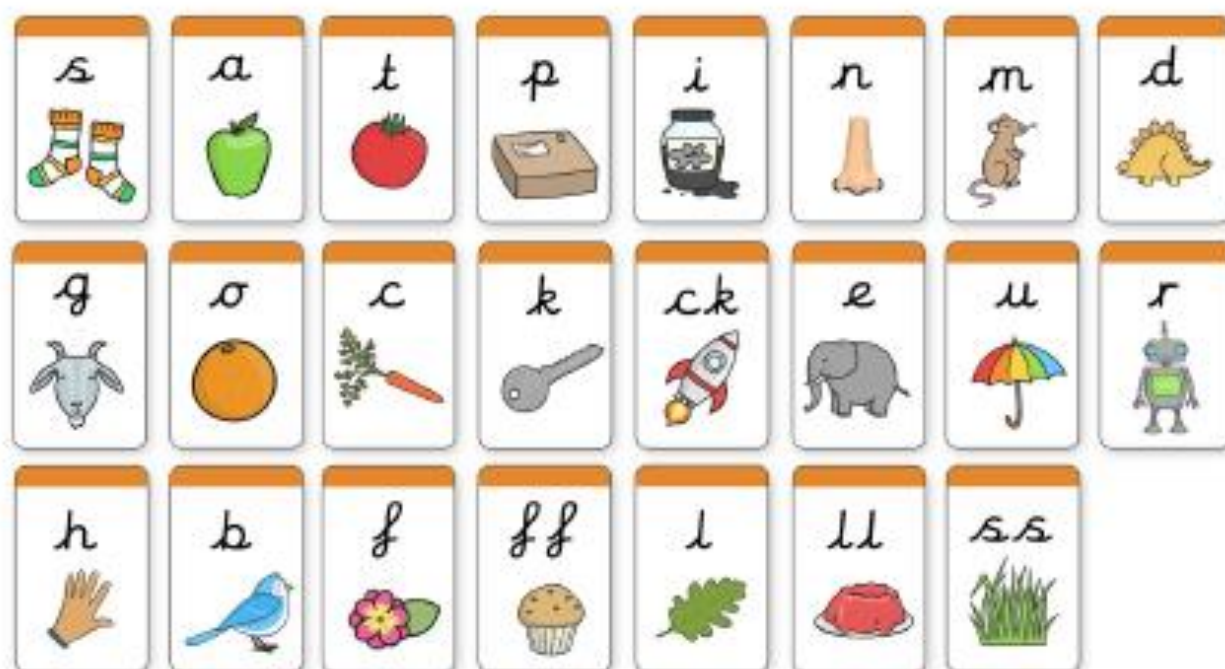
A very good selection of interactive games focussing on phonics and sentence construction. Each is split into medium/hard/really hard and are short and fun.

**[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)**

A selection of interactive games for all phonic phases. Mostly simple games.



## Phase 2 Sound Mat



## Phase 3 Sound Mat



# First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

## **Questions to help you get more from your child's reading book**

### Book introduction

Who is the author?

What can you see on the front cover?

What do you think this book is going to be about?

Does the blurb give us any more clues?

Who do you think the characters are going to be?

### Understanding what you have read

What do you think is happening here?

What happened in the story?

What might this mean?

Which part of the story best describes the...?

Which words or phrases do this?

What part of the story did you like the best?

### Giving reasons

What makes you think that? How do you feel about?

Can you explain why?

I wonder why the author...?

Which words has the author used to show that this character is funny/naughty/mean/kind?

### Discussing the story

Could this book be better? Is it as good as...?

Which did you prefer? Why?

Who was your favourite character? Why?

Which was your favourite part of the story? Why?

### Recalling information from the book

Where does the story take place?

What did he/she/it look like?

Who was he/she/it?

Where did he/she/it live?

Who are the characters in the book?