

# Supporting your Child to Read at Home

October 2021

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# Aims of the Session

## SUCCESS CRITERIA:

- ❖ To have an understanding of the progression in phonics
- ❖ To have an understanding of the strategies you can use to help your child remember tricky words
- ❖ To know how to support your child to access the text including; questions you can ask to support your child's understanding of the text, general reading behaviours (pointing to the text etc) and using picture cues to help your child to understand the story
- ❖ To have some ideas for games that you can play at home to make learning to read fun

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# The Reading Curriculum at Barrow Hedges

Literacy is one of the 7 areas of learning in Reception. This is broken down into Reading and writing. Phonics underpins both of these specific areas.

## More about the reading curriculum:

### Adult led

Guided Reading/Phonics  
Lessons  
Long Term plan on the  
Website- KPIs  
We foster a love of reading

### Child initiated learning

Print is everywhere  
Books are used to enrich all  
our activities  
Our very exciting book  
corners!

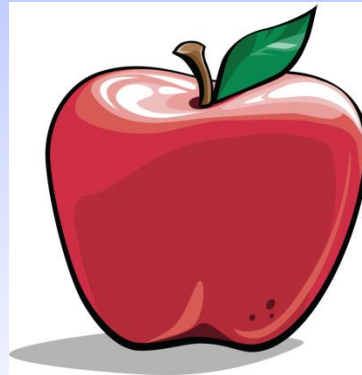
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# Progression in Phonics

A



a

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Phonics are the  
building  
blocks to reading.

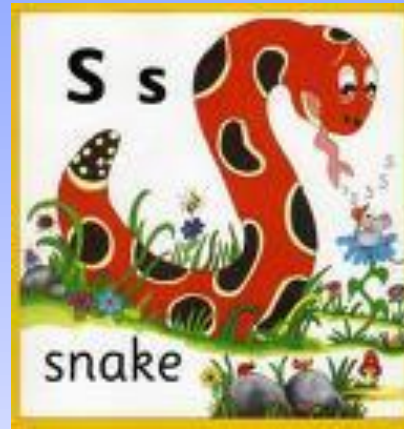


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First we teach letter sounds using  
Jolly Phonics.



We use visual pictures, actions and  
songs to teach the children the sounds.

<http://www.jollylearning.co.uk/>

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Identify the different sounds  
in words, starting with CVC  
words.

c a t

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We blend and segment  
the sounds together to read  
and write.

Then we learn more  
complex sounds and begin  
to blend and segment longer words.

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# Phase 2 sounds

Set 1

s a t p  
sat at tap pat

Set 2

i n m d  
in nip map dip

Set 3

g o c k  
go on cat kid

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Set 4

ck

e

u

r

pack

egg

up

rag

Set 5

h

b

ss

hen

bat

miss

f / ff

l / ll

fan

puff

leg

bell

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# Phase 3

<b>Set 6</b>	<b>j</b> jet	<b>v</b> van	<b>w</b> wig	<b>x</b> box
--------------	-----------------	-----------------	-----------------	-----------------

<b>Set 7</b>	<b>y</b> yes	<b>z / zz</b> zip	<b>buzz</b>	<b>qu</b> quiz
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<b>Set 8</b>	<b>ch</b> chip	<b>sh</b> shop	<b>th</b> thin then	<b>ng</b> ring
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Set 9

ai

rain

ee

feet

oo (long)

boot

oo (short)

look

Set 10

oa

boat

ar

farm

or

for

igh

night

Set 11

ur

hurt

ow

cow

oi

coin

ear

dear

Set 12

ure

sure

air

fair

er

corner

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Here are some examples of  
games we play that you can  
play at home to support  
phonics:



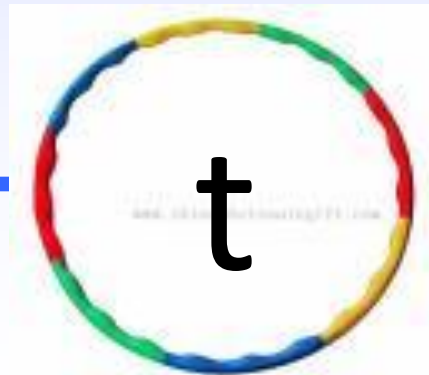
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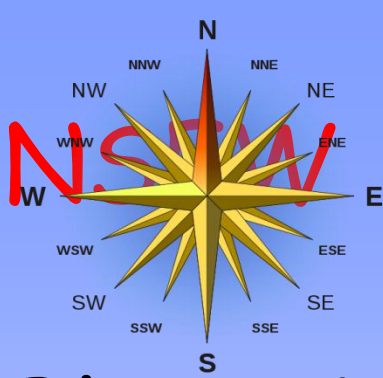
# Jump in the Hoop

- Give your child an object.
- Place a letter in a hoop.
- Child to jump in the hoop if they have an object that begins with that letter.



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- Place 4 letter cards around the room.
- Hold up at object beginning with one of the 4 sounds.
- Children walk to the sound the object begins with.

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# Flashcards

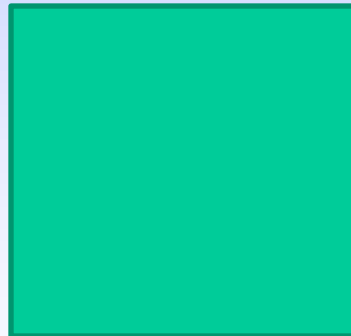
- Hold up the letter cards one at a time.
- Have your child say the sound as quickly as possible.





# Phoneme Boxes

- Say the word or show your child a picture.
- Then your child can write the correct sounds in the boxes.



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# Sound Buttons

- Write down a word.
- Draw sound buttons representing the sounds underneath.  
(You can use coins as well.)

cat



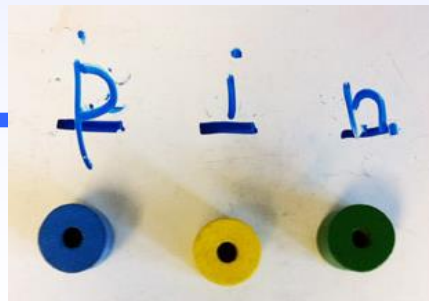
frog



feet



- Have your child say each sound as they press the button, then say the whole word.



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# Cube Game



- Draw/stick letters on each of the faces of the 3 cubes. (2 with consonants 1 with vowels)

- On 2 sheets of paper write 'Real' and 'Not Real'.

- Throw the cubes, read the letters and blend the sounds.

Children to either write the word they have made Under the titles 'Real' or 'Not Real'

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# Here are some ideas to use when supporting your child to read and to understand the text.

- Make a prediction about the story based on title, front cover and blurb.
- Turn the pages carefully looking at the pictures to get an understanding of the story before you begin to read it.
- Ensure that your child points to each word as they read

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- Allow the children to use the picture clues to help them to establish meaning.
- Practice reading the tricky words in the text ('the', 'he', 'we' etc.) Can they find them and point to them? Or draw their attention to any sounds you know they know!
- Answer questions in response to the text.
- Identify what they liked and disliked about the text supported by your questioning.
- Support your child to develop an understanding of the characters.

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- Talk about the setting of the story. Can they change the setting in the story?
- Make predictions about the text, predict the end of the story can they make up a different ending?
- Can they sequence the events in the story - make a story map.
- Look at the differences between fiction and non fiction.
- Look at the features of the text, bold print, punctuation, speech marks etc.
- Orally retell the story using the pictures to help.

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# High frequency and Tricky Words

- Most common words can be read and spelt using phonetic knowledge e.g. 'mum', 'see', 'and', 'look' and 'then'. These are high frequency words (common words) that children practice.
- However, 'tricky words' have unusual or irregular sound-letter correspondences and have to be taught as 'sight' words e.g. 'to', 'the', 'said', 'some'.
- Approach these words starting with the sounds your child already knows and point out the 'tricky bit'.
- Children should be able to read tricky words securely before being expected to spell them.

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# High Frequency Words that can be read using phonic knowledge

- These are words we can 'sound' out using the letter sounds (segment). By listening to the sounds as they are spoken we can blend them together to read the word
- Lets have a go together...

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# Learning the Tricky Words

Children learn these tricky words through practise and repetition

When you are reading, if your child doesn't recognise a word and is stuck, please do read the word to them

Play games

Revisit them over and over again, but make it fun!

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# Phase 2 HF and Tricky Words

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but					
<b>the</b>	<b>to</b>	<b>I</b>	<b>no</b>	<b>go</b>	<b>into</b>

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# Phase 3 HF and Tricky Words

will	that	this	then	them
with	see	for	now	down
look	too			
he	she	we	me	be
was	you	they	all	are
my	her			

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# Phase 4 HF and Tricky Words

went	it's	from	children
just	help		
said	have	like	so
do	some	come	were
there	little	one	when
out	what		

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# Phase 5 HF and Tricky Words

don't	old	I'm	by	time
about	your	day	made	came
here	saw	very	put	house
make				
<b>oh</b>	<b>their</b>	<b>people</b>	<b>Mr</b>	<b>Mrs</b>
<b>called</b>	<b>asked</b>	<b>could</b>	<b>looked</b>	

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# Ideas to Support Your Child to Learn the Tricky Words

- Flashcards
- Key word jigsaw sentences 'I go to the park.'
- Silly sentences
- Look, cover, write, check
- Tricky word bingo
- Word finding
- Snap
- Games - e.g.. hide words around the house
- Phonics play - [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

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- Word finding - after reading, get your child to go back and find the tricky words in the text, how many times can you count the words?

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# Tricks for remembering how to spell some HF/tricky words

Mnemonics - said - silly ants in dresses

Rhyming - cat, bat, sat, hat / he, be, we, me

Kinesthetic activities - paintbrush and water, chalk, tracing, writing in rice/cornflower/salt.

Applying in sentences

Not all strategies will work for all children

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# Thank you for your continued support



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