

Helping your child to read

St David's Class



Children's spoken language supports reading and writing

- In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing.
- Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

What you can do



- Talk to them!
- Model and expect good listening
- Encourage the understanding and use of new vocabulary
- Sing songs, rhymes and read poems, enjoying the rhyme and rhythm of words
- Read to your child regularly and develop their story language

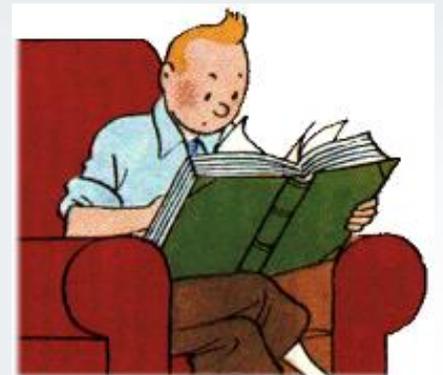
Can you read this?

- I cnduo't bveleie taht I culod aulacly uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcrnig to rseeerah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Aaznmig, huh? Yaeh and I awlyas tghhuot slelinpg was ipmorantt! See if yuor fdreins can raed tihs too.

As adults we are able to read and use our word recognition, decoding and phonic skills to read this.

Your children are at the start of their reading journey and need to learn the foundations first before they start recognising words on sight.

In order to help them achieve this we need to give them the tools to do so.



A New Vocabulary

- **Phonics** – the learning of letters and sounds
- **Phoneme** – the sound a letter makes
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into its component sounds
- **Tricky words** – words that cannot be decoded using phonics
- **cvc** – c = consonant (b/c/d/f), v = vowel (a/e/ee)

Blending

Building words from phonemes to read.

c a t



cat

Blending

Q u e e n



queen

Segmenting

- Breaking down words for spelling.

cat

c a t



Segmenting

Queen

qu ee n



- **Digraph** - a sound made with two letters eg. sh ai oi
- **Split digraph** – two letters which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite.
- **Trigraph** – three letters which together make one sound but cannot be separated into smaller phonemes e.g. igh as in light, ear as in heard, tch as in watch
- **Phonetically plausible** – written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij
- **High frequency words** – these are words that recur frequently in much of the written material young children read and that they need when they write.

Phonics

- At St Cuthbert Mayne we use a combination of two synthetic phonics methods. We follow the structure of *Letters and Sounds* but we use some of the Jolly Phonics actions to help us to remember the sounds.

Letters and Sounds

- Structured programme
- Six phases
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**

Phase 1

- All about sounds, musical, environmental, voice and body
- Aural discrimination of sounds, including letter sounds
- Blending and segmenting orally

Phase 2

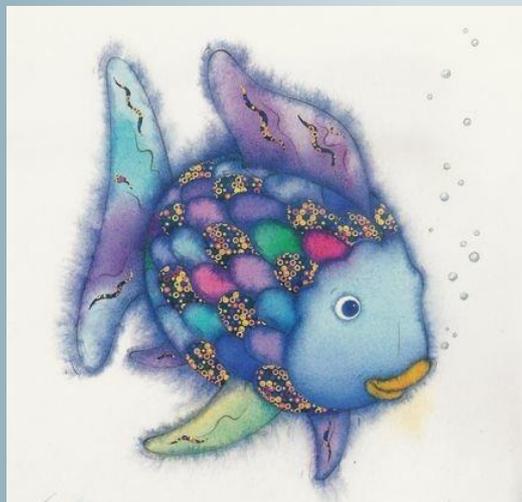
- Learning specific letters and sounds
- Reading tricky words:

I go no to the

- Blending and segmenting vc and cvc words, and in captions and sentences
- We will start to send home sound sheets each week for your child to practise saying and writing the sounds

How does it sound?

- No -uh unless it's 'u' !
- Think about your mouth
- <http://www.youtube.com/watch?v=lwJx1NSineE&feature=related>



Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, '**oa**' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz**, **chip**, **sheep**, **light**
- learn all alphabet letter names and continue to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences

Phase 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**
- and **CCVC** words: **swim, plum, sport, cream, spoon**
- For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**
- They will be learning more tricky words and continuing to read and write sentences together.
- **Tricky words**
- **said, so, do, have, like, some, come, were, there, little, one, when, out, what**

Daily Reading

- Try to hear your child read every day even if it is only 5 minutes.
- Remember to write in the reading record. This can be an encouraging note to your child and a record for us of any difficulties they are having.
- Don't rush through the books – read it more than once. Ask questions to check their understanding.



Reading Scheme

- Our books are colour coded by book bands.
- Each colour group contains a selection of books at different levels. Don't worry these all encourage your child to focus on different things – an easier book is good to practise reading with expression or asking questions about the book. A harder book in the same band will stretch their segmenting and blending skills.
- Your child might start with a wordless book. This is to encourage their story telling skills. Enjoy making up a story together.

Above all....

Reading should be fun!



**“The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.”**

Dr. Seuss, I Can Read With My Eyes Shut!