

Tips to aid reading at home

Thank you for helping to support your child's reading and for your positive comments that we have received about our phonics scheme, Sounds-Write. When reading with your child, it's important to ensure they are trying to read fluently. However, they can segment and blend words that they are struggling with to aid their reading when necessary. Below are some tips and phrases that you can use at home to help your child read and to ensure that school and home are following the Sounds-Write approach.

- It's helpful to ask your child to get their 'reading finger' ready when they are reading. The child places their finger underneath each word to ensure they are not missing out any words and for you to see if they are saying the correct word. It is also a great tool for when others are reading so the children can follow on.
- If your child is stuck on a word, encourage them to segment (break up) the word into its sounds (you can use your finger to point to each sound in the word). For example, if your child found the word 'fast' difficult, encourage them to say each sound in the word:

/f/ /a/ /s/ /t/.



Then ask your children to blend (put together) the sounds and read the word, in this example 'fast'. Our catchphrase from the Sounds-Write program is, '**Say the sounds and read the word**'. We also **swipe our finger underneath the word** which the children know means blend and read the word (to save you repeating yourself!). So in this case, you would swipe our finger underneath the whole 'fast' when they are attempting to read the full once segmented.



- If your child continues to struggle, you can cover up some of the word so you can point and encourage your child to say some of the sounds in the word e.g. /f/ /a/.



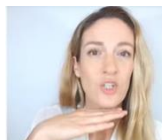
Then cover this part and try saying the sounds in the next part of the word e.g. /s/ /t/.



Once they have done this, ask your child to, '**Say all of the sounds and read the word**' while **swiping your finger underneath the whole word e.g. fast**



- For longer and more complex words, it can be useful to break them up into its syllables. **A syllable is a single, unbroken vowel sound within a spoken word.** We can often identify syllables using the 'hand and chin' method.




Please visit: [Syllables - English Pronunciation | What is a syllable? - YouTube](#) for more information on this useful method. We are beginning to teach syllables in Year One so your child will be becoming more confident in recognizing syllables in a word but may still need some help. If your child found the word 'September' difficult, you can break the word up into its syllables by simply covering part of the word to reveal the first syllable. In this example,

you would only reveal /S/ /e/ /p/. Ask your child to say the sounds and read the word (Sep). Then reveal the next syllable /t/ /e/ /m/ and ask them to say the sounds and read the word (tem). Finally, reveal the next syllable /b/ /er/ and ask them to say the words and read the word (ber). Encourage your child to say the word **very precisely** in its syllables again /Sep/ /tem/ /ber/ and then read the word without pausing between the syllables so that they should say 'September'.

We understand how confusing this may be for parents particularly those who are not trained or have a lot of experience in early reading and phonics. Therefore, your child's teacher, our phonics and early reading lead and Mrs. Stephenson are always here to answer any questions you may have and are always willing to give advice. We have also put together word mats with all of the sounds (and the various ways of spelling these sounds) that your child will cover from Reception to the end of Year Two. The children also have access to these word mats in school so they will be familiar (the children only look at the pages which have the sounds they have or are covering at the moment to avoid confusion). The word mat may also be useful as it will show you 1, 2, 3 or 4 letters than can represent one sound with some examples. Knowing a little about these sounds can be helpful when helping your child reading so they don't accidentally segment two, three or four letters that actually represent one sound. For example, your child should read the word 'break' as /b/ /r/ /ea/ /k/ not /b/ /r/ /e/ /a/ /k/ as the /e/ and /a/ will sound different and may result in your child not reading the word correctly.

<p>Sound /ae/</p> <table border="1"> <tr> <td>ai train</td> <td>ay spray</td> <td>ea* steak</td> <td>a-e whale</td> </tr> </table>	ai train	ay spray	ea* steak	a-e whale	<p>Sound /ee/</p> <table border="1"> <tr> <td>e me</td> <td>ea* read</td> <td>ee tree</td> <td>y dolly</td> </tr> </table>	e me	ea* read	ee tree	y dolly	<p>Sound /oe/</p> <table border="1"> <tr> <td>o* go</td> <td>oa goat</td> <td>ow snow</td> <td>oe toe</td> <td>o-e phone</td> </tr> </table>	o* go	oa goat	ow snow	oe toe	o-e phone
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Extended Code.
Unit 1 - 12.
 * This spelling can represent different sounds.



Please get in touch if you need any further help or information.