**Helping with Reading**

**Phonics**

Learning new sounds

* Listen to the sound that the letters make. Say words that have the sound in that you are practising, even if the spelling is different – LISTEN for the sounds. For example, the ee sound can be heard in all these sounds

see seal be tree beach key

- the sound is the same even though the ee sound is spelt differently.

* TALK about where the sound is in the words – is it at the start, in the middle or at the end of the word?
* Now say words that only have the sound you are learning

see tree glee sleep flee

* LOOK carefully at the written letters when saying the sound. Add sound buttons underneath. If it is a short sound like ‘s’ it has a dot under it. If the sound is a longer sound/made up of 2 or more letters it has a line under it – ee ai igh
* Push the sounds together to blend them. This will help you to read them. Say them faster and faster until you can hear the whole word.

 Sometimes saying the first two sounds together and then adding the last sound can help e.g sa d - sad. Or you can say the first sound and then the last two sounds e.g. s ad - sad.

* If the word is longer you might need to spilt it into 2 parts. Sound each part and then put them together to make the word e.g. cooking - split into ‘cook’ and ‘ing’.
* Remember that there are some words that you can not sound out. These are known as the tricky words. These words have to be learned by sight.

Phase 2 tricky words – I no go to the into

Phase 3 tricky words – he she me we be are you all they my was you

Phase 4 tricky words – said come some have like so do were there little one when out what

* Practise all the sounds daily – just saying the sound when the letters are shown.
* Practise reading new sounds within words.
* Revisit, revisit, revisit!

**Resources to help with phonics (online)**

<http://www.ictgames.com/>

[https://www.phonicsplay.co.uk/#](https://www.phonicsplay.co.uk/)

<https://www.phonicsbloom.com/>

<https://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>

<https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics>[/](https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/)- this shows you how to sound out the letters

Alphablocks <https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>

Songs

<https://www.youtube.com/watch?v=1Qpn2839Kro>

<https://www.youtube.com/watch?v=R087lYrRpgY&t=53s>

<https://www.youtube.com/watch?v=3ovJIxTQpsU>

**Other ways to help with reading**

* Read to your children. Read stories that they like. Even though you will get fed up before them children like to hear the same story lots of times. This is a good way of building up sentence structure patterns and story structure.
* You can read their school books to them as well. You can take turns to read pages or sentences. Look at the pictures and talk about what you can see. Use the suggestions on the inside covers of their book (front and back cover). Remember that tricky words can not be sounded out, you have to just learn what they say. The other words in their books can be read using the phonics that your child knows.
* When you read to your child you can then talk about the story. You should ask questions about the story. Look at the short section below and then at the types of questions that can be asked.

***Sam was playing football in the park. He saw his friend Tom walking with his dad and his brown, hairy dog, Billy. Sam waved excitedly and called over to Tom.***

Q. What was Sam playing? Answer: *football*

Q. Where was Sam? Answer: *in the Park*

Q. Who did Sam see? Answer: *his friend Tom*

Q Was Tom pleased to see his friend? Answer: *Yes*. How do you know? Answer: *He waved excitedly and called to him.*

Q. Which 2 words describe what Billy the dog is like? Answer: *hairy, brown*

Q. Can you think of a word that means the same as ‘walk’ Answer: *stroll, amble, stride, trudge, plod, march etc*

Q. Which word means ‘to have lots of hair’? Answer: *hairy*

Q. What do you think will happen next? Answer: *any answer that seems likely e.g Tom came over and played football with Sam.*

* Find words around your house e.g. on food labels, dvd boxes, toy/games boxes, newspapers, magazines, comics, letters/envelopes. Look at the words you find and use phonics knowledge to help sound out the letters in the word. Can you find the same words on other things? Can you find any tricky words?

Keep reading times short but frequent. You do not have to ask questions or ask your child to read every time you share a book.