

# **Silchester C of E Primary School**

## **Reading Key Stage 1**



## What can I do to help my child?

- Always be positive – encouragement and praise is essential to build your child's confidence. When correcting a word that you child has misread, try to avoid saying 'no'.
- Share reading with all the family.
- Continue to read to your child regularly – even when they can read proficiently.
- Read yourself – read your own books and magazines. Get the message across that reading is valuable and an enjoyable activity for everybody. It's not something you only do in school. It can be particularly beneficial to boys to see their Dad reading.
- Don't compare your child's progress with anyone else's, it undermines their confidence and de-values their achievements. All children develop at different rates.
- Don't rush through a reading book. Give children time to understand what they have read. Discuss the book with your child and ask them questions to help develop their understanding.
- Join your local library, which will have a variety of different books and reading materials available. Try to ensure your child has plenty of opportunities to read and share both fiction and non-fiction books.
- Play letter sound games with your child at home such as alphabet snap and I-spy.
- Help your child to learn the letter sounds that they have been learning in school. (Shared on Tapestry.)
- Point out any words in the environment, e.g. Road signs, in shops, cereal packets.
- Listen to your child read every day and write a comment in their reading record each time.

## **Practical tips**

- Choose a quiet time.
- Always talk about the book before and after reading it.
- Ask questions that encourage your child to predict what will happen next, to express opinions about the plot and the characters and to check understanding.
- Try to keep some momentum and fluency – judge carefully when you think you might need to tell them a word so that they aren't stuck for too long.
- Read books more than once – especially their favourites! Each time they re-read a book they should become more fluent, taking note of punctuation, using expression and really developing their understanding.

## **If a child is 'stuck' and unable to read a word, you can help by:**

- Encourage your child to sound out using pure sounds and blend where they can.
- Remember 'red words' can't be sounded out. (said, the)
- Pointing to the picture if it is relevant.
- Read the sentence again – what would make sense?
- Read on past the problem word – what would make sense?
- Look for root words – dislike, playing.

Encourage and model reading with fluency and expression.

Encourage your child to attempt to correct mistakes themselves.

## Terminology used in phonics

### Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 42 phonemes.

### Grapheme

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

### Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

### Digraph

This is when two letters come together to make a phoneme. For example /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example /sh/ and /ch/.

### Trigraph

This is when three letters come together to make one phoneme, for example /igh/.

### Split digraph

A digraph in which the two letters are not adjacent – e.g. **make**

### Abbreviations

VC, CVC and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order or graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC)).

## Phonics at home

### Tips for teaching your child the sounds:

- It is important for a child to learn lower case letters rather than capital letters first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as the beginning of the child's name.
- When you talk about letters to your child, remember to use the letter sounds rather than the alphabet names of the letters. The reason for this is that sounding out words is practically impossible if you use the alphabet names.
- Try to say the shortest sound you can without an 'uh'.

### Useful webpages:

<http://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy>

<https://www.early-education.org.uk/road-reading>

<https://www.early-education.org.uk/making-their-mark-childrens-early-writing>

## Pre-writing skills

Here are a variety of ways to help improve your child's fine motor skills.

- Threading and lacing – with different sized laces and a selection of different beads (e.g. pasta, wooden beads, in a colander)
- Play-dough – activities that may involve rolling with hands or a rolling pin, hiding objects such as coins in the play dough or just creative construction.
- Scissors – projects that may involve cutting out geometric shapes to then paste them together to make pictures such as robots, trains or houses.
- Finger games – Incy Wincy Spider.
- Construction – Building with Duplo, Lego, Mobilo, or other small construction toys.
- Tweezers or chop sticks – to pick up objects.
- Craft – make things using old boxes, egg cartons, wool, paper and sticky or masking tape.
- Every day activities such as opening containers or jars. This helps to strengthen hands.
- Drawing or writing – with different writing implements (chalk, pens, crayons etc.) on a large scale.
- Pre-writing shapes – practise drawing the prewriting shapes ( - , l , O , + , / , |
- Water and paint brushes – Dip a paintbrush into water and 'paint' onto brick walls, patios, decking etc.
- Finger painting – or painting with cotton buds
- Tearing/scrunching paper
- Pegs – how quickly can you peg 10 pegs on a tea-towel? How quickly can you take them off and put them in a pot?