

Helpful Hints for Parents

GETTING STARTED

At Engayne we want your child to enjoy books. Reading should be fun and never a chore. Children who are used to sharing the enjoyment of a book with an adult will generally learn to read more quickly.

- Sit close to your child
- Read aloud to and with your child
- Discuss the story with them
- Encourage and praise their efforts

- NEVER force them to read and when they are tired or it upsets them

- NEVER test your child by covering the picture or showing just the words out of the book context

- Do not worry if at first they appear to know the story off by heart. Behaving like a reader is a skill in itself.

- Try not to worry if some words are inaccurate if the story still makes sense.

Reading involves many different skills, picking up the clues from the words, sounds and letters is just one of them.

Using the pictures and the story so far is a valuable tool and is just as important a skill to develop.

Have a good look at the book together. Look at the cover, title page and title. If you can find the author's name read that too. Use the words, author, illustrator, title page.

If the book has few words talk through the story with your child. Ask them to retell the story in their own words. Pick out the words and relate them to the illustrations.

If you have key words to learn for the book use them to make sentences, read them with the book not on their own. Look at the words in a sentence and within the story for the full use. It helps your child to make sense of the words and their meaning.

Where Next?

As your child gains confidence, they will still require help to develop reading stamina. Always be willing to read with and to your child as needed.

Encourage your child to choose a book by reading the first few lines rather than just looking at the picture on the front cover.

Share the beginning of the harder stories, talk to your child to guess what might happen next.

The basic phoneme sounds and spellings

/a/ **cat**

/ae/ **ape, baby, rain, steak, eight**

/air/ **hair, square, bear**

/ar/ **jar, fast**

/e/ **peg, bread**

/ee/ **sweet, me, beach, pony**

/i/ **pig, wanted, cygnet**

/ie/ **kite, wild, light, fly**

/o/ **log, want, because**

/oe/ **bone, soul, boat, snow**

/oi/ **coin, boy**

/oo/ **book, would, put**

/or/ **fork, ball, sauce, law**

/ow/ **down, house**

/u/ **plug, glove, tough**

/ur/ **burn, person, work, first**

/ue/ **blue, moon, screw, soup**

/b/ **boy, rabbit**

/c/k/ **cat/key, duck, school, unique**

/ch/ **chip, watch**

/d/ **dog, ladder, rubbed**

/f/ **fish, coffee, photo, rough**

/g/ **gate, egg, ghost**

/h/ **hat, whole**

/j/ **jet, giant, cage, bridge**

/l/ **lip, bell, sample, pupil**

/m/ **man, hammer, comb**

/n/ **nut, dinner, knee, gnat**

/ng/ **ring, sink**

/p/ **pan, happy**

/qu (kw)/ **queen**

/r/ **rat, cherry, write**

/s/ **sun, dress, house, city, mice**

/sh/ **ship, mission, station, chef**

/t/ **tap, letter, debt**

/th/ **thrush**

/th/ **that**

/v/ **vet, sleeve**

/w/ **wet, wheel,**

/x (ks/gz)/ **box exit**

/y/ **yes**

/z/ **zip, fizz, sneeze, is, cheese**

/zh/ **treasure, Asia, azure**

/ear/ **fear, beer, here**

Using the correct sound for the letter they see is very important for reading and building
 The first thirty letter and sound patterns
 Children are taught to hear a sound by stretching or bouncing a sound

Stretched sounds

When a sound is stretched and the mouth is held in position. No “uh” is added to the end
 e.g. mmmuh

Bounced sounds

Some sounds can not be stretched so these are bounced. Again do not added an “uh” to
 the end of the sound to keep it as short and pure as possible.

Bouncing and stretching the sounds correctly is essential so a child can then blend sounds
 successfully into a word.

mmm mmmountains stretch	aaa aaaapple stretch	sss sssnake stretch	iii iiinsect stretch	nnn nnnet stretch
d-d-d d-d-d-inosaur bounce	t-t-t t-t-t-tree bounce	p-p-p p-p-p-pirate bounce	g-g-g g-g-girl bounce	ooo oorange stretch
c-c-c c-c-caterpillar bounce	k-k-k k-k-kangaroo bounce	Uuu Uuumbrella stretch	ng thing stretch	b-b-b b-b-boat bounce
fff ffflower stretch	eee eeegg stretch	lll llleg stretch	h-h-h h-h-horse bounce	shhh shhh stretch
rrr rrrobot stretch	j-j-j j-j-jump bounce	vvv vvvulture stretch	y-y-y y-y-yak bounce	ch-ch-ch ch-chew bounce
w-w-w w-w-worm bounce	th thank you stretch	qu-qu-qu qu-qu-queen bounce	zzzz zzzig-zag stretch	X Exercise
ck-ck-ck pick bounced				

Knowing how to use and pronounce these letter sounds will really help your child with
 reading and word building

THE NEXT STEP

Look at the long vowel phonemes (sounds)

ee: see tree three week need feel
ae: tea each teach reach beach

ay: day play may way
a-e: made make cake game date
ai: train pain tail paid

i-e: hide wide time five
ie: tie lie die
y: fly by sky try
igh: high fight fright right tight

o-e: hope note hole woke
oa: boat coat throat
ow: grow throw blow

oo: room soon moon tooth
ue: blue true
u-e: cube tube rule huge

Then there are ir and ur and er which make an er sound as in her or mother

or as in for and horse

ar as in car and far

oy and oi as in boy and toy and boil

air, are and ear as in chair, care and bear

There are of course exceptions to every rule and phonic pattern you learn. Such is the English language! Words such as “was” and “they” need to “look” like they do when reading to recognise the spelling.

MOVING ON

Words to blend for reading (first 30 letter/s sounds)

Remember to teach a new letter sound each day, even if children have difficulty in blending. Two letter sounds are underlined.

M a s d t: sad mad sat at am

+ i: sit did it

+ n: man and tin not pin

+ p: map pan tip pad tap

+ g: pig dig gas nag

+ o: on top pop got dot

+ c: cap cot can cat

+ k: kit kid

+ ck: pick sack sick sock

+ u: duck up must dug mud

+ b: bad but bug bit bus big bin

+ f: fit fun fat if

+ ff: off sniff

+ e: hen bed bag bat but best send

+ l: leg let log lend slip clock

+ ll: bell well tell till will hill smell

+ h: had hit hop spill him hat hand help

+ sh: ship shop fish splash shell

+ r: red run crab trap frog drip

+ j: jug jam jet jog jump just

+ v: van vest vet

+ y: yet yes yum

+ w: web win wet went will wish

+ th: this that then

+ z: zip zig zag zap ⁽⁴³⁾

+ chip chin check chop

TECHNICAL LANGUAGE

Phoneme: The smallest unit of **sound** you can hear even when there is more than one letter e.g. ck, or sh.

Grapheme: The way that sound is written. The letter combinations.

Phoneme fingers: How the children dissect a word into the sounds they can hear for reading and spelling.

Split diagraph: where a two letter sound phoneme is split by another letter e.g. make the a and e are making a long ay sound but are split by the k

Word	Phonemes Smallest sound	Graphemes Letter or letter Groups used to Write the sound	Vowel Grapheme
cat	3	c - a - t	a
chat			
dog			
then			
ship			
hug			
this			
chin			
push			
splash			
smell			
thing			
clock			
dress			
stop			
hand			
crab			
jump			

Try to break these words into the sounds.

This is exactly the skill your child needs to use to improve their reading and spelling.

The next step

Of course the next step is to blend these sounds when reading. This is hard and children need to practise this regularly.

Listening to you break words into sounds so they then blend then back together is a good way to start.

It gets the children listening and hearing the sounds.

You sound quite robotic when doing this but it really works. Your child could try to “robot” words to you too.

Some examples

Touch your	/l/	/e/	/g/
Stamp you	/f/	/eel/	/t/

Try s-i-t

What about pot, skip, pen, chin, hand, book.

Pick a sound and use it repeatedly, But, bet, bit, but, bus,

Building and using sound skills is just one approach. However, it is not the only one. To develop as a reader your child needs to use a range of skills and strategies to help them decode the text.

Learning sight words is also an essential skill in early reading. Building words such as if, in, at etc is time consuming. Recognising certain words which are common and appear often is important as it helps comprehension and speeds the reading along. These words are also given as spellings which aids writing too. Recognising these words is good for confidence and helps spelling accuracy.

What can you do when you're stuck on a word?

- Split the word up. Look at the beginning and the end.
- Sound the word out. Are there any groups of letters that make one sound?
- Look for words you know inside the word.
- Miss the word out and read on, re-read and think what would make sense.
- Does it look like any other word you know?
- Think about what you've just been reading about and use the pictures.

Please encourage your child to build new words using the sounds they have been learning in school. Longer words should be tackled in chunks or segments. For example re/peat/ing

Keep using the pictures for clues and re-read to keep the sense.

Always be prepared to demonstrate fluency, pace and punctuation for your child.

Read as partners. Ask your child to tell you about your page and tell them about their page. Reading and listening at the same time is very hard!

Above all find the time to read with your child even as they become more fluent. Visit and join the library. Let them read to younger brothers or sisters.

All reading is valid. If it keeps your child's interest try comics, newspapers and football books. Use BUG CLUB and the games on the site. Access www.phonicsplay.co.uk parents section for more games etc. Oxford Owl has games, e books and phonic screening assistance.

Encourage the reading habit and try to set the example yourself too.

Good luck and happy reading.

