

Help your child have a successful Foundation Year

Supporting your child with Phonics

What is phonics?

Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups). Phonics is the learning-to-read method used in primary schools in the UK today. It helps children to use their growing knowledge of phonemes and graphemes to decode unfamiliar words. In addition to this, children learn to recognise regularly occurring words by heart. At Welton Primary School, children experience daily systematic phonics sessions which enable them to revise old and practise new sounds until they can recognise all 40 + phonemes. These are practised through a range of indoor and outdoor activities.

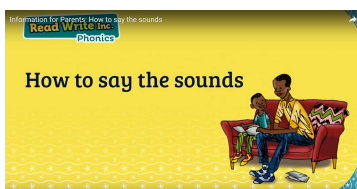


s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

How to pronounce the sounds

It is really important to pronounce the sounds correctly when reading with your child, copy the link and watch this YouTube clip to find out how.

<https://youtu.be/EYx1CyDMZSc>



Common Exception words

Children learn that words cannot be sounded out through a phonetic approach but instead they recognise the word through repeated exposure.

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

How can you help at home?

- Spot the above words in rhymes, storybooks, letters, signs and point them out when you are 'out and about'. Talk about them being tricky words but that we are learning by spotting them over and over again. Count how many times you notice them!
- Practise a few words at a time by creating flash cards, or paint on stones, chalk the words on the ground or write them on mini whiteboards.
- When the teacher sends home assessment sheets, these will give you a precise overview of the high frequency words and phonemes and these should be practised regularly at home and school to consign them to memory
- Register for free computer sites



Get Creative with phonics:



How to support your child with early reading:

To read often at home (at least 4 times a week and preferably daily) has a huge impact on the progress that children make at school.



As well as children gradually and systematically learning how to decode words, they also need to be exposed to reading books that they can read along with their families, enjoy a simple plot, and alternate between reading, listening and talking about books.

Children love to talk about the front cover of a book, the illustrations and what they think might happen. Take time to do this before they attempt to read, or you read to them.

As a starting point to the actual reading, it is always of benefit to the children to spot some sounds and high frequency words that they will encounter in the story.

Watch this short You Tube clip for some hints for reading with your child in the beginning stages of learning to read:

<https://youtu.be/EEExGFvI20P4>



Watch this short You Tube clip for some hints for reading with your child as they begin to read : <https://youtu.be/21rYP70LvZ0>



Supporting your child to read aloud.

Even in short stories, children love to answer questions about the story line, often drawing from their own experiences:

What is the character like? Do you know anyone like this?

Where does he live? Is that like our house?

How is he feeling? I sometimes feel like that - do you?

What is going to happen next? Why do you think that?

To get the first foundations for early reading right - think of the acronym F.I.R.S.T

F - fun

I - interactive

R - regular

S - stimulating

T- talked about

F.I.R.S.T reading

It should be **FUN** so pick a time when both you and your child are relaxed and ready to transport yourselves into an imaginary world.

It should be **INTERACTIVE** so select books that have lots of repetition, rhymes and things that you can chant out in unison.

It should be **REGULAR** so set aside some quality time each night for this. An enormous amount of energy goes into the early decoding stage, so it is worth reading a book more than once so that they can derive meaning from the text once they have read it more fluently.

It should be **STIMULATING** so choose books with interesting characters, settings and story lines. If your child has a special interest, there may be books that have their hobby within the story line. To maintain interest, alternate between the adult and the child reading.

The book should be **TALKED** about. Ask questions and ask your child to ask you questions to see if you have been listening!



Reading Records

The reading record enables the school to track the reading that takes place at home and acts as a signal for us to change books. Whilst it is beneficial for children to read books more than once to promote fluency, it is also motivational for the children to read new and exciting books. As well as the school reading books, you and your child may like to choose other reading materials from libraries and shops. Comics, postcards, posters and signs all provide children with opportunities to read. There are a full range of interesting children's books available to download for the kindle or I-pad which can be very motivating.

Supporting your child with writing at home

Early writing activities

1. Encourage children to look for print in their environment –road signs, food packets, shops, catalogues etc.
2. Try activities to develop fine motor skills e.g. cutting, using playdough, using tweezers, using clothes pegs, tracing.
3. Use a chalkboard to write family messages on.
4. Make labels for things around the house.
5. Write a shopping list – real or imaginary! Or any other sort of list.
6. Letter formation – practice forming letters using paint, in sand, using playdough or pastry.
7. Let your child write their own Christmas cards or birthday cards to people.
8. Use magnetic letters – your child can leave a message on the fridge.
9. Encourage and praise early squiggles and marks which show your child is beginning to understand writing.

Improving Writers

1. Write party invitations.
2. Encourage children to write thank you letters after birthdays and Christmas.
3. Write postcards when on holiday.
4. Write menu for a family meal or party.
5. Email a family member or friend.
6. Make a scrap book with labels and captions – maybe after a holiday or special event.
7. Write short stories involving the adventures of their favourite toys.
8. Write an information leaflet about something they find interesting eg. dinosaurs, sports etc.
9. Write a letter to a favourite author.
10. Invent and write rules for the house, bedroom etc. and put on a poster
11. Draw, label and explain their own inventions. Make up silly sentences and tongue twisters.

It's also an incentive to write if there is a range of exciting writing materials available – pencils, crayons, felt tips, sparkly pens, writing icings, writing soaps for bath time, coloured papers, different shape and sizes of paper etc. Most of these things are available quite cheaply these days in places like Pound land.



A paint brush and water is great for
“writing” with on the floor outside.