

# Children who read at home do well at school

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Reading is more than a necessity. Learning to read should be an excitement and a joy.



# What is phonics?

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The 'nuts and bolt's of reading

Phonics = the sounds in our language.

26 letters, 44 sounds – so unfortunately not as straight forward as some languages.

# Why Phonics?

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Systematic

Daily

Consistent

Emphasis on success

Additional support where needed

# Set 1

## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

a	e	i	o	u
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*Vowels: stretchy*

ay	ee	igh	ow
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*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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# Set 2

## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

a	e	i	o	u	ay	ee	igh	ow
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*Vowels: stretchy*

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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# How to help your child at home...

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# What you can do at home?

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In an ideal world your child will skip home and demand to read to you. The book they bring home will not be linked as closely to their phonics level as the one they read in school, so they will probably need some help.

Support your child's developing use of phonics by sounding out words they can't do unaided and asking them to do the blending. This isn't cheating, it's a stage of development.

Tell your child words with sounds in that they don't recognise and tell them the 'red' words, but point to them and ask your child to say them after you.

Re-read what your child has read to you so that they don't lose the sense of the story.

Look at the pictures and talk about the book.

# Read to your child

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Read to your child – a picture book from the library or a short chapter book, a recipe, a poem, a comic...

- Chat about what you have read,
- Ask: ‘What did you like about it?’, ‘What didn’t you like?’, ‘What would you change about the story?’, ‘Which page was your favourite?’,
- ‘Tell me about it?’ is more open than ‘Why?’ and it can be empowering for a child to feel they don’t have to find the answer you have in your head.

Ask ‘Did the story remind you of any you have read before?’ Your child may remember other stories with wolves in, patterns of three (Three Little Pigs, Three Billy Goats Gruff, three wishes), a child alone or orphaned at the start of the story, magic, a disaster...

Has anything like that happened to you?

I wonder what happened after the story ended/before it began?

Did anything puzzle you? Was there anything you want to read again?

# The book as an object

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Don't forget to look at the front cover – is a character looking straight out at you or is something running to the right hand edge encouraging you to open the book.

End papers can be a source of discussion. In 'Farmer Duck' the end papers show the change in the seasons between the beginning and the end of the book and they reflect the main characters mood. In 'Owl Babies' the end papers look like tree bark or feathers.

Do the pictures tell the same story, or a different one?

What effect does the way the picture is placed on the page have?

Is there a blurb, a dedication, something about the author?

# Finally

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The young reader needs a balanced diet of experiences with books.

Practicing their own reading, sharing reading and being read to.

If one is a battle concentrate on another one for a while.

All of these 'experiences' can be noted as 'home reads' in the yellow reading records.

# Show an enthusiasm for reading for different purposes

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Read favourite stories **over and over** again

Read stories which are at a **higher level than they can read by themselves.**

**Ensure you listen to them read during the week. Ideally five times a week.**

Listen to them **when they** read their **books from school (health warning)**

**Discuss books and** reading (guidance in the front of the yellow reading record)

**Write a comment in the yellow reading record**

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## Downloads and videos

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>