



**Supporting your child
as they learn to read**



**Why is
reading so
important?**

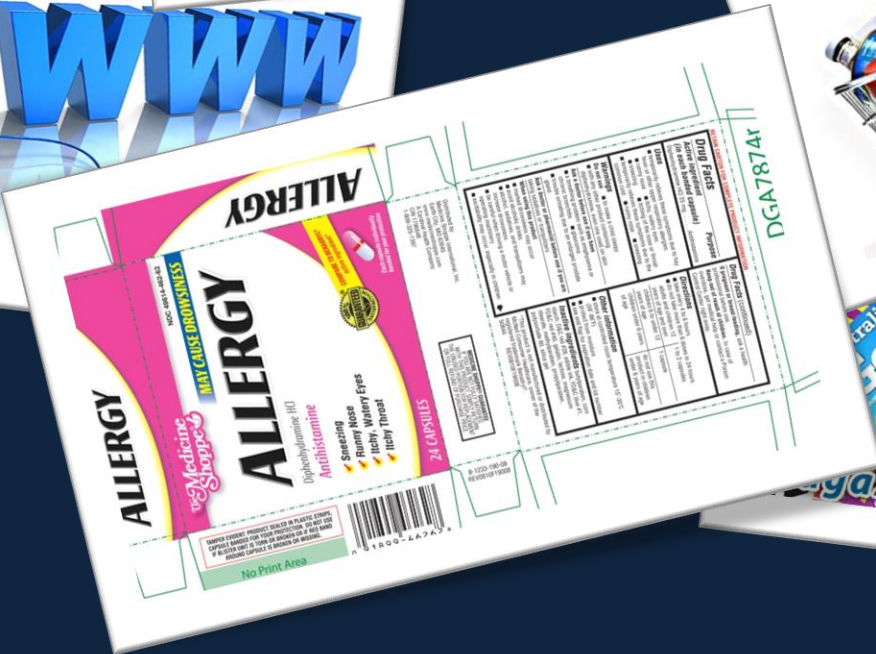
**What is
reading?**

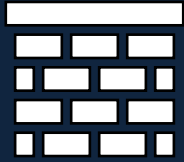
**What reading
skills does my
child need?**

**How can I
support my
child at
home?**



Why is reading so important?





Lacking vital literacy skills holds a person back at every stage of their life –

- as a child they won't be able to succeed at school**
- as a young adult they will be locked out of the job market**
- and as a parent they won't be able to support their own child's learning.**

National Literacy Trust



Reading for enjoyment is closely linked to academic development as well as building confidence and resilience, and children who are read to are much more likely to read for enjoyment themselves.

Book Trust



**Children with interested parents
pull ahead of the rest whatever
their starting point.**

Department for Education



What is reading?

**What the words say - decoding and word
recognition - phonics**

+ What the words mean - comprehension

= Fluent and effective reading



What reading skills does my child need?

There are 4 main skills



Learn the different sounds - how to say them and write them



Spot those 44 sounds in words



Join the sounds - 'sound out' – say the sounds individually – and then 'blend' those sounds together




Understand what the words mean



SKILL 1

Skill 1 – learn the sounds

PHONICS Learn the 44 sounds in the English language – how to say them and write them



grapheme = written form
phoneme = spoken form



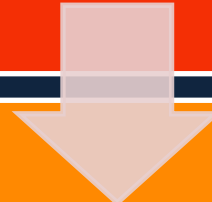
Schools teach the sounds in a fixed order (phases) using various schemes using rhymes, images and actions

Phases 1 to 3

Phase 1 develops listening skills – hearing environmental and instrumental sounds; getting familiar with rhythm, rhyme and alliteration; oral blending and segmenting



In Phase 2 children begin to match the most common of the 44 sounds to written letters



Phase 3 introduces children to one way of writing each of the remaining 44 sounds

Phases 4 and 5

Phase 4 is a chance for children to practise, consolidate and refine what they know




Phase 5 introduces other spellings for the sounds they have learnt and alternative pronunciations



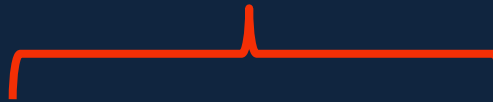
Children progress at different speeds generally Phase 1 in nursery - Phases 2 & 3 in Reception - Phase 5 in Year 1

PHASE 2




s	k
a	ck
t	e
p	u
i	r
n	h
m	b
d	f
g	ff
o	l
c	ll
	ss

PHASE 3



j	igh
v	oa
w	oo
x	ar
y	or
z	ur
zz	ow
qu	oi
ch	ear
sh	air
th	ure
ng	er
ai	
ee	

PHASE 5



ay	ph
ou	ew
ie	oe
ea	au
oy	a-e
ir	e-e
ue	i-e
aw	o-e
wh	u-e

Parent tip 1: know your sounds

Hear how to say the sounds correctly here:
https://www.youtube.com/watch?v=TTe5_Em0BHQ

Letters and Sounds for Home and School YouTube channel, created by Wandsworth schools, is an excellent resource:
https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw



Parent tip 2: sound games

If you change
the 'h' in hat
to 'ch' what do
you get?
'i' in sit to 'a'?
'b' in bin to 'ch'?

Think of
some words
that rhyme
with:
cat top
make

Mat and man
start with the
same sound –
what sound?
Chat and chips,
sister and silly,
first and fun?

Can you find
5 things in
the house
beginning
with the
sound 'b'?



Parent tip 3: use all your senses

Draw letters
with your
finger on your
child's hand or
back - let them
do the same

Use a mirror
so your child
can see the
shape their
mouth makes

Encourage your
child to write as
they say sounds
aloud, to feel
their hand and
mouth move as
they hear the
sounds

Draw the
letters with
a finger in a
pot of rice or
sand



SKILL 2

Skill 2 - spot the sounds

Spot those 44 sounds in words



Children must identify individual sounds
and also spot the sounds represented by
more than one letter



Digraph 2 letters making 1 sound
Trigraph 3 letters making 1 sound
These letters are 'special friends'

Parent tip 4: sound buttons

dog
● ● ●

crisp
● ● ● ● ●

shop
— ● ●

brown
● ● — ●

PHASE 2

s	k
a	ck
t	e
p	u
i	r
n	h
m	b
d	f
g	ff
o	l
c	ll
	ss

mop
 spoon
 singing

PHASE 3

j	igh
v	oa
w	oo
x	ar
y	or
z	ur
zz	ow
qu	oi
ch	ear
sh	air
th	ure
ng	er
ai	
ee	

ship
 duck
 date

PHASE 5

ay	ph
ou	ew
ie	oe
ea	au
oy	a-e
ir	e-e
ue	i-e
aw	o-e
wh	u-e

stamp
 night
 time





SKILL 3

Skill 3 – join the sounds

'Sound out' and 'blend'

- say the sounds one by one
- blend the sounds to create the word



Accurate 'sounding out' allows your child to 'blend' successfully



Watch out for digraphs and trigraphs

Parent tip 5: reminders

Always encourage your child to 'sound out' and 'blend'

Even when they are a fluent reader, this is a good place to start

Think how you would work out how to read a new and difficult work ... can you 'sound out' and 'blend' "Pachycephalosaurus"?



Parent tip 6: blending support

Whisper the sounds – directs attention to the shape their mouth makes when saying a sound

Don't rush them - this skill needs focus

Return to your sound games – removing the need to read the letters allows focus on the blending

Sound out in 'Robot Talk' – easier to hear the individual sounds



Exceptions to the rules

1. I	13. you	25. one
2. the	14. your	26. by
3. he	15. come	27. only
4. she	16. some	28. old
5. me	17. said	29. like
6. we	18. here	30. have
7. be	19. there	31. live
8. was	20. they	32. give
9. to	21. go	33. little
10. do	22. no	34. down
11. are	23. so	35. what
12. all	24. my	36. when

Tricky words / red words

There are some words you cannot sound out

Children need to learn them by sight

High frequency words

Learning these by sight aids fluency

Parent tip 7: specific practice

Help your child spot tricky words and high frequency words in their reading books – this will develop fluency

Look, cover, write, check - look at the word, cover it, write it from memory, then uncover to check

Focus on learning one or two words at a time – put them on post-its around the house and make it a game



SKILL 4

Skill 4 –understand the words

Understand what the words mean



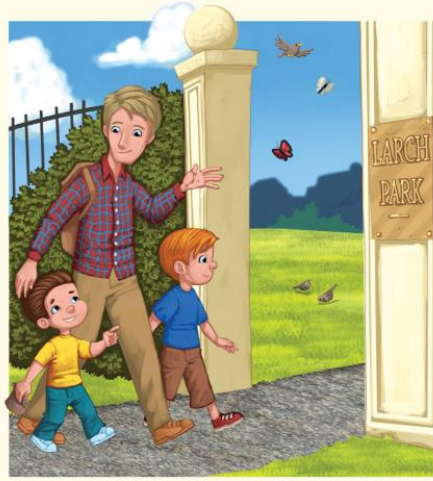
We read to learn information or enjoy a story – reading aloud fluently is pointless if there is no understanding



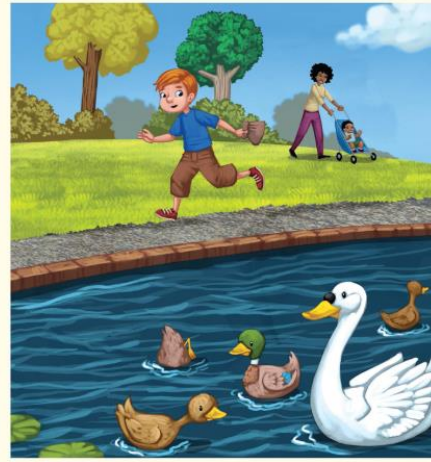
Remember, as you hear your child read, to chat, question and check for comprehension – never assume!

Parent tip 8: questioning

Sam and Carl go to the park with Dad.



They like to feed the ducks.
"We can run to the pond!" said Carl.



Factual questions

- what is the weather like in the picture, how do we know that?

Expand on the simple text by making it personal

- what do you like doing at the park?

Check vocabulary - what are these birds called?

Parent tip 9: daily reading

Hear your
child read
their book
every day

Make it a
game to
learn a
new word
each day

Encourage your
child to turn the
pages
themselves, use
a finger as a
guide

Read wherever
you go –
labels, shop
windows,
packaging,
shopping lists



ONE FINAL SECRET ...



**We don't want our children just to be *able* to read
– we want them to *enjoy* it**

**Reading enjoyment has been reported as more
important for children's educational success
than their family's socio-economic status.'**

OECD, Reading for Change

How can we help them with this?

Parent tip 10: inspire the love!

Read a
bedtime
story – make
it part of
your evening
routine

Visit the library
- let your child
choose poetry,
facts, comics,
jokes and audio
books too

Websites for
recommended
books

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/booklists>
<https://clpe.org.uk/library/booklists>

Link your
reading to a
fun activity –
do a craft,
cook a recipe,
sing a song



Questions?



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www.learn2love2read.org.uk

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