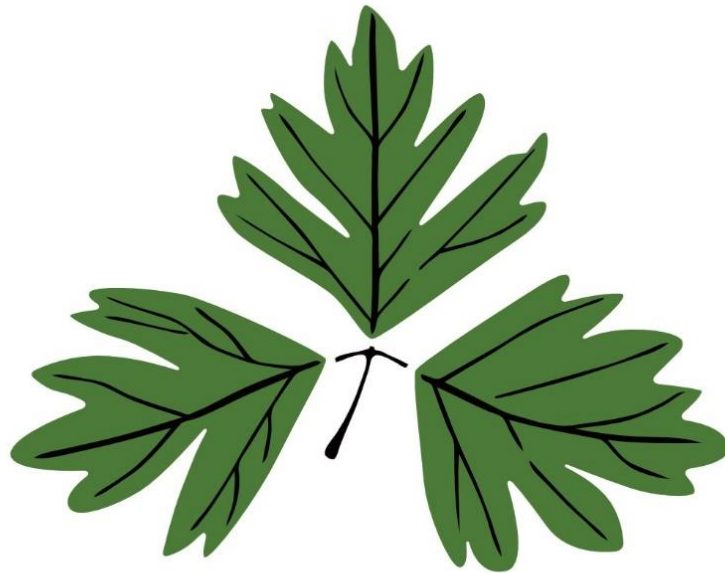


# Helping your child at home

An activity guide to support Early Reading and Phonics



Badbury Park Primary School  
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## What is Phonics?

Phonics is a way of teaching children to read and spell skillfully. They are taught how to:

- Recognise the sounds that each letter represents
- Identify the sounds that a combination of letters make
- Blend sounds together from left to right to make a word
- Use this knowledge to 'decode' new words that they see or hear.

These are important steps when supporting children to learn to read and write.

## General tips to support reading

**Sharing books** - Always remember that we teach phonics to help our children learn to read and write and in order to do this successfully, they need to love books! The best way to help your child is to read as many books as possible in both English and your child's home language. Read anything that your child is interested in, to build a love of reading.

**Give everything a name** - Build your child's vocabulary in both English and their home language by talking about interesting words and objects. For example, "Look at that aeroplane! Those are the wings of the plane. Why do you think they are called wings?"

**Once is never enough!** - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

**Dig deeper into the book** - Ask your child questions about the text you've just read. For example, "what do you think the book is about?" "What will happen next?" "Why do you think he did that?"

**Be patient** - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind them to look closely and identify the first sound followed by the rest.

**Pick books that are at the right level** - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

**One more time with feeling** - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often children are so busy figuring out a word, that they lose the meaning of what they've just read.

## Games to play with your child

**Robotic talking** – Words are made up from sounds and children need to be able to hear these sounds individually, we call this segmenting. Sometimes when you are playing you can say words as if you are a robot (saying the sounds separately) and see if your child can work out what you are saying.

Example: Sit down

Pass the pig to me

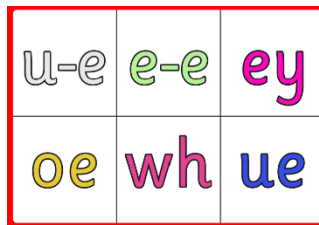
Make sure you use the pure letter sounds and *not the letter names* (pee-eye-gee)

**Letter sorting** – You will need: words focusing on sounds in your child’s phonics phase. Your child then needs to sort these words according to their sounds. To make this activity fun, you can use hoops to sort the words or create a treasure hunt using words written on paper.

Example: flute bone June stone

o-e	u-e
stone	flute
bone	June

**Letter sound/tricky word bingo.** You will need: A 2x3 grid for each player (see example) and counters or coins. Write some of the sounds or words into the spaces on each card, making each card slightly different. The ‘bingo caller’ says each sound in turn and the players cover the sound up. The winner is first to fill their board. To make this game easier for new readers, show them the sound for them to match.



**Buried Treasure** – You will need: An image of a treasure chest and an image of a bin. On small pieces of paper write ‘real’ words and ‘Beegu’ (non-words/alien words) words. Take it in turns to sort the real words into the treasure box and the ‘Beegu’ words into the bin!



**Matching pairs** – You will need: Small pieces of card or paper with words (including sounds that your child is currently learning) written on each. Each word will need to be written twice so that you can search for a matching pair. Turn all the cards face down on the table and take turns to turn over two at

a time; segmenting then blending each word. When a matching pair is found, that player can keep them. The winner is the person with the most pairs at the end of the game.

## Useful Websites

The following websites provide free games and resources which your children can use to practise segmenting and blending real and non-words (Beegu words).

<http://www.letters-and-sounds.com/>

<https://www.phonicsplay.co.uk/>

The following website is free to register and provides support with understanding the Phonics Screening Check. It also allows you to create a practice test including graphemes (letters) that your child is currently focusing on.

<https://home.oxfordowl.co.uk/year-1-phonics-screening-check/>

The Oxford Owl website provides further guidance on how to support phonics through reading. The website is free to register and is a great resource for online books and storytelling videos.

<http://www.oxfordowl.co.uk/>

A great selection of games that link well with games in Letters and Sounds.

[www.ictgames.com/literacy.html](http://www.ictgames.com/literacy.html)

Make any words with this useful game.

<http://www.bigbrownbear.co.uk/letters/alt.html>

A useful page, which demonstrates pronunciation of all sounds.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

## Glossary

**Phoneme** – The smallest unit of sound in a word.

Example: a s t  
● ● ●

**Grapheme** – A letter or a group of letters representing one sound (phoneme).

Example: ck igh t sh  
●

**Digraph** – Two letters which together make one sound. There are different types of digraph – vowel, consonant and split.

Example: th

**Trigraph** – A trigraph is three letters which together make one sound.

Example: igh

**Vowel digraph** – A digraph in which at least one of the letters is a vowel.

Example: ay ea ai ar

**Consonant digraph** – Two consonants which make one sound.

Example: th sh ng ph

**Split digraph** – Two letters which work together as a pair to make one sound, but are separated within the word.

Example: a\_e as in *make* or *lake*; i\_e as in *size* or *write*

**Segmenting** – Using phonics for writing. Breaking a whole word down into its sounds and choosing a grapheme to represent the phoneme.

**Blending** – Using phonics for reading. Children identify and blend phonemes in order to make a word.