



## 7. Reading books

Schools using a synthetic phonics scheme are likely to be sending home decodable books. This means the books contain mostly words that children can read by sounding out to get them off to a good start with independent reading. After your child has read a page, you can read it aloud again, to make sure that the story is enjoyed and understood.

## 8. Using pictures

Pictures are great for sharing and talking about a story (which is really important too!) but don't encourage your child to use pictures to guess the words that they don't already know.

## 9. Writing letters

Teach your child how to write the letters as the letter sounds are learned. And don't forget to show your child how to hold the pencil correctly too!

## 10. Common sense...

**Lots and lots of books!** Carry on sharing and reading lots and lots of stories and information books to and with your child.

**Praise and hugs!** Most importantly, remember that your child will learn much faster with encouragement, praise and hugs



## In Key Stage 1

- Please listen to your child read every night
- Please sign your child's reading record book
- Your child can then change their book independently
- Certificates & prizes will be given to "Regular Readers"

ALL SAINTS C.E. PRIMARY  
SCHOOL  
KEY STAGE 1 DEPARTMENT



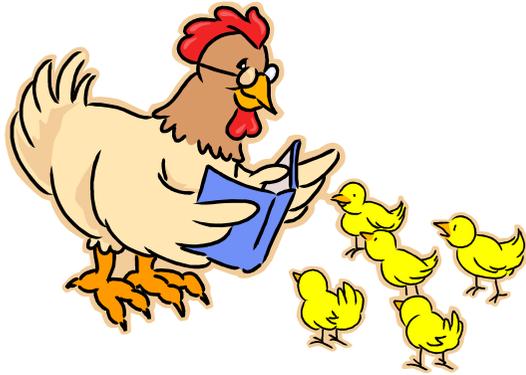
ALL SAINTS C.E.  
PRIMARY SCHOOL  
KEY STAGE 1

# Learning Phonics



THE TOP TEN TIPS  
FOR SUPPORTING  
YOUR CHILD

## Top Ten Tips



### Introduction

**As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.**

**Here are some suggestions on how you can help to support your child to learn phonics.**

#### 1. **Saying sounds correctly**

This is really important when you are helping your child to learn the sounds. Just remember not to add an *uh* to the end of the consonant sounds - so say *mmm* not *muh*, *lll* not *luh*, etc. because then later it's easier to blend the sounds together to make words.

#### 2. **Linking sounds to letters**

Encourage your child to make a link between the sound and the written letter shape. Start with the sounds in your child's name and then look out for them in signs. The sound *m* in McDonalds is always a good starting point too!

#### 3. **Sounds represented by more than one letter**

Some sounds are represented by more than one letter such as *sh* in *ship*, *ch* in *chat*, *th* in *thin*, *qu* in *quick* and *ng* in *sing*. When you're out and about point out examples of these to your child too. You might see them in posters, signs, or leaflets.

#### 4. **Practise, practise, practise**

Build up a knowledge of the letters and sounds quite quickly with your child and keep practising so that it becomes automatic. Keep reminding 'Do you remember when we were talking about the sound *ch...?*', or 'Oh look! There's a big *t* (sound) on that poster!'.  
  
**5. Putting sounds together to read simple words**

#### 5. **Putting sounds together to read simple words**

Say the sounds *c-a-t* to read *cat*, *sh-o-p* to read *shop* and *s-t-r-ee-t* to read *street*. If your child gets stuck and is struggling to blend the sounds, say the sounds yourself, quickly, until your child can hear the word!

Only beginner readers need to sound out every word as they read all the time. But, they will still need to work out new and long words.



#### 6. **Tricky Words**

Some every-day words in English have tricky spellings and can't be read by blending. Imagine trying to read the word *said* or *does* by blending each letter! These are sometimes called high frequency tricky words, or Red words. These words just have to be learned by sight and flash-card-type games are a good way to practise these.