



# Parent Support Pack

This pack is aimed at supporting parents when helping to develop children's reading skills.

For more information and advice,  
please make an appointment with:  
Mrs Sebbagh (Literacy co-ordinator )

Aa



ant

Bb



bee

Cc



cat

Dd



dog

Ee



elephant

Ff



fox

Gg



goat

Hh



horse

Ii



ice cream

Jj



jacket

Kk



kangaroo

Ll



lion

Mm



mouse

Nn



nest

Oo



octopus

Pp



pig

Qq



queen

Rr



rabbit

Ss



seal

Tt



turtle

Uu



umbrella

Vv



van

Ww



worm

Xx



x-ray

Yy



yo-yo

Zz



zebra

## Phonics steps:



When children are learning to read and spell. They go through 5 main steps, which are identified as phases.

Phase 1: Children learn to listen to sounds in words. In this phase children do not necessarily need to be exposed to print. However this phase also continues through all the other phonic phases. It is vital that sounds are pronounced correctly; for example 'm' is continuous, pronounced as 'mmmmm' rather than 'muh'. Try not to add 'uh' onto sounds. This phase is when children learn the sounds of the alphabet.

Phase 2: Children learn to read and spell CVC words such as cat and sheep.

Phases 3: Children learn to read and spell words containing long vowels such as 'ai' in train and paint.

Phase 4: Children learn to read and spell words with blends also known as clusters. Children in this phase work to identify the second sound and penultimate sound in words. For example, the r in train, or the s in crisp.

Phase 5: Children learn to read and spell alternative long sounds such as 'ai' in brain and 'ay' in play, 'ee' in sleep and 'ea' in peach etc.

The aim is to identify where your child is within these phases and work with them on that phase.

Please note that Phase 1 is vital to support all the other phases. For example it may be that a child is in Phase 4 but will benefit from reinforcement of Phase 1).

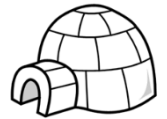
## Quick and easy reference for phonic steps:

Phase 1 : Lots of playing with words; need to identify all letter sounds

Phase 2: Three sound words like sun , mat, sheep , Jack



Phases 3: Long vowel sounds like 'oo' in igloo



Phase 4: Clusters or blends like in 'st' and 'mp' in stamp



Phases 5: Recognising that some words have the same sound but different ways to spell them like 'ay' in pray and 'ai' in paint and a...e in cake



**Learning to read through phonics should be fun. The games below are certainly aimed to do that. Your child is not asked to write, but listen to sounds in words and identify them. Please use the picture cards in this pack, but also toys or any objects can be used. You could encourage your child to collect items for their games.**

Matching games(use pictures and sounds or words)

Cut out the pictures from the pack (not the from parent sheets). Sound out words with your child and match the corresponding words or sounds. The parent sheets with sounds buttons are for your information to ensure that your child does not wrongly identify the sounds.

Pebble game:

Parent begins a rhyming string. Pass a pebble between you and your child. Others can join in too. Start for example with (cat), pass the pebble so your child could say (fat), bat, mat, that etc ...

Rhyming couplets: (use pictures to support your rhyming).

Parent says : Imagine a bee as big as a tree.

Imagine a dog as brown as a l..... (log /child )

Encourage your child to join in with rhyming.

Robot game:

Give your child a picture, they move as a robot as they say each sound. For example f r o g. Encourage emphasis on each sound. Don't forget to have a go yourself.

Alien game:

Parent says beginning sounds. Child finishes it. For example you say c'hee'..... Your child says ' z' (for the word cheese).

Syllable game: (use words in this pack but you can download more from the website identified on the separate syllable sheet)

Parent breaks up words, and keeps repeating in bits (not individual sounds). For example black/bird/black/bird/black/bird..... Once the child hears this pattern, then the parent stops and allows the child to fill in the missing bit. This game works particularly with longer words such as en/or/mous, fa/bu/lous .....  
An alternative way to play this game is to encourage your child to clap to the syllables in words.

Tray game: (pictures or toys)

Have some pictures on a tray, child closes their eyes while parent takes one away. Child then has to guess which picture was taken and then identify the sounds within that word.

Hopscotch with words : (pictures or toys can be placed on the hopscotch)

Children sound out the word they land on.

Feely bag: (you could use pictures within the pack or any toys )

Child can use puppet to sound out words.

Freddy Fingers game: (use pictures with buttons to ensure your child identifies the correct sounds)

Using picture cards, the child sounds out each word using their fingers. For example sheep would be sh ee p (3 fingers)

Sound button game: (use pictures or toys)

Your child uses Freddy Fingers (as used in the previous game) to identify each sound in the word.

You then ask questions such as

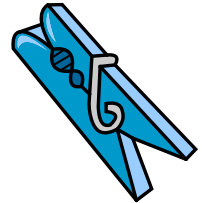
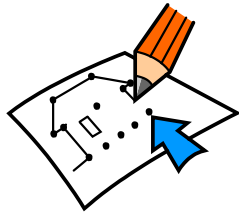
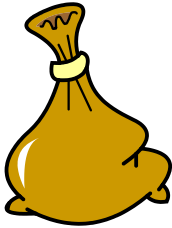
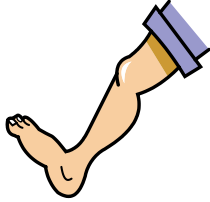
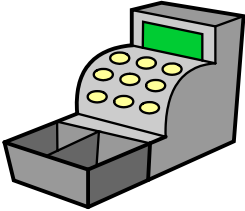
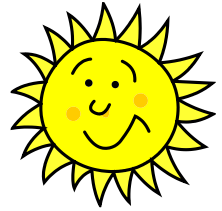
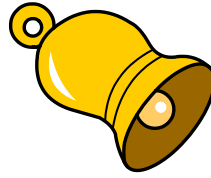
What is the second sound? (third, last, middle etc)

Which long sound did you use?

Tell me the short sounds you used.

Your child reuses Freddy Fingers to answer.

# Short sounds



peg

bell

dot

hop

lip

leg

sack

pop

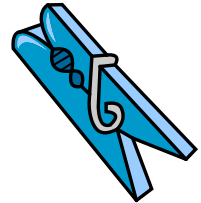
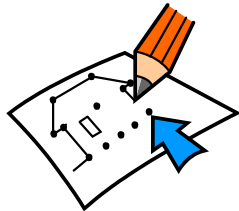
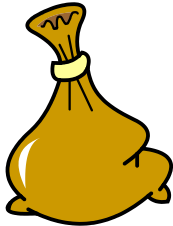
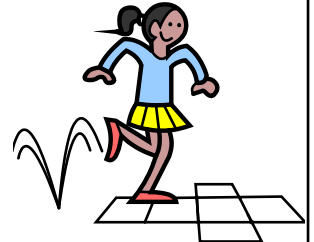
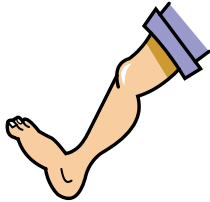
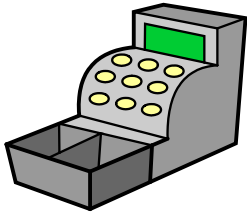
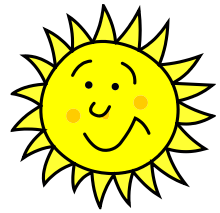
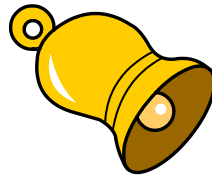
map

cap

nun

sun

# Short sounds (parent sheet)



peg



bell



dot



hop



lip



leg



sack



pop



map



cap



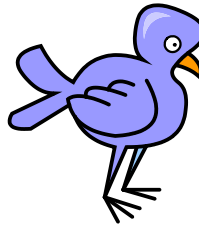
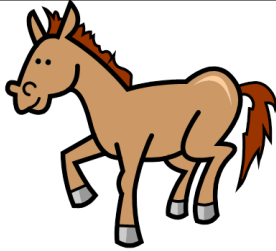
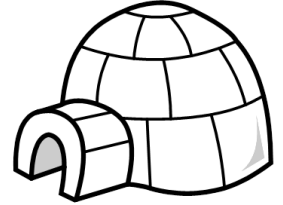
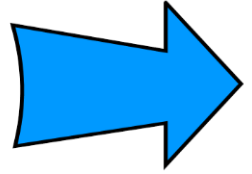
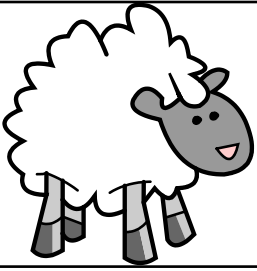
nun



sun



# Long sounds



ar

ee

ai

oa

ow

a...e

ir

ay

or

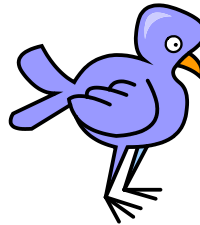
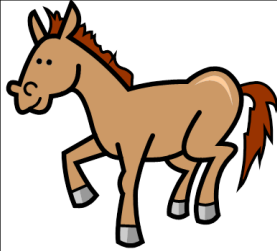
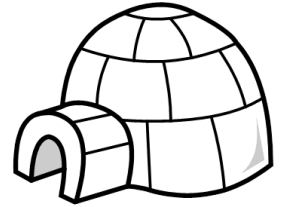
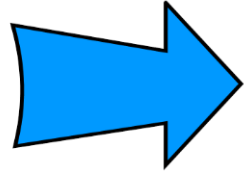
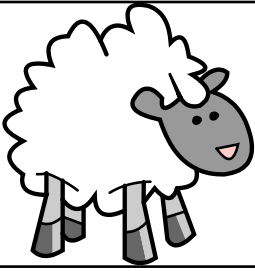
oo

y

igh



# Long sounds (parent sheet)



s t ar



sh ee p



p ain t



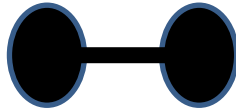
g oa t



i g l oo



c a ke



b ir d



p r ay



h or se



a rr ow



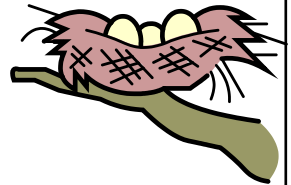
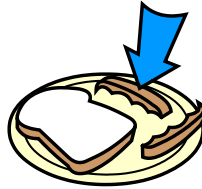
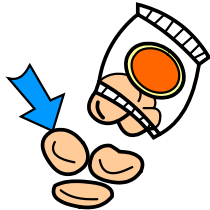
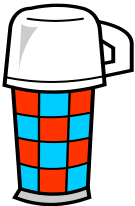
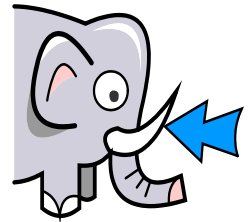
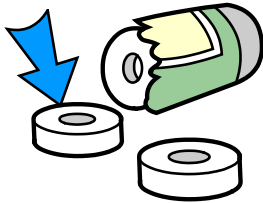
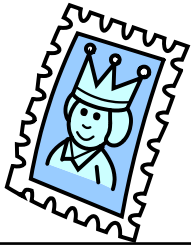
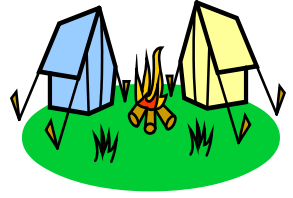
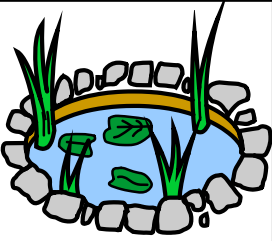
c r y



l igh t



# Clusters



crust

crisp

flask

trunk

pond

camp

cold

nest

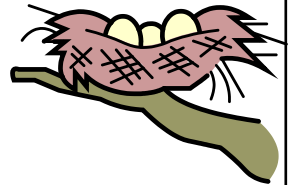
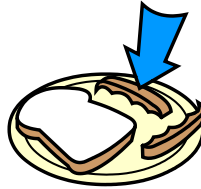
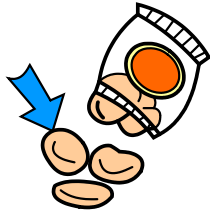
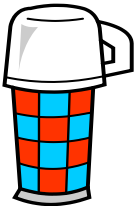
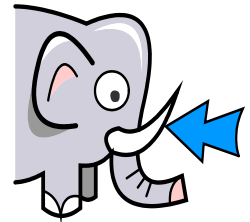
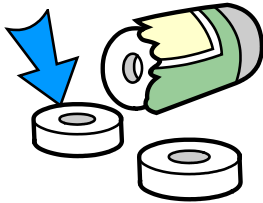
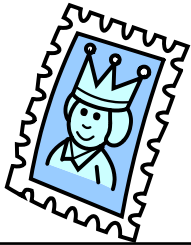
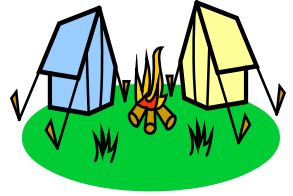
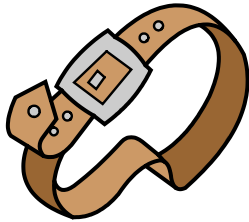
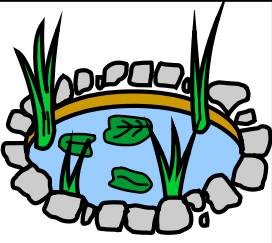
stamp

pink

belt

mint

# Clusters (parent sheet)



crust



crisp



flask



trunk



pond



camp



cold



nest



stamp



pink



belt



mint



The following words can be used to identify sound in words.

1. You could look at the words together and encourage your child to use Freddy fingers (as explained on the game sheet).

2. Another way to use these words is a flash cards. Flash each word at your child and encourage them to sound out and identify the word.

3. Alternatively you could hide the word and show each sound at a time to ensure your child can identify each sound to read the whole word.

came

game

same

sail

cake

snail

day

flake

say

seen

seat

sheep

teach

reach

keep

tea

been

sea

throat

phone

coat

nose

low

slow

bone

stone

goat

rose

road

show

my

high

fight

light

by

pie

try

night

why

Sue

rule

zoo

blue

roof

moon

new

few

crew

shout

pound

about

mouth

house

mouse

count

out

thousand

### Syllable game:

Parent breaks up words, and keeps repeating in bits (not individual sounds).

For example black/bird/black/bird/black/bird..... Once the child hears this pattern, then the parent stops and allows the child to fill in the missing bit.

This game works particularly with longer words such as en/or/mous, fa/bu/lous , in/for/ma/tion .....

An alternative way to play this game is to encourage your child to clap to the syllables in words.

You could also separate the syllables with a line and cut out then put back together.

More word cards are available at the following website.

<http://www.fcrr.org/curriculum/PDF/G4-5/45APPartTwo.pdf>

Please note your child is not expected to understand these words but to identify the syllables.

return

number

pinball

insect

finishing

invented

galaxy

basketball





return

number

pinball

insect

finishing

invented

galaxy

basketball



microwave

summertime

transportation

information

confidential

prohibited

experience

permanently

A

investment

A

coconut

A

climate

A

thunder

A

overthrow

A

electrical

A

energetic

A

refrigerate

A investment

A coconut

A climate

A thunder

A overthrow

A electrical

A energetic

A refrigerate

## High Frequency words (HFW)

The government has identified words which occur most frequently in reading and writing. These are known as high frequency words (HFW)

We tend to call these words 'Tricky words' as they do not always follow the phonic rules. For example 'people' and 'could'.

The first 100 are on ladders and identified into phases.

The next 200 words are in grids.

It is necessary that your child learns to read these words, then when ready attempts to learn to spell them.

Please note that the second set of words are harder and it may take time for your child to develop reading and particularly spelling them.

They will become familiar with these words through flash cards and reading books.

In class 2, your child's teacher will support your child with these words through extra reading and spelling programmes which are set by the school.

We appreciate your support.

Mrs Sebbagh

Word Ladder 1

the

to

I

no

go

into



Phase 2 Tricky WFW

Word Ladder 2

a

an

as

at

if

in

is

it



Phase 2 Decodable 1 WFW

Word Ladder 3

of

off

on

can

dad

had

back

and



Phase 2 Decodable 2 WFW

Word Ladder 4

get

big

him

his

not

got

up

mum

but

put



Phase 2 Decodable 3 WFW

### Word Ladder 5

will

that

this

then

them

with

see

for

now

down

look

too



Phase 2    **Soundable**    HFW

### Word Ladder 6

was

you

they

all

are

my

her



Phase 2 Tricky 2 HFW

### Word Ladder 7

he

she

we

me

be



Phase 2 Tricky 1 HFW

Word Ladder 8

said

have

like

so

do

some

come



Phase 4

Tricky

WFW

Word Ladder 9

were

there

little

one

when

out

what



Phase 4

Tricky

WFW

Word Ladder 10

went

it's

from

children

just

help



Phase 4

Decodable

WFW



# Word Ladder 11

oh

their

people

Mr

Mrs

looked

called

asked

could



Phase 5 Tricky WFW

# Word Ladder 12

don't

old

I'm

by

time

house

about

your



Phase 5 Decodable 1 WFW

# Word Ladder 13

day

made

came

make

here

saw

very



Phase 5 Decodable 2 WFW

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
h	ll	o	small	h

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

## Useful websites

### Communications site:

On this site you will find useful powerpoints for reading. Go to the phonics section and you can download posters to support reading.

<http://www.communication4all.co.uk/>

Phonics Play (the school username and password are Hunwick). This website is full of interactive games at the level your child will need to work at. Choose the correct phase (ie short sounds will be phase 2, long sounds will be phases 3 and blends will be phases 4. Phase 5 is mixing alternative long sounds)

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

### Progressive phonics

Here you can download books to read on screen or even print if you prefer.

<http://www.progressivephonics.com/>

### Cluster games

<http://www.ictgames.com/cluster.html>

<http://www.crickweb.co.uk/ks1literacy.html>

sh and ch game (these are one sound but can be confused for 2, so your child may use 2 sound buttons for sh or ch. This game will help eliminate this confusion)

[http://www.ngfl-cymru.org.uk/vtc/ngfl/english/caerphilly/ch\\_sh/ch\\_sh.html](http://www.ngfl-cymru.org.uk/vtc/ngfl/english/caerphilly/ch_sh/ch_sh.html)

### The blending Dragon game

[http://www.ictgames.com/blending\\_dragon.html](http://www.ictgames.com/blending_dragon.html)

Sparkle box: (good if you need more picture cards/go to DFE letters and sounds section). Also available on this site are more games such as yes and no game cards.

<http://www.sparklebox.co.uk/literacy/>

## Sharing reading at home

To develop the love of reading, in addition to using our school reading scheme, it is also important to share a variety of other reading materials, which you may have at home (fairy tales, comics, fantasy stories, magazines, non-fiction etc). The idea is to make reading fun! To do this, you could read the whole book first with your child. You read one page and they read the next until the book is finished, discussing events, predicting what may happen next etc..... You could also read the book over a few nights, giving more opportunities to develop your child's understanding of the book. Children, as you know, often enjoy familiarity and repetition.

## Here are some guidelines

As well as reading the book together, it would be helpful to discuss the story

1. Before reading by discussing the title, book cover and blurb.

- What do you think the story is about? What makes you think that? Who is the author? Have you read a book by this author before?

2. During reading by predicting and discussing events.

- What has happened so far? What might happen next?
- Who are the characters so far?
- What do the characters look like? What do you know about them?
- What do you think about that? Why did she do that?

3. After reading by discussing parts of the story.

- Which part did you like best?
- Are there any parts you didn't enjoy?
- Did you like the story?
- Can you retell the story?

Below are tasks which you and your child could complete at home after reading. They could also be discussion points after reading.

- Write a new title for the book.
- Write a new ending for the story.
- Draw a poster advertising your book.
- Draw a picture of a character in your book and write down some words to describe them.
- Draw a picture of your favourite part in the book. Write a caption underneath, explaining why you like this part.
- Write down any new words you have found in your book.
- Write a note to a character in the book.