

## Letters and sounds

Talk to children about letters and sounds-  
"These are letters. A letter can make a sound.  
Sometimes letters are stuck together and  
they make a new sound. Letters together can  
make words. If we can read we can read signs,  
comics, books and lots of other things all  
around us."



### Tricky words

#### (Common Exception words)

Tricky words are words that cannot be  
'sounded out' but need to be learnt by heart.  
They don't fit into the usual spelling patterns.  
When teaching tricky words it is important to  
start with sounds already known and then  
focus on the 'tricky' part.

was the a in was is the tricky bit

### Useful websites

[www.phonicsplay.com](http://www.phonicsplay.com)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

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

[www.bbc.co.uk/schools/](http://www.bbc.co.uk/schools/)

[www.booktrust.org.uk](http://www.booktrust.org.uk)



## Reading with your child

The most important thing you can do to help your  
child is to share books with them regularly.

Talk about the book and the pictures

Here are some useful questions to ask:

What do you think will happen next and why?

Which part of the story did you like best and why?

How do you think .....is feeling? How do you know?

Where do you think the story takes place?

If your child is stuck on a word:

- encourage them to sound the word out
- encourage them to think of what it could be,  
based on what they have just read
- read on to the end of the sentence, then go  
back to the unknown word

## Shared Reading

### Find a quiet space!

Firstly read the book to  
your child and talk about it.



Later on come back to the book and read it  
together. Your child may know some of the tricky  
words for example-the/was/said

Encourage them to look at initial letter sounds and  
sound out simple words.

You can read the more complex words and point to  
the words as you read together.

Please come and see us or give us a ring if you  
have any queries or concerns about your  
child's reading.



# Reading at Townley



## Information for parents

Children need to learn how to  
read but also to enjoy  
reading. That's the whole  
point!

"There are many little ways to  
enlarge your child's world. Love  
of books is the best of all."

Jacqueline Kennedy

# Phonics

## Lovely Letters and Wonderful Words



There are lots of activities which form part of learning how to read.

Here are just some :

- Joining in with poems and rhymes
- Individually sharing a picture book with an adult
- Shared reading (reading as a class)
- Independent reading in the book corner
- Paired reading ( sharing books with older children)
- Book of the week- reading books by prominent children's authors
- Guided reading sessions
- Story time
- Drama



## Phonics?

What is it and why do we teach it?



The alphabet contains only 26 letters. Spoken English uses about 42 sounds (phonemes). These sounds are represented by letters. A sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. ch or igh). Once children begin learning sounds they quickly start to read and spell words using the sounds.

## Tips

Don't put any extra emphasis on the ends of letter sounds - these should be short,

e.g. 'mmm' not 'muh'

'h' (whispered) not 'huh'

Website- <https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/>

## Identifying sounds

m- a -t - 3 sounds

K- i- ck - 3 sounds - 'ck' is one sound

but made of 2 letters.

f-ou-n-d - 4 sounds—ou is one sound but made of 2 letters

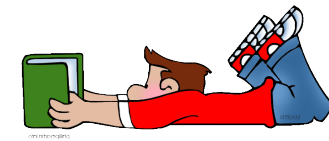


## Blending for reading

To learn to read well children must be able to smoothly blend sounds together. Showing your child how to blend is important. Model how to blend sounds smoothly together without stopping at each individual sound.

Break down words for reading by identifying the sounds.

E.g. 'park' p - ar - k



## Segmenting for spelling

Segmenting is breaking down a word into its sounds. In order to spell the word cat children should break the word down into sounds: c-a-t.

Before writing a word children need time to think about it, say the word several times, break the word into the sounds and then write it.

E.g. 'shout' sh-ou-t

