

# Reading with your child



## When is a good time to read?

Anytime is a good time to read—in the car on the way to school, on a park bench, on the floor or in the den that has just been built! As long as you are both comfy then you can read!

## When do I tell my child they have misread something?

Give your child time to make the correction themselves and if they don't ask them if they think what they read makes sense? Or read it back to them how they read it and see if they can hear the mistake.

## When does my child's book get changed?

Your child must read their whole book through three times to help build up their fluency, expression when reading and their comprehension skills.

## When do I record that I have heard my child read?

EVERYTIME! Whether it is their reading book or a library book please write it in their yellow reading diary so we can celebrate and count up their efforts to work towards prizes!

## When can I help my child?

If your child is finding some of the words challenging read the page or sentence to your child and then get them to 'echo read' / repeat it back to you.

**The Five Whens . . . To help know how to support.**



## What is happening?

Talk to your child about what is happening in the pictures before you read the text.

## What does it mean?

Talk to your child about some of the words within the text—What do they mean? If you don't know look it up in a dictionary. Try to use the word in conversation later on in the day.

## What might happen next?

Talk to your child about the story so far . . . What might happen next? Have there been any clues from what you have read already? Are there any other books that have a similar theme or story line?

## What have we learnt?

Talk with your child about a favourite fact that they have learnt from the book or a favourite part of the book. Don't forget to find out why it was their favourite part or fact!

## What type of book is this?

Talk to your child about the type of book that it is—fiction or non-fiction? Look at some of the features of the book—a contents page, glossary.

**The Five Whats . . . To help discuss books with your child.**



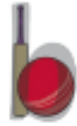
# This is the terminology we use when we teach phonics.

<b>Phoneme</b>	the smallest unit of sound in words
<b>Grapheme</b>	the written representation of a sound
<b>GPC (Grapheme-Phoneme Correspondence)</b>	being able to match a phoneme with the correct grapheme and vice versa
<b>Blending</b>	joining individual speech sounds together to read a word
<b>Segmenting</b>	breaking down words into individual speech sounds to spell a word
<b>Digraph</b>	two letters making one sound e.g. 'sh'
<b>Trigraph</b>	three letters making one sound e.g. 'igh'
<b>Split Digraph</b>	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
<b>Tricky/Common Exception Words</b>	words that are not fully decodable such as 'the' and 'was'
<b>Sound buttons</b>	circles or spots that can be written underneath a sound to support reading
<b>Sound bars</b>	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
<b>Mnemonic</b>	a visual prompt to help children remember a sound

# These are the rhymes we use to practice our letter formation.



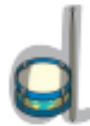
Around the apple, up the stalk and down the leaf.



Down the bat, up and around the ball.



Curl around the caterpillar.



Around the drum, up and down the stick.



Around the egg and under the cup.



Over the fairy's head, down her dress and give her a wand.



Around Gabi's head and wrap her scarf.



Down the chimney to the floor, up and over the new front door.



Down the insect's body and tail, dot the head.



Down the jet, around its trail and dot the sun.



Down Kit, up and around the kite and down its tail.



Down the lolly and lick!



Down the fork, over and over the meatballs.



Down the leaf, up and over the nut.



Around the orange.



Down the puppy's neck and leg, up and around his head.



Around the queen's head, down and up her arm.



Down the robot's body, up and over its arm.



Curl around and around the snake's body.



Down the teaspoon and under the teacup, then across the top.



Down one umbrella handle, up and down the other.



Down the neck, up the neck.



Down the wave, up the wave, down the wave, up the wave.



Criss, cross.



Swing the yoyo up, drop it all the way down and underneath.



Zig, zag, path.

# These are the actions we use to help us remember the sounds.

## Level 2 and 3 Actions



**s**  
Make a snake's head with your hands and wiggle your body like a snake!



**a**  
Pretend to bite into a crunchy apple.



**t**  
Pretend to stir a teaspoon around a teacup.



**p**  
Make one hand into a puppy's head and pat it with your other hand.



**i**  
Flap your hands like an insect's wings.



**n**  
Make your fist into a nut and tap it.



**m**  
Yummy! Rub your tummy.



**d**  
Pretend to play your drum kit.



**g**  
Pretend to wrap your scarf like Gabi.



**o**  
Pretend to squeeze a juicy orange.



**c**  
Wiggle your finger like a caterpillar.



**k**  
Pretend to spread your hand like a kite and fly it in the air.



**ck**  
Make a duck's beak with your hands and pretend to pick up sticks.



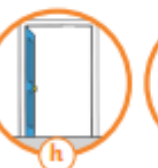
**e**  
Make an egg with one hand and tap it with the other.



**u**  
Make one hand into an umbrella and sprinkle rain on it.



**r**  
Move your arms like a robot.



**h**  
Pretend to open the door of the house.



**b**  
Pretend to throw and catch a ball.



**f**  
Pretend to wave a magic wand.



**l**  
Pretend to lick an ice lolly.



**ff**  
Pretend to switch off the light.



**ll**  
Pretend to ring a bell.



**ss**  
Blow a kiss.



**j**  
Sweep your hand up like a jumbo jet taking off.



**v**  
Draw a v shape on your chest to show the V-neck of the vest.



**w**  
Make waves with your hand.



**x**  
Hold one hand like a map and draw an x on it.



**y**  
Pretend to raise and lower a yo-yo.



**z**  
Draw the zigzag path in the air.



**zz**  
Make a buzzing bee with your hand and draw two zigzag paths.



**qu**  
Give a royal wave.



**ch**  
Use your thumb and forefinger to make a chick's beak.



**sh**  
Put a finger to your lips.



**th**  
Put your forefingers on your head and wiggle your moth's feelers.



**th**  
Stroke your hand on your cheek like a soft feather.



**ng**  
Tap your ring finger.



**ai**  
Draw a spiral snail's shell.



**ee**  
Make mouse whiskers.



**igh**  
Hold one arm across your body as if holding a shield and pat it with your other hand.



**oa**  
Pretend to row your boat.



**oo**  
Point at the moon.



**oo**  
Pretend to open a book.



**ar**  
Make twinkly star fingers.



**or**  
Pretend to press a car horn.



**ur**  
Pretend to open a purse.



**ow**  
Pretend to squeeze the squirty flower on your coat.



**oi**  
Flick your thumb as if tossing a coin.



**ear**  
Cup your hand around your ear.



**air**  
Hold a chair, move it in and out from a desk.



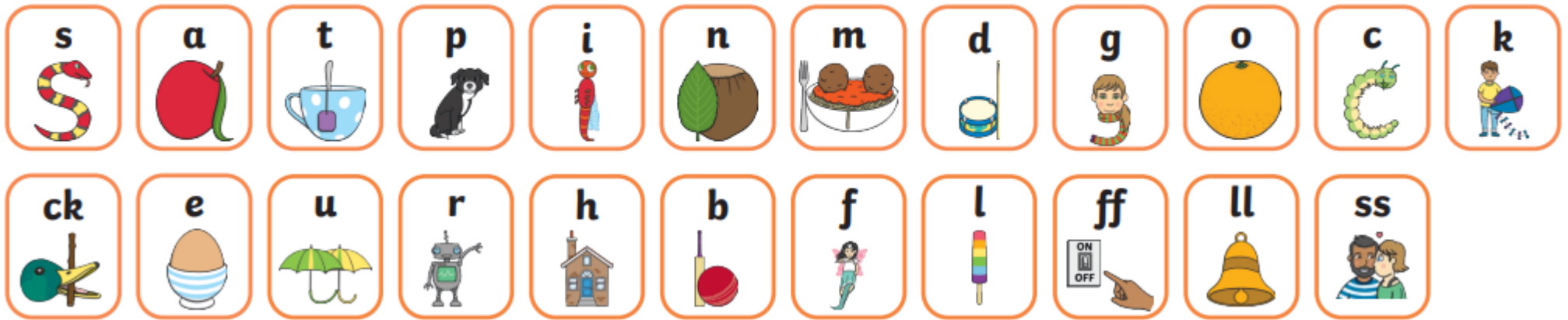
**ure**  
Swing your arm like a pirate.



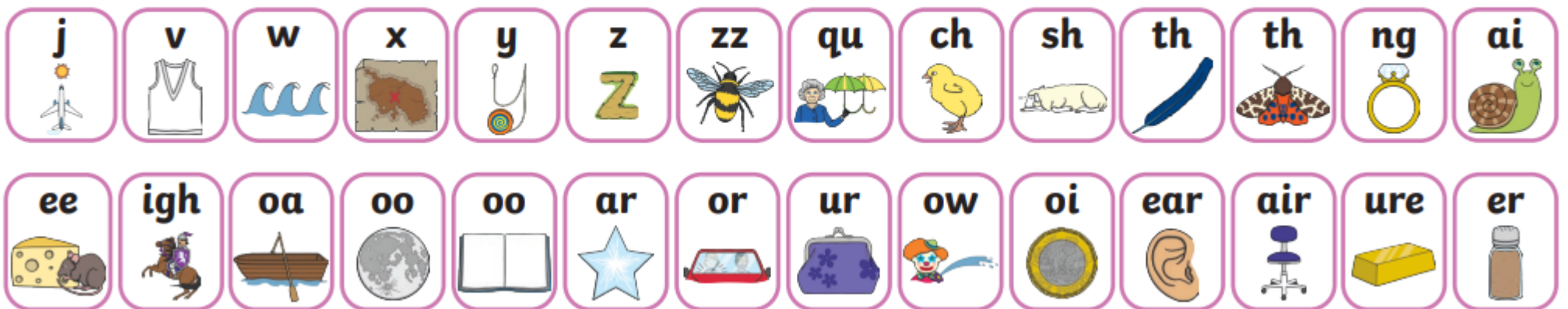
**er**  
Pretend to sneeze!

These are the sound mats we use to help us say the

























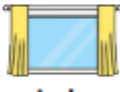













## Level 2 Sounds



## Level 3 Sounds



## Level 5 Sounds

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube	u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal
i  lion	o  hotel	u  unicorn	ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn	ow  window	oe  toe
wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield	tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew	

## Level 6 Sounds

y  fly	dge  bridge	ge  fringe	gn  gnome	kn  knife	wr  wrist	le  table	eer  deer	ture  picture	mb  thumb
al  walk	a  walnut	o  glove	ey  monkey	war  warm	wor  world	s  treasure	wa  watch	qua  squash	tion  station