

Supporting Reading and Writing Development

Area	Tips/ Advice/ Strategies for Parents and Carers	Activities/ WWWs
<p>Cognition and Learning: Developing Early Reading Skills/ enjoyment</p>	<p>Talk about books, words, and pictures</p> <p>Before you start reading a book, talk about the title and the pictures on the cover (front and back). Ask your child what they think the story might be about. After reading, ask your child what they liked about the story.</p> <p>Try asking ‘how’ and ‘why’ questions about the story and the pictures. For example:</p> <p>‘How did the bear get across the river?’</p> <p>‘Why was the fox cross?’</p> <p>2. Listen to (and sing!) songs and rhymes</p> <p>Singing songs and nursery rhymes helps your child to hear the sounds in words and build up a bank of favourites they know well. Play with words and sounds and make up nonsense rhymes too. Encourage them to join in.</p>	<p>3 little frogs pdf https://cdn.oxfordowl.co.uk/2013/07/18/15/54/38/87/OxOwl_Three_little_frogs.pdf</p> <p>Story time, Chicken Licken: https://youtu.be/Se2pbMyLfO8</p> <p>Learn letter names: https://cdn.oxfordowl.co.uk/2018/03/02/14/14/23/749/PWO_Age_3_4_ABC.pdf</p> <p>Letter sounds: https://www.oxfordowl.co.uk/api/interactives/24491.html</p> <p>Read simple words: https://cdn.oxfordowl.co.uk/2018/04/10/11/21/56/851/RWO_Stage_1_Songbirds_Parent_PDF.pdf</p> <p>https://readingeggs.co.uk/gaw/phonicsgames/?gclid=EAIaIQobChMI_MSy3aTC6AIVR7TtCh1sQwrAEAMYASAAEgJ_AfD_BwE</p>

	<p>All join in- When you are reading to your child, ask them to join in with bits that are repeated. For example, '<i>Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!</i>'. Traditional stories, like <i>The Gingerbread Man</i>, often have repeated phrases, and children will love doing the voices!</p> <p>4. Play rhyming games</p> <p>Rhyming games are fun and will help your child start to hear and understand speech sounds. Try 'I spy' when you are out and about. Have fun with rhyming words – for example, can your child think of a word that rhymes with 'cat'?</p> <p>In all games and activities, make sure you pronounce speech sounds clearly. Try to make them as short as possible – for example, the letter m has a short /m/ sound, not a continuous /mmmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/).</p>	<p>Free ebooks library: https://home.oxfordowl.co.uk/books/free-ebooks/</p>
<p>Reading Comprehension (understanding)</p>	<p>How to help at home- There are lots of simple and effective ways you can help your child with comprehension. Here are a few ideas.</p> <p>1. Read to your child: Reading to your child will help them to enjoy reading, to build their comprehension skills, and to become a confident reader themselves.</p> <p>Children benefit from listening to books that they can't read themselves yet, as they will see and hear adventurous language and ideas that they might not have encountered in their independent reading. Non-fiction books about the things</p>	<p>Reading comprehension games: http://www.funenglishgames.com/reading-games.html</p> <p>Guided Reading (with prompt questions for discussion): https://www.roythezebra.com/guided-reading-story.html</p> <p>Blanks levels of questioning.doc</p>

	<p>they're interested in and longer stories are both great for expanding your child's reading horizons.</p> <p>For stories to share with your child, take a look at the storytelling playlist on the Oxford Owl YouTube channel.</p> <p>2. Talk about books, stories, words, and pictures</p> <p>Asking your child questions can help them to think about what they're reading. Try to ask open questions that begin with 'how' and 'why'. See if your child can go back to the text and pictures to tell you how they know the answer.</p> <p>Talking about what is happening in a picture, what the characters might be thinking, or what might happen next all help to develop early reading skills.</p> <p>3. Read for a purpose</p> <p>As well as reading for pure pleasure, your child is likely to need to read for particular purposes as they get older. They read to find information, to learn about something, or to answer questions. Practising this can be useful for success at school (not to mention later life).</p> <p>Your child may be asked to investigate a topic or find answers to questions set in class. You can help them with their research skills by talking about where to look</p>	<p>Reading Comprehension 3 key word level.doc</p> <p>Reading comprehension 3 key words spring.doc</p>
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	<p>to find the answers, although you may need to remind them to look in books and use the library as well as the internet.</p> <p>Children can struggle with information overload, so they are likely to need your help to 'search and sift' both sites and information to make decisions.</p>	
Phonics/ spelling	<p>Phase 2 Letters and Sounds- Phase 2 introduces simple letter-sound correspondences. As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, they will learn to blend the sounds s-a-t to make the word sat.</p> <p>Set 1: s, a, t, p at, a, sat, pat, tap, sap, as</p> <p>Set 2: i – it, is, sit, pit, tip n – an, in, nip, pan, nap m – am, man, mat, map, Tim d – dad, and, sad, dim, Sid</p> <p>Set 3: g – tag, gag, sag, gas, pig</p>	<p>https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae How to say letters.</p> <p>https://cdn.oxfordowl.co.uk/2019/08/01/08/56/29/584/MyStorytellingKit_JackAndTheBeanstalk.pdf Practise phonemes and graphemes.</p> <p>https://cdn.oxfordowl.co.uk/2019/08/01/08/56/15/804/MyStorytellingKit_TheThreeBillyGoatsGruff.pdf Word endings</p> <p>How to produce pure sounds: https://www.youtube.com/watch?v=UCI2mu7URBc&feature=youtu.be</p> <p>How to blend (s-a-t -> sat): https://youtu.be/vqvqMtSNswo</p>

o – got, on, not, top, dog
c – can, cot, cop, cap, cod
k – kid, kit, Kim, Ken

Set 4:

ck – kick, sack, dock, sick, pocket
e – get, pet, ten, net, pen
u – up, mum, run, mug, cup
r – rip, ram, rat, rocket, carrot

Set 5:

h – had, him, his, hot, hut
b – but, big, back, bed, bus
f, ff – of, if, off, fit, fog, puff
l, ll – let, leg, lot, bell, doll
ss – less, hiss, mass, mess, boss

Phase 2 tricky words:

the, to, no, go, I, into

Phase 3 Letters and Sounds

Approx. age: 4–5 | Reception

In Phase 3, children build on the letter-sound correspondences learned in

Blending activity:

<https://www.education.com/game/blend-words-spelling/>

Blending sounds activity:

<https://www.education.com/game/blending-sounds-spelling/>

Phase 1 games: <http://www.letters-and-sounds.com/phase-1-games.html>

<https://www.phonicsplay.co.uk/Phase1Menu.htm>

Phase 2 games:

<http://www.letters-and-sounds.com/phase-2-games.html>

Phase 2 and 3:

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Phase 4: <http://www.letters-and-sounds.com/phase-4-games.html>

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-4>

<https://www.teachitprimary.co.uk/phonics/phase-4>

Phase 5: phase 5 games.doc

Phase 2. They learn consonant digraphs (sounds made up of two letters together such as 'ch' or 'll') and long vowel sounds (such as 'igh' or 'ai').

Set 6:

j – jet, jam, jog, Jan

v – van, vet, velvet

w – wig, will, web

x – fox, box, six

Set 7:

y – yes, yet, yell

z – zip, zig-zag

zz – buzz, jazz

qu – quit, quick, liquid

Consonant digraphs:

ch – chip, chat, rich

sh – shop, shed, fish

th – thin, moth, that

ng – ring, thing, song

Vowel digraphs and trigraphs:

ai – rain, tail, aim

ee – bee, leek, see

Phase 6:

<https://www.phonicsbloom.com/uk/game/ist/phonics-games-phase-6>

<http://www.letters-and-sounds.com/phase-6-resources.html>

<https://www.phonicsplay.co.uk/Phase6Menu.htm#>

Printable resources:

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

igh – high, sigh, might
oa – boat, toad, foal
oo – boot, food, moon
oo – book, wood, foot
ar – park, art, car
or – for, torn, fork
ur – hurt, fur, surf
ow – cow, owl, town
oi – coin, boil, oil
ear – dear, shear, year
air – fair, pair, hair
ure – sure, pure, manure
er – dinner, summer, letter

Phase 3 tricky words:

he, she, we, me, be, was, you, they, all, are, my, her

Phase 4 Letters and Sounds

Approx. age: 4–5 | Reception

Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants (for example, **trap**, **strong**, **milk** and **crept**).

Phase 4 tricky words:

said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase 5 Letters and Sounds

Approx. age: 5–6 | Year 1

Children will learn some new graphemes for reading. They will also be taught alternative pronunciations for known graphemes. For example, they have already learned **ow** as in cow and will now learn **ow** as in blow.

In addition, they will learn alternative spellings for known phonemes. For example, the sound /igh/ has been learned as the grapheme **igh** as in 'night', but can also be spelled **y**, **ie**, and **i-e**.

New graphemes for reading:

ay – day, play, crayon

ou – cloud, sound, about

ie – pie, tie, cried

ea – sea, meat, read

oy – toy, enjoy, boy

ir – bird, shirt, first

ue – blue, true, glue

aw – paw, claw, yawn
wh – wheel, whisper, when
ph – photo, dolphin, alphabet
ew – new, crew, flew
oe – toe, foe, tomatoes
au – Paul, launch, haul
a-e – make, game, snake
e-e – these, Eve, extreme
i-e – like, time, slide
o-e – home, bone, pole
u-e – rule, June, flute

Phase 5 tricky words:

oh, their, people, Mr, Mrs, looked, called, asked, could

Phase 6 Letters and sounds

Approx. age: 6–7 | Year 2

In Phase 6 children will read with increasing fluency. They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend.

https://www.teachyourmonstertoread.com/accounts/sign_up

Reading fluency game :
<https://www.word-game-world.com/educational-reading-games.html>

Prefixes/Suffixes:
<https://www.topmarks.co.uk/Search.aspx?q=prefix>

<https://www.education.com/game/prefix-fish/>

<http://www.bigbrownbear.co.uk/prefix.htm>

Doubling consonants:
<https://www.roythezebra.com/reading-games-double-consonants.html>

Spelling patterns games:
<https://www.education.com/games/spelling-patterns/>

Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on

- **Play phonics word games**

Play simple phonics word games based on the sounds your child is learning and has learned at school.

Start off using just the speech sounds and then immediately say the word. For example, you could say, 'At the shop I will buy a /m/ /a/ /p/ – *map*, a /b/ /e/ /d/ – *bed*, a /d/ /u/ /ck/ – *duck*.' Then, trying just saying the sounds and asking your child to work out and say the whole word.

- **Say the sounds right**

In all games and activities, make sure you pronounce speech sounds clearly. Try to make them as short as possible – for example, the letter *m* has a short /m/ sound, not a continuous /mmmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/).

- **Listen to your child read**

In Reception, your child will probably start bringing home books to read. Try to find time to hear them read every day. It could be snuggled up on the sofa, at bedtime, or before school. Be sure to be patient and don't forget to be impressed!

Reading games (Days of the week, capital letter...):

<https://www.roythezebra.com/reading-games.html>

Range of English interactive activities (look, cover, write, check etc):

<https://www.ictgames.com/mobilePage/literacy.html>

	<p>If your child gets stuck on a word, remind them to say the letter sounds individually and then blend them together quickly to hear the word. If your child still can't work out the word, then tell them what it is and move on.</p> <ul style="list-style-type: none"> • Read to your child <p>Learning to read can be hard work for many children, so it's important to keep enjoying books together. Your child will also benefit from listening to books and stories that they can't read themselves yet. This might include non-fiction books about things they are interested in or longer stories with more adventurous vocabulary.</p>	
Writing Composition	<p>https://www.bbc.co.uk/teach/skillswise/sentence-structure/zjds7nb</p>	<p>Simple sentence writing prompts.doc</p> <p>Sentence structure games: https://www.turtlediary.com/games/sentences.html https://www.topmarks.co.uk/Search.aspx?q=sentences https://www.primarygames.com/langarts/simplesentences/ http://www.sentenceplay.co.uk/</p> <p>Printable prompts: http://www.sentenceplay.co.uk/sentencePrintables.htm</p>

		<p>Build a sentence three fishes.doc</p> <p>Sentence order/ unscramble: https://www.spellingcity.com/unscramble-the-sentence-vocabulary-game.html?listId=15887126</p> <p>Colourful semantics : silly sentences.doc</p>
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