

How to support your child at home continued

Blending to read words on the sound sheets. These can be found at the back of the sound sheets that we send home. These words have been chosen because they only use the sounds that your child has learnt so far. Once again try these a little and often. If your child is reading these words confidently, try some other words using these sounds. You could also ask them to orally 'spell' the words and they even might want to try and write them.

Reading books at home. As your child becomes more confident with reading words they will bring home books to practise reading at home. Try to find a quiet time to read and a time when your child is not too tired. We all want reading to be a positive and enjoyable experience. Encourage your child to point to the sounds as they read them and then run their finger under the words as they blend it. If they cannot read a word first time encourage them to have another go. We ask that each book is read at least twice and ideally three times. The first time is to decode the words, the second to understand what they are reading and the third to read with some fluency and use their 'story voice'.

Please make sure you write in your child's reading record every time they read at home!

Thank you for taking the time to read this booklet. We hope you have found it useful and that you now feel more confident to support your child with learning to read at home.

If you have any questions please do not hesitate to talk to your child's class teacher who will be happy to answer any queries you have.

Learning to Read in EYFS at Juniper Hill A Guide for Parents



Kindness Enjoyment Achievement

At Juniper Hill we teach children to read and write through synthetic phonics. The children are first taught letter sounds and then how to blend or segment these sounds to either read or write them.

In Reception and Key Stage One we use the Read Write Inc scheme to teach phonics and early reading. As parents you can access some video clips which will explain the process of learning the different sounds and learning to read. These can be found on

ruthmiskin.com/parents

Once on the website scroll down to the section 'Films for parents and carers' and then to the screen of the first film. In the top right hand corner of this film is an icon of 3 horizontal lines. Click on this to access a list of all the films that are available for parents. In this booklet we will recommend which ones are relevant for you and your child when learning to read.

Learning the sounds

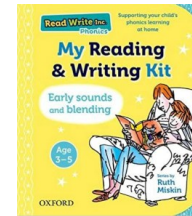
We start by teaching the individual letter sounds. We do not use letter names at this stage. These sounds are either stretchy or bouncy. Your child will need to learn to read these sounds at speed and we often call them 'speed sounds'

When teaching the sounds it is **very important that we don't add an 'uh' to the end of the consonant sounds**. E.g. 'mmmm' not 'muh', 'fffff' not 'fuh'. This is known as saying the 'Pure Sound'. This might take some practise for both of you but if a child learns to say the sounds as pure sounds they will find it easier later to put the sounds together to make and read a word.

The video clip '**How to say the sounds**' demonstrates how to say all the sounds purely and **we highly recommend** that you watch this.

How to support your child at home.

Sound cards. If you would like to purchase these they can be bought on Amazon. You can either buy the cards separately for £6.99 (Read Write Inc.



Home: Phonics Flash Cards, make sure its set 1!) or they are available in the 'My Reading and Writing Kit 1' also available on Amazon for £12.11. (The link is in the handwriting booklet sent out last week)

Sound practise sheets. The children will be bringing home sound sheets for them to practise reading and writing the sounds they have learnt in school. Please take time to do these with your child. Your child is more likely to learn the sounds if they do little and often (10 mins most days rather than an hour just one day a week). We also suggest that you don't do more than one sound a day, especially when practising to write them.

Oral blending. Oral blending is when you orally say the sounds and your child has to say the word. E.g. You say "h...o...p." and your child says "hop".

If your child is finding blending the sounds to read tricky try playing oral blending games around the house or as you are out and about. Some games you could play are:

- I Spy bit say all the sounds of the word. E.g. I spy with my little eye a h..a..t / sh..o..p / f..r..o..g.
- Put your hands on your Ask the childn to put their hands or finger on a body part but sound out the word. E.g. ar..m, h..e..d, kn...ee, l..e..g, n..o..se, b..a..ck etc.

The video clip '**Sound Blending**' shows how you can do this at home.

Blending independently to read.

Once your child knows most of the Set 1 Speed Sounds and can sound blend words with three sounds (CVC words, consonant, vowel consonant words) they are ready to read green words and the blending sounds books—First words. They will practise reading green words in school and we will send home the 'Blending sounds' books for them to read at home.

These books have a single word on one page which the child blends to read and then they turn over the page where there will be a picture of the word they have read. This acts as a check to see if they were right.

The video clip '**Blending Sounds Books**' shows a parent reading one of these books with their child.

In school your child will be practising reading words in their daily phonic lessons. There are three different types of words they will be learning to read.

Green Words - These are words that children can read by saying the sounds and blending them. E.g. cat, slug, green,

Red Words - These are words that the children cannot read by blending them. The children need to learn these words by sight. E.g. the, was, go, to, they

Alien Words—These are nonsense words which do not exist in the English language. The children read them by saying the sounds and blending them. We use them to assess whether the children are using their speed sounds accurately to read words.

Set 1 Sounds

The Stretchy sounds

These first sounds should all be stretched slightly. Try to avoid saying uh after each one. E.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzzzag (keep teeth together and make a buzzing sound)

th – thhhhank you (stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)

The Bouncy Sounds

These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:

t – (tick tongue behind the teeth – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c - as above

h – (say h as you breathe sharply out – unvoiced)

ch - (make a short sneezing sound)

x – (say a sharp c and add s – unvoiced)

Bouncy Sounds continued.

(It is harder to avoid saying 'uh' at the end of these sounds)

d – (tap tongue behind the teeth)

g – (make soft sound in throat)

b – (make a short, strong b with lips)

j – (push lips forward)

y – (keep edges of tongue against teeth)

w – (keep lips tightly pursed)

qu – (keep lips pursed as you say cw – unvoiced)

We teach the Set 1 sounds in the following order during the Autumn term

- m, a, s, d, t
- i, n, p, g, o
- c, k, u, b
- f, e, l, h
- r, j, v, y, w
- z, x, sh, th, ch, qu, ng, nk

Once the children have learnt the single letter sounds they move onto learning some digraphs. This is when two letters combined make one sound. E.g. sh, ch, th. These are known as '**special friends**'.

Set 2 Sounds

These sounds are also known as '**special friends**' and are usually taught in the second half of the spring term and during the summer term. They are taught in the following order

- ay, ee, igh, ow, oo (Long vowel sounds)
- ar, or, air, ir, ou, oy.

The following video clips give some guidance on ways to teach these sounds and how you can help your child at home

- **Reading the stretchy sounds with your child**
- **Reading the bouncy sounds with your child**
- **Reading the digraphs with your child.**

Learning to blend sounds to read

Once your child has learnt the first group of sounds (m, a, s, d, t) and can say them in and out of order at speed they are ready to blend sounds together to read words. In school we call sounding out letters in words '**Fred talk**'. (Fred is frog toy character we use to help us say our sounds correctly and to help us blend words)

When blending to read initially, use the sound cards if you have them to make the words. Ask the child to say the sounds in the word in order several times, getting quicker each time and then to say the word they can hear. If they are finding this tricky, try saying the sounds for them and see if they can hear the word. (This is called oral blending). Then get your child to say the sounds again and then the word.

It is really important your child says the sounds as pure sounds when blending. It is much easier to hear the word **mat** if your child says **mmm.... a.... t** rather than **muh....a.... tuh**.

Learning to sound-blend can take some time to master, so don't worry if your child doesn't pick it up straight away. Carry on teaching and practising the next group of Speed Sounds. When that group is learnt in and out of order and at speed practise sound blending with those sounds and the previous sounds learnt. Continue until all six groups of sounds have been learnt.