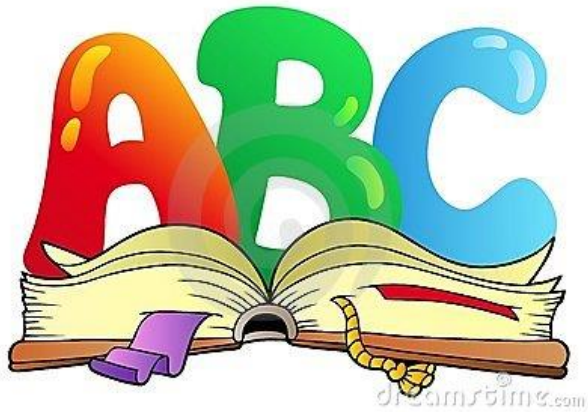


# Helping Your Child To Read and Write



## Games and activities

Based on Letters and Sounds

Helping your child to learn to read and write can be a very daunting task. The following games have been devised to help you to make learning to read and write at home fun.

These activities should be used in addition to listening to your child read their school reading book. They are not intended to be time consuming and should only be played for short periods of time.

Where 'word cards' are referred to these are words taken from the list on page 6 or from the lists of words in the Phonics guide.

### Parents Guide to Phonics

These cards are very easy to make at home and can be handwritten or made using the computer. Please note that all children progress at different rates so do not worry if your child is learning different words to their peers. If you are concerned or require further information then please speak to the Class Teacher.

## Reading games and activities

### Pairs

You need 2 sets of word cards from the word list on page 6. Pick out the words that your child already knows for the first few times you play so that they enjoy and succeed. Then, gradually take out some of the word cards they know and replace them with a number of words they don't know.

Place the 2 sets of word cards you have chosen face down. Turn one card over and say the word, turn another card over and say the word. If they match and you have made a pair you keep the cards and have another go. If they do not match turn them back over and it's the next persons turn. Keep going until all of the words have been paired.

### Snap

You need 2 sets of cards. Each person has a pile of cards that they keep face down. Each person turns a card over in turn and says the word they turn over. If they match you have to shout the word (not snap). The first person to shout the word that matches is the winner of the cards on the table. Keep going until all of the words have been won.

### Silly sentence

Use 1 set of word cards. Spread the word cards out face down. Pick 3 cards and turn them face up, say the words on the cards. Now try to make up a silly sentence that includes all 3 words.

### Shout out loud

Use 1 set of word cards. Spread the word cards out face down. Take it in turns to turn over one card at a time. The first person to shout the word out loud wins the card. Keep going until all of the words have been won. You can play this with silly voices. Before you turn over a card you have to decide what sort of voice you have to use e.g. whisper the word, say it like a gorilla, roar it like a lion, squeak it like a mouse.

### Hunt the words

Use 1 set of word cards. Hide a number of them around the room (your child must not look). The child has to find the cards and bring them back to you saying the words as they find them.

### Stepping stones

Use 1 set of cards. Spread a number of cards over the floor. Ask your child to jump from one word to another as if they were jumping across stepping stones. As they jump they have to say the word they are going to jump on next. Make sure they say the word before they jump!

### Slap the word

Use 1 set of word cards. Spread a number of cards out on a table or the floor. Ask someone to say 1 of the words. Whoever is first to slap the word with their hand (or the back of a spoon) wins the word.

### I'm thinking of a word

Use 1 set of word cards. Spread a number of cards out. You pick a word but don't tell your child which word you are thinking of. Say "I'm thinking of a word, the word begins with ..." the child has to guess what the word might be from the ones spread out. If they guess correctly they can keep the card. If they can't guess the word give them another clue "I'm thinking of a word that has ... sounds" or "...ends with ..." or "has the word ant in it". Keep giving clues until they guess the word.

### Flash card activities

Select a few words from the word cards. Go through each card together first. If it is a word that can be sounded out then show them how to do this. If it is a word that can't be sounded out easily tell them the word if they don't know it and help them think of ways to remember it e.g. there is a **hen** in **when** 'cluck, cluck'. Look for words within words like 'ant' in 'want' draw some legs on the ant part to help your child to remember. Then use them as flash cards. Hold up the word, if your child can read it they take the card. If they can't they put it back in the pile so they can come back to it at the end. If at the end they still can't read it tell them the word. Remind them of the things you talked about to remember the word when you started the activity.

When children have become familiar with several words set them a time challenge. How quickly can they say all the words as you show them each card in turn. Remember to muddle up the words regularly so that they don't just remember the sequence of the words you are showing them.

Use the flash cards in the same way but choose silly voices for each word.

### Writing games and activities

#### Useful steps in learning to spell words

1. Select a number of cards (not too many at a time). Say the word out loud.
2. If the word can be split into its sounds, say the words in a 'robot voice'.
3. Look at the word trace over the letters with your fingers.
4. Copy the word and say the sounds as you write it. Copy it again.
5. Cover the word and try to write the word saying it as you write it - peep if you need to!
6. Check the word you have written matches the word on the card and say it again as you check.
7. Keep writing the word until you can write it without having to peep.
8. For words that are tricky and that it is not as easy to learn take an imaginary picture of the word in your imaginary camera - imagine the word is big, red, lit up by fireworks, has spiders crawling on it. Shut your eyes and try and picture the word. Try and write it down imagining the picture of the word you see in your head.

#### Snap

Play the game in the same way that you would to help your child to read the words but this time have a large piece of paper and a pen in the middle of the table. When the words match rather than saying the word to win the cards you have to grab the pen and write the word to win the cards.

#### Pairs

Play this game in the same way that you would to help your child to read the words but this time have a large piece of paper and pen in the middle of the paper. If you find a pair you can only keep the pair if you can write the word. Give time to look at the word and talk through ways to remember it and then write the word. If they/you get it wrong give another chance making sure you help as much as you can.

### Silly Sentences

Play the game in the same way that you would to help your child to read the words but this time say the sentence and then you can write the silly sentence with the gaps which your child can then fill in.

### Hunt the word

Play the game in the same way that you would to help your child to read the words but this time when they find the word they say the word and then write the word for you.

### Spell-a-ma-doodle

Ask your child to draw a squiggle or doodle. Select a word that you are going to learn to spell. Write the word over and over again around the doodle.

### Musical words

Ask your child to choose a favourite song. Give them a short list of words that they are learning to spell. Spend some time looking at the words first and thinking of ways to remember how to spell them. Put on the music. How many times can they write the list of words during the song? Can they improve on the number of times they have written the words the next day they do the same activity?

### Minute words

This works in the same way as 'Musical words' but rather than a song your child has one minute to write one word as many times as they can.

## 100 High Frequency Words (Letters and Sounds)

Words written in green are phonically decodable.

Words written in red are tricky words.

### Phase Two

a an as at if in is it of  
off on can dad had back and get big  
him his not got up mum but put the  
to I no go into

### Phase Three

will that this then them with see for now  
down look too he she we me be was  
you they all are my her

### Phase Four

went it's from children just help have like  
said so do some come were there little one  
when out what

### Phase Five

don't old I'm by time house about your  
day made came make here saw very oh their  
people Mr Mrs looked called asked could

N.B some of the words that were tricky in earlier phases become fully decodable in Phase Five.