



CASTLE PRIMARY SCHOOL

From small foundations, great castles grow

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Acting Headteacher: Mrs Nicky Wake

December 2017



Helping your child to read in KS1!



Reading is one of the basic skills that we need to acquire in our world. Research shows that the biggest influence on the child's ability to read is the time spent reading, and being read to at home. This is for a number of reasons, the main one being the importance of the bond between parent and child and the fact that the children get 1:1 time with a parent.

We know that in these busy times it can be really difficult to get the time to read with and to your child, but we would ask you to spend 5-10 minutes a day reading with your child. We would ask you to read with your child as frequently as you can manage. If you struggle with reading please let us know so that we can help and put more support in for your child.

Below we have given you some information about the way we learn and words the children may use when they are speaking to you about sounding out unfamiliar words. We are also enclosing a grapheme chart which your child is using at school to help sound out words both in reading and writing.

SOUNDING OUT

A **phoneme** is the smallest unit of sound. There are approximately 44 phonemes in English. (It depends on different accents).

A **grapheme** is a letter or a number of letters that represent a sound (phoneme) in a word, ie

Vowels - a, e, i, o, u

Consonants – all the other sounds

Another way to explain it is to say that a **grapheme** is a letter or letters that spell a sound in a word. It is the way the sound looks on paper!

- There are different ways to represent the same sound, eg pl**a**y, sn**a**il, c**a**k**e**
- When 2 letters are put together it is called a **digraph**, eg pl**a**y, sn**a**il, c**a**k**e**
- When 3 letters are put together it is called a **trigraph**, eg night, hear, hair
- When you are hearing a child read they will
 - Recognise some familiar words and be able to read them
 - Need support decoding (working out) unfamiliar words
 - Children may sound out unfamiliar words on their fingers



Visit our website at www.castle.bathnes.sch.uk

If you need this information in a different format such as tape, braille or community language, please contact the school.

Questions

There are two different **types of questions** we can ask...

- **Literal questions** are obvious in the text or the picture – What colour coat is she wearing?
- **Inferential questions** need extra thought and experience to answer them - Why is she wearing a coat?

What you can do to help your child

- Practice, practice, practice! 5 to 10 minutes – five times a week would be fantastic!
- Celebrate when they have achieved something! A hug and a smile is enough!
- Keep telling them that they can do it. Then they will believe you and they will do it!
- Tell the world when they can!
- Read anything suitable! Reading books, story books, comics, magazines, words around the local environment.
- Join the local library – it's free and they have lovely books and activities in the holidays!
- Please fill in the Reading Record so that we know the children have read
- If you haven't got the Reading Record, hear them read anyway and let the teacher know on a scrap of paper!
- Let us know if there is a reason that you cannot hear your child read, eg a new baby, an issue in the family or if you struggle with helping them in any way and then we can support you as appropriate.

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ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
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Grapheme Chart

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	ppl		tt	wh			tch
	ck				ge							
	ch											

a	e	i	o	u	ay	ee	igh	ow
					a-e	y	i-e	o-e
					ai	ea	ie	oa
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u-e			oor	are	ur	ow	oi			
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