

Please find below some suggestions of activities which you may like to try, to support your child with their reading and writing at home. We know that children need time to relax at home after a hard day's work so all of these activities are more relaxed and fun - hopefully they can be integrated quite easily into family routines and will not put added pressure onto the children or yourselves.

If any further information is required, or if anything that has been discussed needs more clarification, please do not hesitate to contact your child's teacher.



### Learning to Read and Write

#### Skills for reading and writing

- Speaking and listening are the foundations for reading and writing.
- Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.
- Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

#### **Useful Websites:**

[www.phonicsplay.co.uk/freeIndex](http://www.phonicsplay.co.uk/freeIndex)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.ictgames.com/literacy](http://www.ictgames.com/literacy)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.educationcity.co.uk](http://www.educationcity.co.uk)

[www.bbc.co.uk/school/wordsandpictures](http://www.bbc.co.uk/school/wordsandpictures)

[www.bbc.co.uk/schools/ks1bitesize](http://www.bbc.co.uk/schools/ks1bitesize)

### **Ways you can support your children at home: talking and listening**

- **Make time to listen to your child talking** - as you meet them from their setting or school, as you walk, or travel home by car, in the supermarket as you shop, at meal times, bath times, and bedtimes - any time!
- **Switch off the TV, radio and mobile phones** - and really listen!
- **Show that you are interested in what they are talking about** - look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.
- **Make a collection of different toy creatures** - for example, a duck, a snake, an alien, say the sound it might make as you play together, for example, 'quack-quack', 'sssssss', 'yuk-yuk', and encourage your child to copy you.
- **Listen at home** - switch off the TV and listen to the sounds, both inside and outside the home. Can your child tell you what sounds they heard, in the order in which they heard them?
- **Play-a-tune** - and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!
- **Use puppets** and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

As we begin to teach the children the skills that they will need in order to be successful readers and writers, we focus on speaking and listening activities.

We explore body sounds; sounds in the environment; the difference in the sounds of percussion instruments; rhythm and rhyme; voice sounds and alliteration - words that all begin with the same initial sound - 'sad, Sammy snake', 'big, bad bug'.

All the way through we also teach the skills of 'blending' and segmenting'.

- **Segmenting**

We teach the children how to segment each word to spell. E.g. cat = c-a-t

- **Blending**

We teach the children how to blend or merge sounds together to read each word, in the right order, to read a word. E.g. c-a-t = cat.

The aim is for the children to read the whole word automatically.

These activities are all done orally. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

### **Ways you can support your children at home**

**Sound-talking or Robot-talking** Find real objects around your home that have three phonemes (*sounds*) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g - peg.'

'I spy a c-u-p - cup.'

'Where's your other s-o-ck - sock?'

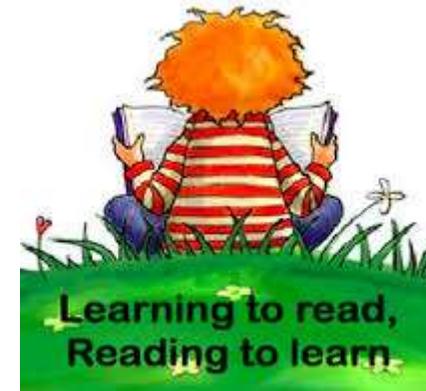
'Simon says - put your hands on your h-ea-d.'

'Simon says - touch your ch-i-n.'

## Farnworth Church of England

### Primary School

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