

## How to support your child with their reading at home?

**Digraph-** 2 letters that make 1 sound: er, oi, aw

**Trigraph-** 3 letters that make 1 sound: igh, ear

**Split digraph-** 2 letters (vowels) that are split by a consonant: a-e (make), e-e, (compete), i-e (nice), o-e (phone), u-e (huge)

**Special friends-** All of the above (digraphs, trigraphs, split digraphs)

**“Say the sounds, read the word”-** When reading, children should *say the sounds and read the word*, to ensure they are sounding and blending out every sound.

At Blackthorns Community Primary Academy, we use the Phonics Scheme *Sounds – Write*. A quality-first programme which supports our pupils with their reading.

There are free video tutorials on their website- <https://www.sounds-write.co.uk/>

They are also on Facebook- <https://en-gb.facebook.com/SoundsWritePhonics/>

Pupils receive Oxford Reading Tree and PM Benchmarking books, as well as online Bug Club logins.

Free e-books for home reading- <https://home.oxfordowl.co.uk/reading/reading-at-home/>

### 1. Talk through the front cover of the book

What can you see?

What do you think the book is going to be about? Why?

Make a prediction. Say it out loud. Write it into a sentence.

Read the blurb/synopsis- Was your prediction accurate?

### 2. Focus on this weeks' Year 1 Common Exception Words which are sent out for homework on seesaw.

Will you see any in your books this week?

Challenge- Use a timer: How quickly can you read these words?

Try again the following day, can you beat your time?



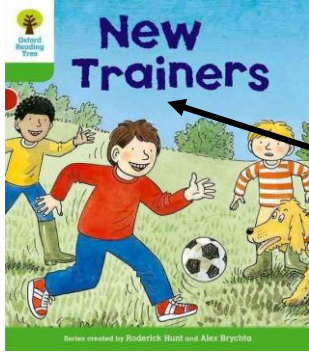
## Year 1 Common Exception words

the	his	go	ask
a	has	so	friend
do	I	by	school
to	you	my	put
today	your	here	push
of	they	there	pull
said	be	where	full
says	he	love	house
are	me	come	our
were	she	some	
was	we	one	
is	no	once	



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3. Can you create a list of real and alien words with the sound that your book is focused on?



For example:

trainers	plain	snail	rain	nail	pain	chain	grain
snaib	scrain	rait	chait	straig	shaich	thain	quait

**trainers**  
• • • • •

Remember, you can add your sound buttons too!  
(Sound buttons are taught in Phonics lessons and will be shown in our Phonics Parent Helper Workshop)

4. Begin reading the story. Model how to read sentences that require expression.

- Ensure children recognise punctuation such as question marks, exclamation marks and font changes, to support their tone.
- Whilst reading, pause and ask your child questions to check their understanding. Use these question words: Who, What, When, Where, and most importantly, Why? Focus on using the Guided Reading Comprehension Dog Questions, *sent out in the weekly homework* to help support questioning.
- Ensure children understand new and unfamiliar words. Use a dictionary if possible.
- Ensure your child re-reads their books daily, to build fluency. They should be reading the Year 1 Common Exception Words (as mentioned above) fluently.

Use the Sounds-Write saying, “say the sounds and read the word”- Using the script at home, that is used in daily Phonics sessions at school, will help your child to understand that words are made up of sounds. Use this script throughout the day to help your child practise blending sounds together to make words.

**Miss Renfree says...**

1. Say: These are the sounds that make up the word t-r-ai-n, train.

ai, t, r and n. What is the first sound you hear in the word t-r-ai-n, train? “t”. What is the second sound in the word t-r-ai-n, train? “r”. What is the third sound in the word t-r-ai-n, train? “ai”. And, what is the last sound you hear in the word t-r-ai-n, train? “n”.

2. Say: Can you say the sound and read the word? “t-r-ai-n, train”.

If you have further questions about this phonics, please do not hesitate to speak to me.

Thank you,

Miss Piper Renfree