



**Our Vision: To empower students to create positive futures through high quality teaching.**

## **Learning to read in the Reception year**

# **Home Support**

### **Booklet 1.**



This booklet explains how parents and carers can work, in partnership with the school, to support their child as they systematically learn to say and write the first 30 letter patterns and sounds they need to successfully begin reading and writing.

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Dear parent/caregiver

It is vital that your child finds learning to read and write a rewarding and successful experience.

This booklet provides you with information about the systematic and lively programme we will be using to enable your child to become a confident and fluent reader at their **first attempt** and how you can support them at home.

**This booklet and the accompanying flash cards will provide you with daily activities to help your child to:**

- ✓ use simple picture prompts to practice saying the sounds they have learnt at school, until they know the first 31 sounds and the corresponding letters/letter groups
- ✓ practice identifying words by listening to the sounds in it.
- ✓ practice writing the letters/letter groups which represent the sounds in this booklet
- ✓ practice writing words by saying the sounds and letters/graphemes

**By assisting your child to undertake these daily tasks you will be able to;**

- Keep track of their learning progress
- Reinforce their learning and celebrate their learning
- Give them a sense of accomplishment.

**Rule 1# of assisting a child at home**

Only continue to work with your child while you are **both** finding activities fun, positive and enjoyable. If they aren't enjoyable **stop**, put the work away and talk to your child's teacher about any problems you are encountering.

**If it's not fun – STOP.**

## What will my child learn?

In their first 10 weeks at school we want your child to learn:

- the sounds of the alphabet (not the name of the letters)
- six multi letter phonograms – these are two or more letters that represent one sound e.g. “sh”
- how to blend simple sounds to work out the words that they make.

In learning to read your child needs to be able to blend sounds with ease to work out what a word “says.”

We will be teaching your child to write the letters as they learn their sounds.

It is important that your child learns to form letters correctly **the first time** they attempt to write them. This is because when we learn something for the first time we develop strong patterns that last for a long time. We want students to develop correct habits.

This booklet explains how you can help your child to memorize and get automatic at saying the first set of letters and letter clusters they need to learn to begin reading and writing.

These letters and letter clusters will be learnt in this order:

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

It also lists the simple words they will be learning to read by blending these letters.

### **The letter/ sound learning procedure.**

Each day your child will be shown a new letter or letter pattern and told the sound or sounds it represents. You can get a copy of the “letter cards” we use to teach these sounds from the school.

The letter will be matched to a picture of an animal or object that starts with the sound of the letter. This picture is a visual clue to trigger your child’s memory if they have trouble remembering the sound. The picture “turns into the letter” so that it is easy for your child to remember the clue.

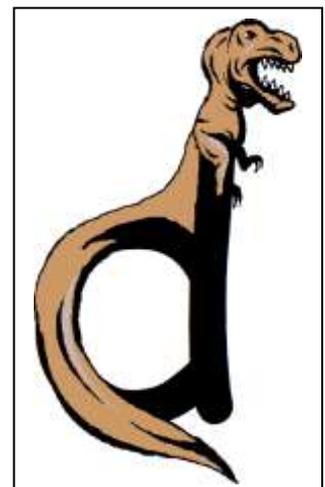
### **How can I help my child remember their sounds?**

The letter “d” is matched to a picture of a dinosaur.

If your child cannot remember the sound “d”. Ask them what picture it reminds them of.

When they say a dinosaur. Ask “What sound does dddddddddddinosaur start with?”

If they say “d” congratulate them on getting it right. If they don’t know simply tell them the answer.



## When teaching your child their sounds we ask that you .....

- **Don't** use letter names (they can't be used for sound blending) Letter names will be taught to them later, but not now.
- **Don't** use capital letters (by teaching only the lower case at this time we prevent confusion and give a focus to their handwriting)
- **Don't** ask your child 'Can you think of any words starting with...?' or 'What sound can you hear at the beginning of ... ?'  
**These tasks are too hard.**  
Spend your time sounding out words and encouraging them to listen for what they are: Ask "Can you work out what word I am sounding? S.U.N."
- **Don't** worry if initially your child's writes with poor letter shapes. Instead focus on ensuring they start writing their letters from the correct position. Their writing will improve with practice as long as they are attempting to form them properly.
- **Don't** ask your child to write letters without saying the sounds (always get them to say the sound as they write so they see the connection)

### Fingers for spelling and sounding out.

To help your child to learn how to blend words follow this example

- Do the following for simple words like: sat, mat, sad, dad, mad,  
Say the word: e.g. "sat"
- Say the word in "Finger Talk": s - a - t
- Ask the children to hold up three fingers (palms facing them).
- Say the sounds in Finger Talk as they touch one finger for each sound.
- Repeat the sounds
- Say the whole word.



Your child will usually be taught one letter a day. Ask them what sound they have learned today, when they get home from school. Then use the letter cards we provide you with to reinforce what they have learned.

**Note:** some letters have more than one sound, so if your child tells you two or even three sounds for a letter don't think they are wrong.

(Your child's teacher can explain to you what double or triple sounds are taught for some letters.)

**Children are usually taught one set of letters/sounds a week.** However this can vary depending on the amount of reinforcement the teacher feels certain words/sounds need to be given.

## Letter Set 1

Help your child learn to recognize the sounds of these letters.

**m**   **a** (a, A, ar as in path)   **s** (s, z )   **d**   **t**

Help your child learn to blend these sounds together to make a word

**a**t   **m**a**d**   **s**a**d**  
**d**a**d**   **s**a**t**   **m**a**t**

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## Letter Set 2

Help your child learn to recognize the sounds of these letters.

**i** (i,I)   **n**   **p**   **g** ( g, j)   **o** (o, Oh, oo as in zoo)

Help your child learn to blend these sounds together to make a word

**i**n   **o**n   **i**t   **a**n   **a**nd   **p**in   **p**ig   **g**ot  
**d**og   **s**it   **t**ip   **p**an   **g**ap   **d**ig   **t**op

## Letter Set 3

Help your child learn to recognize the sounds of these letters.

**c** (c, s)      **k**      **u** (u, U, oo as in put)      **b**

Help your child learn to blend these sounds together to make a word

bin    cat    cot    can    kit

mud    up    cup    bad

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## Letter Set 4

Help your child learn to recognize the sounds of these letters.

**f**      **e** (e, E)      **l**      **h**      **sh**

Help your child learn to blend these sounds together to make a word

met    set    fan    fun    fat    lip    log

let    had    hit    hen    ship    shop    fish

## Letter Set 5

Help your child learn to recognize the sounds of these letters.

r j v w y (y, E, I)

Help your child learn to blend these sounds together to make a word

red run rat jog jet jam  
vet yaps yes yet yum  
win wish wet web

## Letter Set 6

Help your child learn to recognize the sounds of these letters.

th

( th as in thin ) &  
( th as in this )

ch

( ch, k, sh )  
chicken school chef

z qu x ng

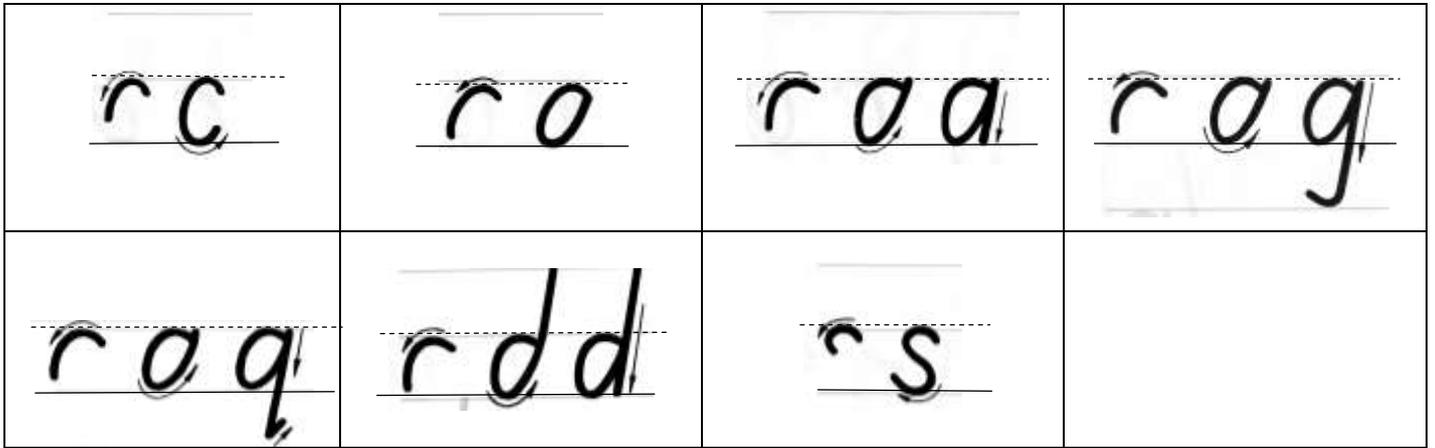
Help your child learn to blend these sounds together to make a word

thin thick this zip zag chin  
chop chat quiz quit fox box  
fix six sing bang thing wing

# How to form the letters correctly.

Watch your child as they write. If they start in the wrong place remind them where to begin and get them to practice. It is important that children ALWAYS start letters correctly. Give them lined paper or draw a baseline for them to use as a guide

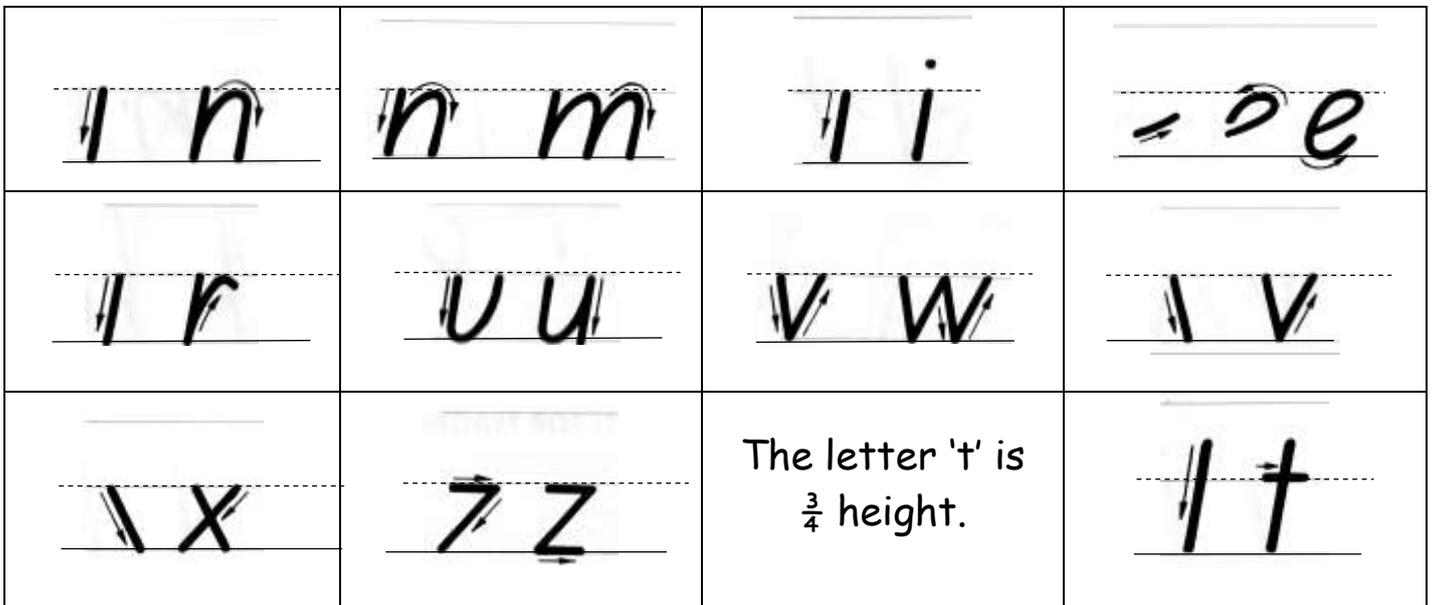
**Clock faced letters:** These start from the 2 o'clock position on a clock.



**Tall letters:** Always start tall letters from the top line, never from the bottom



**Short letters:** are half the height of tall letters.



**Long letters:** These have long 'tails' that go down below the baseline.

