



Helping Your Child to Read and Write

KEY POINTS

- Encourage the accurate pronunciation of phonemes (sounds) by showing your child how to say them clearly.
- Try not to use letter names, only sounds. If referring to the sound written down (graphemes) point to it and say "this one".



Reading

- ▶ When a phoneme (sound) has been left out, added or exchanged for example, if your child reads 'fat' for 'flat', 'black' for 'back' or 'top' for 'pot'

You say

If this was..... then this wouldn't be here/there would be something else here. Say each sound and read the word.

- ▶ For an error where the sound is not known for example, your child reads 'ste-am' or 'stam' for 'steam'

You say

These 2 letters are one sound. Do you know what it is? Or Try '....' here. Say each sounds and read the word.

- ▶ Where the wrong choice of sound is made for example, if your child reads short 'o' in most, 'clode' for cloud or 'steek' for steak

You say

This can be '....', but in this word it is something else - do you know what else you can say? Or just tell them in this word it's '....'

- ▶ Ask your child to say each sound as you point to them and listen for the word. Saying the sounds faster and faster may help a child understand that blending is about listening for the word.
- ▶ If your child says they don't know the word, encourage them to say the sounds they know and give them the sounds for the graphemes they don't.
- ▶ If your child is struggling to blend a word try building it up (blend-as-you-go)

You say

What's the first sound? What's the next sound? Push those two together, what do you have - it won't be a word yet. Now what's the next sound? Say these first ones again, now add this one to get the word.

- ▶ When reading words with more than one syllable, use the same strategies but by syllable - blend the sounds into syllables, then blend the syllables into the word. Remind them that they will get a word when they push all the syllables together. The correct syllable will need to be stressed for the words to sound right. To stress the correct syllable

Say

Try saying it this way.....



Writing

- ▶ For an error where the correct letters (graphemes) are not known for example, your child writes 'steem' or 'stam' for 'steam' allow them to go as far as they can, encouraging them to say each sound they hear in the word or syllable. Then

You

write down the spelling for the grapheme they don't know e.g. You want this spelling of 'ee' and show them what it looks like.

- ▶ Encourage your child to say each sound in the word separately and at the same time write a grapheme (spelling) to match the sound.

Say

What's the first sound in your word? Write it. What's the next sound? Etc

- ▶ If your child doesn't know the grapheme (spelling) for a sound, show them by writing it elsewhere for them to copy.

Say

This is how we write 'ee' in stream or 'p' looks like this: p

- ▶ If your child is unsure of the spelling of a word,

Say

write the word out with the different ways you might spell it. Then choose the one that looks or feels right.

It can be checked in a dictionary or on an electronic spellchecker.

- ▶ When writing words of more than one syllable,

Say

Sound out the word carefully in its syllables before starting to write.

Syllables can be said in phonemes or in whole syllables as the word is written for example, windmill could be 'wind/mill' or 'w/i/n/d/ (wind) m/i/l/l (mill)'.

- ▶ To teach how to spell a word, make sure it can first be read and pronounced correctly. Then examine the 'tricky' spellings of the sounds in each syllable. Use a 'spelling voice' to ensure all the sounds are pronounced in a way which will help to remember the spellings.