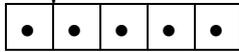


# Pointers for Parents

## How you can help at home

Reading for pleasure	<ul style="list-style-type: none"><li>• Listen to your child read to you and support as needed - talk about the story</li><li>• Encourage early readers to track the words with their fingers</li><li>• Tell your child any words which are proving too difficult. This will keep reading fun; paired reading is a very powerful tool. You can always go back and have fun 'decoding' the word at a later time.</li><li>• Read books aloud to your child</li><li>• Continue to hear your child read aloud even when he or she can read independently</li><li>• Model - show your child the pleasure you get from reading</li></ul>
Reading mechanics (blending/decoding)	<p>How you can support your child with a word they don't know when reading?</p> <ul style="list-style-type: none"><li>• Encourage the sounding out and blending of the word, use fingers to tally the sounds</li><li>• Give your child the correct sound e.g. "in this word <b>straight</b> the letters <b>aigh</b> are the code for <b>ai</b>"</li><li>• 'Chunk' the word into manageable sections</li></ul>
Handwriting	<ul style="list-style-type: none"><li>• Support your child to hold their pencil with a tripod grip- (Remember the tips: 'use a pecky finger', 'pinch and flip the pencil', 'hold a squidgy something to keep spare fingers busy!')</li><li>• Practise the correct formation of letters</li><li>• The letters of the alphabet are taught in P1 and 2, taking care with formation, sizing and positioning on the line</li><li>• P3 onwards a cursive linked script will be introduced if your child has mastered the earlier skills</li></ul> <p>Examples of correct letter formation can be found on the school website</p>

<p>Spelling (oral segmentation/ encoding)</p> <p><i>*Have a go! - don't be afraid to make mistakes.</i></p>	<ul style="list-style-type: none"> <li>• Ask your child to say the word aloud, ask them what sounds they can hear in the word, tally the sounds on their fingers, discuss what 'code' (spelling alternative, letters, or group of letters) is needed. Have a go!!</li> <li>• Use boxes (phoneme boards) to practise writing a word to help isolate the sounds needed.  </li> <li>• Celebrate all attempts, use mistakes positively as discussion points.</li> <li>• Use different spelling strategies to reinforce learning e.g. look. say, cover, write, check. Encourage your child to say the sounds as they write.</li> <li>• Break words down into syllables which can be more manageably tackled</li> </ul>
<p>Hearing or speech difficulties</p>	<ul style="list-style-type: none"> <li>• If you feel your child is having difficulty hearing the sounds in words it may be worth asking your GP to refer them for a hearing check.</li> <li>• A child will often spell a word the way they say it and if their speech is unclear this will impact on their spelling. There may be nothing to worry about as some sounds are more difficult to pronounce than others and will only be mastered with maturity. However if speech is unclear after the suggested age for the milestone, a referral to the speech and language service can be made either through the GP or the school. Enough evidence must be produced for a successful referral so please keep a note of any specific words and the particular mistakes that are being made.</li> </ul>
<p>Flashcards (Homemade are great)</p>	<ul style="list-style-type: none"> <li>• Use flashcards for recognition of letters/ spelling alternatives 'codes' e.g. ai, igh, ea etc</li> <li>• Vary the order</li> <li>• Can the child generate the letter/sound asked for (this is much harder) e.g. "Can you write me the letter s?" "How many ways can you think of to write the ai sound?"</li> <li>• Words to practise decoding</li> <li>• For reading irregular common words</li> </ul> <p>Commercially produced flashcards: Jolly Phonics, Read Write Inc.</p>

<p>Pure Sounds</p>	<ul style="list-style-type: none"> <li>• Say the letter in its purest form without any extra sounds added on e.g. l not li, r not ri, b not bi or bu</li> <li>• Saying the sounds softly can help you not to add on an extra i or u</li> <li>• For the tricky sounds like w or j try thinking of a word beginning with that letter and start saying it. Then chop off the end of the word.</li> </ul>
<p>Rules</p>	<ul style="list-style-type: none"> <li>• Rules can help explain when to use certain 'codes' but there will always be exceptions.</li> <li>• Beware of introducing too many rules.</li> </ul> <p>Useful resource: The Spelling Rule Book (Amazon £15)</p>
<p>Mnemonics</p>	<ul style="list-style-type: none"> <li>• Can be useful for irregular words e.g. <b>said</b>: "Sometimes, Angus Is Daft"</li> <li>• Sometimes making up your own can help but again not too many, save this for the words causing real problems.</li> </ul>
<p>Vowels <b>a, e, i, o, u</b> (and the part time one y)</p>	<ul style="list-style-type: none"> <li>• Discuss the importance of vowels in words; every word has a vowel</li> <li>• Many of the rules rely on a knowledge of the vowel sounds</li> </ul>
<p>Using the Alphabetic Code  (Create your own lists of words/discussions)</p>	<ul style="list-style-type: none"> <li>• List words which use a similar code to practise e.g. my, why, try, shy, . This will help visual learners.</li> <li>• Ask how many ways have you been taught to write the sound <b>ee</b> eg <b>ee</b> for <b>see</b> and <b>ea</b> for <b>tea</b>. List words using each spelling alternative. What other sound uses the 'code' <b>ea</b> e.g. <b>e</b> as in <b>head</b></li> </ul> <p>Alphabetic Code can be found on the school website</p>

Children need to understand that reading and spelling in the English language is very complicated and they are not alone if they find it difficult and frustrating at times. After this evenings information workshop we hope that you feel more confident when supporting your child at home.

If you require any further information or advice, please don't hesitate to contact me through the school office.

Lindsay Pearson

Support for Learning Teacher