



# Fun With Phonics

Supporting your child at home.

## Reading

Try to read with your child every night. Little and often is much more beneficial than longer but less frequent chunks. Please write a brief comment in their reading record to help the teachers keep track of your child's progress. Remember that any reading is valuable and involves a much wider range of experiences than a 'reading book'. Looking for print in the environment, reading comics, following game instructions, sharing library books and hearing others read stories are all important as children develop into readers.

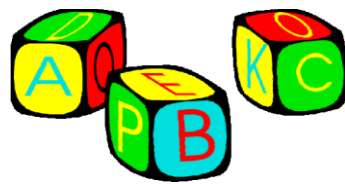
## What if my child gets stuck?

- Sound the word out. What sounds can they see?
- Try using phoneme mat or sound buttons.
- If a word contains a sound they do not know, tell them the sound.
- Help them repeat the separate sounds with increasing speed so they can blend them together.
- Split longer words into syllables.
- Is there a part of the word they recognise/ a word within a word, eg 'take' in 'mistake', 'out' in 'sprout'.
- Don't forget some words can't be fully sounded out.

- Spot 'tricky words' in books, eg, 'the', 'said', 'you', etc. Help them/ tell them where needed.

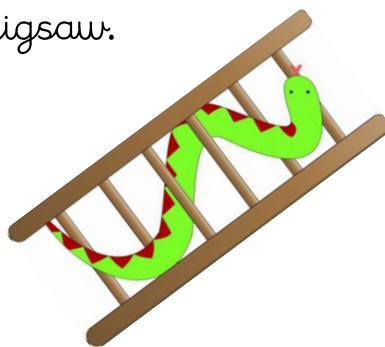
## Quick games

Children learn best when they are having fun. Games are a great way to reinforce sounds, to practice segmenting and blending or to help with recognition of 'tricky words'. Again, the key is short, regular bursts.



## Climb the ladder

Use flashcards and a counter. Every time your child reads a sound or word correctly, they move one rung up the ladder. When errors are made, give your child the correct response and put the card to the bottom of the pile. This game can be adapted to suit your child's interests, e.g. collect all 10 dinosaurs; earn a piece of a Ben 10 jigsaw.



## Board games

Take it in turns to roll the dice and move along a board. You must read the word or sound you land on or go back to your previous word. (Blank templates are available on request)



## Magic pen

Write letters/sounds on your child's hand or back using your finger. Can they identify the letter or sound?



## Hunt the words

Look out for key words in reading books, library books, in the environment such as road signs, posters, even the back of the cereal packet. Can you find...?



## Adapting old favourites









Games like Lotto! Snap! Fish, matching pairs and dominoes are all well-loved by children and can easily be adapted to phonics activities. Online resources are available, please ask if you require assistance.

Make a grid and ask your child to put a counter on every 'a' word/ word with 'ow' in it/word that says 'th', etc. To vary the game, children could be asked to cover every letter that is not 'a', not 'the', etc.









**Phase 4 tricky words bingo!**

said	were	there
have	like	little

Phase 5 sound dominoes

 wh	 au
 ph	 ey
 ew	 a-e
 oe	 e-e

Phase 3 sound dominoes

 j	 y
 v	 z
 w	 zz
 x	 qu

## Cover with counters

the	are	said
the	the	she
all	he	the



## Splat! Or Stepping Stones

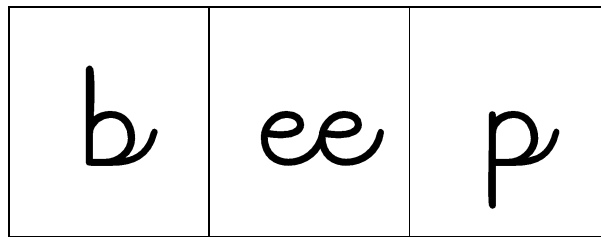
Place letter or word cards on the floor. Ask your child to splat or step on the right card to match your command. (The children love 'splatting' with a fly swatter from the pound shop!) This can be competitive if siblings are included or you can try turning the tables and letting your child test you. Don't forget to make mistakes so they can correct you!

## Sound talk

'Sound talk' words to your child to see if they can identify the word you are thinking of, e.g. d-u-ck, r-i-ng. Try introducing sound talk into your instructions, e.g. 'Put your c-o-a-t on', or play Simon Says with sound talk. You could include made up words and challenge your child to say them.

## Phoneme frames

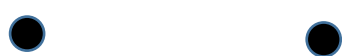
These help children to segment or split up words into their individual sounds. One sound goes into one box of the frame. Sound talk words for your child to transfer into the phoneme frame. Help them to say the sound and blend them together to make the whole word. Remember some words can't be sounded out and can't be put into phoneme frames.



## Sound buttons

Try placing sound buttons under words found in reading. When children can see the individual sounds in a word, they can begin to blend them together to read the whole word. One button goes under one sound. Where a sound is made of more than one letter, a long button goes underneath.

# S ai l



## Phonics online

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) has lots of fun games to play. These will be familiar to the children as we play 'Buried Treasure', 'Pick a picture', etc. in our phonics sessions.

[www.sparklebox.co.uk](http://www.sparklebox.co.uk) has lots of downloadable, printable resources.

[www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html) has a wide range of interactive games, plus further information on phonics and other areas of learning.

- <http://www.letters-and-sounds.com>
- <http://www.bbc.co.uk/schools/wordsandpictures/>
- <https://ictgames.com/phonicsPop/>
- <http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>
- <https://www.teachyourmonstertoread.com/>
- <https://www.starfall.com/h/ltr-classic/>
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