



**How can I help my
child with English
at home?**

Aims:

- To develop an understanding of the Age Related Expectations for English.
- To develop an understanding about how we teach English at school.
- To help you to support your child at home.

Phonics

The background features four large, colorful cartoon letters: a pink 'A', a yellow 'B', a light blue 'C', and a purple 'D'. Each letter has a simple face with eyes and a mouth, and small arms. They are arranged in a row, with the 'A' on the left and the 'D' on the right.

What are phonics?

- **The way that we break down all combinations of letters (graphemes) into the 44 phonemes (sounds) which make up our alphabet code.**
- **There are always exceptions in our English language.**

What programme do we use?

Letters and Sounds (Phases 3 – 6 in Yr 1,2)

- Rec s a t p i n
- Y1 ch th sh oo ow oi
 - ay ai oi oy
 - a_e e_e o_e ow
- Y2 - consolidation



Resources for you to use at home...



<http://www.oxfordowl.co.uk/welcome/for-home/reading-owl/expert-help>

<http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/phonics-made-easy>

Mr Thorne does phonics

<http://www.mrthornenetwork.com/>



Your turn...

How would we firstly read (blend) these words and then segment these words to spell?

birth

melt

stew

thundering

sprout

crunch

skunk

float

Phonics

How can I help my child?

- Practise with your child once you have got it!
- Sounds are sent home...
- **Watch how we use our flashcards...two letters making one sound.**



High Frequency Words

- Learn by sight along side phonics

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

Using your child's reading log

Top Tips for helping your child read at home!

- ❖ Give a special time to your child when they read to you.
- ❖ Talk about what might happen in the book before reading it. Look for clues on the front and back cover.
- ❖ Ask questions as you read the book together. For example, what is happening here? Why do you think this is happening? What might happen next?
- ❖ Talk about the pictures - look at the details!
- ❖ Give your child time to recognise and correct their own mistakes.
- ❖ Talk about the book after reading it. Make sure your child understands what the story is about - this is an important part of being a reader.
- ❖ Encourage your child to read with expression, paying attention to the punctuation and layout of the text. This will develop their fluency as a reader and give them lots of confidence.
- ❖ Avoid forcing your child to read if they don't want to. If they are reluctant, start by reading to them and encourage them to join in with you.
- ❖ Many children have favourite books that they want to read again and again - this is a good thing! Reading stories they know will help build your child's confidence.
- ❖ Try to read to your child as often as possible. This doesn't have to be a book - it could be a shopping list, a menu or a set of instructions.
- ❖ **HAVE FUN** - this will really rub off on your child!



DISCUSSING A FICTION BOOK AFTER READING IN YEAR 2.

- Do the first few pages of the book make you want to carry on reading it? Why?
- How do you think the story will end?
- Why do you think the story is called.....?
- Which part of the book do you think is funniest, saddest, most interesting? Why do you think that?
- Did the book make you think of something which had once happened to you?
- Do the pictures / layout help you understand the book better? How? Are all the pictures clear? Do they make the book more enjoyable?

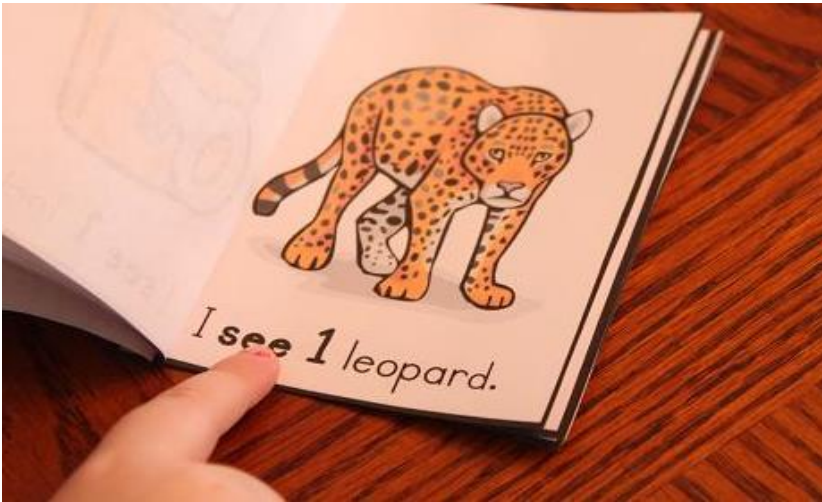


DISCUSSING A NON-FICTION BOOK AFTER READING IN YEAR 2

- Is this book like a story book?
- What did you find out that you did not know before you read this book?
- (Pointing to the contents page) Here it says _____ are on page _____. What else do you think that page might be about?
- Does your information book have an index? How could you use it to find something out?
- Do the pictures / layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?
- Do any of the pages have headings / titles? What do they tell you?
- Why are some words written in bold?

Reading at Home

- Expose them to stories
- Read above their level
- What about audio books?



GOOD READERS

notice

Punctuation

Marks when

they are reading.



Writing

- Spelling
- Handwriting
- Punctuation
- Sentence structure



Spelling



- c – a – t using phonic knowledge (Oxford Owl resource)
- HFW the / and / to / said / was / you / they / can / can't want
- Activity – write a silly sentence using these words
 1. shut cat said they the
 2. shook can't the want rat

Phonics/Spelling

How can I help my child?

- Play games so that your recognises all 26 letters of the alphabet by sound.
- When reading, ensure your child can hear the individual sounds (phonemes) in simple words ... we call this segmenting to spell words (blending when we pull the sounds together to read).

E. g. hat = h-a-t ; shut = sh-u-t

- Support your child as they complete their spelling homework.



Handwriting

- Be familiar with the way that we write letters cursively in school.
- Encourage correctly formed letters when children are writing at home – spelling homework in pencil.
- Encourage spaces between words.



Punctuation

PUNCTUATION PYRAMID

Can you challenge yourself to use more complex forms of punctuation?

Full stops

Inverted commas

Question marks

Brackets

Commas

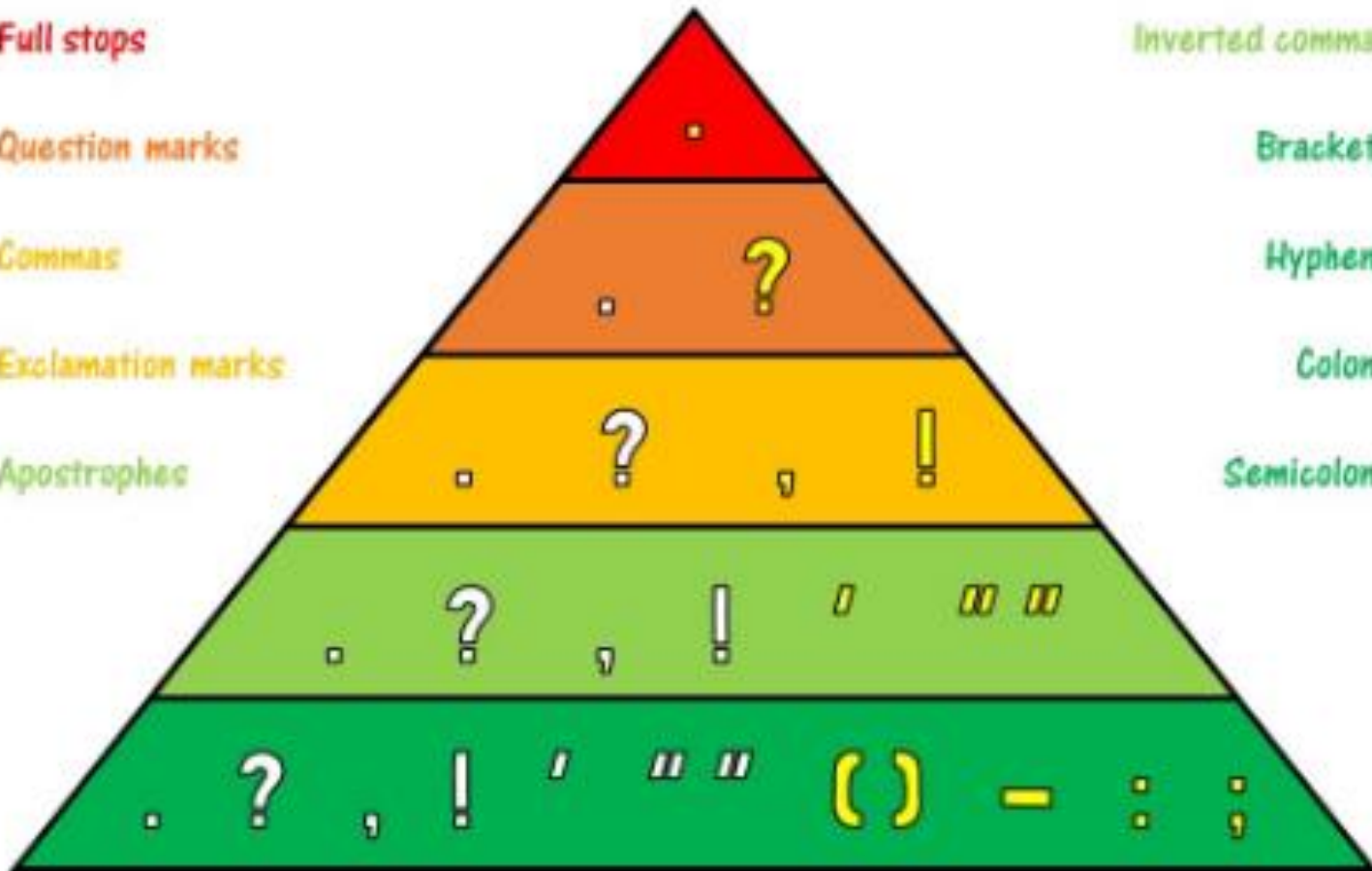
Hyphens

Exclamation marks

Colons

Apostrophes

Semicolons





WHO AM I ?

Games

Play game... who am I?

I am very tall. I am taller than a mountain...

In some stories I fall down a beanstalk...

I love my old grandma. I wear a red cloak. Big,
bad wolves scare me...

Year 2 Games

- Sentence correction

amy johnson was the first lady to fly to australia

- Parts of a sentence – construct your own sentence

birthday party, I went to a, at the weekend, brilliant

Games

- Make up and play with tongue twisters like *Peter Piper picked a peck of pickled peppers* or *Betty Botter bought some butter....*
- Find poems and rhymes that play with language, like Michael Rosen's '*There's mustard in the custard*'.
- Make up guessing games during meal times, e.g. *I'm thinking of an animal. It can gallop. You can ride it. What is it?* Take it in turns.



Steps to success...



- Read every day
- Talk about the pictures
- Always ask them to point to the word
- Explain unknown words when sharing their reading
- Help your children learn the sight vocabulary.
- Learn spellings every week. Using the correct procedures – look, say, cover, write, check.
- Join the library.
- Play games such as junior scrabble, boggle and games shared today.