

Helping With Phonics

Practising Phonemes, Graphemes and High Frequency Words.

Practise the graphemes that the children are learning in class, as well as revising the graphemes introduced in class so far. You can also practise the ones in their WRP booklets. You can play lots of fun, active games to do this.

- **Flashcard Graphemes** – show children grapheme card (written representation of the sound) and they say the phoneme (sound it makes). Also place all grapheme cards down on the table, you say a phoneme and children find the grapheme. The first helps with the skill of reading and the second helps with the skill of writing.
- **Play HFW musical chairs** – Have words or pictures on different chairs. Play music, when the music stops children to sit down on a chair and read the word/write the word for the picture. Alternative is musical bumps – when the music stops children to sit down by whiteboard and grown up to say a word for them to write.
- **Play running races** – put up grapheme/word cards on wall. Say a phoneme/word and children and adults race to the correct grapheme/word card.
- **Play target toss** – children to be shown a grapheme/word card and they read it. If they can read it they get a chance to throw a beanbag/ball into a target/hoop.
- **Jigsaws** – chop the word up and children to put the letters back together in the correct order.
- **Hide and Seek** – hide grapheme/word cards around the house. Children to go and find one, when they have found one bring it back to you and say what it is. Repeat till they have found all the cards.
- **Word jump up** – give your child (and adult) a word card, one person to say a phoneme, whoever has the corresponding grapheme card to jump up and wave your hands in the air like you just don't care!
- **Word detective in books** – hunt for the graphemes/words in books. To make this fun children love having magnifying glasses and hats/glasses to wear to pretend to be a detective!
- **Kim's Game** – Lay out graphemes/words on table – go through them with your child and discuss the phoneme they make. Child to close eyes and grown up to hide a grapheme/word. Child to figure out which grapheme/word has gone. They can write it too!
- **Bingo** – Display graphemes and go through them. Children to choose 4/5/6 of the graphemes and write on paper. Grown up to say words if they can hear a phoneme one of their graphemes makes in the word children to cross it off.
- **Pairs** – have 2 of each grapheme/word turned face down on a table. Children to turn two over at a time to try and find a pair.
- **Snap** – Have multiple copies of each grapheme/word and play snap with these.

Blending, Segmenting and Reading

- Talk to your child in robot talk (say each phoneme in the word separately c-u-p and children to work out what the word is and say it to you 'cup').
- Play 'Simon Says' – give one of the words in the instructions in sound talk e.g. "Simon Says j-u-m-p."
- Encourage children to 'robot talk' words – get them to say the sounds they can hear whilst pretending to be a robot (moving their arms up/down for each phoneme they say) e.g. d-o-g.
- When children are writing, encourage them to listen for the sounds in words and sound talk the whole word to before writing it.
- Use sound buttons to help them read words they do not know and phoneme frames to support writing words (draw a box for each phoneme in the word).
- When reading it is useful to have a scrap bit of paper to jot down any words children find tricky and come back to these at the end of the story so the flow of the book is not disrupted. You can then look at these and draw sound buttons underneath or discuss the tricky aspect.