



The Unicorn School Outreach Programme

Supporting your child to read and spell at home

There are two types of words:-

1. Words we can sound out and blend like **c-a-t** or **sh-i-p** or **c-o-m-p-r-e-h-e-n-d**. (Phonological)
2. Words we read automatically as a whole for example **the, as, of, have, though**. (Lexical Semantic)

Sound out and blend words (We have 44 sounds and 26 letters)

1. Does your child know what all the letters look like and what they sound like (in the alphabet)?

Games where they match letters and say their name (just a few at a time)

The vowels are hard to learn, as are letters that look the same (bpd)

Consider adding capitals too

You can use matching games like Bingo

Write the letter and say the sound (in chalk, sand, fancy pens)

2. Focus on the awareness of the sounds in a word. (Phonological Awareness)

What is the first sound, last sound, middle sound?

Where can you hear sh in ship or in fish?

3. See what the sound looks like eg. sh, ch, th ae, oi, ee .

Play games where your child has to identify the sound or where the sound is in a word (like a bean bag in a hoop, or splatting paint on the sound).

4. Look where the sound is in a word – highlight it, sound it out, blend it= read it



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5. Write the sound write it in a word but mutli-sensory as before whether it's water guns, chalk on the floor or in shaving foam!
6. Do hopscotch reading the word
7. Use post it notes to read the word
8. Play with words, so sat can change to apt, can change to tap, can change to top (just change one letter at a time)
9. Read affixes as chunks
10. Phoneme frames- where each sound goes in a box

t	ea	ch
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Sight Words

1. Flashcards
2. Writing the word (multi-sensory- see above)
3. Look at the shape of the word
4. Bingo, Four in a row, Snakes and Ladders, Pelmanism, matching games
5. Precision teaching
6. Onset and rime
7. Sorting words
8. Kick the ball
9. Catch the cube

Spelling

1. Did you know, each syllable has a vowel sound and vowel sounds make us open our mouths- so every time our chin dips that is a syllable
2. Letter- sound correspondence
3. Look cover say write check
4. Simultaneous oral spelling

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5. Chaining

_evelopment	__elopment	dev_opment
devel__ment	develop__t	development
de_____ment	develop_____	_____

6. Memonics W-hat w-hen

7. Onset and rime