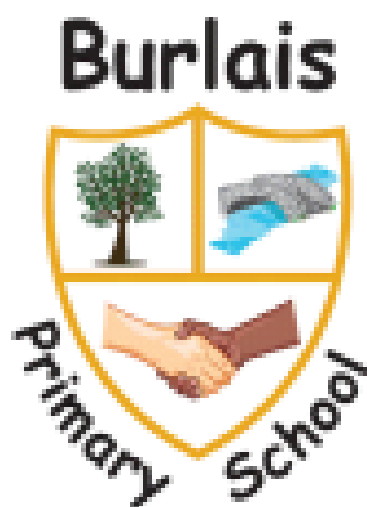
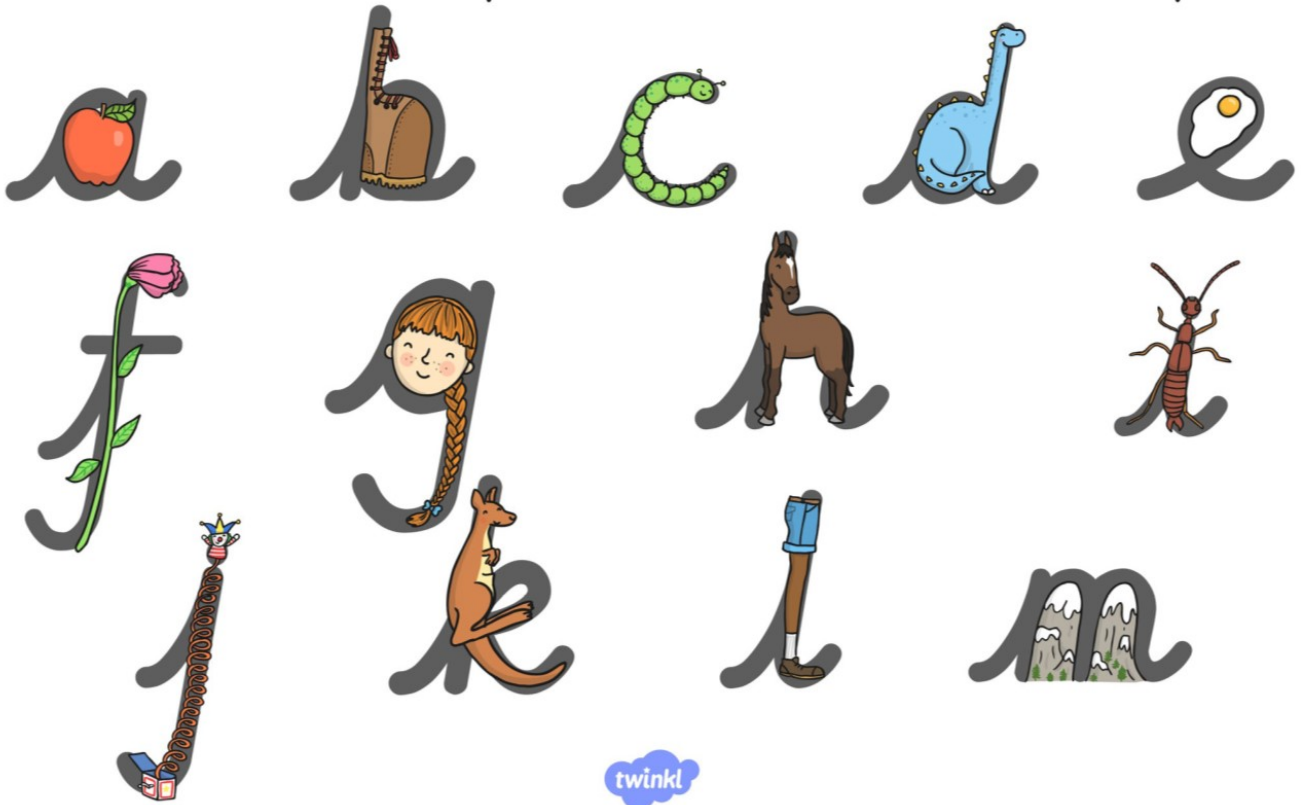




Parent Handbook





























Precursive Alphabet Letter Shapes



Precursive Alphabet Letter Shapes



Here is a list of the letter sounds and their rhymes to help the children with writing letters.

	Get ready, round the apple down the leaf
	Get ready, down to the laces to the heel, round the toe and flick
	Get ready, curl around the caterpillar
	Get ready, round his bottom up his tall neck and down to his feet
	Get ready, lift off the top and scoop out the egg
	Get ready, down the stem and draw the leaves
	Get ready, round her face down her hair and give her a curl
	Get ready, down the head to the hooves and over his back
	Get ready, down his body and a dot for the head
	Get ready, down his body curl and dot
	Get ready, down the kangaroo's body, round his tail and leg
	Get ready, down the long leg
	Get ready, Maisie, mountain, mountain
	Get ready, down Nobby, over his net
	Get ready, all around the orange and flick
	Get ready, down the pirate's plait and around his head and flick
	Get ready, round the Queen's head, up to her crown and down her
	Get ready, down the robot's back then up and curl
	Get ready, slither down the snake and flick
	Get ready, down the tower across the tower
	Get ready, down and under, up to the top and draw the puddle
	Get ready, down up down up and flick
	Get ready, down a wing up a wing and flick
	Get ready, down the arm and leg and repeat the other side
	Get ready, down a horn up a horn and under his head
	Get ready, zig zag zig

These are the rhymes which help children to remember the tricky digraphs or trigraphs—sounds made up of two or three letters.

<u>Set 1</u>		
'ssssh' says the horse to the hissing snake	th - the princess in the tower is rescued by the horse. She says 'ttthankyou.'	
ng - thing on a string	nk - I think I stink	
ch - 'ch-ch-chool' The horse sneezes when the caterpillar hairs get up his nose.		
<u>Set 2</u>	<u>Set 3</u>	<u>Set 3</u>
ay - may I play?	a-e - make a cake	ai - snail in the rain
ee - what can you see?	ea - cup of tea	
igh - fly high	i-e - nice smile	
ow - blow the snow	oa - goat in a boat	
oo - poo at the zoo		
oo - look at a book		
ar - start the car		
or - shut the door	aw - yawn at dawn	
air - that's not fair		are - care and share
ir - whirl and twirl	ur - nurse with a purse	er - a better letter
ou - shout it out	ow - brown cow	
oy - toy for a boy	oi - spoil the boy	
	o-e - phone home	
	ew - chew the stew	u-e - huge brute
		ire - fire fire!
		ear - hear with your ear



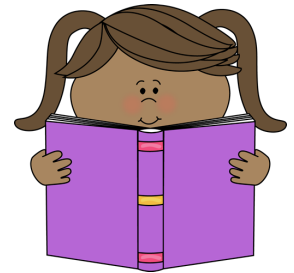
A Guide to Reading With Your Child

Getting Started

- Plan a quality, quiet time to read together.
- Little and often! A good ten minutes every day is better than a difficult half hour once week.
- Be positive! Praise, help and encourage your child, so that he/she always feels that their reading has been a successful activity.

Book Introduction

- Look at the front cover. Discuss what the book might be about.
- Read the title together.
- Point out the author and illustrator's names.



Encourage early reading behaviours

- Reading from left to right.
- Matching the written word with the spoken word (using finger to point).
- Using picture cues.
- Using initial letters.

Pause, prompt, praise!

- If your child gets stuck on a word, **PAUSE!** Allow them time to have a go themselves.
- After a short pause, **PROMPT** them.
- After all attempts, **PRAISE** their efforts.



Encourage different strategies

- Sounding the word out.
- Using the pictures.
- Reading on and seeing what would make sense.
- Breaking the word into chunks eg hos/pit/al .
- Thinking of another word that looks similar eg all/tall, night/light.

Useful prompts

- Try that again.
- What's the first sound?
- Sound it out.
- Does it look right?
- Does it sound right?
- Does it make sense?
- Does it look like another word you know?
- Put the words together to make it sound like talking.

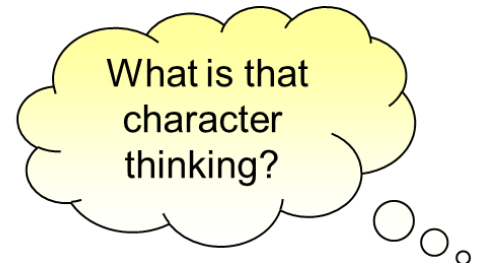


During and after reading

- Talk with your child about the book.
- Ask them: Do they like it? What has happened so far? What do they think will happen next? How did...? Would they like to.....? How did the characters feel?
- Talk about the pictures. Pictures help children to understand the words.



What do you think happens next?



What is the character saying?

How is the character feeling now?

Fluency

- Do not stop at every error. If a word makes no difference to the meaning (eg house/home) ignore it.
- Tell them unfamiliar "red" or tricky words which can-not be sounded out eg said, me.
- Model how to read by reading a page or sharing a page. Encourage expression and intonation and making reading "sound good".

Praise!

- Praise all efforts.
- Make praise specific, eg "I liked the way you sounded that word out", or "Well done for having another look at that word", or "That sounded really good".

Read, Read, Read!

- Continue to read stories to your child, to help develop a love of books and stories.
- Encourage children to look at print around them. See if they can recognise shapes, letters and words in signs, packages, shops and restaurants.
- Make sure children see you reading!



Useful websites

- www.ruthmiskinliteracy.com
- www.ruthmiskin.com/en/parents
- www.twinkl.com - search for 'letter formation' or 'phonics' for appropriate resources
- www.oxfordowl.co.uk
- www.oup.com
- www.phonicsplay.co.uk

