

Tricky words

Children need to read these words on sight.

You cannot blend the sounds!

Reading

oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

Spelling

said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked

Top tip - Blu-tac these words to the fridge, bathroom wall, room door etc. and read each day.



Things to try at home

Magnetic letters – these can be used on your fridge. Encourage your child to find the letters (graphemes) they have been learning.

Have fun making words – blend the sounds together e.g. stream, street, blue, blew etc. As you find the graphemes say them out loud: e.g. s-t-r-ea-m = stream.

Break words up – now do it the other way round. Read the word, break the word up (segment) and move the letters away, saying stream = s-t-r-ea-m.

Spelling is harder than reading words. Whiteboards and pens are a fun way for children to try out spellings and practice their handwriting.

A parents' guide to Letters and Sounds Phase 5

The aim of this booklet is to give you a clear picture of how your child will learn to read using phonics and word recognition. It will give you ideas of how you can support and encourage your child at home to become a confident reader.

Work with your child's teacher to help them to be 'super readers and super spellers!'

Phonics is about knowing how letters link to sounds

Children broaden their knowledge of spelling by learning different graphemes, e.g. 'ew' (stew) and 'oo' (room)



sweet



cream

Try this at home - Snappy Sorting !
Sort the words into two sets

ee

feet
meet
keeping

ea

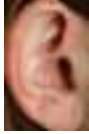
seat
meat
steamy

Key vocabulary

Your child will be using some vocabulary which may be new to you. Here are some examples:

A phoneme - the smallest unit of sound in a word
e.g. d-r-ea-m = dream

A grapheme - the letter or letters that represent the phoneme.
e.g. d-r-ea-m = dream



Segmenting – breaking up words into their individual sounds (phonemes) so that we can spell a word
e.g. chewing = ch-ew-i-ng



Blending - putting individual sounds (phonemes) together so that we can read a word
e.g. ch-ew-i-ng = chewing

Top tip - The grapheme could be 1 letter, 2 letters or more! Sometimes we put **sound buttons** under the graphemes to make it clearer.

steam

Try this at home – ‘Pairs’

Write 5 words on 5 cards with the ‘ou’ sound, e.g. shout, about, trout, found, loudest.

Write 5 words on 5 cards with the ‘ow’ sound, e.g. cow, now, shower, scowl, towel.

Turn them face down so the words cannot be seen.

Turn 2 cards over. Keep them if they have the same grapheme, e.g. cow, now. Turn them both over if not. Next player turns 2. Winner has the most pairs!

Phase 5

Your child will read and write words with the same sound (phoneme) but different graphemes, e.g. g-**oa**-t and g-**oe**-s.

They will also learn to read and write words with the same grapheme but different sound (phoneme) e.g. ‘o’ in ‘hot’ and ‘gold’ - **it sounds different!**

Ways you can support your child at home

Try this at home - ‘Highlighting Hurry’

Set the alarm clock for one minute. Use a pen to highlight all the words in the story below that have the ‘ee’ sound! e.g. sweet, cream, beep, Pete etc.



A Real Treat!

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete. “Help me pack the green bag,” said mum. “We need sun cream and lots to eat.” Tom got his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep! At the end of the street there was a big truck. It had lost a wheel. “Oh no,” said Tom. “We’ll be here for a week!” Dad went to speak to the driver to see if he could help. They put the wheel back on. Then dad said, “I must hurry. We need to get to the beach.” At last they got to the sea. Tom and Pete had an ice-cream. Mum and dad had a cup of tea. The puppy went to sleep under a tree.