

















Some ways of writing the different vowel sounds

 ant a	 baby a	 cake a-e	 snail ai	 tray ay	 eight eigh	 chair air	 bear ear	 square are	 car ar	 banana a	 bed e	 bread ea	 me e	 beach ea	 tree ee	 key ey
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 ear ear	 deer eer	 teacher er	 collar ar	 doctor or	 measure ure	 garden e	 fossil i	 lion o	 circus u	 litre re	 fern er	 shirt ir	 worm or	 burn ur
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 pony y	 tin i	 rocket e	 tie ie	 pilot i	 kite i-e	 light igh	 fly y	 buy uy	 frog o	 swan a	 toe oe	 robot o	 boat oa	 note o-e	 snow ow	 coin oi	 toy oy
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 book oo	 bull u	 moon oo	 flute u-e	 screw ew	 glue ue	 fruit ui	 tour our	 fork or	 ball a	 sauce au	 saw aw	 door oor	 cow ow	 house ou	 bus u	 glove o
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Some ways of writing the different consonant sounds

 bird b	 rabbit bb	 cat c	 kitten k	 duck ck	 school ch	 chips ch	 watch tch	 dog d	 ladder dd	 fish f	 coffee ff	 dolphin ph	 cough gh	 gate g	 egg gg
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 hand h	 jam j	 giant g	 cage ge	 bridge dge	 leg l	 bell ll	 mouse m	 hammer mm	 lamb mb	 net n	 dinner nn	 knee kn	 gnome gn	 king ng	 ink n
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 panda p	 hippo pp	 rain r	 cherry rr	 wrist wr	 sun s	 dress ss	 horse se	 city c	 scissors sc	 dice ce	 treasure s	 shark sh	 chef ch	 sugar s	 tap t	 letter tt
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 thumb th	 feather th	 breathe the	 voice v	 sleeve ve	 water w	 wheel wh	 yawn y	 zip z	 fizz zz	 sneeze ze	 music s	 cheese se
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Phonics - A Guide for the Reading Helper

sh-ee-p



b-oo-k



d-o-g



Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter represents
- identify the sounds that different combinations of letters represent (e.g. 'ch' or 'ai')
- blend these sounds together from left to right to make a word

Children can use this skill to decode new words.

As children develop their reading skills they will discover that the same sound can be written in different ways. On the following pages there are charts showing how the different vowel and consonant sounds are often written.

Alternative Pronunciations

Encourage the reader to watch out for the alternative pronunciations of these common letters/letter groups (graphemes):

i	pin	find	g	got	giant
ow	cow	blow	gh	ghost	high
y	yes	by	ng	ring	finger
o	hot	cold	s	sun	is
ie	tie	field	th	this	thin
ch	chin	school	oo	moon	book
c	cat	cent	wh	when	who
ea	eat	bread	a	ant	was
ou	out	could		water	any
	shoulder		e	egg	he

Common Exception Words

Here is a list of common words with unusual grapheme-phoneme correspondences:

door	both	beautiful	move	clothes
floor	old	after	prove	busy
poor	cold	fast	improve	people
because	gold	last	sure	water
find	hold	past	sugar	again
kind	told	father	eye	half
mind	every	class	could	money
behind	everybody	grass	should	Mr
child	even	pass	would	Mrs
wild	great	plant	who	parents
climb	break	path	whole	Christmas
most	steak	bath	any	
only	pretty	hour	many	

The language of phonics

The overview above contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful.

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme (e.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**).
- Some graphemes represent more than one phoneme (e.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**).
- Developing readers should become increasingly aware of these grapheme-phoneme correspondences.

Checking Understanding

- Talk to the reader about each book as much as possible.
- Before starting a new book, ask the reader to look at the cover and any pictures on the inside pages. Invite him/her to guess what might happen in the story.
- Ask questions about the story/book, for example:
 - Who/what is the story about?
 - Where/when did the story take place?
 - What do you think is going to happen next?
 - How do you think — — — feels about that?
 - Why do you think — — — feels that way?
 - Why did — — — do that?
 - What would you do if you were — — —?



- Invite the reader to explain the meaning of selected words. Encourage them to use a dictionary.
- At the end of a book ask the reader questions like:
 - Do you like how the book ended?
 - Would you have written a different ending?
 - What do you think happened next?
- Ask the reader to summarise, in order, what happened in the story or what he/she learned from a non-fiction book.
- Encourage them to:
 - draw pictures of scenes/characters from the book
 - tell the story in their own words
 - describe a character from the book, including the character's thoughts and feelings.
- Ask the reader to say whether or not he/she enjoyed the book and to tell you what the best bits were.

Homophones and Near-Homophones

Homophones are words that sound the same but have different spellings. Here are some to look out for.

there their they're	Look over there ! They have their own drinks. They're (they are) having fun.	quiet quite	We must be quiet in the library. The jar is not quite full.
here hear	Please bring it here to me. Can you hear the music?	accept except	Will you accept this gift? Everyone went home except me.
see sea	When I close my eyes I can't see . Let's go swimming in the sea .	affect effect	The bad weather won't affect me. Sweets have a bad effect on teeth.
bare bear	It's easier to climb with bare feet. A bear is a wild animal.	berry bury	A juicy berry is very tasty. A pirate likes to bury treasure.
to two too	We are going to the cinema. I have two pet cats and a dog. My toy plane is too heavy to fly.	break brake	If you drop the glass it will break . Use your brake to slow you down.
be bee	I want to be a vet when I'm older. A bee looks similar to a wasp.	grown groan	The puppy is almost fully grown . He hit his toe and let out a groan .
blue blew	Blue is the best colour. The wind blew my hat off.	mail male	Mail comes through the letterbox. A boy is male , a girl is female.
night knight	We can see the stars at night . The brave knight rode a white horse.	meet meat	It's great to meet you. Vegetarians don't eat meat .
new knew	My shoes are old, I need new ones. He already knew his times tables.	missed mist	A snowball just missed Mum. The mist felt wet on my face.
for four	This present is for you. Five, four , three, two, one, GO!	piece peace	Can I have a piece of cake please? He needs peace and quiet.
are our	These are my favourite fruits. Miss Jackson is our teacher.	plane plain	The plane landed on the runway. She likes plain not spicy food.
where wear	Where have I put my pencil? Today, I need to wear a coat.	weather whether	It is sunny weather . I don't know whether to go or not.
one won	One , two, three, four... Great! I have won a prize.	whose who's	Whose coat is this? Who's (who is) in the kitchen?

National Curriculum Word List for Years 3-4

Children are expected to know these words by the end of Year 4. Ask the reader to tick ✓ each word when she/he knows the meaning and when she/he knows the spelling

accident(ally)	M Sp	disappear	M Sp	interest	M Sp	pressure	M Sp
actual(ly)	M Sp	early	M Sp	island	M Sp	probably	M Sp
address	M Sp	earth	M Sp	knowledge	M Sp	promise	M Sp
answer	M Sp	eight/eighth	M Sp	learn	M Sp	purpose	M Sp
appear	M Sp	enough	M Sp	length	M Sp	quarter	M Sp
arrive	M Sp	exercise	M Sp	library	M Sp	question	M Sp
believe	M Sp	experience	M Sp	material	M Sp	recent	M Sp
bicycle	M Sp	experiment	M Sp	medicine	M Sp	regular	M Sp
breath	M Sp	extreme	M Sp	mention	M Sp	reign	M Sp
breathe	M Sp	famous	M Sp	minute	M Sp	remember	M Sp
build	M Sp	favourite	M Sp	natural	M Sp	sentence	M Sp
busy/business	M Sp	February	M Sp	naughty	M Sp	separate	M Sp
calendar	M Sp	forward(s)	M Sp	notice	M Sp	special	M Sp
caught	M Sp	fruit	M Sp	occasion(ally)	M Sp	straight	M Sp
centre	M Sp	grammar	M Sp	often	M Sp	strange	M Sp
century	M Sp	group	M Sp	opposite	M Sp	strength	M Sp
certain	M Sp	guard	M Sp	ordinary	M Sp	suppose	M Sp
circle	M Sp	guide	M Sp	particular	M Sp	surprise	M Sp
complete	M Sp	heard	M Sp	peculiar	M Sp	therefore	M Sp
consider	M Sp	heart	M Sp	perhaps	M Sp	though/although	M Sp
continue	M Sp	height	M Sp	popular	M Sp	thought	M Sp
decide	M Sp	history	M Sp	position	M Sp	through	M Sp
describe	M Sp	imagine	M Sp	possess(ion)	M Sp	various	M Sp
different	M Sp	increase	M Sp	possible	M Sp	weight	M Sp
difficult	M Sp	important	M Sp	potatoes	M Sp	woman/women	M Sp

Top Tips for the Reading Helper

Developing readers will become increasingly independent with their reading and should be encouraged to read silently more and more as time goes on. However, regularly reading out loud to you will help your reader improve his/her reading skills. Here are some useful tips:

- 1 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 2 To stimulate interest in a new book, talk about:
 - what might happen in the story
 - what the reader hopes to learn about, e.g. from a non-fiction book.
- 3 Encourage the reader to use the 'Comments' spaces in this booklet to record:
 - whether or not the reading material was interesting
 - if the book was easy or difficult to read
 - what she/he enjoyed most about the book.
- 4 In the spaces provided, help the reader to make a note of any tricky words or words to practise. If possible, have a dictionary available at reading times.
- 5 **Decoding using phonics** - prompt the reader to 'decode' unfamiliar words by breaking them down into a series of sounds and then blending the sounds together.
- 6 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 7 Encourage the reader to look at any pictures in their books in order to get a better understanding of the text and to help them predict what may happen next.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 When the reader is reading out loud, encourage him/her to read with feeling and to use her/his voice to help 'tell' the story more clearly.

