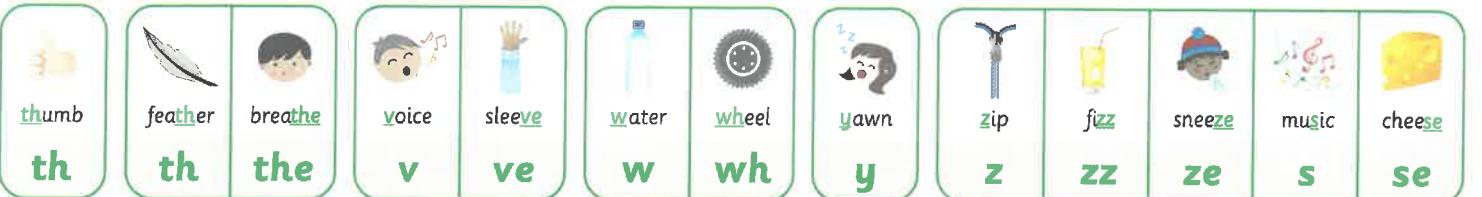
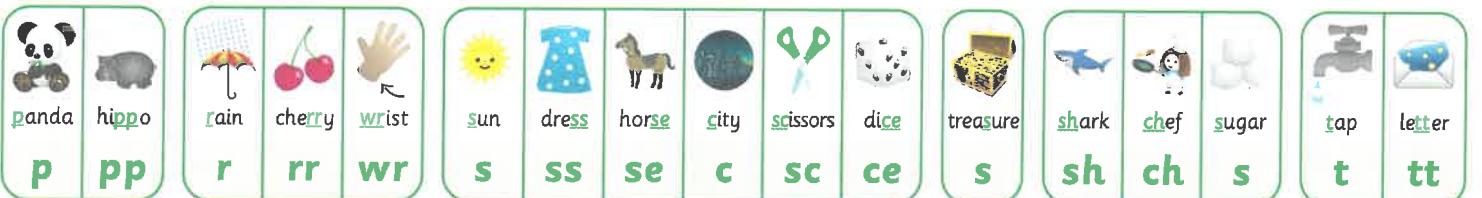
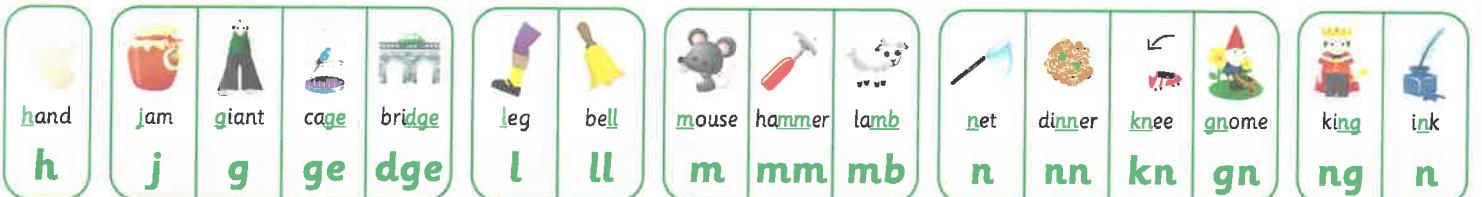


Some ways of writing the different vowel sounds



Some ways of writing the different consonant sounds



Alternative Pronunciations

Phonics - A Guide for the Reading Helper

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	gym	ng	ring
o	hot	cold	won	s	sun
ie	tie	field	babies	th	is
ch	chin	school	chef	oo	sugar
c	cat	cent	wh	when	thin
ea	eat	bread	a	ant	moon
ou	out	could	water	u	book
	shoulder	you	e	egg	whoo



sh-ee-p



d-o-g



b-oo-k



sh-ee-p

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.

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	any
only	pretty	hour	many	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. 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 are words that sound the same but have different spellings. Here are some to look out for.

there	Look over there! They have their own drinks.
they're	(they are) having fun.

quiet	We must be quiet in the library.
quite	The jar is not quite full.

Will you **accept** this gift?

Everyone went home **except** me.

see	Please bring it here to me. Can you hear the music?
------------	--

affect	The bad weather won't affect me. Sweets have a bad effect on teeth.
---------------	--

Will you **accept** this gift?
Everyone went home **except** me.

sea	When I close my eyes I can't see . Let's go swimming in the sea .
------------	--

effect	The bad weather won't affect me. Sweets have a bad effect on teeth.
---------------	--

Will you **accept** this gift?
Everyone went home **except** me.

bare	It's easier to climb with bare feet. A bear is a wild animal.
-------------	--

bear	A juicy berry is very tasty. A pirate likes to bury treasure.
-------------	--

to	We are going to the cinema. I have two pet cats and a dog.
two	My toy plane is too heavy to fly.

break	If you drop the glass it will break . Use your brake to slow you down.
--------------	---

be	I want to be a vet when I'm older.
bee	A bee looks similar to a wasp.

grow	The puppy is almost fully grown . He hit his toe and let out a groan .
-------------	---

blue	Blue is the best colour. The wind blew my hat off.
-------------	---

mail	Mail comes through the letterbox.
male	A boy is male , a girl is female.

night	We can see the stars at night . The brave knight rode a white horse.
--------------	---

meet	It's great to meet you. Vegetarians don't eat meat .
-------------	---

new	My shoes are old, I need new ones. He already knew his times tables.
------------	---

missed	A snowball just missed Mum. The mist felt wet on my face.
---------------	--

for	This present is for you. Five , four , three, two, one, GO!
four	

piece	Can I have a piece of cake please?
peace	He needs peace and quiet.

are	These are my favourite fruits.
our	Miss Jackson is our teacher.

plane	The plane landed on the runway.
plain	She likes plain not spicy food.

where	Where have I put my pencil?
wear	Today, I need to wear a coat.

weather	It is sunny weather .
whether	I don't know whether to go or not.

one	One , two, three, four...
won	Great! I have won a prize.

whose	Whose coat is this?
who's	Who's (who is) in the kitchen?

National Curriculum Word List for Years 3-4

Top Tips for the Reading Helper

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(lly)	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

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.

