



Our Lady Star of the Sea School

Ways to Help at Home

All levels

- ❑ When your child reads to you, use the Pause, Prompt, Praise strategy. When they stop at a difficult word, remind them to pause and give them about five seconds to think. If they can't figure out the word on their own, prompt them by reminding them to use their letter and sound knowledge. Break the word into syllables and sound out each syllable then run the sounds together e.g. caterpillar = cat/er/pill/ar
c-a-t = cat/ er = er / p-i-ll = pill/ ar = r cat/er/pill/ar = caterpillar

During First Year

- ❑ Use an alphabet placemat at dinnertime to support letter recognition. "We are having beans for tea. What letter does beans start with? Can you find it on your placemat?"
- ❑ Play word games like I'm thinking of a word that starts with 'b' like ball
- ❑ Look for a word or letter in the junk mail and circle it. Have a competition to see who can find the most.
- ❑ Write a word or words onto separate pieces of paper. Blu Tack them around the house. Get your child to find them.
- ❑ While reading to you, ask your child to find a word in the story after they have read the page to you.
- ❑ Making up words in word families i.e. at, mat, hat an, can, man listening for the first sound of the word as your child says it.
- ❑ Play memory games with words on cards. Start with 4 sets of words and increase the number as your child's confidence improves.
- ❑ Write words onto pieces of paper, put them on the ground and get your child to say them and jump onto them OR bang them with a fly swat OR bounce a ball on them.
- ❑ Get your child to write the words in chalk on the concrete or onto pieces of paper and then jump from word to word saying each word as they go OR You could call the words out and get them to jump to them or bang them with a fly swat. The same thing can be done with the words on the fence, getting your child to throw a ball against them as they are said.
- ❑ Read regularly to and with your child (in their home language), especially books they are interested in but find too hard to read.
- ❑ You could write the words on concrete with chalk and get your child to scooter around them saying them as they go past.
- ❑ Encourage your child to look at the pictures for clues to what the word could be, to get their mouth ready to make the sound of the first letter or letters of the word and sound out the letters with them then run the whole word together e.g. s-p-oo-n = spoon

- ❑ If your child reads a word incorrectly, wait until they get to the end of the sentence and then say 'Oh, that didn't sound right to me. Can we check it.' Encourage them to work out the word by themselves.

During Second Year

- ❑ Read regularly to and with your child (in their home language), especially books they are interested in but find too hard to read.
- ❑ Play rhyming games. Take turns to say a word and get the other person to say a word that rhymes
- ❑ Write some 'word family' words on cards e.g. hop/ drop/ plop/ slop. One word per card. Play match up. Lie the cards face down. Turn over two cards. If they match up, keep them and have another turn.
- ❑ Make up new words in word families using different blends and word endings i.e at chat, flat, mat, look, looks, looking, looked.
- ❑ Playing word family games. Seeing how many words you can think of with the same ending i.e at, mat, cat, hat. Try to write them as well.
- ❑ When your child reads their stories, get them to check the punctuation. i.e remind them when there is a fullstop, that they have a rest.
- ❑ Play word games like I spy with a focus on listening to the ends of words e.g I'm thinking of a word ending with ' at' or a word ending with an 'm' sound
- ❑ Help your child see that reading and writing go together, by leaving notes for them and encouraging them to leave notes for you. You could put them under their pillow, in their lunch box, on the kitchen bench or on the bathroom mirror.

During Third Year

- ❑ Get your child to practise using expression in their voice by reading a page of their story over the phone to someone.
- ❑ Get your child to record themselves on the ipad or smart phone using a voice recorder app. Play it back and get them to listen to their own reading to check they are reading with expression.
- ❑ Read regularly to and with your child (in their home language), especially books they are interested in but find too hard to read.
- ❑ When you are reading to your child, pause occasionally and talk with them about what's happening in the story and any new or interesting words.
- ❑ Take turns reading with your child, one page each.
- ❑ Encourage your child to read by themselves - for example, letting them choose reading or sleeping for the first 20 minutes of bedtime.

During Year 4

- ☐ When the reading book seems a bit hard, take turns at reading it with your child and talking about the story - for example, ask them things like: What do you think will happen next? Do the characters remind you of anyone you know?
- ☐ Help your child see that words can be organised in different ways on a page by helping them to read bus timetables, maps, menus, TV Guides and recipes etc.
- ☐ Talk to your child about the books they are reading and the authors they like. It would be great if you could take them to join the local library to find more books by the authors they like.
- ☐ Talk to your child about interesting new words and what they mean. Have turns with them to find a new word to discuss each day. Discuss what words could be used instead of the one in the text.
- ☐ Read regularly to and with your child (in their home language), especially books they are interested in but find too hard to read
- ☐ When you are reading to your child, pause occasionally and talk with them about what's happening in the story and any new or interesting words.
- ☐ Take turns reading with your child, one page each.
- ☐ Read and follow a recipe to cook or make something

During Years 5 and 6

- ☐ Talk to your child about interesting new words and what they mean. Have turns with them to find a new word to discuss each day.
- ☐ Encourage your child to read widely - newspaper articles, song lyrics, emails, web pages, non-fiction and fiction, magazines, comics, graphic novels, cartoons.
- ☐ Talk to your child about what they are reading and what they think about what they have read.
- ☐ Ask your child to locate evidence in texts that support any claims they are making.
- ☐ Discuss new vocabulary with your child and ask them to use that new vocabulary in sentences of their own to show they understand the meaning.
- ☐ Support your child and their reading progress by reading with/ to and for them, always discussing what has been read and making connections between the text, other texts and the real world.
- ☐ Challenge your child to find different descriptive passages in texts they read and ask them what visual image they have in their head.

- ❑ Ask your child to describe characters in books they read. Get them to tell you their likes, dislikes, personal features, what they have done in the text, how they connect with other characters or people they know or can relate to.
- ❑ Discuss the messages in texts, seek their opinion and consider the perspectives from a variety of viewpoints.