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Helping your child at home

Reading Games

Parent Information Booklet

Reception Age 4-5 yrs



4-5
YEARS



Reading Games Pack



Once children learn the basic sounds and principles of blending, children will love to play board games with their family further consolidating their learning through play. The board games in the pack correspond to the government guidance document 'Letters and Sounds: Principles and practice of high quality phonics. Primary National Strategy' (published by the DfES in 2007).

The intention of this pamphlet is to enable parents to get more out of the board games by suggesting further activities using the resources and explaining how these relate to Letters and Sounds Phases 2, 3, and 4 (which are the three phases covered during the Reception year). Even if your child's school uses an alternative phonics scheme, these resources and activities are still applicable given the considerable overlap between schemes.

Phase 2 (Usually covered in the Autumn Term, Sept - Dec)

What children learn in class

Children learn:

- 19 letters of the alphabet and one sound for each (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l)
- to blend sounds together to make words and segment words into their separate sounds.
- to read simple consonant-vowel-consonant (CVC) words & captions.

What you (parents) can do at home to help

1. Play CVC Bingo game as per game instructions.
2. Use the sound cards provided in the CVC Bingo Box to make up different CVC (consonant-vowel-consonant) words such as those indicated in table 1 below.

sit	sat	pat	tap	pit
tin	tan	nap	man	mat
map	dad	sad	dim	mad
gas	pig	dig	pot	top
dog	pop	god	can	cat
cap	cod	kid	kit	pet
ten	mum	mud	rot	cup
rip	hug	hot	big	bug

3. Do a challenge with your child where you have to jointly make 50 CVC words using the taught 19 letter sounds. After making each word, put the cards back in the pile or there may not be enough letters to continue making words for very long. You as the parent could keep a log of the words made on a piece of paper. Game variation: Try limiting the number of available letters to make it more challenging (e.g. three vowels; 6 consonants).
4. Give each player 8 consonant (yellow) cards avoiding any doubles. Allow free use of vowels (red cards). Each player takes turns to make a word but they can only use their own yellow cards and any red vowel card. The yellow cards can always be re-used, but once a vowel is used, it must be put away. The parent should write down all the words made by each player. The player who has made the most words before all the vowels have run out is the winner.
5. Put all the cards out face up so you can clearly see all the red vowel cards and yellow consonant cards. Challenge each other to make up different CVC words using the cards. Player A might challenge the other saying "Make the word 'leg' – l-e-g". Player B then has to make the word l-e-g and keep the word aside (to be counted later). Then it's Player A's turn to be challenged and make a word. Player B tells them what word to make (the letters must be available). The winner is the player who has made the most words before all the cards have run out. You may find it useful to listen to how the phase 2 sounds are pronounced on the HSC website (go to the phonic soundboard). This is so that when you are sounding out the letter sounds e.g. 'l-e-g', you do it in a way consistent with the way your child is taught the sounds in school.

Phase 3 - (Usually covered in the Spring Term, Jan - April)

What children learn in class

Children learn:

- The remaining 7 letters of the alphabet, one sound for each (j, v, w, x, y, z/zz, qu)
- Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters.
- To read captions, sentences and questions using learnt sounds.

On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

What you (parents) can do at home to help

1. Play any of the five games in the Phase 3 Phonic Games Box as per game instructions.

2. Practise sounding out (and writing out for your child to read) various words using the phase 3 sounds. The table below provides some examples of words you could practise sounding out and/or writing out (for your child to read). Some children really enjoy writing the words for themselves (although may need more help with this).

Grapheme	Example words			
j	jam	jet	jog	jacket
v	van	vet	visit	velvet
w	will	win	web	wax
x	mix	fox	tax	six
y	yes	yet	yell	yum-yum
z/zz	zip	buzz	jazz	Zak
qu	quiz	quack	liquid	quick
ch	chop	chin	chip	rich
sh	ship	shop	shed	shell
th	them	with	moth	thin
ng	ring	hang	song	wing
ai	wait	pain	main	tail
ee	see	weep	feet	week
igh	high	might	right	sight
oa	coat	soap	toad	goat
oo/oo	zoo	cool	wood	hook
ar	bar	card	park	hard
or	fork	sort	worn	torn
ur	burn	burp	curl	surf
ow	down	how	town	owl
oi	oil	coin	soil	join
ear	dear	hear	year	beard
air	fair	pair	hair	lair
ure	sure	pure	cure	nature
er	hammer	ladder	dinner	boxer

3. **Game Variation of Letter Sound Detective Board Game** – Call out different words using the sounds on the board and ask your child to listen carefully. Your child has to identify a sound that is in the word you call out, and if they do so correctly, your child can put a counter on that sound. So for example, if you call out the word 'ch-i-n' – your child can place a counter on 'ch'. If you call out the word 'qu-ee-n', your child can place a counter on either 'qu' or 'ee' or both! See if your child can use up all of their counters!

Phase 4 (Usually covered in the Summer Term, April-July)

What children learn in class

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump and also to read words with more than one syllable.

What you can do at home to help

1. Play Blends Match as per game instructions.




2. Practise sounding out (and writing out for your child to read) different words which use adjacent consonants either at the beginning of a word (CCVC) or end of a word (CVCC). The table below provides some examples of words you could practise sounding out and/or writing out (for your child to read). Some children really enjoy writing the words for themselves too (although they may need more help with this).

CCVC / CCVCC		CVCC	
from	grip	pond	husk
step	plan	bunk	cost
trip	grab	bank	nest
spin	track	lamp	hunt
flag	twin	wind	sink
drop	sniff	felt	belt
swim	drop	tent	damp
plum	crop	lift	lost
clap	spot	melt	golf
clip	step	tilt	best
glass	stick	jump	hand
brass	stuck	soft	link


- 3. Game Variation of Blends Match 1** - Each player chooses 3 cards each (e.g. ch, pr, sw). Each player takes turns to think of as many words as they can in 5 minutes using those specific blends (the parent must write the words down as they are being recalled, e.g. chick, chill, print, sweet). The winner is the player who can think of the most words in 5 minutes. Consider letting your child win most of the time! This game can also be played as a joint effort rather than a competition.
- 4. Game Variation of Blends Match 2** - Put all the cards out face up. Take turns to choose a card. Each player must say a word using that blend. If they are correct, they get to keep the card. Players cannot say the word of the picture cue. The winner is the player with the most cards after all the cards have been taken. Again consider letting your child win most of the time. For many children, it seems to add to their enjoyment when you lose – (but keep the competition close!).





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