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Springboard
Life-changing literacy

Sound Check

A booklet for parents and carers to support their child with reading, spelling and writing.

Springboard for Children, the British Dyslexia Association and Dyslexia Action have been working together on the DfE funded project 'Sound Check'.

The aim of the project is to develop the phonic skills of pupils to reach the expected standard set by the Year 1 Phonics Screening Check.

This booklet echoes the Parent Workshops that were delivered by Springboard for Children to those parents and carers whose children were involved with the project. It aims to provide practical ideas and activities for children to do during the holidays or weekends; supporting and developing their newly learned reading skills.

Children learn a great deal from other people. As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning.



Phonics

This is the government's first and main approach to learning to read. Phonics is all about the skills of reading and spelling and knowledge of the relationship between letters and sounds. Learning phonics will enable your child to be a good reader and writer.

Phonics gradually progresses to learning about spelling patterns and conventions such as, 'ed' endings, plurals 's', 'es' and changing 'y' to 'ies'.

Blending and Segmenting (skills for reading and spelling)

Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud and in order, all through the word. They are then merged together into the whole word. This merging together is called **blending**. For example, the adult would say **c-a-t = cat**.

Segmenting is also a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds in order, all through the word. For example, the adult would say **cat = c-a-t**.

Blending activities you can do with your child

- Break down simple words when giving instructions or asking questions, such as:

‘Can you find your **h-a-t**, hat?’ ‘Where is the **c-a-t**, cat?’ ‘Sit on the **s-ea-t**, seat’

- Play ‘**What’s in the box?**’ Put some toys or objects in a bag and pull one out at a time. Say ‘I can feel a **p-e-g**, **c-u-p**, **p-e-n**’. Children then guess what’s in the box.
- Find objects around your home that have three or four phonemes (sounds) and practise ‘sound talk’. First let them listen, then see if they will join in, for example, saying: ‘I spy with my little eye something that has the sounds **c-l-o-ck**, **b-a-ll**.’



Segmenting activities you can do with your child

- Use laminated phoneme frames and read out words from dinner time for children to segment e.g, **fork, spoon, chip, fish, peas, beans**. Remember, one phoneme in each sound box.

s	p	oo	n
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- Use magnetic letters to make whole words from what they see in the garden and ask them to segment into sounds e.g,

grass = g-r-a-ss

bench = b-e-n-ch

step = s-t-e-p

- When you are out and about, encourage children to read traffic signs, street names, shop names, adverts etc. Help them by breaking the words into sounds and putting them back together e.g, **N-e-x-t = Next** **T-r-ai-n = Train**.
- Play 'I Spy' in saying a whole word e.g, "I spy with my little eye a jug". The child has to segment the word into individual sounds: **j-u-g**.



Activities to support reading

- When reading a book to children have some fun by changing all the words beginning with 's' to '**sausages**' and all the words beginning with 'm' to '**mash**'. A fun way to get children to notice sounds and create a funny story.
- Beat the Clock! Set a timer on your phone, cooker or watch and ask the child to read as many words as they can from a list in that time. This could become a daily challenge. The child's teacher will be able to give you lists of words that the child should know.
- Nursery rhymes tell a story. They are fun to learn and share. You can tell children about your favourite nursery rhyme when you were a child.
- Make sure that they have understood a story by asking them questions either during or at the end. Example:

'What happened in this story?'

'How do you think the character was feeling?'

'What do you think is going to happen in the end?'

'What would you do?'



Active Literacy Kit Activities

These were activities that your child undertook on the Sound Check project.



- **Alphabet Arc**

Use wooden or magnetic letters to arrange the alphabet into an arc. Your child should point and say the sound and the letter name. Ensure they make the sounds as pure as possible.

- **Rhyme Detection**

Look for rhyming words and ask your child to say whether they rhyme or not e.g,
peg/leg – do they rhyme? **peg/pig** – do they rhyme?

- **Consonant Vowel Consonant Reading**

Using wooden or magnetic letters, place all the vowels in the middle – **a, e, i, o, u**. The remainder of the letter go around the vowels. Point to a consonant, vowel, consonant so you child makes the sounds and blends for reading e.g, **m-a-n, f-a-n, j-u-g, c-a-t**

- **Blending Chunks**

Using wooden or magnetic letters, place any two letters together e.g, **um, pl, cr, el, iz, pa, gr, st, tw** and ask your child to read the sounds together.

Reading activities

- **Find a word/letter**

Using their favourite story book, ask them to spot all words beginning with the 'th' sound, spot all the 'tricky' words, spot words ending with 'ing', spot words starting with a capital letter, spot words that look the same but have one letter different e.g, **hat** and **hot**.

- **Make a word**

Choose a short word from the story you have just read. Ask your child to make the word with magnetic letters and then say the word aloud. Jumble up the letters and ask the child to make the word again from memory.

- **Matching words**

Using a list of high frequency words (ask your child's teacher), write them out on card using coloured pens. Using a book and ask your child to find his/her word on the page. How many times does the 'w' word appear in the whole book? Repeat with further words.



Praising your child

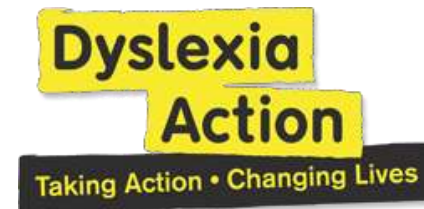
Children love it when their parents play with them and praise them. Use these positive, encouraging statements with your child:



- Well done for trying so hard!
- You can do it!
- I like the way you sounded out that word
- You did really well remembering to spell that word.



For further information on dyslexia, please visit www.bdadyslexia.org.uk or www.dyslexiaaction.org.uk



This booklet was produced by Springboard for Children.

