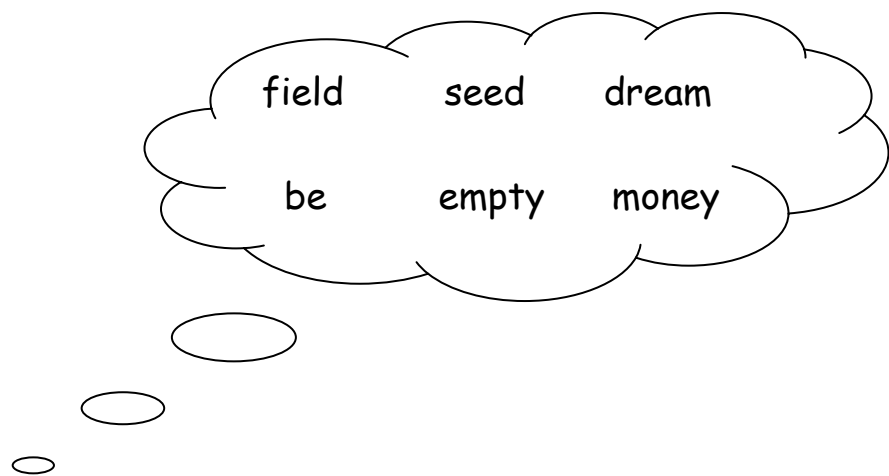


# Helping your Child at home to use a Linguistic Phonics approach



## **Linguistic Phonics**

Linguistic Phonics is an approach to reading and spelling that builds on speech. Children begin by listening to words that they say everyday: noticing syllables, rhyme and eventually individual sounds. They then learn how these sounds are represented by letters through investigation, 'cracking the code' through problem-solving.

Children are very good at 'working things out' if they are presented in the right way at the right time! It is very important not to rush your child or to expect him to know things before he is ready!

The best way to help at home is to:

- have plenty of conversations to increase your child's vocabulary - the more words he can say, the more words he will eventually be able to read and write!
- play lots of word games – there are lots of ideas below
- read to your child as much as possible – stories, information books, poems, instructions, time-tables, magazines etc.
- show that you enjoy reading and writing
- **have fun helping your child learn**

# Have fun with sounds

## Rhymes

Read and say lots of rhymes

*“Humpty Dumpty sat on a cat  
Humpty Dumpty squashed it .....*”



“Which one doesn't rhyme?  
tree hat knee



Think of a word that  
rhymes:  
clock



sock



## Syllables

Help your child to count syllables in word



ba nan a (3)



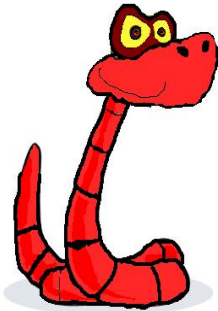
apple (2)



plum (1)

## Individual sounds in words

Play word games eg

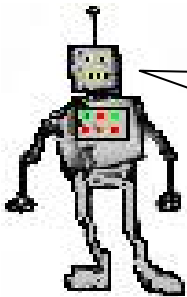


Sammy snake eats sausages,  
sandwiches and snails

Tommy Tiger eats toast,  
trifle and toffees



## Be a robot



Find the 'c' 'a' 't'

Find the 't' 'r' 'ee'



## Stage 1

Children should be able to say each sound, moving left to right, and put these together to read a word.

Words at this stage will have 2 or three letters and contain the most common representations of sounds:

'a' in 'cat'      'o' in 'got'  
'e' in 'yet'      'u' in 'bun'  
'i' in 'sip'

**Warning!** Some words look easy because they are short but are not easy to read or spell eg  
'was' or 'car' The 'a' is not the same as in 'cat'

**Simply read these words for your child.**

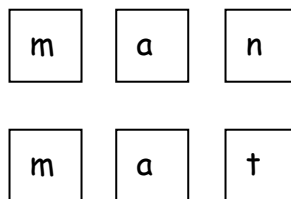
### Word Investigation

Continue to play sound games with your child.  
Children should be able to build words, changing one sound at a time.

cat - cap - tap - top

They will not be given words home to learn visually, but may be given letters to make words with.

Help your child to build words using magnetic letters or paper squares, changing sounds to make new words eg



Talk about what the words mean.



## Reading

Read plenty of stories, poems, instructions, notices etc. to your child. While you are reading together look for words that your child will now be able to work out. Encourage him to have a go, by sounding out as he /she moves left to right across the word. You read the other words. Stop frequently to talk about the meaning.

## Writing



Encourage your child to attempt to write as often as possible, eg making greeting cards, writing notes, shopping lists etc. Don't worry if you can't read it! The most important thing is that your child is keen to 'have a go.'

When **you** are writing, sound out some of the words as you write the matching letters eg



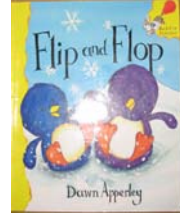
## *Remember*

- Do not use letter names.
- Encourage your child to have a go.
- Take turns at making words with your child, changing one sound at a time.

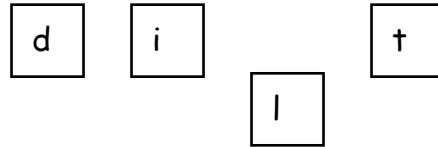
## Stage 2

At stage 2 your child will be able to read and spell longer words containing one-letter one sound:

eg    went, milk, hand  
      stop, frog, trip  
      stand, stamp, print



Make some nonsense words for each other to read eg  
'fosp', changing one sound at a time eg  
"Change 'fosp' into 'fisp'. Change 'fisp' into 'fis'.



### ***Remember***

Use the most common sounds:

'a' in 'cat'      'o' in 'got'  
'e' in 'yet'     'u' in 'bun'  
'i' in 'sip'

- Do not use letter names.
- Encourage your child to have a go.
- Take turns at making words with your child changing one sound at a time.

## **Stage 3**

At Stage 3 your child is learning that longer words have blocks of sound or syllables.

The words at this stage still contain one-letter-one sound. (Most common representations) eg

banana    dentist    Belfast    Japan

### **Word Investigation**

Help your child to hear syllables in words:

“How many syllables in “banana?”

Encourage your child to tap out the number.

Encourage your child to build longer words, one syllable at a time.

fan tas tic

### **Reading**

Continue to read plenty of stories, poems, instructions, notices etc. to your child. While you are reading together look for words your child will now be able to work out, including multi-syllable words (There will not be too many containing one-letter, one sound!) Encourage him/her to have a go, by sounding out one block or syllable at a time. You read the other words.

Stop frequently to talk about the meaning of the story of information that you are sharing.



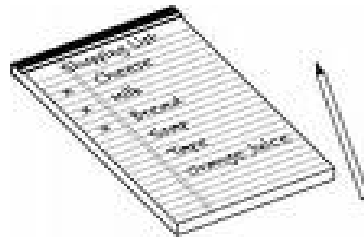
## **Writing**

Encourage your child to attempt to write as often as possible, eg making greeting cards, writing notes, shopping lists etc. Accuracy is not important at the early stages – the most important thing is that your child is keen to ‘have a go.’

When you are writing, sound out some of the words as you write the matching letters.

### ***Remember***

- Do not use letter names
- Encourage your child to have a go
- Take turns at making words with your child, breaking longer words into blocks or syllables.



## Stage 4

During stage 4 your child is introduced to sounds represented by more than one letter.

hill puff rabbit kiss kitten - Your child will already recognize these sounds when a single letter is used.

Warning! This only applies to consonants. Double letters representing vowel sounds are more complicated eg 'ee' is not the same as 'e' in 'get'! Your child will meet these later on. In the meantime simply read words that your child doesn't know.

At stage 4, the following sounds are also introduced:

ck - 'sock'      th - 'with'      ar - 'park'

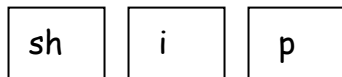
sh - 'fish'      ng - 'sing'

ch - 'chip'      qu - 'quack'

### Word Investigation

Help your child to build words on paper squares. Make sure that he/she puts both letters on one square if they represent one sound!

eg



### Reading

Continue to read plenty of stories and poems to your child. While you are reading together look for words your child will now be able to work out. Encourage him/ her to have a go.

If your child gives each letter a sound eg 's' 'h' 'o' 'p', ask if this makes sense! If he /she does not work it out, simply point to the 'sh' and say "This is 'sh'."

Read any words your child is not likely to know yet.

Stop frequently to talk about the meaning of the story of information that you are sharing.



## **Writing**

Encourage your child to attempt to write as often as possible, eg making cards, writing notes, creating stories, etc. Accuracy is not important at the early stages – the most important thing is that your child is keen to 'have a go.'

When you are writing, sound out some of the words as you write the matching letters.

## ***Remember***

- Do not use letter names
- Encourage your child to have a go
- Take turns at making words with your child, using:  
ch, th, sh, ck, ng, ar and double consonants like ll, nn, tt,  
ss, pp

## Stage 5/6

Children learn about stage 5 and 6 together.

At stage 5 children learn that:

The same sound can be represented in different ways eg

see we eat

The same spelling can represent different sounds eg

we get

At stage 6 children explore multi-syllable words that contain stage 5 information eg 'happy' 'happiness'

They also discover words with special endings eg 'station', 'special', 'treasure'

### Word Investigation

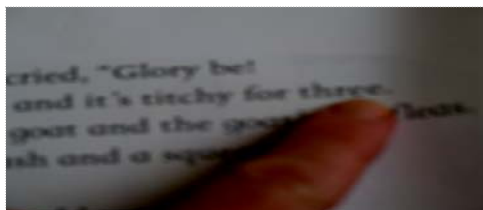
You child will be given home list of words to investigate.

Encourage your child to identify the target sounds eg eat see

Help your child to sort the words according to how the target sounds are spelt. eg

ea	e	y	ee
eat	we	happy	street
teach	me	mummy	green
stream	be	lovely	feel

Look for words containing the target sounds in text eg



Glory, be, titchy,  
three, fleas,  
squeeze

When your child first starts to investigate Stage 5/6 he/she will meet a lot of new information within a short space of time but will not be expected to remember it all!

The first thing to learn is that:  
the same sound can be represented in different ways and  
the same spelling may represent different sounds

Next children will be expected to learn how to spell important, high-frequency words. They will do this as they investigate each target sound.

Encourage your child to identify parts of words that are tricky to remember eg which 'ee' is in 'feed'?



He/she may like to:

- make a word-puzzle, putting each sound on paper squares
- underline the tricky part in a different colour of ink

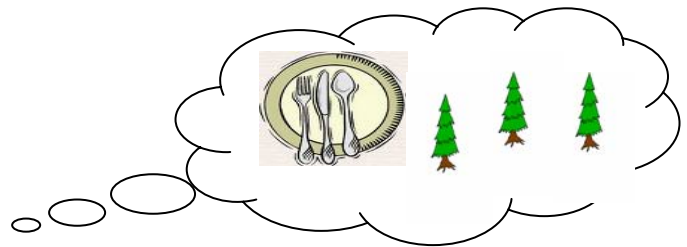
f **ee** d

- think of other words containing the same spelling and link them together in a silly phrase or sentence

eg "feed green trees."

- write the word several times to make a pattern

feed feed feed  
feed feed feed  
feed feed feed



### ***Remember***

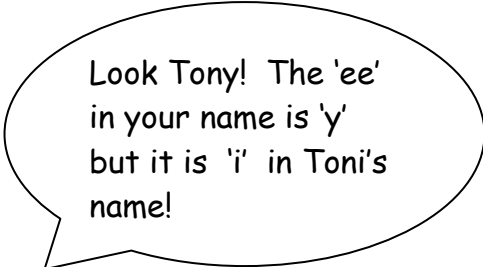
We all have different ways of learning. Encourage your child to find his or her own way to remember things.

## Time to learn

Each year, children will re-visit target sounds and learn less common spellings. They will be able to try to spell many words that they have not seen written down before. Encourage them to 'have a go'.

### *Remember*

It is important to let children learn through investigation and discovery. Give your child plenty of praise when he/she attempts something new and join in the discovery too! Point out things you are noticing for the first time and help your child to make connections eg



Look Tony! The 'ee'  
in your name is 'y'  
but it is 'i' in Toni's  
name!

