

## Tricky words

Children need to read these words on sight. You cannot blend the sounds!

Your child will be learning more tricky words and continuing to read and write sentences together.

said, so, do, have, like, some, come, were, there, little, one, when, out, what

**Top tip** - Blu-tac these words to the fridge, bathroom wall, room door etc. and read each day.



# Things to try at home

**Create a book together** - Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.

**Word hunt** – Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, lunch, fresh milk, drink, fish and chips, jam.

**Hide the sentence** - Write some simple sentences and leave them around the house for your child to find and read.

**Top tip** : Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.

# A parents' guide to Letters and Sounds Phase 4

The aim of this booklet is to give you a clear picture of how your child will learn to read using phonics and word recognition. It will give you ideas of how you can support and encourage your child at home to become a confident reader.

**Work with your child's teacher to help them to be 'super readers and super spellers!'**

**Phonics is about knowing how letters link to sounds**

Your child will continue to practise previously learned graphemes and phonemes. They will continue to develop knowledge and skills of blending and segmenting words with adjacent consonants.

They will be learning more tricky words and continue to read and write sentences together.

**Top tip** - Work on reading words together, for example, a street name such as *Park Road*, captions on buses and lorries, street signs such as *bus stop*.



# Key vocabulary

Your child will be using some vocabulary which may be new to you. Here are some examples:

**A phoneme** - the smallest unit of sound in a word  
e.g. c-a-t = c a t

**A grapheme** - the letter or letters that represent the phoneme.  
e.g. s - o-ck = sock



**Segmenting** - breaking up words into their individual sounds (phonemes) so that we can spell a word  
e.g. ship = sh -i-p



**Blending** - putting individual sounds (phonemes) together so that we can read a word  
e.g. th-a-t = that

**Top tip** - The grapheme could be 1 letter, 2 letters or more! Sometimes we put sound buttons under the graphemes to make it clearer

s p oo n  
● ● ● ●

## Try this at home - Countdown

CVC words (consonant, vowel, consonant)

**Consonants** - b,c,d,e,f,g,h,j,k,l,m,n,p,r,s,t,v,w,x,y,z

**Vowel** - a, e, i, o, u

Choose one vowel and 6 consonants, e.g.

a,s,w,t,c,r,p

Set the alarm clock for 1 minute.

Make words, e.g. swat, trap.

How many words did you make in 1 minute?

## Phase 4

Your child will learn how to read and write CVCC words (consonant, vowel, consonant, consonant)

e.g.- in the word 'toast'

t = consonant, oa = vowel, s = consonant, t = consonant

They will also learn to read and spell CCVC words (consonant, consonant, vowel, consonant)

eg. in the word 'cream'

c = consonant, r = consonant, ea = vowel, m = consonant

## Ways you can support your child at home

### 'Silly sentences'

Choose a word and make up a silly sentence using that word - e.g. frog

"The frog jumped on the dog"

### Splat the word

Write words on individual pieces of paper/post its, you say a word and your child splats the correct word with a fly swat.



smell

trash

growl

Ask them to think of a sentence containing the word.