

Tricky words

Children need to read and spell words with unusual letter combinations

Practice spelling, e.g. laugh, once, two, answer, could, there

Practice reading, e.g. carry/carried, amuse/amusement

Read a wide range of books

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



Things to try at home

Magnetic letters – these can be used on your fridge. Encourage your child to find the letters (graphemes) they have been learning.

Have fun making words – blend the sounds together e.g. happy, happiest, funny, funnier etc. As you find the graphemes say them out loud: e.g. f-u-nn-i-e-s-t = funniest.

Break words up – now do it the other way round. Read the word, break the word up (segment) and move the letters away, saying funniest = f-u-nn-i-e-s-t.

Spelling is harder than reading words. Whiteboards and pens are a fun way for children to try out spellings and practice their handwriting.

A parents' guide to Letters and Sounds Phase 6

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

Children will be reading more difficult words and need to be confident with graphemes of two or more letters, e.g. Ch-ar-ge NOT c-h-a-r-g-e.

They will learn about past & present tense, e.g. 'look' 'looked, wash, washed, rob, robbed.



Try this at home - Spelling challenge!

Change the present to the past. What happens when you add 'ed' to the word?

present

help
hop
beg

past

helped
hopped
begged

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. l-au-gh-ed = laughed

A grapheme - the letter or letters that represent the phoneme.
e.g. l-au-gh-ed = laughed



Segmenting - breaking up words into their individual sounds (phonemes) so that we can spell a word
e.g. fairest = f-air-e-s-t



Blending - putting individual sounds (phonemes) together so that we can read a word
e.g. f-air-e-s-t = fairest

Top tip - The grapheme could be 1 letter, 2 letters or more!

th-ough-t-f-u-ll-y

Try this at home – ‘Add race’

Practice adding ‘ing’ to words and explore how the word changes.

hop
cry
shine
dig
go
swim

hopping
crying
shining

Phase 6

Your child will learn to read:

- base words, e.g. pain
- words with **suffixes** (word endings), e.g. painful, bush/bushes, hop/hopped, hope/hoped, hop/hopping, run/runner, pay/payment, happy/happiness.

Notice the changes in the spellings—doubling and dropping letters!!

NB. Please ask if you need more information

Ways you can support your child at home

Try this at home - ‘Past and present’

Play oral games where you change tense from **present** to **past** and the reverse, for example:

- Today I am **playing**, yesterday I **played**.
- Today I am **painting** a seaside picture, yesterday I **ainted** a house on fire.
- When I was little I **scribbled**, now I **write**.
- When I was little I **cried** when I wanted something, now I **ask**.

