

RML for Parents

Dear Parents

We all know that reading opens the door to all learning.

A child who reads a lot will become a good reader.

A good reader will be able to read challenging material.

A child who reads challenging material is a child who will learn.

The more a child learns the more a child wants to find out.

It is, therefore, vital that your child finds learning to read and write rewarding and successful experience.

The following pages outline the way our literacy programme works. We hope that you will not hesitate to ask for any help throughout the programme. We are here for your child!

Terminology

Phoneme – is the spoken *sound*

Grapheme – is the way the sound is written e.g. m-oo-n

Blending – putting sounds together to **read** a word

Segmenting – splitting a word into individual sounds to **write**

Pure Sounds

Remember to use pure sounds – no *uh* on the end! This will help children to blend sounds together more easily.

Fred Talk

This is speaking in sounds, j-u-s-t l-i-k-e F-r-e-d! Use Fred Talk to sound out new words. Try saying words in Fred Talk and ask your child to blend them together.

Sound buttons & Fred Fingers

This is what children help them to segment (spell) a word or decoding a word. Encourage children to use these when spelling/reading an unknown word

Letter Names

Do not use ABC until children are working on Set 3 (different ways of making the same sound). Just refer to letters by the sound that they make.

Nonsense Words

Try making nonsense words for your child to read. It will help them to become better readers by getting them to practise blending words, as well as helping them with trickier words.

Red & Green Words

Red words are tricky words that can not be sounded out. Green words can. When reading Red words, get children to spot the *grotty graphemes* (sounds that we don't like) and ask them to explain why it is Red. The more that they read the Red words, the more that they will remember them.

2 Letters, 1 Sound

This is where a sound is made up of 2 letters e.g. *ay*

Discuss this when you see them so that your child doesn't try to read it as 2 sounds every time. Again, practise makes perfect.

What to do if they get stuck

Do

- Ask them to read the sounds using pure sounds.
- Encourage them to blend the sounds together.
- Model blending the sounds if they find this difficult.
- Tell them! Don't leave your child struggling as this will not make the reading experience enjoyable. Also, it will slow the pace down too much.
- Praise as much as possible!
- Practise whenever you can.
- Encourage your child to use exciting vocabulary when speaking at home.

Don't

- Don't use picture clues. Children need to be able to read the *words*, not rely on the pictures. Use the pictures to discuss the book further e.g. characters' feelings.
- Criticise. This will not make either of you feel good.
- Use letter names until your child is told to at school. This will only confuse them. If they know some of the letter names, then let them use them, but do not refer to them yourself.

Finally, read as much as possible with your child. Read to practise the words, read so that you can discuss what you have read, read to develop expression or story tellers voice...and read to enjoy!