

## Hear it and Say it

### Aim:

To hear a sound and then repeat it from memory.

### You will need:

Picture cards with letters on reverse.

List of Jolly Phonics actions.

### Activity:

Have a look and find out what the action for 's' is. (wiggle your hand like a snake)

Put the card with the letter 's' behind your back.

As you bring out the card with the letter side showing, wiggle your hand and make a 'ssssss' sound.

Put the card behind your back again.

Ask your child what the sound was and see if they can repeat it.

Give stickers for correct answers.

Repeat for other sounds.

## See it and Say it

### Aim:

To see a sound and then say it from memory without having heard it first. Slightly harder than Hear it and Say it.

### You will need:

Picture cards with letters on reverse.

List of Jolly Phonics actions.

### Activity:

Have a look and find out what the action for 's' is. (wiggle your hand like a snake)

Show your child the card and ask them what the sound is.

Encourage them to do the action too. If they struggle with the sound mime the action to give them a clue but do not make the sound.

Put the card behind your back and ask them again what it was to see if they remembered.

Give stickers and lots of praise if they get it right and plenty of encouragement if they struggle.

Repeat for other sounds.

## Say it and Write it.

### Aim:

To recognise sounds and form them correctly starting in the right place and retracing lines.

### You will need:

Picture cards with letters on reverse.

Puppet (optional)

Box or bag for letter cards.

Letter formation guidance sheet.

Extension – Whiteboards and pens.

### Activity:

Ask the puppet to pick a letter card from a box or bag.

Ask your child what the sound is and ask them to make the action.

Tell your child to put the hand they write with in the air. Tell them to bend and flex their pointer finger three times.

With you tracing over the letter starting in the place the formation sheet guides you show your child how to form the letter.

Ask your child to do it with you writing the letter in the air. Repeat.

### Extension:

When your child is confident at writing in the air, they can begin to write it on whiteboards or on paper.

# Flashcards

## Aim:

To recognise sounds from picture cues and say what sound a word begins with.

## You will need:

Picture cards with letters on reverse.

Puppet (optional)

Box or bag for letter cards.

## Activity:

Tell your child that the puppet cannot remember what letters words begin with, he has forgotten. Can they help?

Pick a card out of the bag/box. Show your child the card 'orange' and say 'I don't know what it is, do you?'

Hopefully your child will say, 'it is an orange!'

Say the word slowly emphasizing the first letter. 'ooorange, what does it begin with?'

Ask your child to either: write it in the air, find it in a set of magnetic letters or write it on a whiteboard.

Repeat for other sounds

# Mood Sounds

## Aim:

To practice quick recognition of sounds.

## You will need:

Picture cards with letters on reverse.

Jolly Phonics actions sheet.

## Activity:

Pick a card and show it to your child, ask them what it is.

Encourage them to show you the action too.

Can they say the sound in a happy voice?

Can they say the sound in a sad voice?

Can they say the sound in a cross voice?

Can they say the sound in a quiet voice?

Can they say the sound in a loud voice?

Think of your own ways to make the sound e.g. jumping up and down, hopping on one leg etc.

# Letter Frieze

## Aim

To recognise sounds and their shapes quickly.

## You will need:

Magnetic letters and a board or letter formation sheet.

Something to use as a pointer (a wand or something similar)

## Activity:

If you are using magnetic letters get out the letters your child has already learnt or the letter formation sheet.

To practice tell your child that they are going to be teacher first!

They will point to the sound and you will tell them the letter sound and name as quickly as you can.

Then swap places and you point and your child tells you. Remember to note which letters have been learnt in school and which have not yet.

Reward with stickers and lots of praise!

# Georgie's Gym

## Aim:

To understand and use sound talk

## You will need:

A puppet

## Activity:

This game is a bit like Simon Says except the instructions are given in sound talk e.g. sounds said separately in words.

Whatever you have named your puppet is fine for this game, so if he is called Fred it would be Fred's Gym etc.

Using the puppet say 'Georgie says stand u-p' and your child follows the instruction.

This is great for bedtime! 'Georgie says go to b-e-d, brush your t-ee-th' etc.

'Georgie says Put your hands on your f-ee-t'

'Georgie says put your finger on your n- o-se'

Think of your own instructions!!

## Sound Buttons

### Aim:

To read simple words using the system of pressing sound buttons.  
The aim is to say a sound every time you press a button then put the sounds together quickly to hear the word.

### You will need:

Word cards which you can draw sound buttons on.

### Activity:

Ask your child to pick a word from the pack.

Explain that they are going to press sound buttons to read the words.

As they press the button ask them to make the sound quickly, if they make the sound slowly, it won't work. For example n-o-t then repeat faster and faster until they can hear and say the word.

Repeating this regularly with the words in your pack will really improve your child's ability to read.

### IMPORTANT!

One dot means one sound. If you see a line under a sound this means that more than one letter makes one sound

# High Frequency Words

## Aim:

To sight read and write the most common words used in reading and writing.

## You will need:

High Frequency words order of teaching list.

High frequency words.

Whiteboards and pens.

Magnetic boards and letters.

## Activity:

You can do this in a number of ways.

1. Flash up the cards and ask your child to pretend there are sound buttons underneath and blend the word together. Eventually they need to see it and know what it is without blending it.
2. Look, Cover, Write, Check.

Ask your child to pick a word and read it, then turn it over or hide it in a box so they can't see it anymore. Ask them to write it on the whiteboard or make it with magnetic letters, thinking about the spellings. Then get the word back and check to see if they are right, if they are give it a tick and if not start again reading then covering the word.

Keep practising with words but do not put pressure on your child if they find it hard, it is a skill for them to learn and they will get there eventually!

## 100 High Frequency Words

the  
and  
a  
to  
said  
in  
he  
I  
of  
it  
was  
you  
they  
on  
she  
is  
for  
at

his  
but  
that  
with  
all  
we  
can  
are  
up  
had  
my  
her  
what  
there  
out  
this  
have  
went

be  
like  
some  
so  
not  
then  
were  
go  
little  
as  
no  
mum  
one  
them

do  
me  
down  
dad  
big  
when  
it's  
see  
looked  
very  
look  
don't  
come  
will

into  
back  
from  
children  
him  
Mr  
get  
just  
now  
came  
oh  
about  
got  
their  
people  
your  
put  
could

house  
old  
too  
by  
day  
made  
time  
I'm  
if  
help  
Mrs  
called  
here  
off  
asked  
saw  
make  
an

# Phoneme Frames

## Aim:

To be able to segment words and write them using a phoneme frame.

## You will need:

Phoneme frame

Pen and rubber / magnetic letters / letter and picture cards.

Lots of three letter (CVC = consonant vowel consonant) words in your head! E.g. hut, pen, dog, mum, dad, win, man, hen, sun, tan etc

## Activity:

Tell your child you are going to practise segmenting words so that it is easier to write them down. In the beginning use magnetic letters if you have them or use the individual letter cards so that you focus on recognising the letters and putting them in the right order. As your child's writing improves they can then use whiteboard pens.

Demonstrate by saying the word 'cat' very slowly emphasising each sound so that your child can hear it clearly. Then ask them what it begins with and then ask them to find that letter and put it in the first box on the phoneme frame.

What sound is in the middle? Encourage your child to say the word with you as this is a skill they will use a lot at school. Put the letter on the phoneme frame.

What is at the end? Place the letter on the board.

In order to check the answer, in the small boxes at the bottom ask your child to draw sound buttons and then press them as they say the word.

Reward with stickers!!