

HOW TO HELP YOUR CHILD WITH READING AND SPELLING



INFORMATION FOR PARENTS & CARERS

READING



Children do not enjoy the experience of learning to read if they are not successful or making progress.

- Set aside a special time and place for reading. Don't let the phone or TV distract you or your child.
- Role model reading yourself and show interest in what they are reading. Never make out that reading is a chore or only something to do because school says – it's a life skill and one that should become a natural activity to enjoy with all ages.
- When you listen to your child read, give plenty of praise.
- Don't rush – let your child turn the pages.
- Help to keep your child interested and enthusiastic about reading by giving them a wide range of reading materials, including comics/magazines etc.
- Give them access to good books, pick up second-hand bargains and discounted titles from supermarkets, and borrow from libraries to involve them in choosing what they want to read. If they pick a book that has a film version, watch it together once they have finished reading the book; turn it into a family movie night with popcorn!
- Make sure the book is not too difficult. Most of the words should be easy for your child. None of us understand or enjoy reading if it is too hard.
- Everybody enjoys being read to. If your child is interested in, but can't read a particular book, read it to them.
- Discuss the pictures together and guess what might happen in the story.
- Share the story with your child, letting them read as little or much as they feel comfortable with.

- Let them re-read favourite stories if they want to do so – practice makes perfect.
- Only correct your child if the meaning is lost or changed.
- If your child is stuck on a word, leave it out and read on to the end of the sentence then have a go at the unknown word using the first letter/picture/rest of the sentence to help. If this doesn't work – supply the word.
- Taped stories encourage a love of books. Your local library may have some.

For the older child:

- Be prepared for the fact that as your child becomes older, they will see reading as a lower priority than finishing off the larger amounts of homework that they will receive. **GIVE LOTS OF PRAISE!**
- Continue to role model reading yourself and show interest in what they are reading. Never make out that reading is a chore or only something to do because school says – it's a life skill and one that should become a natural activity to enjoy with all ages.
- Assist with the reading of textbooks, worksheets etc, when requested.
- Assist in the learning of key words for the unit of work being covered.
- Encourage the reading of a variety of materials – comics, magazines, car/bike manuals etc.

**BUT MOST OF ALL, REGARDLESS OF THE AGE OF YOUR CHILD –
MAKE READING FUN AND ENJOYABLE!**



HOW CHILDREN LEARN TO READ **AND HOW TO HELP**

Children need to learn to use their knowledge of:

- Sight words.
- Letters and sounds (including rhyme).
- Meaning.
- Grammar.

1. Sight words

Your child needs to be able to recognise about 20 words to be able to start reading. A child who can read up to 100 words will feel much more confident.

Ways to help:

- Warm up a new book first by talking about the pictures. If your child can see a word they didn't know, tell them what it says and then see if they can remember it when they start reading.
- Play games, e.g. pairs, snap, bingo, with words your child needs to know.
- Play Snakes and Ladders. Your child may go up a ladder if they are able to read one of their key words.
- Use a motivator sheet for your child to colour in as the words are learned.
- Look for known words within words, e.g. 'it' in 'hit'.

2. Letters and sounds

Children should know the names and pure sounds of letters. Knowing these pure letter sounds is important for working some words out. Children should be able to recognise and say the first sound of a word. In school, children are taught to say the sounds and blend them together to make the word, e.g. p-o-t = 'pot'. Children should not become over reliant on sounding out but be encouraged to use a balance of the four strategies mentioned.

Ways to help:

- Play 'I Spy' to help your child hear the first sounds of words. Try looking at magazines and catalogues, e.g. I can see something beginning with 'b'. An alphabet chart with pictures is useful for remembering letter sounds and letter shapes.
- Help your child to see that words have patterns, e.g. cat, hat, pat, mat.
- Share and enjoy rhymes and poems. Play 'I Spy something rhyming with'
- Help your child use their knowledge of one word to read another, e.g. refer to knowledge of 'look' if they are stuck on 'took'.

3. Comprehension

Children can often work out what the next word should be because of the meaning of the sentence. Sometimes children need reminding to check that what they are reading does make sense.

Ways to help:

- Warm up the book first – talk about the pictures and discuss what the story might be about.
- If there is a tricky word, encourage your child to miss it out – read on to finish the sentence and then re-read to see if they can guess the missing word from the meaning.
- Encourage your child to predict what will happen next.

4. Grammar

Children use their knowledge of spoken language when they are reading. Some children need reminding to check that what they read makes sense, e.g. 'They were playing' not 'They was playing'.

Ways to help:

- Draw attention to grammatical errors and see if your child can correct themselves.
- If your child makes a grammatical error in conversation, e.g. 'Ben and Jack is coming' repeat the sentence back correctly, e.g. 'Yes, Ben and Jack are coming'.

REMEMBER TO GIVE LOTS OF PRAISE!

PAUSE, PROMPT AND PRAISE

Tell your child why you are pleased.

Give praise for:

- Remembering a new word.
- Using the pictures.
- Looking at the initial letter sound.
- Building up a word successfully.
- Recognising a pattern and using it to work out a new word.
- Using expression.
- Guessing what will happen next.
- Reading on and working out a word from the meaning.
- Answering questions correctly about the story.



- Pause if your child makes a mistake.
- Prompt if necessary.
- Praise and say why.

The Ten Spelling Methods Explained.

1. Neurolinguistic Programming (NLP)

- Write the target word to be learned by your child on a card.
- Hold the card to their upper left.
- Discuss visual features and pattern of the word.
- Close eyes and ask them to try and 'see' the word in their head.
- Remove the card.
- Ask them to write it on a whiteboard.
- Ask them to name the letters forwards, then backwards.
- Hold the card up again. Ask your child to self-check their spelling of the word.

2. Look, Cover, Write, Check (LCWC)

Much in common with NLP but simpler – useful for a natural visualiser who does not need NLP encouragement to visualise.

- Write the word correctly for your child.
- Let them look at it for about 10 seconds.
- Cover the word.
- Child writes the word.
- Check with correct spelling.
- Repeat until correct.

3. Onset and Rime

- Make the 2 parts of the word (onset and rime) using plastic letters, saying the chunks as you do so.
- Push the onset and rimes together so you say the whole word.
- Ask your child to do the same.
- Ask them to write it from memory.
- Repeat until correct.

b (onset) all (rime)
c (onset) at (rime)
fr (onset) ight (rime)

4. Phonics

Best with short regular words.

- Set out the letters in the word using lower case movable letters saying the *sound* of each letter in the word. (Pure sounds)

- Ask your child to say the sounds in each word, touching each letter as they say it and then saying the whole word.
- Ask them to write the word saying the sound of each letter as they write it.
- Ask your child to write it from memory.
- If incorrect, repeat until correct.

5. Simultaneous Oral Spelling

Your child needs to know letter names.

- Write the word for them saying the letter names as you write.
- Ask your child to write the word saying each letter name as they write it.
- Ask them to read the whole word and check the spelling with the model.
- If incorrect, repeat until correct.

6. Tracing.

Relies on memory for the feel of a word – useful for younger children.

- Write the word on a card with letters about 5cms high (or on sandpaper) using handwriting style that is used at school.
- Ask your child to trace over the letters with their index finger (pointing finger) as if writing.
- Ask them to write the word on paper and check.
- If necessary, repeat the procedure until correct.

7. Own Voice.

Requires a tape recorder and relies on evidence that hearing own voice can leave a stronger memory trace. Knowledge of letter names needed.

- Say and write the word for your child saying the letter names.
- Turn on the tape recorder.
- They say the whole word then each letter name and whole word again.
- Rewind tape.
- Your child listens to the tape, stops tape and writes word.
- Check word is correct by listening to tape again.

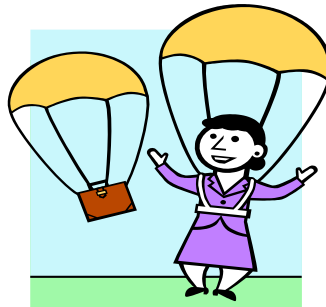
8. Mnemonics

- Relies on listening for meaningful (although perhaps silly) sentences.
- Your child needs basic level of spelling to be able to identify the first letter of each clue word in the mnemonic.
- Mnemonics can be more powerful if they are absurd or amusing and accompanied by a picture.
- It helps if the first word is the word to be spelled, e.g. 'Does Oliver Eat Sweets?'

9. Picture Links

- Useful for any spelling if your child enjoys drawing and colouring.
- Pictures created by your child are often far more effective.
- Can be adapted to include mnemonics and word play.
- On subsequent attempts your child writes whole word from memory of picture.

Se para te



10. Words Within Words.

- Requires a basic level of spelling of the smaller words – useful with older children.
- Relies on visual memory (often used in the NLP method).
- Write the word correctly for your child.
- Identify the small word or words within, e.g. together contains the small words 'to', 'get' 'her'; there is a 'hat' in 'what' and a 'hen' in 'when'.
- Underline the smaller word/s.
- Write the word from memory.

Reference:

Brooks, P and Weeks, S. (1999) '*Teaching and Learning Spellings*' Helen Arkell Dyslexia Centre, Farnham

MAKE TIME FOR LEARNING

Spending time with your child is one of
the most important gifts you can give.
Try to have some time when you can remove all
disruptions and concentrate exclusively on them.