

















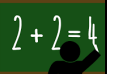






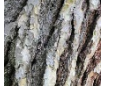



















































If stuck on...	Try this sound, as in...	If that doesn't sound right, try these sounds, as in these words:
a a_e	cat  baby babe 	ball  zebra 
ai	rain 	
ar	car 	inward
au	pause 	
aw	saw 	
ay	play 	
b	bat 	debt (silent b) 
c	cake 	cent 
ce	dance 	
ch	chair 	school 
ci	city 	special 
ck	duck 	
d	dog 	soldier 
ee e e_e	bed  Europe	see me Pete  the (uh sound)
ea	leaf  heart  breath	bear  great earth 
ed	waved 	locked  added 
ei	either	
eigh	eight 8	
er	her 	
ew	flew 	sew 
ey	key 	grey 
f	fan	of (v sound)
g	egg  weigh 	large gem  ghost (silent h) 
gh	rough 	high (silent gh)
gn	gnome (silent g)	
h	hat 	
i	mitt 	lime  idea 
ie	friend 	movie  pie 
igh	right 	
ir	bird 	
j	jar 	
k	key 	knot (silent k) 
l	log 	half (silent l)  walk 
m	map 	comb (silent b) 
n	nose 	autumn (silent n)
ng	ring 	
o o_e	on  bone 	go  do  off  lesson
oa	boat 	
oe	toe 	
oi	oil 	
oo	moon 	book  flood 
or	fork 	world 
ou	cloud 	soup  could ? 
ough	dough 	bought 
ow	snow 	cow 
oy	boy 	
p	pig 	
ph	phone 	
pn ps	pneumonia (silent p)	psychology (silent p)
pt	receipt (silent p) 	
qu	quick 	antique 
r	robe 	rhino (silent h) 
s	bus 	sugar  is 
sc	science 	
se	choose 	mouse 
si	business (z sound)	pension (sh sound) vision (zh)
sh	fish 	
st	Christmas (silent t) 	
t	top 	latch (silent t) nature (ch sound)
ti	tie 	action (sh sound)
th	feather (Voiced sound) 	three 3 (Unvoiced sound)
u ue u_e	up  cube 	unicorn  put 
ui	build 	suit 
ur	turn 	
v	van 	
w	wave 	
wh	(silent h) whale 	(silent w) who ? 
wr	wrap (silent w) 	
x	box 	x-ray 
y	yarn  happy 	cry  gym 
z	zipper 	

Helping Your Child with Reading

When children are very young, the single most important thing you can do to ensure their success as a reader is to read to them every day. Once they are learning to read, **reading with them and supporting them becomes the most important.**



Make reading together fun and rewarding. Time with books should never be used as a punishment (Avoid statements like “Go to your room and read if you can’t listen.”)



Re-reading the same book several times helps to build fluency which is how accurately your child can read, with a good pace, and expression. It also helps them understand and remember what they have read. Encourage your child to read to you, siblings, grandparents, and even the dog!



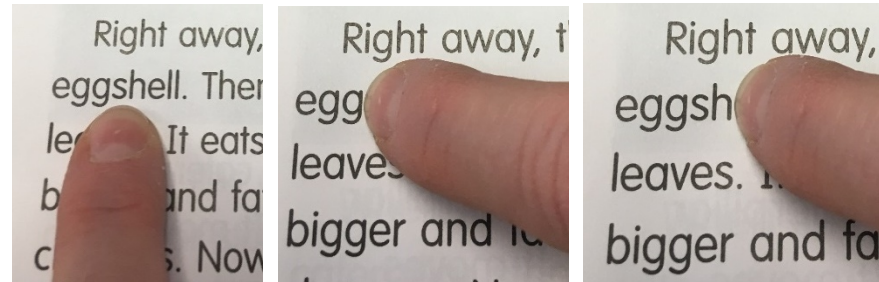
Don’t automatically tell your child the correct word if they misread a word that is within their reach. Instead, help them re-read the word and use the “When Your Child Gets “STUCK” on a Word” ideas to help them.



Help your child to use the pictures **after** they have read the words to check for accuracy as they are reading. The pictures, drawings, captions, charts and graphs are very important and all help us to better understand the writing, especially for non-fiction or informational writing. However, the bulk of the meaning is conveyed in the text. We don’t want children to guess the words based on the pictures because as they get older there will be less and less pictures to rely on! Likewise, we don’t want children to guess based on the first letter of a word. Teaching them a strategy to use when they get stuck on a word will make them a much better reader.

When Your Child Gets “STUCK” on a Word

Point to the word and say something like, “that can be a tricky word. Try to say the all sounds.” If he or she skips a sound or uses the wrong sound for a letter, point to that letter and ask what sound it makes. Break the word into smaller parts and help your child remember the sounds those letters make.



Let’s say your child gets really stuck reading the word eggshell. Here is how you would help them. (When you see a letter in / / marks, you say the SOUND, not the LETTER NAMES you see.)

“What sound does e make?” If they don’t know, tell them “**e** can say /eee/ as in **be**, or /eh/ as in **egg**. In this word it says /eh/.” Have them repeat the /eh/ sound. Point to the next letter, **g**, and ask “What sound?” The letter **g** says /g/ as in **get**. “Now say both sounds together, /e/ /g/.” Explain that oftentimes when a letter is repeated, as the **g** is, the sound is only made once.

The **sh** can also be hard if your child tries to make both the /s/ and the /h/ sounds. When the letters **sh** are together they makes a whole new sound, /sh/. Have him or her repeat the /sh/ sound, then re-read the word. Move on to the ‘ell’ part of the word using the same steps.

On the back of this page is a handy phonics guide to use. If your child is stuck on a letter, or team of letters, you can show them the most common sounds those letters will make.

Ask, “Does that word make sense in this sentence?”

Why Learning to Read Can Be Such a Challenge

Some students learn to read easily, while others require intensive support. Learning to read can be a challenge for several reasons. In the examples below, // marks mean you say the SOUND not the letters.

There are 44 different sounds in the English language, but just 26 letters of the alphabet. A few letters make just one sound; **p** usually says /p/ as in **pig**. However, most letters make several different sounds; **s** says /s/ in **bus**, but says /sh/ in **sugar** and /z/ in **is**.

Most sounds can be spelled in several different ways as shown by the /s/ sound in **sun**, **mess**, **rice**, **city**, **horse**, **science**, and **psychology**.

Some sounds are spelled with just one letter, while other sounds are spelled with up to four letters as the /o/ as in **go**, **boat**, **toe**, **though**.

We spell by sound, but also by meaning. Listen to the sound **a** makes in these two words: **nation** and **national** or the final **c** in **electric** and **electricity**. Sometimes the sound the letter or letters make is determined by the meaning of the word or root word.

In addition, English comes from many different languages, so the origin of a word influences how it is spelled. Think about how different the French words **coupon** and **antique** are from the Greek words **physical** and **hypnosis**.

Skilled readers are able to read many words with little effort (accuracy and speed = fluency) and have phonics skills and strategies to decode unknown words. They are able to think deeply about what they are reading because they have the foundational phonics skills established. Skilled readers find reading to be enjoyable and tend to read more, becoming even better readers.

If your child is struggling, ensure that you are reading with them EVERY DAY and making the time together rewarding and positive. Help them to see the importance of reading and to find joy in it!