

Parents - We Need Your Help!

Research shows that around 20 – 30% of all children will find reading and spelling to be one of the hardest things they will ever do. There is good news however! If taught using something called 'synthetic phonics' from the beginning ALL children- including those likely to have learning difficulties such as dyslexia- are more likely to succeed.

We would like every parent and carer onboard, to help us get ALL children reading quickly and with confidence and prevent reading difficulties.

If you would like to learn more please visit our facebook page <http://www.facebook.com/ReadAustralia> or email info@ReadAustralia.com and we will add you to our free mailing list. We will send you a monthly Newsletter and offer ongoing free support.

Talking, questioning and listening to your child is important- take the time to help them develop their language skills. Reading is based on our spoken language, and children who are communicating effectively tend to find reading, writing and spelling easier.

So start talking! Even simple conversations in the supermarket help- 'What cereal shall we get? Shall we try the red one or the blue one? Which is the biggest box? etc.

Help children use 'words'. "What words can I use to describe this apple? (red, shiny, crunchy, yummy!)"

Introduce 'sounds'- **do not teach letter names**. If the letter name is given then you can tell them that it has a name- but we need to know what sound it represents. You could say describe it as a picture of the sound 'b' etc (buh not bee) If you want to learn more about why teaching letter names can confuse the process please email us.

Go to this page to click on each sound if you arent sure of how to say it
www.ReadAustralia.com/sounds.htm

Start with one sound – we want them to know 6 sounds before they start Prep.
We recommend s,a,t,i,p,n

Let's start with 's'.

Listening for the 's' sound

For at least a few days (and preferably longer) focus on this sound. Don't worry about the printed sound- focus on how we say it, that it is in lots of our words- at the beginning, middle and end! Look in the mirror with your child as you form the sound. Ask them where their tongue is, what shape their lips and mouths make etc. Ask them to wiggle their fingers when they hear the sound 's' in your sentences.

This is a sound in our language- and recognising this sound in spoken words is really important.

You can also start adding and taking away the 's' sound in spoken words.

Let's put a 's' on the end of this word. 'cat.' - 'cats!' Let's put a s at the beginning of this word 'pot' spot.

Sing the 's' song together.

[Watch video explaining the above.](#)

Learning to recognise and draw the sound

We can draw this sound! Its called a letter. (they dont need to know the letter name yet- only the sound) This is how we write it!

'S' sheet attached as an example.

Make up a story together that includes lots of words with 's'. Dont just use words that start with 's'- make sure 's' is in the middle and end as well.

Draw pictures together to show the story- dont use words- just pictures.

Put the 's' sound in various places around the house- and have one in your child's 'sound' folder.

You could play hunt the 's' in the house- how many can they find?

Teach an action for this sound- eg as shown in the video

[Watch video explaining the above](#)

You will then do this for **a, t, i, p, n** following the same process.

However as you have enough sounds to make words we will start to read and spell them!

Eg sat, sit, it, at, pit, tip, pin, nip, sip,

What matters is that they look at the sound starting at the left, say the sound and then blend them into a word.

Many children can't hear the word when you say the sounds slowly- and need practice.

[Watch video explaining the above](#)

Take your time- all we want is that they can recognise these six sounds and use them in words. It would be great if they can form them correctly but some children arent really ready to be writing at this age. So focus on them using their finger to trace the sound, or write it in sand etc.

Recognising it and saying the sound is more important before school.

It is also important is that they see YOU form it correctly. Talk it through eg 'all the way round, up down' etc.

[Watch video explaining the above and showing the correct letter formation](#)

Teach these THREE **tricky words**. We call them tricky words because they are difficult to sound out. 'the' 'was' and 'I'

Use the sheets as you go- cut out the words.

Your child can now read these words- because they are recognising the sounds, saying them in the right order and then blending the sounds into the word. Yes, they could learn them as 'sight words' – but this will not help them to de-code- and this is what we need to focus on. Remember that it is the process that is important.

(the sheet includes all words that can be made using these 6 sounds)

If ready you can carry on adding new sounds- trying to build as many decodable words as possible. Email us if you get to this stage before your child starts Prep.

Look for these sounds in the environment- on street sign, in books you are reading to them etc. We are helping them to identify sounds in words- the parts of the words. Starting with what makes a word- rather than looking at the word as a whole word (sight word) will also help them become efficient 'spellers'!



Parents Aboard! YOU Can Make A Difference!

<http://www.ReadAustralia.com> / info@ReadAustralia.com

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