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Children learn  
**4,000 to 12,000**  
**words** per year  
through reading.

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Read **20 minutes** a  
day and you'll read  
1,800,000 words  
per year.

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# A guide for reading with your child at home

If you read just **one** book  
a day to your child, they will  
have been read **1825** books  
by their 5th birthday.

Every Day Counts.

Every Book Counts.



**THE Partnership Phonics Programme**  
(based on Letters and Sounds)

## Reading at home

Your child will have a book bag that they will bring home from school.

It will contain books for reading.

One book will be a 'learning to read by myself' book **and** one book will be a library book your child has chosen to enjoy with you.

**To become a confident reader your child needs to practise reading AND be read to.**



Your child may also bring home a phonics sound mat and words to read.

The sound mat will help your child remember what sound the letters are making.

The words to read will help your child become confident to read words with letter combinations that are newly taught or tricky for them.

Your child's school may ask you to sign a reading diary to let the teacher know your child read their 'learning to read by myself' book **and** that someone at home read their 'own choice' library book with them.

Your child may bring the same book home over a couple of evenings. This is because re-reading helps your child become confident and more fluent.

**Max's Box**

Is Max an inventor?

That pot is HUGE!

Look at all the steam coming out for the pot.

What is Max up to?

I wonder why the cat is running?

## A large, blue, box-like machine with the words "MAX'S BOX" written in yellow, blocky letters on its front. The machine has various pipes, valves, and a control panel with several buttons. A tall, silver ladder is attached to the right side of the machine. A small figure of a person is standing on top of the machine, and another small figure is standing on the ground next to the base of the ladder. The machine is set against a light blue sky with a few clouds.

## 3

## 'Own choice' library book



*This book will feed the imagination. This book may provide facts and information.  
This book may not have any words.*

**This book has been chosen by your child.**

- They want to share this book and have this book read to them.
- This book will contain words that your child may not be able to read by themselves.

**Enjoy this book with your child.**

**Read it to them.**

**Talk about the book:**

- What do you think might happen in this story?
- Did they have a favourite character?
- If the main character in that story lived next door, would you be friends?
- What did they find most interesting?
- Did anything make them laugh?
- What questions did they ask?
- Did the book link to their own experiences?

**Read a favourite book over and over again.**

## Useful book websites



<http://www.lovemymybooks.co.uk/>



<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>



<https://storylineonline.net/>



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwgdgwx>

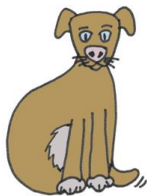


## Understanding phonics

### Reading words

Your child will use their phonics knowledge to read words.

Phonics is the matching of sounds to letters and groups of letters and then **blending the sounds together** to read words.



dog



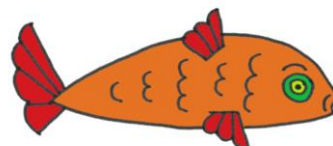
'd' 'o' 'g'  
'dog'



cat



'c' 'a' 't'  
'cat'



fish



'f' 'i' 'sh'  
'fish'



phoneme

speech sounds in  
spoken words



grapheme

a letter, or letters,  
that represent a sound

There are 26 letters in the alphabet.

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| Aa | Bb | Cc | Dd | Ee | Ff | Gg |
| Hh | Ii | Jj | Kk | Ll | Mm | Nn |
| Oo | Pp | Qq | Rr | Ss | Tt | Uu |
| Vv | Ww | Xx | Yy | Zz |    |    |






There are 44 English speech sounds. This means the same letter, or group of letters can represent more than one sound.

Each sound has been given a picture to help your child say the sound correctly.
















### Consonants sounds

|   |   |   |   |   |   |   |   |  |   |   |   |   |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| bear  | cat   | dog   | fish  | girl  | house   | jug   | koala   | leaf   | mask  | nest  | parrot  | queen   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| rabbit  | snake   | turtle  | vest  | whale   | box   | yoyo  | zap   | cheetah  | ship  | thumb   | string  | sink  |

### Short vowel sounds

|   |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
| apple   | egg   | insect  | orange  | umbrella  |

### Long vowel sounds

|   |   |   |   |   |   |   |   |  |   |   |   |   |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ai  | ee  | igh   | oa  | oo  | oo  | ar  | or  | ur   | ow  | oi  | ear   | air   |
| rain  | sheep   | night   | goat  | moon  | book  | star  | fork  | burger   | owl   | coin  | hear  | chair   |
|  |  |   |   |   |   |   |   |  |   |   |   |   |
| ure   | er  |   |   |   |   |   |   |  |   |   |   |   |
| secure  | ladder  |   |   |   |   |   |   |  |   |   |   |   |

If you want to want to hear how to say the sounds, use these links:

**THE Partnership Phonics Programme**

## Phase 2 sounds

This short video shows you how to pronounce each sound taught in phase 2, in the order the sounds are taught in this programme.

[https://youtu.be/6DE37N5LE\\_8](https://youtu.be/6DE37N5LE_8)

**THE Partnership Phonics Programme**

## Phase 3 sounds

### Part 1

This short video shows you how to pronounce each sound taught in phase 3 part 1, in the order the sounds are taught in this programme.

<https://youtu.be/oxVUGHj2MuM>

**THE Partnership Phonics Programme**

## Phase 3 sounds

### Part 2

This short video shows you how to pronounce each sound taught in phase 3 part 2, in the order the sounds are taught in this programme.

<https://youtu.be/fSPGOjZq2Dc>




















There are four key concepts that we teach to all pupils, these are:

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by one, two, three or four letters:  
E.g. dog street night eight
3. The same sound can be spelled in more than one way:  
E.g. rain acorn cake day
4. Many spellings can represent more than one sound:  
E.g. head seat break

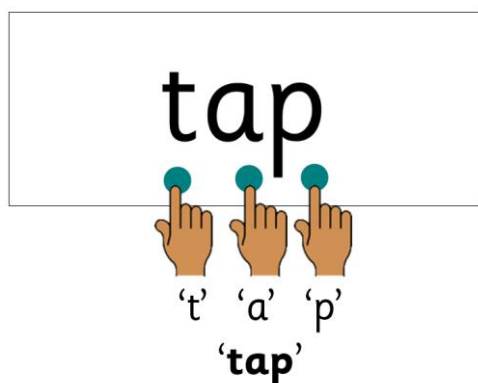
The phonics programme progresses from simple to more complex phonic knowledge and skills.

When your child completes the programme, they will have learned all the major GPCs (grapheme-phoneme correspondences) in English.

The programme begins with:

|       |   |   |   |   | Tricky words          |
|-------|---|---|---|---|-----------------------|
| Set 1 |    |    |    |    |                       |
| Set 2 |    |    |    |    | the is                |
| Set 3 |   |   |   |   | to                    |
| Set 4 |  |  |  |  | no go of              |
| Set 5 |  |  |  |  | into I her has put as |

Once your child can read /s/ /a/ /t/ /p/, they will start reading words.



Sometimes the word has the **sound buttons** added to help your child see each sound.

The aim for your child to read words without the sound buttons.



There are also some words which contain sound combinations your child has not yet learned. These are called **tricky words**.

Your child is told why they are tricky with the letter/sound combination explained in school.

For example



In the word 'is', the 's' makes a /z/ sound.

At the end of set 2, your child will begin reading books that use the 8 sounds they have learned **and** the 2 tricky words.

Your child will learn to read sentences.



"If you sound out a word, re-read the word and start the sentence again."









Tap a tin.



By the end of set 5, your child will be able to read several 'learning to read my myself' books independently.

If they read at home **every day**, they will become more confident and fluent readers.

The programme moves on to teach:

|        |   |   |   |   | Tricky words |                          |
|--------|---|---|---|---|--------------|--------------------------|
| Set 6  |  |  |  |  | me be        |                          |
| Set 7  |  |  |  |   | he my by she |                          |
| Set 8  |  |  |  |  | they push    |                          |
| Set 9  | ai  | ee  | igh   | oa  | oo           | we are                   |
| Set 10 | ar  | or  | ur  | ow  | oi           | you all was              |
| Set 11 | ear   | air   | ure   | er  |              | give live sure full pull |

The 'learning to read by myself' books develop with the programme, so your child is always reading books that contain what they know.

The dog ran near the goat in the flowers. He hit the goat's horn.

8

"If you sound out a word, re-read the word and start the sentence again."

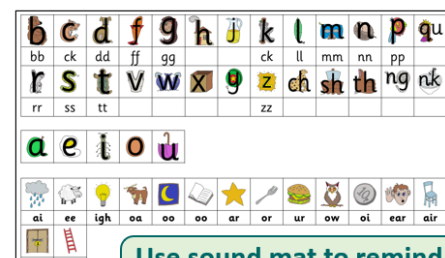
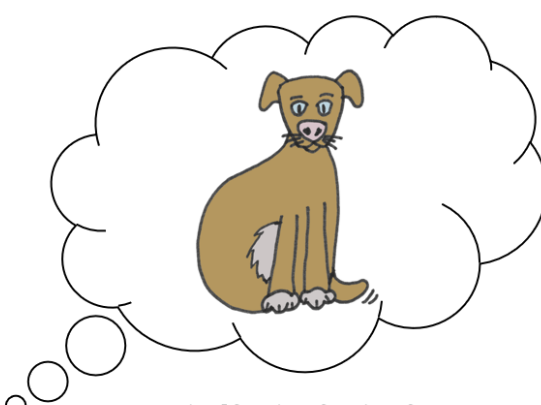


## Spelling words

As your child is learning phonics, they will be learning how to use their growing phonic knowledge to spell words.

When your child wants to spell a word, they will think about all the sounds in the word, one by one.

Then, they will match a sound-spelling to each sound to write the word.




Use sound mat to remind how to form the letters correctly.

Write each sound, in the order you hear them.

Say the sounds in the word, in the order you hear them.

'd' 'o' 'g'  
'dog'



As their knowledge grows, their spelling will grow in accuracy.

Your child will move from spelling words to writing sentences.

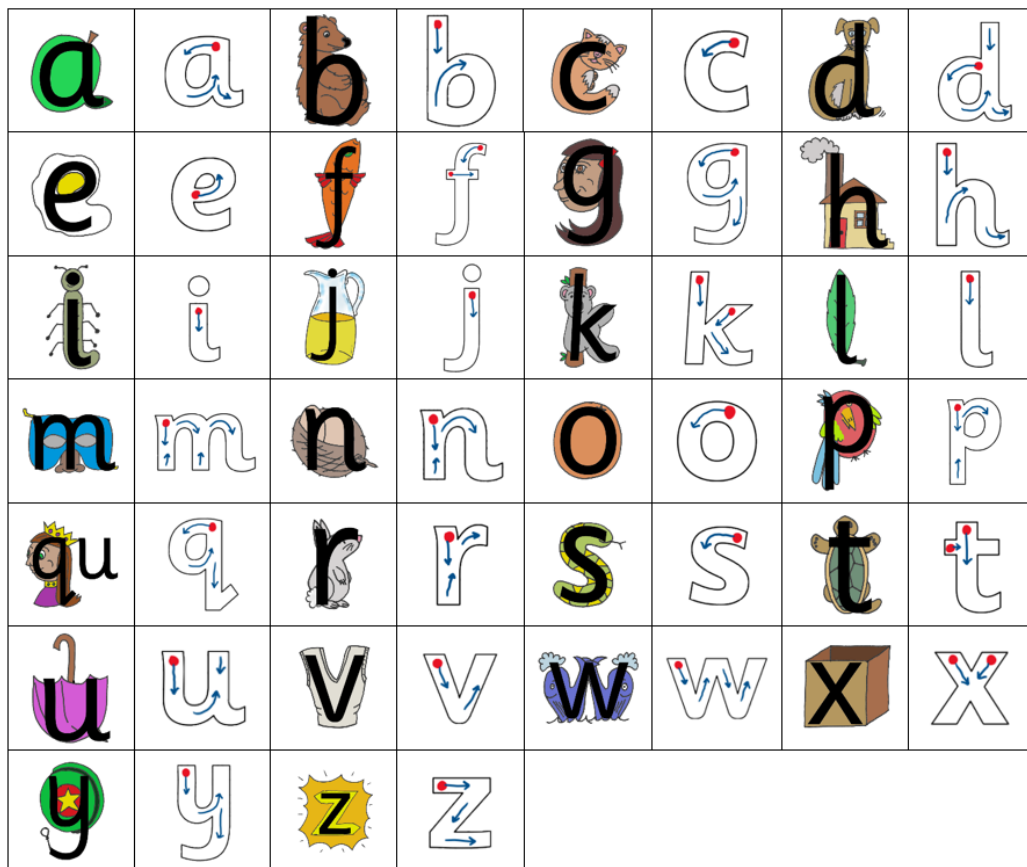
"Say the sentence, count the words, **write the sentence.**"



"Now, **read your sentence.**"

## Letter formation

The pictures used to teach your child letter sounds, also help to teach letter formation.



## Terminology your child might use:

**digraph**  
(one sound, two letters)

ck

consonant  
digraph

ai

vowel  
digraph

**split vowel digraph**  
(one sound, two letters)

a e

























i e

**trigraph**  
(one sound, three letters)






igh

Here are all the letter combinations your child will learn:
















### Consonants

|   |   |   |   |   |   |   |   |  |   |   |   |   |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| bb  | ck<br>ch  | dd  | ff<br>ph  | gg<br>gh  |   | g<br>ge<br>dge  | ck  | ll<br>le   | mm<br>mb  | nn<br>kn<br>gn  | pp  |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| rr<br>wr  | ss<br>c<br>ce<br>st<br>se   | tt  | ve  | wh  |   |   | zz  | tch  | ss(sion)<br>t(ion)<br>c(ial)<br>c(ian)  |   |   |   |

### Short vowels

|   |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
|   | ea  |   |   |   |

### Long vowels

|   |   |   |   |   |   |   |   |  |   |   |   |   |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ay<br>a-e<br>a<br>eigh<br>ey  | ea<br>e-e<br>y<br>ie<br>ey<br>e   | ie<br>i-e<br>y<br>i   | ow<br>o-e<br>oe<br>o  | ue<br>u-e<br>ew<br>u  | oul<br>u  |   | aw<br>au<br>al<br>ore<br>oor<br>oar   | ir<br>ear  | ou  | oy  | eer<br>ere  | are<br>ear  |
|  |  |   |   |   |   |   |   |  |   |   |   |   |
| ure   | er  |   |   |   |   |   |   |  |   |   |   |   |

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