



Information and tips  
on how to support  
your child with reading,  
spelling and grammar

## Helping your child with spellings - strategies

Learning to spell is a highly complex business. Spelling must be made fun, enjoyable and interesting. Children only really become good at spelling by practising over and over again and this is best done in fun and interesting ways. Below are some strategies you may want to use at home with your child.

### Look for sounds and underline the tricky bits.

Segment the word. (Remember that some words can't be segmented eg. Said).

Underline the tricky parts and think of a way to remember it.

### Squiggly Spelling Words.

You are going to write them two times. Write them first in **squiggly** letters. Then write them once more in regular letters.

### **Spelling Rainbows**

Choose your 3 favourite crayons to rainbow write your spelling words.

Write each word first in pencil. Then trace over each word three times.

Each time you trace, you must use a different colour crayon.

### **Spelling Scramble**

Write your spelling words with the letters scrambled up. Then, unscramble the letters and write the word correctly next to the scrambled word.

**Example** iabsbe= babies

### **Connect the Dots**

Write your spelling words in dots.

Then connect the dots by tracing over them with a coloured pencil.

### **Playdough Spelling**

Make the word with some playdough.

### **Memory joggers**

Think of ways to remember words. WAS - worms and spiders

COULD - oh you lucky duck.

(Statutory spelling lists have been sent out separately)



## Helping your child with spellings - useful words

**Consonant** - any letter of the alphabet which is not a vowel.

**Digraph** - Two letters which together make one unit of sound, e.g. sh. ee, oa

**Grapheme** - The written representation of letters which represent the sounds.

**Homophone** - a word which sounds the same as another word but is spelt differently and has a different meaning, e.g. hear and here

**Phoneme** - the smallest unit of sound in a word, e.g. c/a/t, sh/o/p.  
t/ea/ch/er.

**Prefix** - small addition to the beginning of a word eg. un, mis

**Singular** - the name referring to one thing or a group of things, e.g. man, book, flock

**Split digraph** - two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite

**Suffix** - a letter or group of letters added to the end of a word to change the way you use it, e.g. coward - cowardly

**Syllable** - a combination of one or more vowels and consonants which can make one short word or part of a longer word, e.g. won-der-ful

**Trigraph** - three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in fear.

**Vowel** - there are 5 vowels in the alphabet - aeiou

**Plural** - a plural word refers to more than one thing, e.g. books

**Segmenting** - means hearing the individual phonemes within a word - for instance the word „crash“ consists of four phonemes: „c-r-a-sh“. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.



## Helping your child with grammar - KS1

The following glossary includes some of the technical grammatical terms used in the programmes of study for English at KS1.

**Noun:** Names of people, places and things.

**Noun phrase:** A phrase with a noun as the main focus, e.g. *some foxes*

**Conjunction:** A word that joins two sentences together to make a compound sentence. E.g. and, but, or. Other conjunctions include: when, if, because. These are called subordinating conjunctions.

**Compound word:** A compound word contains at least two root words. E.g. whiteboard.

**Compound sentence:** Two sentences joined together by a conjunction to form one sentence.

**Adjective:** Commonly known as a word which describes a noun.

**Adverb:** Tell us information about 'how', 'when', 'where', or 'how much'. They can be used with verbs, adjectives or other adverbs. E.g. He shouted loudly.

**Verb:** Is an action word. E.g. jump spin

**Tense (past, present):** Verbs in the past tense are used to describe something in the past. Verbs in the present tense are used to describe the present or future.

**Apostrophe:** Apostrophes have two completely different uses but for KS1 we focus on using an apostrophe to replace a missing letter (e.g. *I'm* for *I am*)



## Helping your child with grammar - KS2

The following glossary includes some of the technical grammatical terms used in the programmes of study for English at KS2 (in addition to those in KS1)

**Pronouns:** These are used in place of nouns in sentences.

E.g. Jane went to school = She went to school.

**Connecting adverbs:** Can be used to link ideas in one sentence to ideas in another. E.g. however, furthermore, consequently, secondly, meanwhile.



**Adverbials:** These are groups of words (phrases) used like an adverb. E.g. The ship sails in ten minutes. The fish dived under the coral. They are called **fronted adverbials** if they are at the front of a sentence. E.g. In ten minutes the ship sails.

**Prepositions:** often tell us where something or someone is. E.g. The message is in the bottle. They are back from France.

**Apostrophe:** Used to show ownership E.g. The girl's coat.

**Modal verbs:** These are words like: will, would, can, could, should, might and must. They change the meaning of other verbs. E.g. You should help your mother. We must follow the directions.

## Helping your child with reading

The curriculum for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension

It is essential that children develop their competence in both these dimensions.

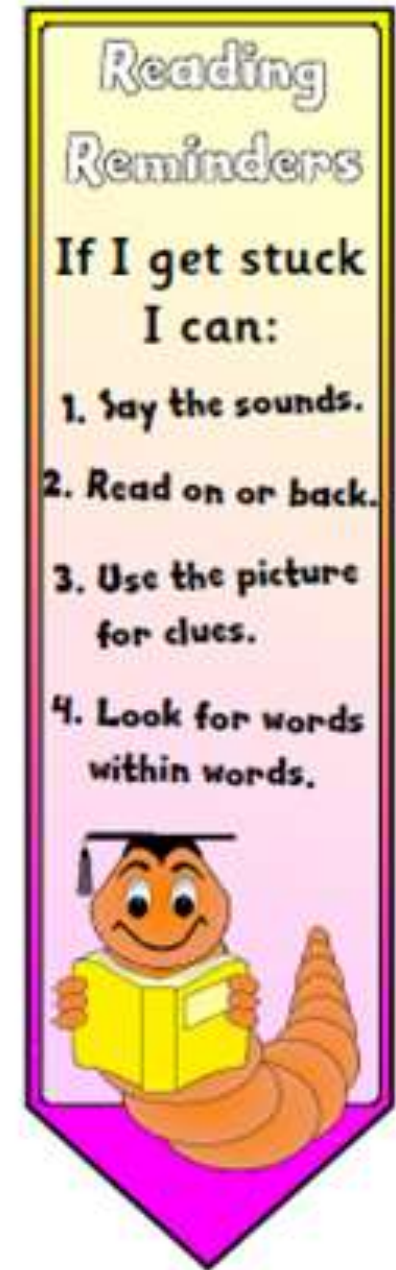
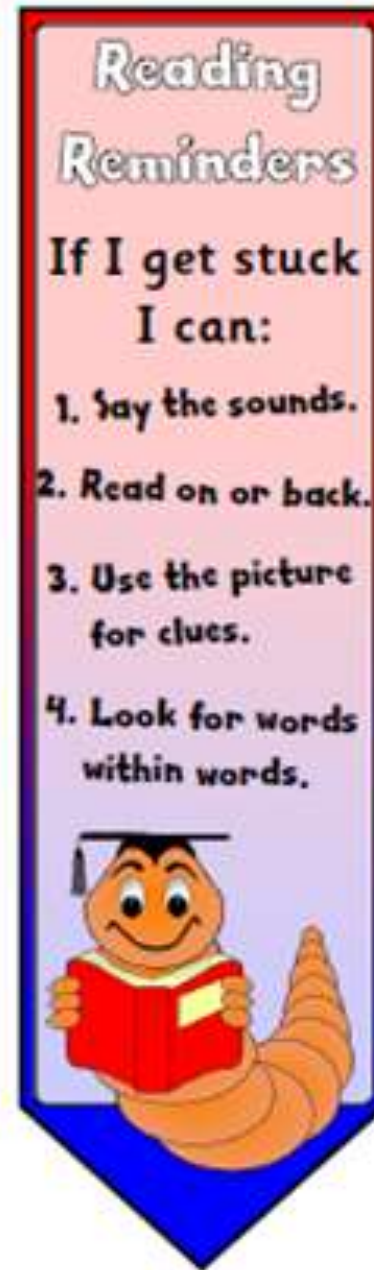
Phonics (or sounding out words) is the first strategy. However, learning to read is a complex process and children are taught a number of different strategies as they progress with their reading.

Comprehension skills develop through pupils' experience of high-quality discussion as well as from reading and discussing a range of stories, poems and non-fiction.

Please find enclosed bookmarks for KS1 with strategies that will help your child to tackle unfamiliar words and bookmarks for KS2 with fiction and non-fiction questions and prompts to aid discussion and develop comprehension.



## Reading Strategies at KS1 - Bookmarks





It is important that children understand what they are reading. Please use the following ideas to help you to have a discussion with your child about their reading book.



## **Fiction Responses**

1. What character do like the most in your book? Why?
2. What do you predict will happen next in this story? What information in the text helped you make that prediction?
3. What is the main problem of the story? If you know, how was the problem solved?
4. Would you like to be a character in this story? Why or why not?
5. How do you feel about this story? Would you recommend it to someone else? Why or why not?
6. Summarize what you read today. What were the most important events? Did you learn anything new about the characters?
7. Is what you read believable? Why or why not?
8. Pretend you are interviewing the main character of the story. What two questions would you ask them?
9. If you could trade places with one of the characters, who would it be? Why?
10. Is there anything you would change about this story? What would it be? Why would you change it?



## **Non Fiction Responses**

1. What is the selection you read mainly about?
2. What did you learn while reading?
3. Why did the author probably write this selection? How do you know?
4. What was the main idea of what you read? What were the supporting details that told you more about the main idea?
5. How and where could you find out more information about the topic read about today?
6. What else would you like to know about the topic you read about?
7. Were there any text textures that helped you better understand your reading? What were they and how did they help you?
8. What did you find interesting about this selection?
9. What do you remember most about the selection you read?
10. Did you find an interesting word in this selection? What was it? Use a dictionary to find out its meaning and write a sentence of your own using that word.