



## Parent information pack



# Word bank

We follow the Floppy Phonics scheme as featured below, this shows what the children should know by the end of EYFS and Year 1.

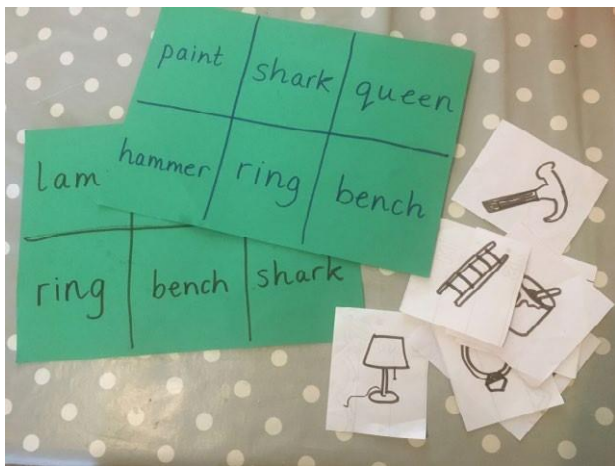
	Sounds (graphemes)	Decodable words. Words that can be sounded out and blended together	Tricky or Common Exception Words. Words that have been learnt by sight
<b>Phase 2</b> (EYFS)	s, a, t, p, n, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss	tap, tin, map, man, pip, sit, pig, dog, pot, cap, sock, sack, peg, mug, mud, rat, rug, hut, bun, bed, leg, doll, bell, kiss, hiss, puff, mess	to, the, no, go, I
<b>Phase 3</b> (EYFS)	j, v, w, x, y, z, zz, qu, sh, ch, th, ng, dge, ve, wh, cks, tch, nk, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, ure, ture, ue	jam, vet, web, box, zip, quack, fox, six, chop, chin, ship, shell, fish, moth, bath, ring, king, rain, feet, jeep, night, zoo, book, moon, hook, goat, car, fork, turnip, cork, coin, foil, beard, near, chair, sure, pure, dinner, letter, picture, rescue	he, she, we, me, be, was, my, you, they, here, all, are
<b>Phase 4</b> (EYFS and year 1)	Two constants together	frog, flag, twin, plum, swim, green, tree, train, spoon, clown, star, brush, belt, tent, lamp, wind, nest, sink, gift, pond, chest, bench, toast, paint, hand, milk, brown	said, so, have, like, come, some, were, there, little, one, do, when, out, what
<b>Phase 5</b> (Year 1)	ay, ou, ie, ea, oy, ir, ue, aw, au, wh, ph, ew, oe, ey, a_e, e_e, i_e, o_e, u-e, mb, kn, gn, wr, tion New ways of saying graphemes already known: a saying 'ai', e saying 'ee', i saying 'igh', o saying 'oa', u saying 'ue', c saying 's' (soft c), g saying 'j' (soft g), ow saying 'oa', ie saying 'ee', ea saying 'e', a saying 'o', y saying 'igh', y saying 'ee', ch saying 'c', ch saying 'sh', ou saying 'oa'	cloud, crayon, boy, pie, meat, whisker, phone, screw, toe, money, snake, bike, bone, cube, lamb, knock, gnome, write, motion, Eve, angel, lion, gold, unicorn, chef, Christmas, bird, glue, happy, paw, laundry, window, circle, gem, boulder	oh, their, people, Mr, Mrs, looked, called, asked, said, so, have, like, some, come, were, there, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once

## 100 High frequency words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

# Some games you can play at home to help with Phonics and Reading.

## Bingo



### Suitable for:

- Sounds (graphemes)
- Decodable words (words you can sound out)
- Tricky or Common Exception Words

### What do I need?

- Bingo base board – you can make this from a piece of paper, card or a cereal packet – 1 for each player. If you have access to a printer, you can use one of the boards listed below.

- Pen for decorating/writing on the boards

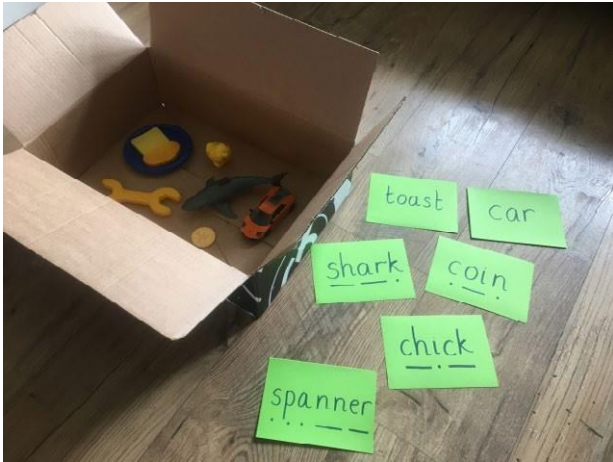
- Counters / buttons / milk carton lids – 6 for each player

- Picture or word cards to match the bingo board

### How do I play this game?

1. Draw lines to divide your piece of paper or card into six boxes.
2. Write one sound or word in each of the boxes.
3. Draw or find pictures to match the sound or word card.
4. Each player has a bingo board and six counters.
5. Hold up one of the picture cards. Each player must read the sounds or words on their bingo board to see if it matches. Say the sound or word if it matches and cover it with a counter.
6. The first player to cover all of their sounds or words shouts 'bingo' and is the winner.

# What's in the Box?



## Suitable for:

- Sounds (graphemes)
- Decodable words (words you can sound out)

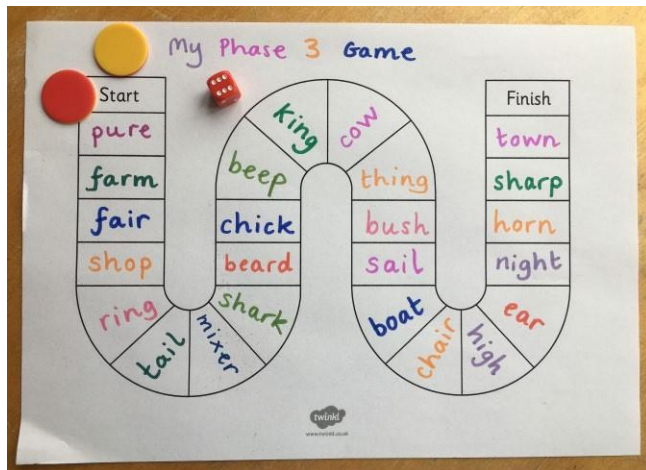
## What do I need?

- Sound or word cards
- Box or bag to hide the objects or pictures in
- Objects or pictures to match the sound or word cards (e.g. picture of feet to match the 'ee' sound)

## How do I play this game?

1. Hide the objects or pictures in the box or bag.
2. Spread the sound or word cards around the box or bag.
3. Ask your child to choose one of the sound or word cards. Ask them to say the sound or sound out the word. You can support your child by adding sound buttons to the word to help them sound out.
4. Once your child has said the sound or word, encourage them to look in the box or bag to find the picture that matches.

# Board Game



## Suitable for:

- Sounds (graphemes)
- Decodable words (words you can sound out)
- Tricky or Common Exception Words

## What do I need?

- Dice
- Game board
- Counters / buttons / old lids

## How do I play this game?

1. Design your own game board using sounds or words from the wordbank at the beginning of this pack.
2. Have one counter for each player. The first player rolls the dice and moves that many spaces. When they land on the sound or word, they have to say the sound or read the word. If it is a decodable word, you may need to support your child to sound it out. You could also write the sound buttons underneath the word to help your child sound out the word. If they cannot read the word then they move back to the previous space.
3. Each player takes it in turns until one player gets to the end square and is the winner.

# Balloon Toss



## **Suitable for:**

- Sounds (graphemes)
- Decodable words (words you can sound out)
- Tricky or Common Exception Words

## **What do I need?**

- Balloon
- Marker pen

## **How do I play this game?**

1. Blow up the balloon.
2. Carefully write sounds or words on the balloon.
3. Throw the balloon to your child to catch.
4. When your child catches the balloon, read the sound or word where their hand is.
5. Keep throwing the balloon and catching it until all of the sounds or words have been read.

You can play this game with children of different ages by writing different words, beginning sounds or even pictures for very young children. Children can throw and catch the balloons themselves or with someone else. You could colour code the balloons so each child knows which balloon and words are theirs.

# Stepping Stones/Puddle Jumping



## **Suitable for:**

- Sounds (graphemes)
- Decodable words (words you can sound out)
- Tricky or Common Exception Words

## **What do I need?**

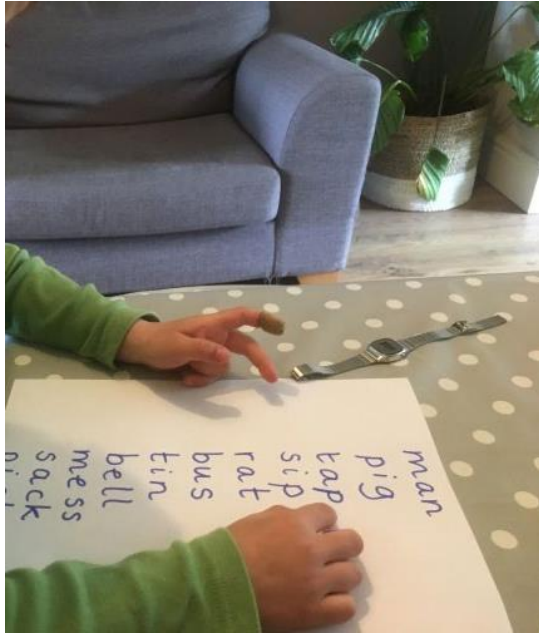
- Card or paper 'stepping stones' or 'puddles'
- Pen
- Wellies (optional)

## **How do I play this game?**

1. Write sounds or words on the card 'stones' or 'puddles'.
2. Spread the words out on the floor or outside.
3. Encourage your child to hop onto a 'stone' or into a 'puddle' and read the word they have landed on. Ensure care is taken if the surface is slippery. If you are playing the games as 'Puddle Jumping', your child could wear their wellies as they jump between the 'puddles'.



# Countdown



## **Suitable for:**

- *Sounds (graphemes)*
- *Decodable words (words you can sound out)*
- *Tricky or Common Exception Words*

## **What do I need?**

- *List of words*
- *Stopwatch or timer*

## **How do I play this game?**

1. *Write the sounds or words in a list.*
2. *Set a timer for an agreed amount of time. 20 seconds is a good starting point.*
3. *Read as many words as you can in that time and write down your score.*
4. *Play the game again and try to beat your previous score.*

## To support your child's reading you could:

- Make a cosy reading space at home.
- Discuss what the book could be about before you start – make the book seem exciting.
- Go through the book and find phonics sounds and diagraphs before reading the story.
- The child should point to each word as they read. This will help them to remember the words.
- What is happening in the pictures? Discuss the pictures before you read.
- Get children to read the story first before you read it to them.
- Ask questions about the story eg. Look at that picture – how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?
- Predict what might happen next in the story or start in the middle of the story and ask what do you think happened at the beginning? What makes you think that?
- At the end of the story encourage your child to discuss whether they liked the book and why, then have a go at retelling the main part of the story.



# Useful websites and songs

<https://www.teachyourmonster.org/>



<https://ictgames.com/phonicsPop/index.html>



<https://www.topmarks.co.uk/phonics/balloon-phonics-cvc-game>



<https://ictgames.com/mobilePage/teachET/index.html>



<https://www.phonicsplay.co.uk/resources>



Tricky word songs

