

What the SCIENCE of READING tells us!

THINGS TO REMEMBER



When a child is born, its brain is already programmed to speak but not to read or to write. Years of research has shown that our brains have had to adopt many tools and use different processes and pathways in order for us to learn how to read, we cannot just learn to read by memorising what we see.

Our brains have to connect the sound we hear to the letters (print) we see, this process is called Orthographic mapping. What this tells us is that writing a list of spelling words over and over again and trying to memorise flashcards is in no way effective. This method WILL NOT teach children to READ or SPELL.



The most effective way to teach a child to read is to adopt a MULTISENSORY approach, (especially if the child is struggling or feels anxious.) The greater the number of sensory activities the child can do, the greater the benefit. As the child involves itself by tracing the words, they also say the sound. For the child, having FUN is the focus and learning is a byproduct, in reality the reverse is the truth. Use foam, sand, rice, use whiteboards, chalkboard, windows, clay, playdough. The possibilities are endless.

DON'T FORGET, the child must SAY THE SOUND as they TRACE the word. This is how the brain creates the pathway and connects the sound to the print.



To make things easier, we use LINES or SOUND BOXES to represent each sound in a word. This makes it far easier than remembering every individual letter.

For example, if your child is working on the word *THEN*. They would be able to recognise that there are three sounds in the word /TH/E/N/.

The /TH/ makes the sound *TH*, this is called a digraph.

Over time and with repetition the brain will remember that when it sees a /TH/ digraph in a word, it represents the *TH* sound.

How to PRACTICE your SPELLING

- A weekly guide to PRACTICE SPELLING at home WITH your child.
- It is key to keep the science of READING research in mind.
- No whole word memorisation, instead MAP words sound by sound and then spell the sounds you hear.

Spelling Test date :				
Phonics focus for the week :				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • Read the new weeks spelling words with your child. • Isolate then focus on the new phonics pattern. • Ask your child to write each new word. • Your child should then draw a line for each sound they hear OR use sound boxes. • If there is a surprise spelling place a heart above the surprise. The heart part is the only part that needs to be learned off by heart. <p style="text-align: center;">♥</p> <p>s <u>a</u> i d</p> <ul style="list-style-type: none"> • Draw a simple picture/discuss/put the word into a sentence to clarify the meaning of each word. 	<ul style="list-style-type: none"> • Clearly say each new word for your child. • Ask your child to count the syllables they hear in each word. (Helpful tip: a syllable is a word or part of a word. It must have a vowel or vowel pair). • Your child should then draw a line for each sound they hear OR use sound boxes. • Follow this by spelling each sound on the line or in the sound box. 	<ul style="list-style-type: none"> • Clearly say each new word for your child. • Allow them to practice by tracing each word in creative ways. • Use shaving cream, rice, or sand. • As they trace they should say each sound they are spelling. 	<ul style="list-style-type: none"> • Clearly say each new word for your child. • Allow them to practice writing the word. Encourage your child to say the sounds of the word in his/her head as spell the word. • Use a whiteboard with erasable markers. • Should your child make a mistake just point to the part that's incorrect and tap above the letter(s). Do not give them the answer. Let them work out the error and correct it. (often the vowel sound-spelling can trip them up). 	<ul style="list-style-type: none"> • Wish your child LUCK for their test. • Remind them to take a breath and think before they write. • Tell them that their BEST effort is ALWAYS good enough!



MAP my WORDS!

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