

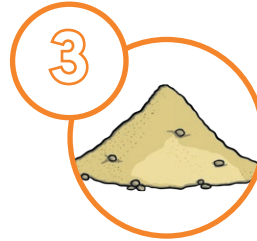
10 Ways to Practise Phase 5 Phonics at Home



Magnetic or foam letters



Library visit



Messy writing



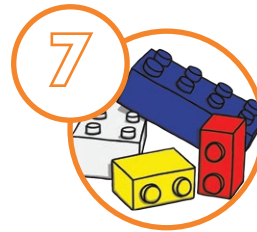
Online games



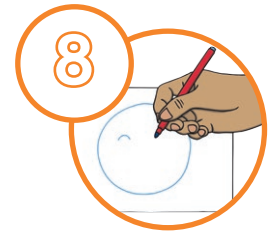
Physical games and activities



Building sentences



Building bricks



Read and draw



Nonsense words



Flashcards

10 Ways to Practise Phase 5 Phonics at Home

1 

Have magnetic letters available for your child to investigate letter strings that make up the sounds they know and to group letters into words. Foam letters could be used in the bathroom or outside with water play. Play games where you ask your child to make a word, or you make a word that they then have to read. It is possible to buy magnetic and foam letters for the 'digraphs' that make up sounds (e.g. 'ay', 'ee', 'ow') as well as individual letters. Search online for educational suppliers.

2



Spend some time in your local library choosing and reading the books. When you're reading a book together, look for sounds that your child recognises and encourage them to continue sounding out words and blending the sounds to read the word.

3



Practise writing sounds and words in different media. You could try sand, salt, sugar, water icing, cornflour gloop or shaving foam. Try this [Rainbow Tray Busy Bag Resource Pack](#) for a colourful sensory writing tray. An example would be for you to give your child the sound 'ay' and they see if they can remember the alternative spellings 'ai' 'a-e', 'eigh' and so on.

4



Children love a chance to use tablet computers and there are lots of Phase 4 phonics games online. Try the [Twinkl Phonics Suite](#) to get you started.

5



Try physical games to remember words - your child could bounce a ball as they spell a word or read sounds you show them. Alternatively, try setting up some cups or buckets with sounds written on them; you say a sound and your child has to try and aim a ball or a crumpled piece of paper into the correct bucket or cup. There are some great ideas for outdoor phonics learning in the [Twinkl Phase 5 Outdoor Phonics Challenge Cards](#).

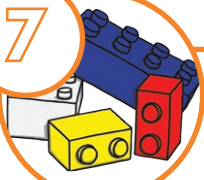
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6



Practise building sentences. This is a great way of practising 'tricky' words as well as sounds, and also of thinking about sentence structure. Simply write a selection of words on to small cards or pieces of paper and then use these to build a sentence - the sillier the better! Or challenge your child to make a sentence using as many words as they can containing the same sound.

7



Add letters and digraphs to building bricks for your child to build and construct new words. This [Phonics Matching Connecting Bricks Game](#) is designed to fit the leading brands of building bricks.

8



Read and draw with your child. Simply write a word on a piece of paper containing a sound they know (e.g. bee, book, night) and challenge your child to read the word and draw a picture to match it. These [Phase 5 Caption Card Read and Draw Activity Sheets](#) contain a selection of sentences to read and draw. Alternatively, try matching pictures to captions using this [Phase 5 Pictures and Captions Matching Activity](#).

9



Take it in turns to make up new nonsense words using the sounds your child knows - the sillier the better! For some ideas, have a look at these [Phase 5 Real and Nonsense Word Cards](#). At the end of year 1, your child will have a Phonics Screening Check, which will assess their ability to distinguish between real English language words and nonsense words.

10



Learning tricky words and high frequency words by sight can add fluency and speed to reading. Fun games can help to build sight-reading skills. Try this [Phase 5 Tricky Word Story](#) or play games like Bingo, Splat the Word or Kim's Game with these [Phase 5 High Frequency Word Cards](#).

Be mindful not to force your child to take part in these activities or stay at the activities for too long. All children learn at their own rate and forcing your child to learn could put them off and make learning more difficult in the long run. Be supportive and encouraging and use your child's interests as a hook into new learning.