

Games to play with your Reception/Key Stage One child

Oral Blending games

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

I spy – Say the rhyme ‘I spy with my little eye something beginning with _____’ allow your child plenty of opportunities to guess what you have chosen, for example, ‘something beginning with t’ could be a tree, toy, tent or train.

Point out print everywhere - Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as ‘McDonald’s’, ‘Coke’ or ‘Tesco’.

Playing with words – Encourage your child to sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

Phoneme recognition games

Looking for letters – Ask your child to look for letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with?

Fast letter sorting - You will need:

A large piece of paper with three hoops drawn on

12 small pieces of card with letters written on (4 sets of 3 letters)

Choose 3 sets of letters – 2 which the child knows and one new one. Spread the letter tiles out on the table making sure they are all the correct way up. Encourage your child to sort the letters into the correct hoop using both hands, saying each letter as they move it.

Letter discrimination You will need: A 3x3 grid

Write the letter you are learning with your child onto half of the spaces. Fill the rest with other letters. Ask your child to cover all the c's with a counter as quick as they can.

Ladder letters

You will need: A ladder template

Make a pile of letter tiles (use a mixture of known and new letters). Place a counter at the bottom of the ladder and move up a rung for every letter they can read correctly. This game can be changed to covering spots on a ladybird, petals on a flower – go with your child's interests if possible.

Letter sound bingo. You will need: A 3x3 grid for each player (see example) & counters or coins

Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter

up. The winner is first to fill their board. To make this game easier for new readers, show them the letter for them to match.

Tricky word games

Bingo – You will need: A board for each player (see example) and counters or coins

The list of words your child is currently learning, for example their spelling list

Write some of the words into the spaces on each card, making each card slightly different. The ‘bingo caller’ says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

Matching pairs – You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

Snap - Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words your child knows fairly well, rather than new ones, as it's quite fast-paced.

Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It's a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words.

Further ideas...

Be your child's #1 fan - Ask your child to read aloud what he or she has written at school or for their homework. Be an enthusiastic listener.

Create a book together - Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.

Make up stories on the go - Take turns adding to a story the two of you make up while riding in a car or bus. Try making the story funny or spooky.

General tips to support reading

Once is never enough! - Encourage your child to re-read favorite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?"

Take control of the television - It's difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

Pick books that are at the right level - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

I read to you, you read to me - Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

One more time with feeling - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.