

## Senior Infant Literacy Homework explained

### Sound keyring

- Ask questions at each sound
  - Can you think of any words that start with this sound?
  - Can you think of any words that end with this sound?
  - Can you think of any names that have this sound in them?
  - Can you see anything in this room that has this sound in it?
  - What's this word (sound out word, e.g. h-a-t)?
  - Where do you hear the sound \_\_\_ in the word \_\_\_? Is it at the beginning, middle or end? (e.g. the sound 'a' in 'man')

### Tricky words

- Read all tricky words at the current level your child is at each night. Tick if read correct and give an 'x' if the word was not read correct.
- The child will also write each tricky word from their current level each night as extra practice.
- Remind the child that tricky words are words which try to 'trick us'. They do not play by the rules of phonics so we need to be able to identify them quickly and correctly instead of spending time trying to use our sounds.

*There are 6 levels of tricky words to know by the end of senior infants (72 words in total).*

### **Practicing unknown tricky words**

- Discuss the word.
  - Where is the trick in the word?
  - Are there any sounds in this word which can help us?
- Ask child to make up a sentence with the tricky word in it
- Show me \_\_\_\_\_ (like, the, be, etc.)
- Write out unknown tricky words.
- Roll a dice and practice writing each unknown tricky word however many times the dice lands on
- Write out two sets of tricky words on small pieces of cards and play snap/ memory game, getting child to read them each time
- Watch tricky word Youtube videos
- Play sight word games on phone/ tablet
- Write out and cut up tricky word for child to put back together

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### Reading

- Child reads book in one of the following ways
  - The child reads to you
  - You read it at the same time as them
  - You read a page and then they read the same page back to you straight after
  - They read it as you record them, then they listen back after
- Ideally the child should read the book independently at least two times each night to build on fluency.
- If your child is stuck on a word, encourage them to
  - Say the first sound
  - Read to the end of the sentence and see what word might make sense there
  - Look at the pictures
  - Try a word that makes sense
  - Say all the sounds in the word
  - Blend sounds together
  - Look for chunks in the word (e.g. butter+fly or cook+ing)
  - Point to each word as they read it
  - Think if they've seen the word before (maybe on another page)
  - Flip the vowel from short to long (e.g. 'a' - flip from ah to ay)
- It is important that the book is being read by the child and not over-rehearsed, as it can lead to books being learned off with the pictures acting as prompts. Ask the child to point at the words as they read (reading levels 1-6), making sure they are reading the words on the page and not substituting words on the page with words they guess based on pictures or their memory from reading in class/at home.