



Family Pack

- Connecting Home with Learning -

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Partnering with you ...

At **I Love Reading**, we love to partner with families to share the reading journey together. Making this connection helps to foster rich learning experiences for your children and strengthens the links with home.

This booklet contains information and ideas to help you to best support your child's ILR journey at home. Thank you for entrusting us to help your child move from 'Learning to Read' to 'Reading to Learn'. We are excited to be on this journey with you!



⁸ ⁵ ⁷ ³ ng
I Love Reading

+ 22 3 sh 22
The Mission

To develop young people who can read to learn, build skills of the future and lead with integrity and purpose.

+ 22 13 22
The Purpose

For every child to learn to read for their future; our future and the future of generations to come.

18 1 ly 10 z
Our Values

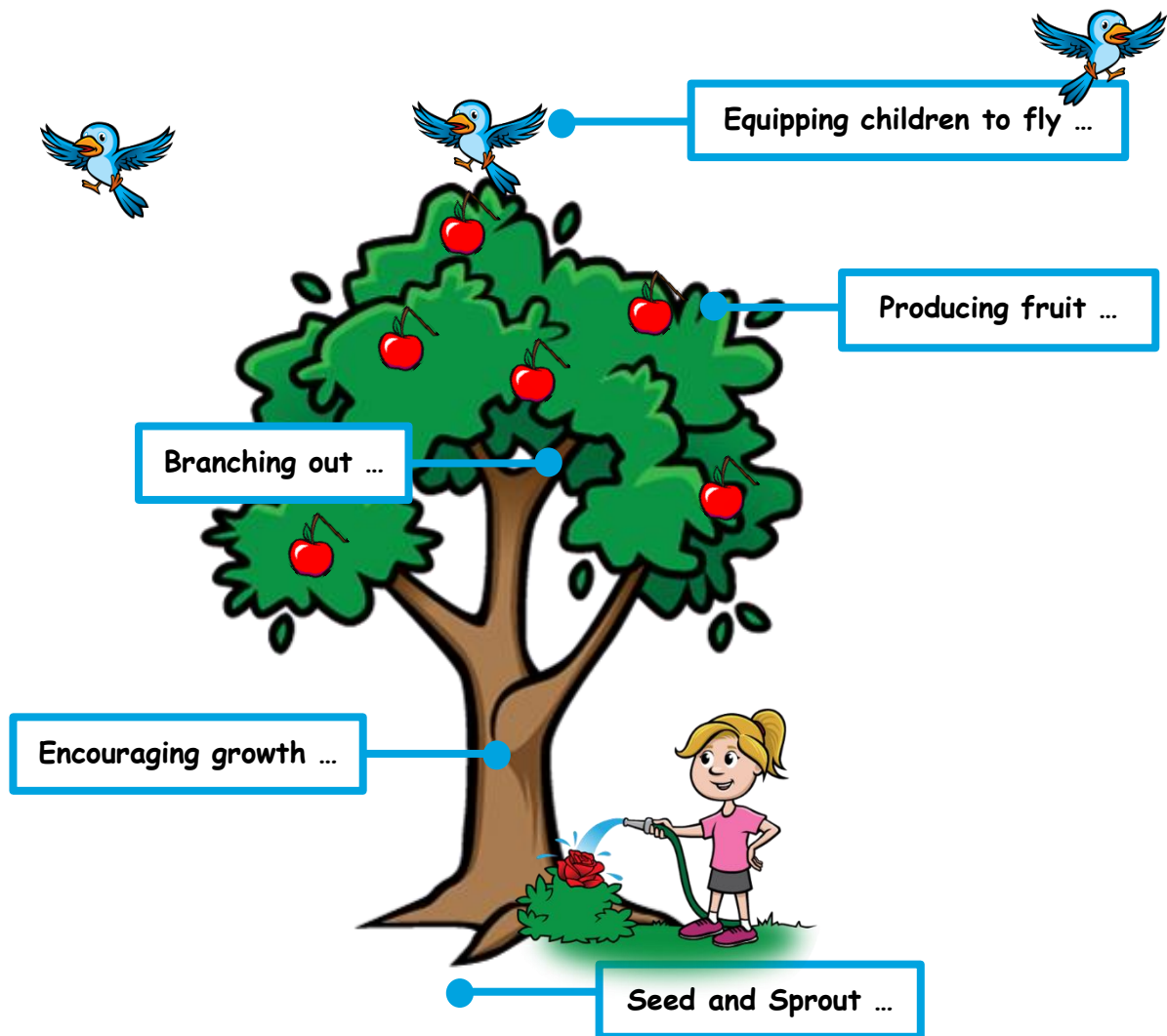
Excellence in Service; Genuine and Meaningful Relationships; Creative Innovation; Commitment to Your Success; Generosity and Integrity in our Actions; Justice for the Vulnerable.

The more that you
READ,
 the more things that you will
KNOW,
 The more that you
LEARN,
 the more places you'll
GO!
 - Dr Seuss -

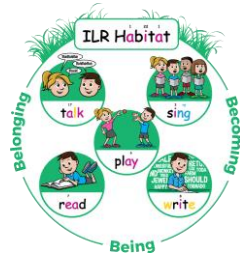


⁸ ⁵ ⁷ ³ ng
I Love Reading ...

Building confidence as children move from "Learning to Read" to "Reading to Learn"



Important elements of Early Literacy ...



Early Literacy involves 5 key practices to help foster the reading process and develop effective communicators. Supporting your child as they develop these skills is fundamental to the reading and writing process.

<p>talk</p>	<p>talk</p>	<ul style="list-style-type: none"> Also involves listening <p>listen</p>
<p>sing</p>	<p>sing</p>	<ul style="list-style-type: none"> Also includes raps, ditties, rhymes, actions
<p>play</p>	<p>play</p>	<ul style="list-style-type: none"> Includes elements of purposeful play
<p>read</p>	<p>read</p>	<ul style="list-style-type: none"> Involves ILR phonetically-coded words as labels, phrases etc Involves shared-book experiences and environmental print and viewing
<p>write</p>	<p>write</p>	<ul style="list-style-type: none"> Includes drawing, scribble and fine-motor development Involves letter formation and early handwriting

Ways I can support my child ...



Have conversations with them.

Model that there is a time to talk and a time to listen when having a chat.

Ask and answer questions.

Help them pronounce words correcting.

Build your child's vocabulary by using interesting words and explain what tricky words mean.

Listen to music – all styles from simple to complex.

Sing simple songs together.

Rhyme with them.

Listen for beats in words and songs.

Use puppets to talk and make words (hear the beats in the words).



Play with them.

Encourage them to explore, create, imagine, discover and improvise.

Pose questions.

Challenge them to solve problems.

Allow them to be adventurous and take risks.

Ways I can support my child continued ...



Read with them at every opportunity.

Visit the library together.

Highlight signs and print in the world around them.

Allow them to explore and discover books.

Read stories about things they are interested in.

Help them to find topics they would like to investigate.

Build their fine motor skills by playing with play dough, picking up small items and cutting with scissors.

Allow them to scribble, colour and draw.

Model the correct way to hold a pencil.

Do craft activities with them.

Start with writing the lower-case letters.



The ILR Characters and Differentiation

Whilst core academic skills are important, we should also seek to develop skills in our children which help them thrive in a 21st Century society where they may be called on to collaborate, manage their time and emotions, think creatively, enquire, be risk takers and communicate effectively.

ILR uses 4 of its key characters to develop not just academic skills, but elements of creative and critical thinking, fostering social and emotional skills as students journey with learning.



Curious Clyde searches for clues and helps children grow in confidence as they learn. Sneaky Sam always mixes things up, which helps children apply their understanding to learning. Miss Quokka builds grit and determination as she encourages children to never give up and work hard right to the end. Gopher Green solves problems with creativity and challenges the children to do so too!

Intentional Teaching and Student Directed learning

Children are guided through their learning and encouraged through their exploration of the world around them. A traffic light system is used to illustrate the gradual release of responsibility model – I Do, We Do, You Do.




The Rules ...

ILR utilises a unique colour and number system to identify the key phonetic sounds in the English language. The English language has numerous and conflicting rules for reading and spelling. Comprising 26 consonant and digraph sounds and 22 vowel sounds, ILR uses a system of universally recognised colours and numbers, to allow every English sound and word to be 'read'.

Early readers and non-English speakers have immediate access to the correct pronunciation of words, regardless of their complexity.

The Rules



Rule 1	Magenta letters are vowel sounds numbered 1 - 22.
Rule 2	Black letters are consonant sounds that are sounded phonetically.
Rule 3	Blue letters are 'switched sounds' which are sounded out using the letter above.
Rule 4	Yellow letters are silent.

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ILR Rules Poster

Let's take a closer look ...



Complexities in the English language mean some of our simple 'consonant' letters can make more than 1 sound. The English language has more sounds than any other language. With only a '26 letter' alphabet, this means that each letter can have more than one sound.

For example, the letter 'a' can make up to 9 different sounds:

1	2	3	4	5	6	11	17	22
bat	any	bandage	what	algebra	able	ask	water	canoe

Conversely, 1 vowel sound may have multiple English vowel letter group representations. The table below shows how the sound of "ee" may be represented by 10 different vowel letter groups, further confusing learners of English by the non-phonetic nature of the language.

7				
baby	arena	beach	honey	receive
machine	piece	agree	algae	quay

ILR eliminates guesswork and recall of letter rules and rule breakers, exposing early readers to all words, without the complexities of all the language rules that, historically, came with the decoding process.

	face ^{6 s}
	cake ^{k 6}
	knees ^{7 z}

Mastering the Sounds ...



First step - it is important to practise the alphabet sequence with your child – that is singing the alphabet, saying the letters in order and for your child to know what sound comes next. This is an important skill to continue after your child begins learning the letter sounds.
















Second step – children are introduced to sounds in a specific sequence. This helps to encourage the blending of sounds to make words and is helpful for your child when they learn to read. It is VITAL that your child knows that each letter has a name AND a sound. The sequence of sounds is as follows: (please note, in Early Learning Centres the alphabet is the focus)

1			3	
a	s	t	i	h
	4		2	
p	o	m	e	b
		k	5	
n	k	c	u	d
			sh	
r	g	f	sh	w
ng			-	+
kw	l	y	th	th
	ch		ks	
qu	ch	j	x	v
		zh		
	z	s		

Beginning Consonant, Vowel and Digraph Sounds ...

The following table outlining the ditty and handwriting formation associated with each sound will be useful as you support your child as they learn their sounds. Each letter has a 'sound' and a 'name' just as each animal has a name and makes a sound, for example, a cow says moo and the letter 'a' makes the short a a a sound.

Sound	Beginning Flashie	Ditty	Handwriting Formation
1 a		a a apple: Annie ate her apple pie.	back over the apple and down the twig
s		sss snake: Sid Snake slithers and slides.	slide back then forwards, then back
t		t t toot: Toot Toot Train toots on the tracks.	down, down the track and across the track
3 i		i i inchworm: Izzy Inchworm is feeling itchy.	down a short body with a dot on top
h		h h house: Happy house is my home.	down, down the chimney and over the house
p		p p princess: Princess plaits her piggy tails.	hang down the princess' hair and up around her face
4 o		o o octopus: Orange octopus makes an 'o'.	back around the 'o'
m		m m mouse: Maxy Mouse can move over molehills.	Mouse runs down and over, down and over and down again
2 e		e e epic: Epic Eddie sails around the world.	sail up, over and under
b		b b bat and ball: Bradley brings his bat and ball.	down, down the bat, up over the ball

n		nnn numbat: Nina Numbat naps at night.	down her tail and over her back
k		k k king: King Kipper kicks his slipper.	down, down the king then up over his arm, in and out for a kick
k c		c c cookie: Curious Clyde crunches on his cookie.	back over the cookie and finish at the bite
5 u		u u upside down: Uncle Up is upside down.	curve down, then up, then straight back down
d		d d diver: David Diver dives in the deep.	back around his face, up, up for his pipe, down, down and out for his strap
r		rrr referee: Ralph refs the rugby.	down the referee and up and out for his hand
g		g g goanna: Gordy Goanna goes up the gum.	back over his head and hang his tail down
f		fff feathery falcon: Finn Falcon fans his feathers.	back over his head, down, down his body and across for his wings
sh sh		shhh: The snake is sleeping next to the house.	slide back, then forwards, then back; down, down the chimney and over the house
w		w w wishy washy waves: Wally wades in wishy, washy waves.	down the waves, up the waves, down the waves, up the waves
ng ng		ng ng sing songs: Nina and Gordy like to sing songs.	down her tail and over her back; back over his head and hang his tail down
l		lll ladder: Larry leaned his ladder on the light.	down, down from the light to the land
y		y y yo yo: Yippee's yo yo rolls in the yard.	curve down, then up, then hang the string down and back under

<p>-</p> <p>th</p>		<p>th th think: Toot Toot thinks the house is close.</p>	<p>down, down the track, across the track; down, down the chimney and over the house</p>
<p>+</p> <p>th</p>		<p>th th this: Toot Toot goes this way, that way, over there.</p>	<p>down, down the track, across the track; down, down the chimney and over the house</p>
<p>kw</p> <p>qu</p>		<p>qu qu quokka: Quokka runs quicker than Uncle Up.</p>	<p>back around the body, hang down for the tail; curve down, then up, then straight back down</p>
<p>ch</p> <p>ch</p>		<p>ch ch chew: Chew up all your cookie, Clyde, when you're at my house.</p>	<p>back over the cookie and finish at the bite; down, down the chimney and over the house</p>
<p>j</p>		<p>j j jewels on a hook: Jenny Jook found jewels on her hook.</p>	<p>hang the jewels down and back under with a diamond on top</p>
<p>ks</p> <p>x</p>		<p>x x fix: Fix, fix, fix goes fox in the box.</p>	<p>slope back and down, lift up, slope forwards and down</p>
<p>v</p>		<p>v v violets: Viv puts violets in her vase.</p>	<p>slope down the vase, slope up the vase</p>
<p>z</p>		<p>zzz zebra: Zac Zebra zips out the zoo.</p>	<p>zip forward, slope back and down, zip forward again</p>
<p>zh</p> <p>s</p>		<p>sss measure: Jacques measures his treasure.</p>	<p>slide back then forwards, then back</p>

The Beginning Consonant and Digraph Sounds ...

Consonant and Digraph Sounds




























Rule 1

Rule 2

Rule 3

Rule 4

Magenta letters are vowel sounds numbered 1 - 22.
 Black letters are consonant sounds that are sounded phonetically.
 Blue letters are 'switched sounds' which are sounded out using the letter above.
 Yellow letters are silent.

B	C	D	F	G	H	J	K	L	M
									
b	c	d	f	g	h	j	k	l	m
N	P	R	S	T	V	W	X	Y	Z
									
n	p	r	s	t	v	w	x	y	z
ng		+ th		- th		kw	sh	ch	zh
									
sing		this		think		quick	shhhh	chew	treasure

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The Beginning Vowel Sounds ...

Vowel Sounds

Rule 1 Magenta letters are vowel sounds numbered 1 - 22.

Rule 2 Black letters are consonant sounds that are sounded phonetically.

Rule 3 Blue letters are 'switched sounds' which are sounded out using the letter above.

Rule 4 Yellow letters are silent.

1	2	3	4	5	6	7	8	9	10	11
a	e	i	o	u	ay	ee	ie	oe	ue	ar
12	13	14	15	16	17	18	19	20	21	22
air	er	ear	ire	oo	or	our	ow	oy	ure	a

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Beginning Sound Mat



Reading with your child ...

Reading with your child each day is special and helps to develop early literacy skills. We don't just want children to 'practise' reading, we would love them to find a real passion and enjoyment in reading. ILR aims to develop a mastery of early reading skills and partnering with families as they read together helps to nurture these skills.

The below bookmark will be helpful as you are reading with your child. The first side shows the tools used to help 'understand' what is read. The second side helps you to think about how you can go deeper with your questions before, during and after reading with your child.

Tools to understand what we read.

Activating Prior Knowledge
I can use what I know to help me understand.

Visualising
I can use the text to make a picture in my mind.

Making Connections
I can link the text to my own experiences.

Predicting
I can use clues to guess what may happen next.

Inferring
I can use clues to help me discover other details.

Summarising
I can recall the main facts and events.

Synthesising
I can discover the 'big idea' from the text.

Questioning
I can ask questions and seek information.

Evaluating
I can have an opinion and give reasons for it.

Going deeper with our questions.

F

Here
(Factual)
Answers are directly from the story.
eg What is it that Annie likes?

I

Hidden
(Inferential)
Answers are in the story, but language used may be different. Answers may be spread throughout the story.
eg If Annie likes apple pies, does that mean she likes apples? Why or why not?

Cv

Head
(Creative)
Answers use clues from the story, as well as using reader's prior knowledge and thinking. These are creative extensions in keeping with the story.
eg What other surprise could you cook or make for Annie that you know she would like?

C

Heart
(Critical)
Answers link to the story behind the story, author's intent and possible bias.
eg What do you think made Annie like apple pies?

I Love Reading

www.ilr.com.au

(07) 5655 0900 | enquiries@ilr.com.au
Gold Coast, Queensland | ABN 36 618 737 090

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How can we have fun with our learning at home ...

In this section, you will find a few fun and creative ways to learn with your child at home.



sh 12 3 8 ky 21 7 22 k 8
Share It like Curious Clyde!



'Read' the world around you – signs,
 shop fronts, menus, flyers,
 instructions, packaging etc.

Read books

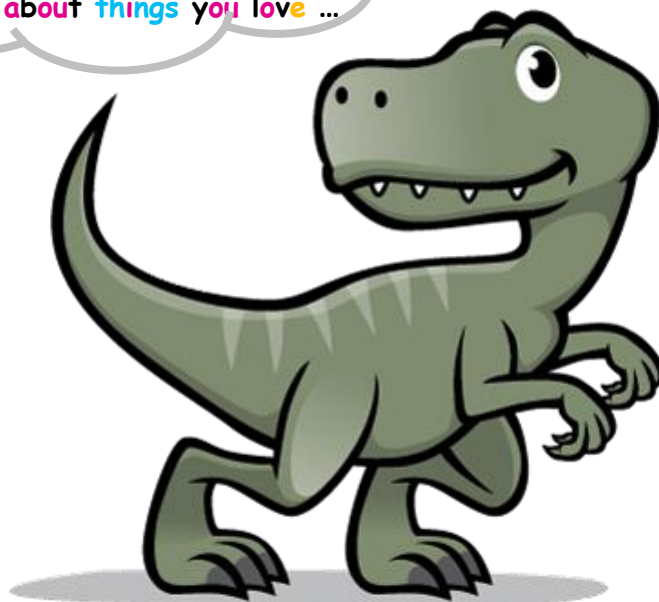
Rhyme together
 cat
 mat
 sat

Play
 'I' Spy

3 ng 22 2 + 5
sing together



¹⁷ **Talk together** ...
⁹ **Role play** ...
⁸ **Find out about things you love** ...



⁻ ³ ^{ng} ³ ⁸ ⁹ ^f ⁵ ⁷
Think It like Gopher Green!

⁻ ³ ^{ng} ⁴ ^v ⁻ ³ ^{ng} ^z ⁺ ¹ ¹¹ ³ ⁺ ¹ ¹⁹
Think of things that start with that sound ...

⁴ ^k ¹ ⁸ ⁶ ⁺ ¹ ¹¹ ³ ⁻ ⁺ ¹
What can I make that starts with that

¹⁹
sound ...

^k ¹⁶ ⁵ ⁻ ³ ^{ng} ⁺ ¹ ³ ³ ^z ³ ⁻ ⁺ ¹ ¹⁹
Cook something that begins with that sound ...



^k ¹⁶ ⁶ ⁶
Cook, Bake, Make...



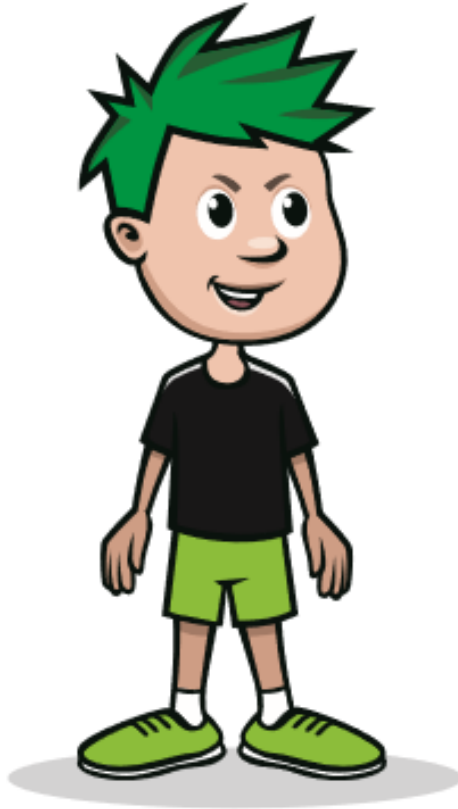
Salad



cookies and cake



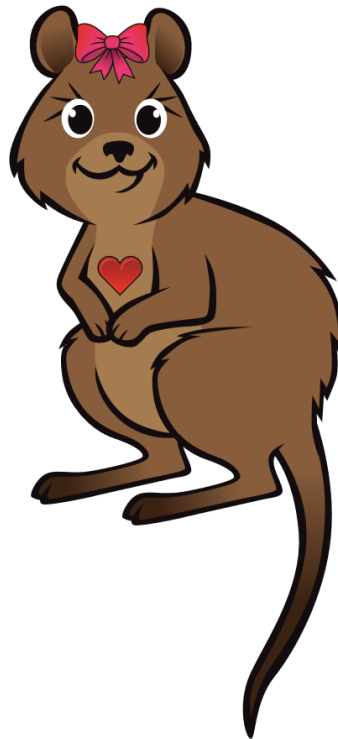
13 3 8 7 7 1
Work It like Sneaky Sam!



3 ch 5 z 4 8
Which does not rhyme?



7 3 8 3 s kw 4 5
Feel It like Miss Quokka!



3 s kw 4 5 2 z
Miss Quokka says ...

2 5 kw 3
"Never quit!"

9 17 3 3 3 sh 3
"Go for it, Finish it!"

10 k 1 10 3
"You can do it!"

1 17 + 22 12 22 6 z 17 ch 8
And for the parents ... "Praise your child
1 z + 6 3 3 5 9
as they give it a go!"

Sound Activity Ideas

Sound Spotlight

Place sounds around a dark room and use spotlight to find the sound.



Tub Time

Draw sounds on rubber sheets and cut them out for fun bath time play.



Alphabet Rocks

Write letters on rocks and make your own alphabet.



Island Jump

Place letters on pillows, call out the sounds and jump across.



Block Puzzle

Place sounds on blocks and move together to make words.



Cup Crash

Write sounds on cups and stack them. Use a ball to crash, read the sounds that fall.



Where's the bear

Using word/sound cups, hide the bear, switch it around and guess where it is.



Word Parking

Draw a parking lot on cardboard, Drive toy car into word/sound park.



Chalk Hopscotch

Draw words/sounds in hopscotch grid. Say words as you jump.



Ball Surprise

Draw words/sounds on balls, pop in bucket and read chosen ball.



Target Practice

Draw sounds on paper plates and place on wall. Using soft ball throw at sounds.



Sound Spy

Fill a bottle with sand or rice, add cardboard letters. Close and shake to spy sounds.



Sound Steps

Place sounds on sticky notes / write in chalk on stairs. Read on the way up and down.



Sand Dig

Hide sounds in the sand and dig to find them. Read the sounds found.



Play Dough Sounds

Make sounds / words using play dough.



Sound Twister

Place letters on twister game and call out instructions eg right hand on 's'.



Sound Swat

Call out sounds for a child to swat using a fly swat.



Magnetic Words

Build words from magnetic letters.



1 5
Have fun

13 3 ng 3 -
learning with

17 ch 8
your child!

