

# Sight Words and Home Reading

## Sight Words

Sight words are a group of very common words that readers can recognise instantly and automatically. The list includes many of the small, connective words such: *as, of, and, look, here...*

Knowing a few words in a new book provides confidence for an early reader. If a child sees a few words in a new book that he/she is certain of, the task of reading seems easier.

~ The MSS Sight Word list is a combination of the Magic 100 words and PM Sight Words.

- Show the sight word flashcards in a different order each time
- Remember that Sight Words are to be recognised by the student within 3 seconds (without sounding out)
- If your child does not know the word, simply say the word and have your child repeat the word
- Practice for 5 – 10 minutes several times a week.

### What can be done at home to encourage your child?

- ❖ You *could* put the words around the house e.g. on the fridge, on their bedroom door
- ❖ Play games with the flash cards – find me..., jumble the words then make simple sentences with the words : This is a dog

is	This	dog	a
----	------	-----	---

- ❖ Find the sight words in books

List 1	List 2								
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">this <small>1</small></td> <td style="width: 50%;">a <small>1</small></td> </tr> <tr> <td>is <small>1</small></td> <td>dog <small>1</small></td> </tr> </table>	this <small>1</small>	a <small>1</small>	is <small>1</small>	dog <small>1</small>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">look <small>2</small></td> <td style="width: 50%;">at <small>2</small></td> </tr> <tr> <td>the <small>2</small></td> <td>me <small>2</small></td> </tr> </table>	look <small>2</small>	at <small>2</small>	the <small>2</small>	me <small>2</small>
this <small>1</small>	a <small>1</small>								
is <small>1</small>	dog <small>1</small>								
look <small>2</small>	at <small>2</small>								
the <small>2</small>	me <small>2</small>								

List 1	List 2	List 3	List 4	List 5
this	look	I	am	up
is	the	can	on	down
a	at	see	you	big
dog	me	little	my	and
List 6	List 7	List 8	List 9	List 10
go	we	not	went	like
to	going	in	he	it
here	said	too	for	will
come	are	ran	where	some
us	no	run	away	they
List 11	List 12	List 13	List 14	List 15
your	helps	play	she	out
into	got	with	his	get
day	back	by	all	an
mother	walk	boy	after	again
father	good	girl	came	but
List 16	List 17	List 18	List 19	List 20
put	eat	very	long	who
water	as	made	did	how
be	has	make	new	that
had	saw	of	now	fast
have	was	so	then	house
List 21				
first				
time				
before				
from				
take				

## Home Reading

- Students need to develop the fundamentals for reading (Phonemic Awareness) and be provided with opportunities for reading.
- Listen to your child read every day, minimum of 10 - 15 minutes a night.
- Read aloud to children. It helps them to learn the language of books and will encourage them to enjoy books and reading.
- Talk about books and make reading an enjoyable, shared activity.
- Make sure there is a wide range of reading material for your child at home, both fiction and non-fiction.
- Children see you reading and writing in everyday life – reading for pleasure, sharing a story with your child, using a recipe, making a shopping list, writing a birthday card or reading street signs. This teaches them that reading and writing are useful skills in today's world.

### Hints for listening to your child read

**Before reading**, talk about the cover, the title, the pictures, and discuss what the book may be about (make predictions, make connections to something they may have done that is the same or similar to the book).

**During reading**, discuss what has been read so far, and imagine (predict) what will happen next time.

**After reading** is finished, talk and ask questions about the story and the pictures. Such as:

- ~ What happened in the story?
- ~ Who... (e.g. carried the umbrella)?
- ~ Why did... (e.g. Tim feel sad)?
- ~ Have you ever... (e.g. lost something special)?

When reading a harder book together, take turns. Beginning readers can read the repetitive parts and more experienced readers can read a paragraph or a page.

### On finding an unknown word:

**Pause** to give your child time to work out the word

**Prompts: Try...**

- **Eagle Eye** - Look at the picture/s
- **Peekin' Poodle** – Does that word... Look right? Sound right? Make sense?
- **Lips the Fish** – Get your lips ready to say the first sound
- **Stretchy snake** – Stretch the word out slowly
- **Chunky Monkey** - Look for chunks that you know e.g. s-ing
- **Skippy Frog** - Skip the word and read on, go back and re-read
- **Tryin' Lion** - Try a word that might make sense
- **Flippy Dolphin** – try another vowel sound
- **Punctuation Parrot** – pause at commas, stop at full stops and get louder at exclamation marks
- **Helpful Kangaroo** - Ask for help after you have tried all the other strategies

*Praise your child for trying, even if mistakes are made ☺*

When Reading...	
<p><b>Eagle Eye</b></p>  <p>Look at the pictures! *Look at the pictures for clues to help figure out the word.</p>	<p><b>Peekin' Poodle</b></p>  <p>Check the pictures &amp; Check the words! *Look back and forth at the pictures and the words. *Does it look right? *Does it sound right? *Does it make sense?</p>
<p><b>Lips the Fish</b></p>  <p>Get your lips ready! *Say the first few sounds of the word out loud. *Read to the end of the sentence and say the sounds again.</p>	<p><b>Stretchy Snake</b></p>  <p>S-t-r-e-t-c-h it out! *Stretch the word out slowly. *Put the sounds together to figure out the word.</p>
<p><b>Chunky Monkey</b></p>  <p>Chunk the word! *Look for a chunk you know (ing, -and, -ort, -old, etc...) *Look for a word part you know (be, -er, etc...)</p>	<p><b>Skippy Frog</b></p>  <p>Skip it, skip it! *Skip the word-skip it, skip it! *Read to the end of the sentence. *Hop back and reread it, reread it!</p>
<p><b>Tryin' Lion</b></p>  <p>Try it again! *Try to reread the sentence. *Try a word that makes sense!</p>	<p><b>Flippy the Dolphin</b></p>  <p>Flip the vowel sound! *Try the other vowel sound. *Flip a short sound for a long sound and vice versa.</p>
<p><b>Punctuation Parrot</b></p>  <p>Reminds us to *Pause at commas *Stop at full stops *Get louder at exclamation marks</p>	<p><b>Helpful Kangaroo</b></p>  <p>Ask for help! *After you have tried all of the other strategies, mark your page and ask for help.</p>