Learning together

Developing Your Child's Reading Fluency Skills

ACTIVITY #3

SEQUENCE: CONNECTING THE SOUNDS –
DEVELOPING READING FLUENCY – PRIMARY

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Purpose of the activity

The purpose of this activity is to teach your child how to break down words into smaller sounds (phonemes) and blend them together smoothly, which is an essential skill for accurate reading and speaking.

Relevance of the activity (student's perspective)

Teaching your child how to sound out words helps them pronounce words correctly and read more fluently. When children learn to decode words by identifying and blending sounds, they improve their ability to read confidently and smoothly. This strategy is important for reading new words they might encounter in any text, and it helps them understand the meaning of words when they read aloud.

Supplies

☐ Sentences in appendix
☐ Yellow highlighter

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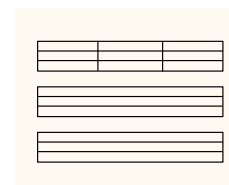
LET'S GO!

Explain the activity: 📢 We are going to practice the strategy of sounding out words. This means we'll break words into smaller parts (sounds) and then connect them together.

Explain why: 📢 If we say the sentence «The dog runs fast» without sounding out the words, it might sound unclear or choppy. But when we sound out each word, it becomes much easier to say clearly and smoothly.

| The dog runs fast | (Without sounding out) |

Might sound rushed or unclear.

| The | dog | runs | fast | (With sounding out) |

Each word is pronounced clearly and smoothly.

Explain when: 📢 Use this strategy when reading any text, from simple sentences to more complex stories. It is especially helpful when encountering unfamiliar words.

Try it together:

📣 **Let's practice sounding out words together! We're going to start with the sentence:**

The dog runs fast

Let's take the word «dog.» We can **break it up** into three sounds: | d | o | g |

First, we'll **stretch out the sounds** in the word. Imagine the sounds are like an elastic band that we stretch. Let's say the sounds slowly:

| d | ... | o | ... | g |

Now, let's try blending the sounds together smoothly, like we're putting them together, not stretching them out too long: «dog.» Notice how we didn't pause too much between the sounds? That's **blending** — when we say the sounds smoothly, without interruption, to read the word more quickly.

Next, let's try another word: «runs.» We can **break it down** into: | r | uh | n | z |

Now, let's **stretch** the sounds out: | r | ... | uh | ... | n | ... | z |

Great! Now, let's blend the sounds together **smoothly**: «runs.»

For some words, you might find combinations of letters that make a single sound. For example, in the word «fast», we have the combination : | f | a | s | t |

The letter combination «s» in «fast» makes its regular sound, so we don't break it apart.

Let's stretch out «fast» : | f | ... | a | ... | s | ... | t |

Now, let's say it **smoothly**: fast!

Quick tip!

When your child comes across an unknown word, you can help them by breaking the word down into smaller parts. If they come across a tricky word, they can break it up into sounds !

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Break the word into smaller parts

Teach your child to look at the word and identify its individual sounds.	
For example	In the word **« cat »**, break it down into **/k/ /a/ /t/**

Stretch the sounds out

Ask your child to say each sound slowly, as if stretching it like an elastic band.	
For example	**/k/... /a/... /t/**
This makes each sound clearer, especially for vowels.	

Blend the sounds together

Once the sounds are stretched out, have your child blend them together smoothly without pausing between sounds.	
For example	**/k/ + /a/ + /t/ → «cat.»**
Encourage them to blend the sounds as one word, saying it naturally.	

Here's a simple **ABC chart** for parents to use when helping their child identify sounds

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
a	b	k	d	e	f	g	h	i	j	k	l	m	n	o	p	kw	r	s	t	u	v	w	ks	y	z

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