

HFW Games

Bingo – You will need: a board for each player, counters or coins and a list of words your child is currently learning. You can use old cereal or packaging boxes as boards/cards for these games. 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. Then, 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.

HFW at Home

Please help your child to practise the words in their HFW passport (coloured folder). This will be checked every week. If your child knows the words, they get a stamp and a new set of words. If they need more practise, we will give them the same set to practise again.

And of course...read, read, read! – We teach phonics and high frequency words to help children to read. Read *to* your child and *with* your child daily!

For more information on how to support your child with reading and phonics, please pick up leaflets 'Helping Your Child at Home: Reading Tips for Young Children' and 'Phonics in the EYFS' from the class teacher or the front office.



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High Frequency Words

| | | | | |
|---------|-----------|---------|---------|--------|
| other | boat | air | gone | rain |
| great | window | trees | hard | white |
| why | sleep | bad | floppy | coming |
| cried | feet | tea | really | he's |
| keep | morning | top | wind | river |
| room | queen | eyes | wish | liked |
| last | each | fell | eggs | giant |
| jumped | book | friends | once | looks |
| because | its | box | please | use |
| even | green | dark | thing | along |
| am | different | grandad | stopped | plants |
| here | let | there's | ever | dm |

High Frequency Words

Common words such as 'can', 'on' and 'but' are called high frequency words because they appear in reading and writing often. Some high frequency words are tricky words (also called common exception words) as they cannot be sounded out using phonic knowledge. When there is no easy way of sounding them out, children just need to memorise them.



How we teach HFW

High frequency words are taught through phonics sessions and success for all lessons. Children are taught these words as **green** and **red** words. **Green words** are words that children can sound out using their phonics knowledge and **Red words** are words that children can't use their phonic knowledge or 'tricky words'. **Children are taught to memorise red words.** Although children can use their phonics knowledge to read green words such as 'and', 'it' and 'can', it is still important to encourage children to begin to memorise and read these words by sight as they are high frequency words. Memorising how these words are spelt is important for not just reading, but also impacts children's writing progress.

Sight Words

Research shows that learning just 13 of the most frequently used words will enable children to read 25% of any text.

Learning 100 high frequency words gives a beginner reader access to 50% of virtually any text, whether a children's book or a newspaper report.

Reception HFW

Here is a list of the high frequency words that children are expected to know by the end of Reception. They are broken down into green and red words and red words marked with a '*' are words that become green words eventually once children have learnt those sounds in their phonics sessions.

Green Words

| | | |
|------|------|------|
| am | from | off |
| an | get | on |
| and | got | then |
| at | had | this |
| back | help | up |
| big | him | us |
| but | in | went |
| can | it | will |
| dad | mum | with |
| did | not | yes |

Reception HFW

Red Words

| | | | |
|------|------|-------|------|
| a | go | look* | see* |
| all | has | me | so |
| are | have | my* | the |
| be | he | no | they |
| by | her* | of | to |
| come | his | out* | want |
| day* | I | play* | was |
| do | into | put | we |
| down | is | said | were |
| for* | like | she | you |

Spelling Techniques

| | |
|------------------|---|
| LOOK | Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns? |
| SAY | Say the word to yourself. Break the word into syllables. How many parts are there? What sounds can you hear? |
| COVER | Cover up the word so you cannot see it. Picture the word in your mind. |
| WRITE | Write down the word, remembering how it sounds and what it looks like. |
| CHECK | Check to see if it is correct. Tick the letters you got correct. Write the word correctly if you made any mistakes. |