

Inclusive Developmental and Therapy Center

Ready to Read: Teach Your Child to Read at Home

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✓ Can I help my child at home?

Yes, you really can. Build the rhyme, letter sounds and blending skills that let a child of 2 to 6 start reading — at home, in a few happy minutes a day. This free program breaks it down into simple weekly steps, built from proven therapy techniques — things any parent can do at home, in everyday moments, at no cost. It doesn't replace a professional assessment where one is needed, but for a lot of children it makes a real difference, and it never does any harm.

Go at your own pace — a new, gentle focus each week.

Download the whole program as a printable PDF to keep.

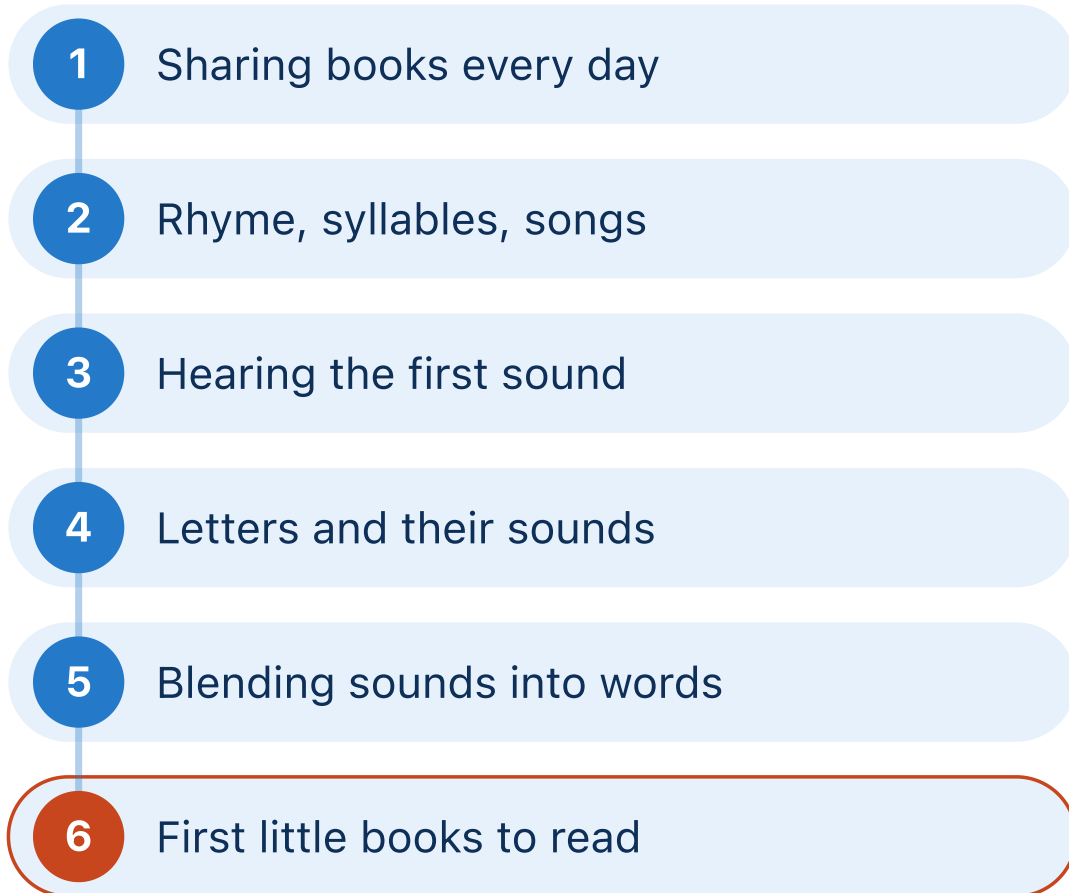
Includes the signs that mean it's worth getting a bit of extra help.

You can teach your child to read at home, and the starting point isn't the alphabet. Long before children read words on a page, they build the hidden skills reading rests on — hearing the sounds inside words, enjoying rhyme, knowing what sound a letter makes, and loving stories. This free program grows those skills over six gentle weeks through everyday play and shared books, and it is one of our **free home therapy programs for parents**. No worksheets, no flashcard drills, no pressure: five happy minutes a day is genuinely enough.

In our special education sessions, the children who find reading hardest are usually not the ones who don't know their letters. They are the ones who can't yet hear that “cat” and “hat” end the same way, or that “sun” starts with sss. That listening skill — phonological awareness, meaning the ability to hear and play with the sounds inside words — is what weeks 2 and 3 below are for, and it is the part

most home teaching skips straight past. Our [guides on learning and literacy](#) go further into how these pieces fit together.

Six weeks, in the order reading really builds



Letters arrive in week 4 — listening comes first.

These activities support your child's reading journey, but they are not an assessment and they don't replace one. Children learn to read at very different ages, and a few need specialist teaching rather than more practice at home. If something is worrying you — about reading, speech, hearing or learning — please have your child seen as well as working through this program. You can **book a consultation with our team in Multan** whenever you would like a proper look.

♥ Who this program is for

- ✓ Parents of toddlers and preschoolers getting ready to read
- ✓ Families who want simple, playful ways to build early literacy at home

- ✓ Children starting school soon who don't yet know their letter sounds
- ✓ Bilingual homes reading in Urdu and English who aren't sure where to begin
- ✓ Children who love stories and are curious about letters
- ✓ Parents supporting learning alongside school, without turning home into a classroom

Important – when to get professional help

This is a supportive home program — it isn't a diagnosis, and it doesn't replace a proper assessment. Please speak to a professional soon if:

Persistent difficulty with sounds and letters despite lots of gentle, regular support — one early sign of dyslexia

Real trouble learning nursery rhymes, or still not hearing that two words rhyme well after other children manage it

Loss of skills your child had previously gained

A family history of reading or spelling difficulty alongside your child struggling

Little interest in stories, rhymes or talking compared with other children the same age

Speech that people outside the family still find hard to understand — our home program for clearer speech sounds is the place to start alongside this one

Any sign your child may not be hearing clearly — mishearing, turning the volume up, frequent ear infections

Getting help where you live

Everything here is free to use **anywhere in the world**. If you'd like a professional to take a closer look, the best next step is someone local to you:

Work with us online, from anywhere. We offer **online sessions and parent coaching** worldwide — book an online consultation and we'll guide you and your child directly.

Talk to your child's **doctor, paediatrician, GP or health visitor** — share what you noticed.

Ask about **free early-childhood or early-intervention services** in your area — many countries offer them for young children (e.g. Early Intervention in the US, NHS referrals in the UK).

Search “**child speech & language therapist near me**”, or ask your doctor for a referral.

Near Multan, Pakistan? You're also warmly welcome in person at our centre — **contact us here**.

☆ **Your step-by-step roadmap**

Move at your child's pace, not the calendar's — the “weeks” are just a gentle order, not a race. Feel free to repeat any stage for as long as it's helping.

Week 1 – Fall in love with books

Make sharing a story the best few minutes of the day.

Read together every day, even for five minutes, and let your child choose the book.

Talk about the pictures instead of only reading the words — “what do you think he'll do now?”

Read favourites again and again; repetition is how children learn story patterns and new words.

Run your finger under the words now and then, so your child sees that print goes left to right.

⚡ **Try this:** Use silly voices and stop at the exciting bit — the wanting-more is what builds the habit.

Week 2 – Play with rhyme and syllables

Help your child hear the music and the chunks inside words.

Sing nursery rhymes daily and leave the last word out for your child to fill in.

Play “do these rhyme?” with easy pairs — cat and hat, then cat and dog.

Clap the beats in names and everyday words: ba-na-na, Fa-ti-ma, cha-pa-ti.

Make up nonsense rhyming words together; getting it wrong on purpose is half the fun.

 **Try** Do it in the car, in a queue and at the stove — rhyme games need no
this: equipment at all.

Week 3 – Hearing the first sound

Tune your child's ear to the separate sounds inside a word.

Play “I spy something beginning with sss”, using the sound and not the letter name.

Say a word slowly, like a robot — “c... a... t” — and let your child guess it.

Collect things around the house that start with the same sound as your child's name.

Once first sounds are easy, ask for the last sound too: “what does dog end with?”

 **Try** Say the sound, never the letter name: “mmm”, not “em”. This one
this: change makes blending far easier later.

Week 4 – Meeting letters

Link each sound to the letter that makes it.

Introduce two or three letters a week, always saying the sound the letter makes.

Start with the letters in your child's own name — those are the ones that matter most to them.

Hunt for letters on signs, packets, number plates and doors, and keep it a game — our free printable alphabet picture cards give you a set to play with indoors.

Trace letters in sand, flour, paint or with a finger, saying the sound as you go, and move on to printable letter tracing worksheets once the shape is familiar.

 **Try** Choose letters that build words quickly — s, a, t, p, i and n already
this: make sat, pin, tap, nap and pat.

Week 5 – Blending into first words

Put the sounds together to read a whole word.

Blend three-sound words made only of letters your child already knows: sat, pin, tap, mud.

Point to each letter as you say its sound, then sweep your finger along and say the word.

Let your child “read” the pictures and join in with the lines they know by heart.

Praise the attempt rather than the accuracy — if a word comes out wrong, say it correctly and move on.

 **Try** Two or three words is a full session at this stage. Stop while your
this: child still wants more.

Week 6 – First little books and everyday words

Move from single words to reading something real.

Choose very short books built from words your child can sound out.

Teach the handful of common words that can't be sounded out — the, was, said, one — as whole words.

Reread the same little book several times; smooth reading comes from rereading, not from new books.

Let your child read to a younger sibling, a grandparent or a very patient toy.

 **Try** Ask one question about the story afterwards. Reading the words and **this:** understanding them are two different skills, and both need practice.

Little tricks that make it work

- ✓ Keep it playful — five happy minutes beats twenty forced ones. If an older, school-age child cannot settle even that long, our attention and focus program for school-age children is worth working on first.
- ✓ Teach letter sounds (“sss”) before letter names, because sounds are what reading uses first.
- ✓ Talk with your child all day long; rich conversation builds the vocabulary behind reading, and there are more everyday ways to build your child's vocabulary than any book can teach.
- ✓ Follow your child's interests when choosing books — trucks, animals, cricket, whatever it takes.
- ✓ Read in whichever language you speak best at home; the listening skills built in Urdu carry over to English.
- ✓ Let your child see you reading something of your own.
- ✓ Never turn reading into a test, and never make it the telling-off part of the day.
- ✓ Stop the moment it stops being fun, and come back to it tomorrow.

How you'll know it's working

- Your child joins in with rhymes and notices when two words rhyme
- Your child can clap the syllables in familiar names
- Your child hears and says the first sound in a word
- Your child recognises some letters and gives you the sound, not just the name
- Your child blends a short word out loud without help
- Your child chooses books, brings them to you and stays for the whole story



Is this based on real methods? This program follows the order used in structured literacy teaching: shared reading first, then phonological awareness — hearing, rhyming and playing with the sounds in words — then letter sounds, then blending them into words. Shared reading and systematic, structured phonics are widely recognised in education and health guidance as the building blocks of learning to read. None of it replaces specialist teaching where a child needs it.



Educational information, not a diagnosis. Our guidance follows standard, research-based practice (CDC, NHS, ASHA and WHO), is written by our therapy team and **medically reviewed by a GMC-registered doctor**. Every child is different, so we can't promise specific results — always use your own judgement and speak to a qualified professional about your child. **Read our full disclaimer.**

FAQ

Ready to Read: questions parents ask

