



Home Learning
Information Session
27th September 2018



Reading and Phonics

“Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.”

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)



What is Phonics?



- ⦿ Phonics is the link between letters and the sounds they make.
- ⦿ Learning Phonics will help your child to become a good reader and writer.
- ⦿ Every child in Foundation Stage and Key Stage 1 have a daily Phonic session.
- ⦿ Phonics is taught through a daily fast paced 20 minute session.
- ⦿ Schools follow the 'Letters and Sounds' planning document.
- ⦿ There are six phases which the children work through at their own pace.

Important tips



- ⦿ When reading and spelling use the sound the letter makes rather than the letter name.
- ⦿ Always say the 'pure sound' by trying not to emphasise an 'uh' at the end of a sound.

f h m n p r s v x z

- ⦿ When spelling, encourage your child to think about what 'looks right'. Children learn to spell things phonetically before learning spelling rules and tricky words.

castle – casul teacher – teechur through – thru

Phase 1



- ◎ Phase 1 concentrates on developing children's speaking and listening skills. Children are encouraged to:
 - hear rhyme in words
 - identify initial sounds
 - blend sounds together orally.
 - Children need to practise hearing a series of spoken sounds and merging them together to make a word. For example, you say 'b-u-s', and your child says 'bus'.

Phase 2



⦿ In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Phase 2 Continued



○ Children should be able to blend and read decodable VC and CVC words containing these sounds

■ VC in an on

■ CVC sock cat net

○ Non words

■ fid jub weg

○ Children are also introduced to tricky words. These are the words that cannot be read by decoding sounds and they must be learnt to read on sight.

the to no go l

Phase 3



qu	quick	ai	wait	oo	moon	oi	soil
ch	chop	ee	meet	ar	car	ear	hear
sh	shop	igh	light	or	corn	air	hair
th	thick	oa	goat	ur	burn	ure	pure
ng	ring	oo	book	ow	cow	er	term

he she we me be was

you they all are my her

Phase 4



- ⊙ In Phase 4 children will learn to read and write polysyllabic words e.g. computer, shampoo.
- ⊙ They will learn to read and write words with adjacent consonants
 - CVCC tent pink
 - CCVC crab plan
 - CCVCC crept shrimp

said

have

like

so

out

do

some

come

were

what

there

little

one

when

Phase 5



ay	day	ir	girl	ew	new	i_e	like
ou	out	ue	blue	oe	toe	o_e	home
ie	tie	aw	saw	au	launch	u_e	rude
ea	eat	wh	when	a_e	make		
oy	toy	ph	photo	e_e	these		

*a_e, e_e, i_e, o_e and u_e and known as split digraphs

pie - pine

toe - tone

Phase 5 Continued



oh

asked

again

because

their

could

thought

different

people

should

through

any

Mr

would

work

eyes

Mrs

water

mouse

friends

looked

where

many

once

called

who

laughed

please

Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children learn rules for making words plural and past tense.



Support at Home

- ⦿ Help children learn the sounds using their sound books. Talk to them about sounds they can hear at the beginning and end of words.
- ⦿ Encourage children to blend the sounds in their Reading book. You may need to keep modelling this.
- ⦿ Help your child learn tricky words using the flash cards.



Reading Ramble

- ⦿ Adults in school will write in the Ramble each time a child has read at school.
- ⦿ Please do the same at home.
- ⦿ Please hear your child read at home and comment in the Ramble at least three times a week.



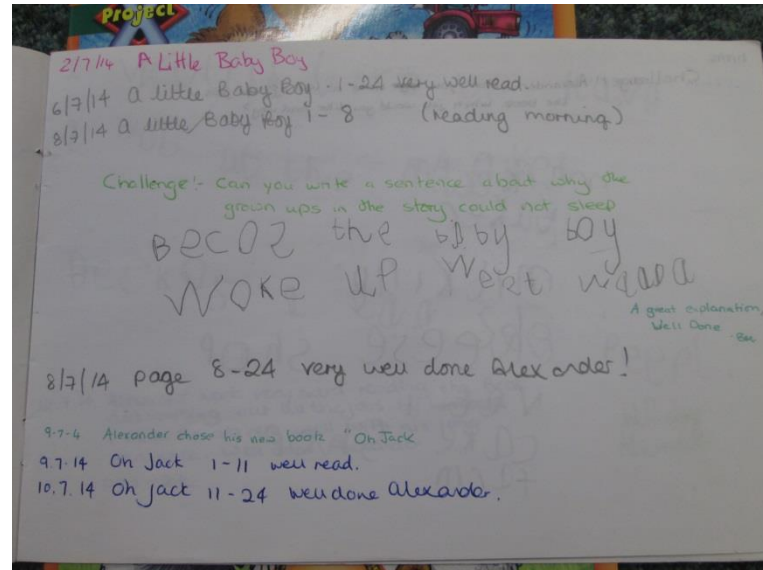
How to fill in your child's Reading Ramble

Date

Title of book

Comment

Sign



Remember to discuss events in the story as you read. Ask questions such as –

- ◉ Why do you think they did that?
- ◉ What might happen next?
- ◉ What would you have done?
- ◉ Did you like the story? Why?



Ramble Challenges



- ◎ Adults in school will set your child a 'Ramble Challenge' to complete at home. Additional challenges can be set by parents. Ask staff for help if unsure.
- ◎ Possible Challenges –
 - Draw and label something from the story
 - Talk about your favourite part
 - Make something relevant to the story
 - Write a list of words with a certain sound
 - Write a description of a character
- ◎ If children are 'writing' in their Ramble, allow them to attempt to write in their own words (even if it not legible). After ask them what they have written and write their words.

Reading Books



- ◉ Library books and picture books can be used to develop children's storytelling and comprehension skills.
- ◉ Children will choose a their own reading book from a selection within the appropriate stage.
- ◉ We ask that children read at home and Rambles are signed three times a week.
- ◉ Books will be changed when staff in school feel a child has 'mastered' the book to the best of their ability. This includes being able to read the words and also being able to discuss the events and tell the story in their own words.

Other ways to support at home..



Spellings

- Each child will be given sheet of spellings in their Reading Ramble to practise at home. Once children have learnt to spell these words, they will receive the next set.

Word Cards

- Children will receive word cards in their book bags. These contain tricky words (yellow) and decodable words (white) which children can practise reading at home.

Keep us updated with how your child is doing with the above by writing in their Reading Ramble.

Fine Motor Skills



Helping Your Child Build Fine Motor Skills

Fine Motor Skills

Fine Motor skills are tasks that involve the use of the small muscles in the fingers, hands, wrists and arms to manipulate, control and use tools and materials. Fine motor abilities form the basis for many of the skills that children will develop and enhance as they move through school. Fine motor skills help the children to apply their Literacy and Numeracy skills, as well as to participate in a range of more complex Art and Craft experiences.

Fine Motor Skills



Help your child to develop their fine motor skills by:

- Popping bubbles on bubble wrap with just the index finger and thumb
- Finger painting
- Puzzles
- Trace shapes or letters
- Using small Lego or building blocks
- Squeezing sponge; emptying water from one bowl to another
- Stretching and rolling play-dough
- Using pegs/tweezers to transport pasta/ rice from one bowl to another.
- Folding card, making clear, strong folds

S.P.C.E.D.S Handwriting Script



ā 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

Pencil Grip



EARLY GRASP

Radial Cross Palmer

0-2 years
Pencil positioned
across palm held with
a fist



Palmer Supinate

1-2 years
Pencil held like a
dagger.



Digital Pronate Grasp

2-3 years
All fingers hold the
pencil and the palm
faces down towards
the page.



Four Finger Grasp

3-4 years
Four fingers are held
on the pencil
beginning to form the
arc between the
thumb and index
finger (web space).



FS2 Reading Morning



- Every Thursday morning you are invited to come into school with your child to share a book in the classroom
 - 8:30–8:50
- We hope you will be able to join us!

Don't forget...

- ⦿ Reading should be fun for both children and parents.
- ⦿ A fun ten minutes is more valuable than a difficult half an hour.



Maths - Number



To **achieve** the early learning goal your child will be able to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

Using quantities and objects, they will be able to add and subtract two single-digit numbers and count on or back to find the answer.

They can solve problems, including doubling, halving and sharing.

To **exceed** the ELC your child will be able to estimate a number of objects and check quantities by counting up to 20.

They will be able to solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Number – Things you can do at home

- ◉ Sing number rhymes with your child.
- ◉ Choose a number for the week. Encourage your child to look out for this number all the time. Can your child see the number anywhere? At home – in the kitchen, on pages in a book, in the street – on doors, on car number plates, on buses, while out shopping on the shop till, on shelves, in shop windows.
- ◉ Count out that amount of apples, toys, spoons, straws, sweets, etc.
- ◉ Practise writing the numbers in sand, in the air, make the numbers from play dough. Choose a different number each week.
- ◉ Play dice games with your child such as snakes and ladders where counting moves is required – when your child is ready, use two dice and add the numbers.
- ◉ Counting as you walk up the stairs to bed each night.



Number – Things you can do at home

- Putting numbers in order.
- Start with learning numbers 0 to 5. When your child can do this, repeat with numbers 6 to 10 then 11 to 20.
- When they become more confident recognising, writing and sequencing numbers use everyday objects to provide opportunities for simple practical addition, subtraction and sharing.
- Send any photo evidence of this to

parentshare@spaldingparish.lincs.sch.uk



Maths – Shape, Space and Measure

To **achieve** the ELG your child must be able to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They will be able to recognise, create and describe patterns.

They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

To **exceed** the ELG you child will be able to estimate, measure, weigh and compare and order objects and talk about properties, position and time.



Shape, Space and Measure – Things you can do at home



- Look for 2D and 3D shapes around the home and outside, talk about the properties of the shapes, how many sides, corners etc.
- Involve your child when baking weighing the ingredients, filling and emptying containers and encourage compare sizes and amounts.
- Talk about what happens at different times of the day and how long things take.
- Have a treasure hunt around the home using positional language as clues, your next clue is under the table, for example.





Thank you for coming.
Feel free to come and ask us any
questions you may have and take
a look at some resources and
games used in school