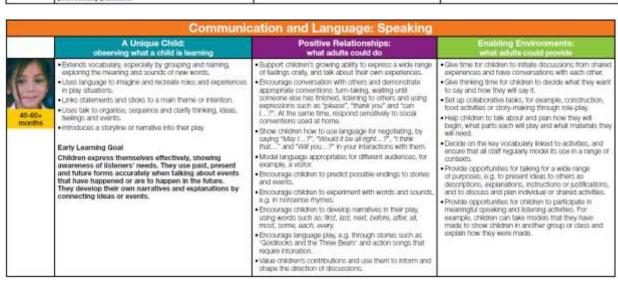
Reception English Home Learning- Key Objectives

A Unique Child: eving what a child is learning Positive Relationships: what adults could do Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. Provide fact and fiction books in all areas, e.g. construction area as well as the book area. · Recognises rhythm in spoken words Help children to understand what a word is by using names and labels and by pointing out words in the anvironment and in books. Provide tear and extends bodes as an arrans, e.g., construction area as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. Create an environment not in print where children can learn about words, e.g., using names, signs, posters. When children can see the last of a using his books. Recognises mythm in spoken words. Usiene to and joins in whit stories and poems, one-to-one and also in small groups. Joins in with repeated notices and articipates key events and phrases in rhymos and stories. Beginning to be aware of the way stories are structured. Provide dual language books and feed them with all children, to raise awareness of different scripts. Try to march dual language books to languages spoken by brelikes in the setting. Suggeste how the story might end. Listens to stories with increasing attention and recall. Remember not all languages have written forms and not all territies are therate other in English, or in a different home language. Discuss with children the characters in books being. When children can see the test, e.g. using big books, model the language of print, each as sints; worst, page, beginning, end, first, list, middle. Introduce children to books and other malerials that provide information or instructions. Carry our activities using instructions, such as reading a moipe to make a caller. Describes main story settings, events and principal charac Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advantaing logos. Looks of books independently. Handas books cannot; Encounige them to predict outcomes, to think of alternative endings and to compare picts and the leakings of characters with their own experiences. Plan to include home language and blingual story sessions by involving qualified blingual adults, as well as enlisting the help of parents. . Knows information ours be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Discuss and model ways of finding out information from non-liction taxts. Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (CT). Continues a flyming string. Hears and says the initial sound in words. Provide story sacks and boxes and make them with the children for use in the setting end at home. Encourage children to recall words they see trequently, such as their own and franch. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Links sounds to letters, raming and sounding the letters of the alphabet. cracis stories, as the basis for further insignative play. Provide story boards and props which support children is talk about a story is characters and sequence of events. When children are ready fusually, but not always, by the age of fivel provide regular systematic synthetic phonics of their provide regular systematic synthetic phonics output their interests, suitain motivation and reinforce symbol. Begins to read words and simple sentence Model and blending of sounds to make words in elergiday contests, e.g. Can you get your h-a-r het?²¹ Play games like word letter bings to develop children's phoneme-graphene correspondence. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Hoove that information can be retrieved from books and corrections. Model to children how ample words can be segmented into sounds and blended together to make Demonstrate using phonios as the prima approach to decode words whee children can see the text, e.g. using big books. Support and scaffold individual children's reading as opportunities area. Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them about accurately. They also read some common aregular words. They demonstrate understanding when talking with others about what they have read. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple tests which children can decode to give them confidence and to practice their developing skills

Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
20-60 months	Sometimes gives meaning to marks as they draw and paint, Ascribes meanings to marks that they see in different places.	Notice and encourage the marks children make and the meanings that they give to them, such as whan a child covers a whole piece of paper and says, "I'm writing". Support children in recognising and writing their own names. Make books with children of activities they have been doing, using photographs of them as illustrations.	White down things children say to support their developing understanding that what they are on be written clown and then read and understood by someone else. Encourage parents to do this as well. Model writing for a purpose, e.g., a chopping left, mossage for pironts, or reminder for ourselves. Model writing poems and short stones, writing down ideas suggested by the colders. Provide activities curing which children will experiment with writing, for example, leaking a message. Include opportunities for writing during role-play and other activities. Encourage the children to use their phonic knowledge when writing.
40-60+ months	Caves meaning to marks they make as they draw, write and pairt. Begins to treak the flow of speech into words. Continues a myrming string. Hears and says the initial sound in words. Can agreent the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Links sounds to letters, naming and sounding the letters of the alphabet. Links sounds to letters, naming and sounding the letters of meaning, representing some sounds correctly and the sounds of the letters to communicate meaning, representing some sounds correctly and the sounds own name and other things such as labels, captions. Attempts to write short sentences in meaningful contects. Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spell correctly and others are phonetically plausible.	This to children about the letters that represent the counds they have at the beginning of their own names and other tamber words. Demonstrate writing so that children can see spelling in action. Demonstrate how to segment the coundaphonemest in sample words and now the counds are represented by satters graphemest. Export them to supply their own graphemest phonomic showedge to write they write in meaningful condects. Support and coafford inclividual children's writing as opportunities arise.	Provide word barks and writing recourses for both indoor and oxidoor play. Provide a range of opportunities to write for different purposes about things that interest chicken. Plescurce role-play areas with littering and writing equipment Empare that note-play areas encourage writing of signs with a real purpose, a.g. a pat shop. Plan fun achitose and germos that help chicken chicken chicken for an area of the provide strings of real and imaginary words, e.g. Accords, district, backles, listotte. Withen children are ready (usually, but not always, by the age of fively provide regular systematic synthetic provide sessions. Those should be multiparently in order to capture their interests, suctain motivation and restorce isseming.



Reading, Writing & Phonics

Home-Learning



This pack contains some more ideas for activities that will support your child's learning in reading, writing and phonics.

There are lots of different ideas for activities which you may like to complete with your child at home over the course of the time they are off school. Please be aware that they are suggestions and that you do not need to complete them all!

We would suggest you continue with the following couple of daily activities to keep children on track with their learning in English:

- Share books and encourage your child to read simple words and sentences.
- Word Tin- practise reading the words quickly on sight and without sounding out if possible. We have also sent home a full list of the 15 sets of words for reception.
- Practise spelling word tin words from memory

Additional Writing Activities- the children should be more used to having a go at writing more independently now and using their phonic knowledge sound out 'tricky' words. We do not expect children to be spelling all words correctly by copying them. It is better to see their phonological attempts to spell.

Writing Challenge 1

Seed Diary



Plant some seeds in a pot or in your garden and keep a diary. Write about what you have done to care for your seeds and draw pictures to show how they are growing.

Writing Challenge 2



Help someone at home to make a list of the food items that they may go to the shop to buy or order online.

Writing Challenge 3



Look at the Easter scene and write some simple sentences about what you can see. E.g. I can see a rabbit, I can see some flowers..... Encourage your child to use their phonic knowledge to attempt to spell more complex words.

Writing Challenge 4



Do some home baking e.g. cupcakes, Victoria Sponge, rice krispy easter nests. Talk about what you did and have a go at writing some simple instructions e.g. first put in two spoons of flour.

Writing Challenge 4



Have you been working out with Jow Wicks?!

Have a go at devising your own workout to teach someone. Write down a list of exercises e.g. 2 star jumps, 1 hop, stretch to the side etc...

Writing Challenge 5-



Make some easter cards for friends and family. Write a special easter message inside your cards.

Listening Activities & Memory Games

Challenge 1



Silly Soup Rhyming Game

Make a collection of objects, some with the same rhyme ending e,g, cat, hat, bat, and some objects which do not rhyme.

Use a empty bowl and wooden spoon and sing the following

(tune of Here We Go Round the Mulberry Bush):

'I'm making lots of silly soup

I'm making soup that's silly

Im going to put it in the fridge

To make it nice and chilly'

Place an item in the bowl ("In goes a......")Next time you sing ask child to identify an object that could go into bowl that rhymes with your object.

Challenge 2



Story Stones- using some stones from the garden or seaside, decorate based on a favourite picture book using pens or paint. Have a go at orally retelling story using stones.

Phonics

Please visit this website for phonics games: www.phonicsplay.co.uk

NEW TABLET FRIENDLY VERSION NOW AVAILABLE!!!!!

PhonicsPlay.co.uk



Coronavirus Update

In response to the ongoing situation, we have decided to make PhonicsPlay free to use during this period. Children can use the site at home without their parents needing to subscribe. To access our resources all you need to do its log on using the following details.

Username: march20 Password: home

We are currently very close to completing a new version of the PhonicsPlay site that is accessible on all phones and tablets. We will therefore also ensure that it is possible for users to freely access this new version of the site (with apologies in advance for any areas of the site that are not yet fully finished or double checked). The site can be accessed here: new phonic play double.

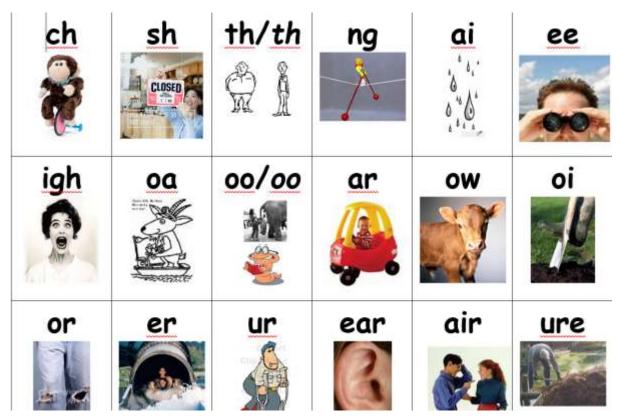
Our aim to ensure that existing subscribers aren't disadvantaged and will seek to make sure that after the school closures are over and the site returns to normal, that existing subscribers have additional time added to their subscription.

If you haven't already discovered www.phonicsplay.comics.co.uk you may also find these free decadable comics useful at a time when you can't physically exchange your children's decadable reading books.

We wish you good health and all the very best at this stressful time.

NB- When accessing games please be aware that we are currently working on sounds within phases 3 and 4. Some children may need to access phase 1 and 2 games if they are still getting to grips with learning their individual phonemes.

Phase 3 Di-graphs and Tri-graphs



Brampton Village Primary School

Teaching of phonemes (sounds) represented by 2 or 3 letter combinations.

We teach a rhyme to match each letter combination to help children remember the sound or phoneme. We also use a picture as a visual prompt.

ch - cheeky chimp sh - shut the shop th - thick and thin ng - thing on a string

ai - rain in spain
ee - what do you see
igh - fright in the night
oa - goat in a boat
oo - poo at the zoo
oo - look at a book

ow – brown cow oi – dig the soil

ar – start the car or – worn and torn ur – burt is hurt ear – what can you hear air – it's not fair ure – pure manure