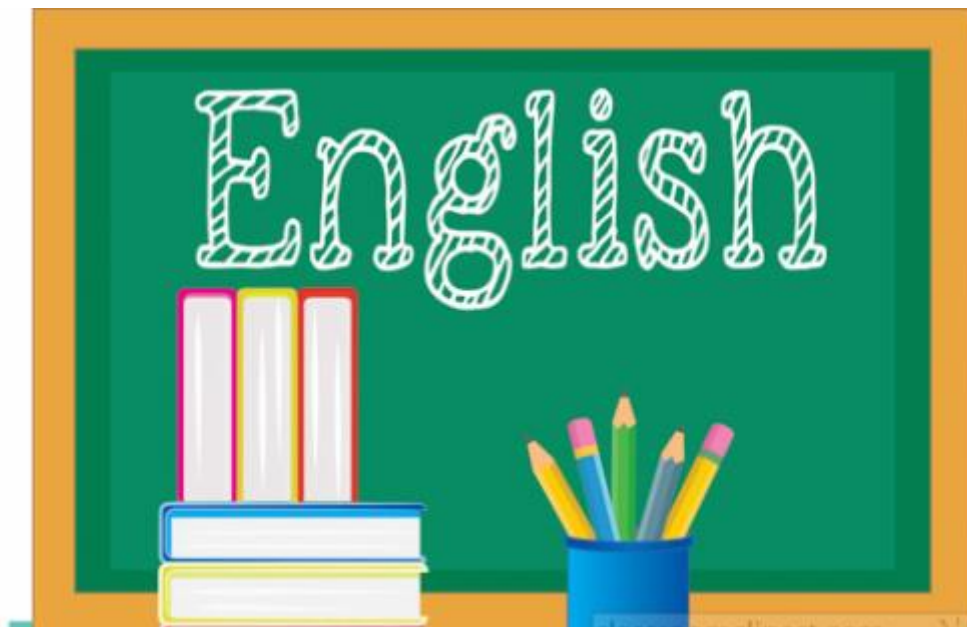




## English Challenge Booklet



Here are ideas of games and activities you can do with your child whilst away from school.




Enjoy

# Reception English Home Learning- Key Objectives

Literacy: Reading			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <b>30-50 months</b>	<ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.</li> <li>Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.</li> <li>Remember not all languages have written forms and not all families are literate either in English, or in a different home language.</li> <li>Discuss with children the characters in books being read.</li> <li>Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.</li> <li>Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents.</li> </ul>	<ul style="list-style-type: none"> <li>Provide some simple poetry, song, fiction and non-fiction books.</li> <li>Provide fact and fiction books in all areas, e.g. construction area as well as the book area.</li> <li>Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves.</li> <li>Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.</li> <li>Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.</li> <li>When children can see the text, e.g. using big books, model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>.</li> <li>Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.</li> <li>Ensure access to stories for all children by using a range of visual cues and story props.</li> </ul>
 <b>40-60+ months</b>	<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>Discuss and model ways of finding out information from non-fiction texts.</li> <li>Provide story sacks and boxes and make them with the children for use in the setting and at home.</li> <li>Encourage children to recall words they see frequently, such as their own and friends' names.</li> <li>Model oral blending of sounds to make words in everyday contexts, e.g. <i>"Can you get your h-a-t hat?"</i></li> <li>Play games like word letter bingo to develop children's phoneme-grapheme correspondence.</li> <li>Model to children how simple words can be segmented into sounds and blended together to make words.</li> <li>Support and scaffold individual children's reading as opportunities arise.</li> </ul>	<ul style="list-style-type: none"> <li>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 (ICT).</li> <li>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</li> <li>Provide story boards and props which support children to talk about a story's characters and sequence of events.</li> <li>When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.</li> <li>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</li> <li>Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.</li> <li>Provide some simple texts which children can decode to give them confidence and to practise their developing skills.</li> </ul>

Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <b>30-50 months</b>	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and encourage the marks children make and the meanings that they give to them, such as 'when a child covers a whole piece of paper and says, "I'm writing".'</li> <li>Support children in recognising and writing their own names.</li> <li>Make books with children of activities they have been doing, using photographs of them as illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.</li> <li>Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.</li> <li>Model writing poems and short stories, writing down ideas suggested by the children.</li> <li>Provide activities during which children will experiment with writing, for example, leaving a message.</li> <li>Include opportunities for writing during role-play and other activities.</li> <li>Encourage the children to use their phonic knowledge when writing.</li> </ul>
 <b>40-60+ months</b>	<ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal</b> 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 spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> <li>Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</li> <li>Demonstrate writing so that children can see spelling in action.</li> <li>Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes).</li> <li>Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</li> <li>Support and scaffold individual children's writing as opportunities arise.</li> </ul>	<ul style="list-style-type: none"> <li>Provide word banks and writing resources for both indoor and outdoor play.</li> <li>Provide a range of opportunities to write for different purposes about things that interest children.</li> <li>Resource role-play areas with listening and writing equipment. Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.</li> <li>Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>.</li> <li>When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.</li> </ul>

Communication and Language: Speaking			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <b>40-60+ months</b>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul> <p><b>Early Learning Goal</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> <li>Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.</li> <li>Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as <i>"please"</i>, <i>"thank you"</i> and <i>"can I...?"</i>. At the same time, respond sensitively to social conventions used at home.</li> <li>Show children how to use language for negotiating, by saying <i>"May I...?"</i>, <i>"Would it be all right...?"</i>, <i>"I think that..."</i> and <i>"Will you...?"</i> in your interactions with them.</li> <li>Model language appropriate for different audiences, for example, a visitor.</li> <li>Encourage children to predict possible endings to stories and events.</li> <li>Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.</li> <li>Encourage children to develop narratives in their play, using words such as: <i>first, last, next, before, after, all, most, some, each, every</i>.</li> <li>Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.</li> <li>Value children's contributions and use them to inform and shape the direction of discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Give time for children to initiate discussions from shared experiences and have conversations with each other.</li> <li>Give thinking time for children to decide what they want to say and how they will say it.</li> <li>Set up collaborative tasks, for example, construction, food activities or story-making through role-play.</li> <li>Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.</li> <li>Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.</li> <li>Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</li> <li>Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</li> </ul>

# Reading, Writing & Phonics

## Home-Learning



This pack contains a variety of 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 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

**Writing Activities-** please be aware that the children are 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.

Please refer to the following Youtube clip for support on how to support your child in segmenting and blending for use in spelling and writing:

<https://www.bing.com/videos/search?q=ruth+miskin+phonics+youtube&view=detail&mid=9B55C841D7A21443A2F79B55C841D7A21443A2F7&FORM=VIRE>

## Writing

### Rainbow Writing Challenge 1



Use different coloured felt tip pens to practise spelling the following tricky words lots of times from memory in a different colour each time:

Phase 2, 3 and 4 Tricky Words		
Phase 2	Phase 3	Phase 4
I	he	said
no	she	have
the	we	like
to	me	so
go	be	do
into	you	some
	are	come
	her	little
	was	one
	all	were
	they	there
	my	what
		when
		out



### Writing Challenge 2

Write a letter or postcard to a relative who may be stuck at home to cheer them up.



### Writing Challenge 3

Read the story of Jack and the Beanstalk- can you draw a story map to show the sequence of events? Have a go at labelling using key words, captions or sentences. Can you use your story map to orally retell the story to someone in your house?



### Writing Challenge 4

If possible go for a walk around your garden. Talk about what you can see and hear. Have a go at writing a/some simple sentence(s).  
e.g. I can see a tree, I can hear the wind

### Writing Challenge 5- My Favourite Toy

Choose one of your favourite toys and have a go at writing some simple sentences about why you like it.

e.g. It is soft to cuddle, It has batteries,





## Listening Activities & Memory Games



### Challenge 1

#### Word Association Game

Chose a topic e.g. animals and take it in turns to say an animal name in turn until one person can't think of one.....



### Challenge 2

How many words can you think of that rhyme?- be careful to think ahead about the word endings that you choose!

e.g. cat, mat, fat, bat, / light, might, tight

Extension- can they write a list of rhyming words?



### Challenge 3

Collect a tray of objects and look carefully to try and take in what is on the tray. Cover with a tea towel and carefully remove an object (without child seeing). Uncover objects on tray- can they guess which one is missing?

## Letter Formation

**Inside your child's exercise that we have sent home is a copy of the formation of letters that we use in handwriting. Below are the formation rhymes that accompany this to help children to remember how each letter is formed:**

Brampton Village Primary School

Letter Formation Rhymes (in order of letter introduction)

s	Round the snake and down the snake
a	Round the apple, down the leaf and flick
t	Down the tree and flick, across the tree
p	Down the pirate, up the pirate and round the pirate's face
i	Down the insect, flick and dot the head
n	Down Nazeen and over the net, flick
m	Max, mountain, mountain, flick
d	Round the dinosaur up, down and flick
g	Round the girl and down the curl
o	Round the orange and flick
c	Round and down the caterpillar
k	Down the kangaroo, round the tail, down the leg and flick
e	Up, round and under the egg
u	Under the umbrella and down to the puddle, flick
r	Down, up and over the robot, flick
h	Down, up and over the horse, flick
b	Down the boot, up and polish the toe, finish at the heel
f	Round the flower, down the stem, across the leaves
l	Down the leg and flick the toe
j	Down and under the Jack in the box, dot the head
v	Down and up the vulture, flick
w	Down the worm, up the worm, down and up again, flick
x	Down to one side, then down the other, flick
y	Down and up the horns, then under the yak's chin
z	Zig zag your finger down the zip
q	Round the queen's head, down her plait and curl, flick

## Phonics

We use the website: [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

A lot in school during our daily phonic lessons. This website has some fantastic games to support the work we are doing in phonics which you can now access for free at home. Please see details below:

# 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 is 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: [newphonicsplay.co.uk](http://newphonicsplay.co.uk).

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.phonicsplaycomics.co.uk](http://www.phonicsplaycomics.co.uk) you may also find these free decodable comics useful at a time when you can't physically exchange your children's decodable reading books.

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



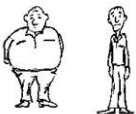















**NB- When accessing games please be aware that we are currently working on sounds within phases 3 and 4. Some children may need to access phase 1 and 2 games if they are still getting to grips with learning their individual phonemes.**



We sometimes use the cbeebies programme 'alphablocks' and we thought it would be a great way for the children to reinforce the phonics we have been doing in school. We also thought this would help to support parents in ensuring they are making sure children are using 'pure' sounds and not adding 'uh' to the end of a letter sound.



## Phase 3 Di-graphs and Tri-graphs

ch 	sh 	th/th 	ng 	ai 	ee 
igh 	oa 	oo/oo 	ar 	ow 	oi 
or 	er 	ur 	ear 	air 	ure 

## 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