

Reception Information Sheet October 2017

The following information is to help you support your child at home and to know what we are doing within the classroom. I hope that you will find it useful.

We teach the children the smallest unit of sound – called a ‘phoneme’.

This is the order in which the ‘phonemes’ are taught and practised. Correct pronunciation is vital!

Letters and Sounds

Phase 2 – Letter Sets

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	s,ss

– this is for your information about what is coming up. You will see the letter sets in the sound books each week.

Phase 2 – Tricky Words

Children are encouraged to read the following 5 tricky words

the	to	l	no	go
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Phase Three –Letter Sets

Set 6	<u>j</u>	<u>v</u>	<u>w</u>	<u>x</u>	
Set 7	<u>y</u>	<u>z</u>	<u>zz</u>	<u>qu</u>	
Consonant Diagrams	<u>ch</u>	<u>sh</u>	<u>th</u>	<u>ng</u>	
Vowel Diagrams	<u>ai</u>	<u>ee</u>	<u>igh</u>	<u>oa</u>	<u>oi</u>
	<u>oo</u>	<u>ar</u>	<u>or</u>	<u>ur</u>	<u>ow</u>
	<u>er</u>	<u>ear</u>	<u>ure</u>	<u>air</u>	

Phase 3 – Tricky Words

Children are encouraged to write the following 5 tricky words

the	to	l	no	go
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and read the following

he	she	we	me	be	was
my	you	her	they	all	are

As we begin to teach the children the skills that they will need in order to be successful readers and writers, we focus on speaking and listening activities.

We explore body sounds, sounds in the environment, the difference in the sounds of percussion instruments, rhythm and rhyme, voice sounds and alliteration - words that all begin with the same initial sound - 'sad, Sammy snake', 'big, bad bug'.

All the way through we also teach the skills of 'blending' and segmenting'.

- Blending

We teach the children how to blend or merge sounds together to read each word, in the right order, to read a word. E.g. c-a-t = cat.

- Segmenting

We teach the children how to segment each word to spell. E.g. cat = c-a-t

The aim is for the children to read the whole word automatically.

These activities are all done orally. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

Children will also be learning High Frequency words

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		

Sounds books

We will send sound books home weekly to enable you to follow and support the work done in class. We encourage the children to draw, write, find pictures to go with the letter. Children work at different levels so please go with your child. Some children will need to practise the letter formation and others can write words beginning with that sound.

Ways you can support your children at home

Sound-talking or Robot-talking

Find real objects around your home that have three phonemes (*sounds*) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g - peg.'

'I spy a c-u-p - cup.'

'Where's your other s-o-ck - sock?'

'Simon says - put your hands on your h-ea-d.'

'Simon says - touch your ch-i-n.'

Magnetic letters

Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.

Making little words together

Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: ‘*a-m – am*’, ‘*m-e-t – met*’.

Breaking words up

Now do it the other way around: read the word, break the word up and move the letters away, saying: ‘*met – m-e-t*’.

Both these activities help children to see that reading and spelling are reversible processes.

Spelling is harder than reading words – praise, don’t criticise. Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting.

Your child might be trying to use letters from their name to write; this shows that they know that writing needs real alphabet letters.

Make or buy an alphabet poster.

Getting ready for writing

We will model how to form letters (*graphemes*) correctly, so that children can eventually acquire a fluent and legible handwriting style- leading to Milestone 1. These skills develop over a long period of time. A child’s ability to form a letter correctly is a separate skill from phonics. Holding a pen or pencil needs considerable co-ordination and practice in making small movements with hands and fingers.

In the early stages of phonics children can use letter cards or magnetic letters to demonstrate their knowledge of phonics.

Writing in lower-case letters

We shall be teaching lower-case letters, as well as capital letters. As most writing will be in lower-case letters it is useful if you can use these at home. A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters.

Ways you can support your children at home

Using their whole body

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help co-ordination include throwing balls at a target, under-arm and over-arm, and bouncing balls – also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

Hand and finger play

Action rhymes such as ‘*Incy wincy spider*’, ‘*One potato, two potato*’ and ‘*Tommy Thumb*’ are great fun and get their hands and fingers moving. Playing with salt dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

Hand-eye co-ordination

Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place – these all help hand-eye co-ordination.

Pencil hold

The ‘pincer’ movement needs to be practised. This is important as it enables children to hold a pencil properly as they write. Provide them with kitchen tongs and see if they can pick up small objects. Move on to challenging them to pick up smaller things, for example, little cubes, sugar lumps, dried peas, lentils, first with chopsticks, then with tweezers.

Ask children to peg objects to a washing line.

Provide plenty of different types of pen and pencil; hold their hand to practise the correct grip.

Numbers

Throughout the year we focus on numbers 0-20. We learn how to count reliably, recognising numbers, one more and one less than a given number and then addition and subtraction, doubling and halving later in the year.

How to help at home

Numbers are everywhere, look at door numbers, registration plates on walks. Count the stairs as you climb them, counting out knives, forks and spoons at dinnertime. Counting toys as they play.

Playing many board games can really help develop your child's understanding of numbers, sequences and addition/subtraction bonds.

a 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