

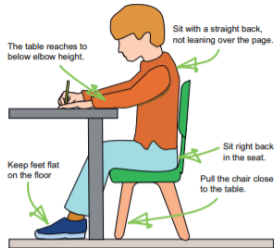
Reception home learning guidance

Weekly phonic/handwriting sheet


The weekly phonic/handwriting sheet matches the sounds we are learning in class. Please make sure your child is sitting at a table properly and adopting the correct sitting position. We have talked about 'froggy fingers' and how to hold the pencil correctly (please use pencils as this is a very different feel to using a pen). You may need to stand behind them and guide their hand as they start to write so that they get to 'feel' the direction of the letter correctly. If they start to write it incorrectly, this can develop into bad habits later on. Please also ensure that the room is quiet and free from distractions. We use a handwriting scheme called Letterjoin (www.letterjoin.co.uk, username: home, password: lj3333). You will find lots of activities on here to support your child with their handwriting.

Comfortable Sitting Position and Correct Paper Position Letter-join

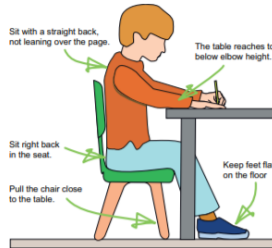
Right handed children
How to sit correctly to be comfortable for handwriting.



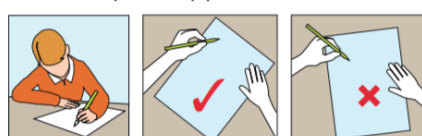
How to hold and position the paper.

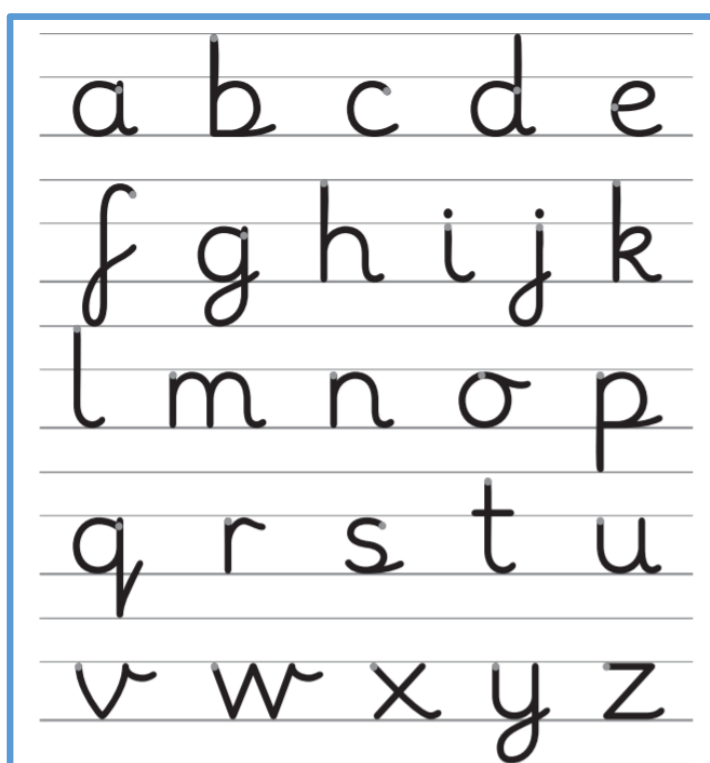


Left handed children
How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.





Termly maths activities

Each term, we encourage the children to learn some **instant recall facts** for maths and you will see a maths activity sheet which helps learn these facts for the whole term. An instant recall fact is something you have learnt off by heart and know instantly. Underpinning this is the knowledge about what you are learning and activities have been suggested to help support your child. Please use the journey to school, climbing up stairs and the odd five minutes here and there to ask your child these facts and keep it fun. If you would like any support on maths and how children develop an understanding of key concepts at an early age, this website is great:

<https://earlymath.erikson.edu/why-early-math-everyday-math/big-ideas-learning-early-mathematics/>

Reading

You will have also noticed that your child has brought home a yellow reading record diary and some reading books. To begin with, these will be picture books to help develop comprehension skills. Please ask your child to look at the front cover of the book and ask what it might be about? What makes them think that? Then look through the pictures one page at a time and ask your child to retell the story to you. Your questions are really important in helping them develop their understanding of what the story might be about. Can they guess what might happen next? Can they use different voices for different characters?

When you share a story together, please record it in the reading record diary and just say briefly what kind of discussion you had, whether your child was able to pick out clues in the pictures, whether something led to a discussion between yourselves etc.

We also have a recommended Reading Spine in each class and this is glued into the back of the yellow reading diary books. We encourage pupils to read/hear as many books from the Reading Spine as possible so that they are getting experiences of sharing language-rich books with you.

When we have learnt a group of sounds, we will start to send home some simple reading books. These reading books should be read three times.

1. The first time your child reads the book, you are encouraged to look at the front cover together and discuss what it might be about. Look through the pages and chat about what might be happening on each page and look at any tricky words or names before you read the book.
2. The second time your child reads through the book, they then start to sound out the letters and blend them together to read the word. Ask them to place their finger under the word they are sounding out and to track the words as they read with their finger. Sound it out, blend it together, read the word (you will have to model this out aloud to begin with so that they can hear the sounds). If you are unsure about the sounds and how you should be pronouncing them, head to our website and find the phonic page for more help.
3. The third time your child reads their book, they should read again with more pace and hopefully develop more confidence with their blending.

Please date when your child has done some reading or has practised their sounds and just add a brief note so that we know whether your child is making progress or needs further support.

You will notice that there is a Phonic Assessment sheet at the back of the yellow reading diary. Please revisit the sounds that we have learnt with your child and tick the sounds that your child remembers or dot it if they have forgotten. Do this as often as you can so that it becomes embedded in their memory.

Phonic assessment					
Light indicates taught but needs revisiting, tick indicates secure recall of sound					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Recall/learn	Recall/learn	Recall/learn	Recall/learn	Recall/learn	Recall/learn
s	a	t	p	i	
n	m	d	g	o	
c	k	ck	e	u	
r	h	b	f	l	

Once we have learnt a few sounds, your child will bring home a reading word list (these are matched to the sounds they are learning and are another opportunity to practise blending sounds to read words).

In advance, we thank you for your help with home learning. We realise that we have included a lot of information in this letter but please ask if you need further clarification on anything (we are happy to chat about this at our phonic/reading workshop next term). Without a doubt, the children who really 'take off' in Reception are those who do their home learning on a regular basis and keep revisiting what they have learnt. Keep the home learning sessions short and manageable so that it is not a tiring process for your child. Five minutes a day is much better than half an hour in one session.

As a general rule of thumb, we would be really happy if your child aimed to do the following:

- reads every day in some form (sound practice, word list, reading)
- complete the home learning phonic worksheet in blue home learning books (one a week)
- complete a maths activity (one a week)

Many thanks for your support

Mrs Kelly & Mrs Sell