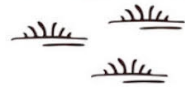


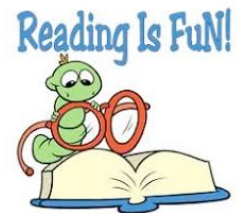


*Gorrings Park
Primary School*



HOME LEARNING

Reception



Reading

- Read to and with your child every day.
- Encourage your child to read a range of texts such as newspapers, comics, poetry and non-fiction.
- Discuss your child's reading choices with them.
- Use the pictures as well; there is often an additional story in them.
- Allow plenty of time for discussion before you turn over a page
- Join the local library or join an on-line library so that your child has access to an even wider range of books.
- Praise your child's efforts and encourage them to take an interest in reading in their free time.
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures.
- Memorising is not cheating. Make reading fun!

Here is a list of questions that you can ask your child when reading at home:

- What is this book called?
- What is the book about?
- What do you think will happen next?
- Why did that happen?
- What can you tell me about the story so far?
- Who read the book with you?
- Who is the book about?
- Can you tell me about anyone else in the story?
- Can you tell me about the illustrations?
- Why do you think the character did _____?
- Did you like this book?
- What did you like/dislike about it?
- What was your favourite part of the story? Why?

Book Recommendations

We endeavour to foster a love of reading. We therefore encourage children to read for enjoyment and pleasure. Here is a list of books which are suitable for Reception that will help to develop a love of reading.



Brown Bear, Brown Bear, What Do You See?	Bill Martin Jnr
Where's Spot?	Eric Hill
Guess How Much I Love You	Sam McBratney and Garth Williams
The Little Red Hen	Byron Barton
The Very Hungry Caterpillar	Eric Carle
Clifford the Big Red Dog	Norman Bridwell
Owl Babies	Martin Waddell and Patrick Benson
Where the Wild Things Are	Maurice Sendak
Winnie the Pooh	A A Milne
The Tale of Peter Rabbit	Beatrix Potter
Stone Soup	Marcia Brown
Not Now Bernard	David McKee
There was an Old Lady who Swallowed a Fly	Pam Adams
The Tiger Who Came to Tea	Jill Tomlinson
The Gruffalo	Julia Donaldson & Axel Scheffler
Winnie the Witch	Valerie Thomas & Korky Paul
The Elephant and the Bad Baby	Elfrida Vipont & Raymond Briggs
We're Going on a Bear Hunt	Helen Oxenbury
Handa's Surprise	Eileen Browne
The Owl Who Was Afraid of the Dark	Jill Tomlinson
I Will Never Eat a Tomato	Lauren Child
Rosie's Walk	Pat and Laurence Hutchins
One Snowy Night	Nick Butterworth
Dear Zoo	Rod Campbell
The Rainbow Fish	Marcus Pfister
Dogger	Shirley Hughes
Farmer Duck	Martin Waddell
Once Their Were Giants	Martin Waddell and Penny Dale
Traditional Rhymes	
Alphabet Books	
Counting Books	



Phonics

We follow Sounds-Write as our phonic scheme in Reception and KS1. Here is some information from Sounds-Write about how phonics is taught.

Sounds-Write™ A guide for parents of children in Reception

What can you do to help your child learn to read?

Over the following weeks, we will be introducing these sounds in the following order:

Unit 1: a, i, m, s, t

Unit 2: n, o, p

Unit 3: b, c, g, h

Unit 4: d, f, v, e

Unit 5: k, l, r, u

Unit 6: j, w, z

Unit 7: x, y, ff, ll, ss

Every week or so, we will begin a new unit and build the new sounds into what we have already introduced. We will always be talking about sounds not letters, and you can help most effectively by not using letter names, only sounds.

What are we trying to teach?

We want the children to learn that letters are symbols for sounds, so that when they see the letters

< m > < a > < t >, they say and hear /m/ /a/ /t/ 'mat'.

To begin with, we shall be working only with 2- and 3-sound words. Your child needs to say the sounds and listen to hear what the word is.

For this reason, sounds need to be said very precisely. For example, when we see the letter <m>, we say /m/ and not 'muh'.

Of course, some sounds are much more difficult to say without adding a bit of an 'uh', but, with practice, it can be done. When your child has said all the sounds in a word and then read the word, ask them to write the word on a piece of paper or a small chalk board.

Playing games with the sounds in words can be good fun and will help your child to understand that everyday words are made up of sounds and that we can pull these sounds in words apart: thus, 'cat' can be separated into /c/ /a/ /t/; and we can put these sounds back together again to form recognisable words: thus, /c/ /a/ /t/ gives us 'cat'.

Names often make useful example to begin with: 'Jack' would be /j/ /a/ /k/ and 'Emily' would be /e/ /m/ /i/ /l/ /ee/. If you are not sure, just close your eyes and say the sounds in a word to yourself.

Key to alphabetic code knowledge:

Unit 1: a, i, m, s, t

/a/ as in 'cat', /i/ as in 'pin', /m/ as in 'map',
/s/ as in 'sip' and /t/ as in 'ten' -

Unit 2: n, o, p

/n/ as in 'not', /o/ as in 'pop', and /p/ as in 'pen'

Unit 3: b, c, g, h

/b/ as in 'big', /c/ as in 'cup', /g/ as in 'get', and /h/ as in 'hen'

Unit 4: d, f, v, e

/d/ as in 'dog', /f/ as in 'fun', /v/ as in 'vet', and /e/ as in 'leg'

Unit 5: k, l, r, u

/k/ as in 'kit', /l/ as in 'leg', /r/ as in 'run', and
/u/ as in 'bun' -

Unit 6: j, w, z

/j/ as in 'jug', /w/ as in 'wig', and /z/ as in 'zip'
-

Unit 7: x, y, ff, ll, ss

The letter **X** represents two sounds /ks/ or /gz/ (depending on the word and/or the speaker's accent), so /ks/ as in 'fox'; /y/ as in 'yes'. The double consonants <ff>, <ll> and <ss>, represent the sounds /f/, as in 'sniff', /l/ as in 'fill', and /s/ as in 'miss'.

When you are reading a reading book with your child, do all the things you would normally do, such as talking about the story, discussing the characters, predicting what is going to happen next, and so on.

But, whenever you come to a two- or three-sound word, which has in it the sounds your child has already come across, ask them to have a go by **saying the sounds and listening** for the word.

If you do this, you will find that your child will quickly move on to more complex words, such as words with four and five sounds, such as 'lamp' and 'crisp'.

After your child has tackled three-sound words, their teacher will be moving on to words with four and five sounds and, again, you can best support your child by giving them as much practice as you can.

If you have any questions about what you should be doing, or you meet any unexpected difficulties, just ask your child's teacher. Good luck and enjoy working together with your child.

©Sounds~Write™

Handwriting



Ideas to support fine motor skills and handwriting:

- Offer a variety of tools: wax crayons both fat and thin, chalks, chunky pencils, felt tips, paint brushes, sand and sticks.
- Work on a variety of surfaces: paper (white, black, coloured), blackboard, whiteboard, tracing paper, tin foil, sand paper, shiny card, etc.
- Adopt a variety of exploratory positions: lying on the tummy, standing, on all fours, kneeling, sitting and using a vertical surface, e.g. an easel or a wall.
- Write in a variety of sizes: big blackboards/whiteboards, old wallpaper, tiny bits of cards, old receipts and paper.
- Fine motor skills allow children to grip a pen and write a sentence. Strengthening exercises for fine motor skills can be a fun training session. Activities such as playing with small building blocks, catching and throwing a tennis ball, using fingers to march up and down an object, or pull beads or shells onto a string to make a necklace help children strengthen and fine tune their motor skills.

Patterns of movement:

Try including the following patterns of movement:

- Working from left to right.
- Working from top to bottom.
- Anti-clockwise circles.
- Clockwise circles.
- Diagonal lines in both directions.
- Curved lines.
- Zig-zag lines.

During activities try to:

- List and explain orientations of up/down, over/under, besides/above/below.
- Work from left to right.
- Work on vertical surfaces so the child understands up/down.
- Work from large to small, big to little.
- Learn to trace around circles in an anti-clockwise direction.
- Provide constant reinforcement to ensure good sensory feedback through touch, smell, sight and sound.
- Encourage child to talk through and describe the movement patterns of an activity or letter formation e.g. for letter h, “start at the top, go down to the bottom, back up, half way over and back do

We use Nelson Handwriting script in school and practise our handwriting daily.



Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

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

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined **from**) are:

b g j p q x y z s

Writing



Ideas to encourage a love of mark making and writing:

- Write party invitations.
- Encourage children to write thank you letters after birthdays and Christmas.
- Write postcards when on holiday.
- Write menu for a family meal or party.
- Email a family member or friend.
- Make a scrap book with labels and captions – maybe after a holiday or special event.
- Write an information leaflet about something they find interesting e.g. dinosaurs, sports etc.
- Write a letter to a favourite author.
- Invent and write rules for the house, bedroom etc. and put on a poster
- Draw, label and explain their own inventions. Make up silly sentences and tongue twisters.
- Let them free write—they can tell you ‘what is says’ - marks and then letters have meanings!
- Watch out for children writing the first sound of the word they are sounding out
- Encourage spelling by sounding out the letters
- ‘Check’ how the word would look like in a book if your child asks
- Again have fun, don’t make it a chore, make them love it!

The importance of Play Dough!



Play dough is a really quick, easy and satisfying thing to make. The actual making experience with the ingredients and how they react can support children's learning. It can be used in all kinds of learning activities. It needs to be stored in an airtight container or bag if you are going to reuse it.

Play Dough Ingredients:

2 cups of plain flour

$\frac{3}{4}$ cup salt

2 cups of warm water Food colouring (optional)

Method:

- Wash your hands thoroughly with soap and warm water.
- Measure out 2 cups of plain flour and pour into the bowl. Measure out $\frac{3}{4}$ cup of salt and pour into the bowl.
- Measure out 2 cups of warm water and pour into the bowl.
- You can add food colouring if you wish (just a drop of your favourite shade).
- Stir the mixture together until it becomes sticky.
- Continue stirring until the mixture has all come together.
- Once the mixture has come together, use your hands to knead the dough.
- If your play dough is too sticky you can add in extra flour.

This is a great opportunity to learn about language, science and maths. It is a shared experience.

Start off by exploring the different ingredients together. Do they have the same texture, same colour or consistency? What happens when you add the flour and salt together? Is it dry or wet? What happens when you add in the water?

Use words such as liquid, dry and wet. Encourage your child to make observations about the changes throughout the process. Once they have started stirring you can talk about the texture. Is it sloppy or sticky?

This is learning about the properties and ingredients. Encourage the children to use the language of texture and other descriptive words.



Activities:

Play dough is a really fun material to play and learn with. You will have your own great ideas. There are so many possibilities for what it can be transformed into. Here are a few ideas to get you started. Find some equipment and utensils from around your home to support your child in exploring and mark making the play dough. You could use a rolling pin, cookie cutters, spoons, jar lids etc. Using a rolling pin helps children to work on their shoulder and arm strength.

Super Dough Spheres

Encourage your child to create play dough balls.

Rolling out spheres is an extra challenge for children to use their hands, as they have to work in the opposite direction and in circular movements. Make gigantic balls, teeny balls and talk together about their sizes. What terms could you use? Are they miniature, minute, huge, etc.? Compare and contrast. Who has the biggest? Can we make one smaller? Can we make them the same size?

Equipment and Utensils

You may have some utensils that the children can use with their play dough. See what differences it makes using a spoon or a fork to cut up the dough. You may have some child friendly cutlery for your child to use to practice their self-help skills for meal times. The play dough should be nice and soft for children to easily cut through and manipulate (if it sticks you could add a little flour). Let them just play with the utensils and see what they can create.

Patterns

You may have some equipment that has patterns on. Look on the bottom of a cup or perhaps the handle of a spoon that has an interesting pattern. Try using a spatula to smooth the dough. Using different mashers is also fun. Your child can explore these by pressing the tools against the dough. Look for any similarities and differences. They may want to create their own patterns by making marks in the dough. They could use the end of a spoon or their finger to create dimples and holes. Have they got toys that could make marks in the dough such as a mini car?



Super Snakes

Children can make all kinds of wonderful creations with play dough. They may want to make their own slithery snake. This helps children to use their hands, moving them back and forth in opposite directions. They may create snakes of different lengths and sizes. Which one is the longest? Will it reach the end of the table? Perhaps they have made a tiny, little snake.

Treasure Dough

Use the play dough to hide treasure for your child to discover. You could hide coins, buttons or beads inside the play dough. Digging for treasure is a wonderful workout for your child's hands and fingers. You can talk about the different properties of the treasure you have found. Is it cold, bumpy, shiny or dull? Is it gold, bronze, metal or wooden? Imagine finding pretend rubies, pearls and sapphires.

Fine Motor Skills

Why not encourage your child to isolate their fingers as they experiment? You can say, "Let's get Peter Pointer to press the dough!" You can also get your child to pinch the play dough to work on their pincer grip. Encourage your child to squeeze the play dough in their hands to strengthen their hand grip. Getting the child to use their fingers and hands supports their ability to hold pens and pencils for their writing development.

Cafe

Perhaps you could make a pretend lunch or tea with the dough. It could be your own bakery, café or restaurant. Think about which equipment you have in your kitchen. Have you got a rolling pin to roll out pastry and make pasties or pretend jam tarts? Talk about how the dough rolls out smoothly and how it stretches. You can use scientific and imaginative language. Imagine making a delicious pizza. Which toppings will you add? You could make some cheese, pineapple, and tomatoes into shapes and add it to your base. Once you have created the pizza you may want to start slicing it up and sharing it with your family. How many pieces do you have? What about making a special birthday cake. How old is the person? You could add pretend candles. Count the candles and sing the Happy Birthday song together. You could also make food for a feast in a castle. What about making 5 currant buns and singing the song? Have some 1 pence coins and make this a great maths activity as well as being creative and language rich.



Monsters

Your child may want to create their very own monster. You may have some accessories (risk assess) for them to use as legs, arms, eyes, wings, etc. You can use paper straws, feathers, beads, buttons and wool. Talk about what features their monster may have. They may choose 8 legs because they can run really fast or one huge eye that can see everything. What colour is your monster? What is the monster's name? Consider what your monster might eat. The yellow monster's favourite food might be bananas. The green monster's favourite food might be peas.

Favourite Animals

Think about what animals and creatures live in the forest, such as squirrels and hedgehogs. Perhaps you have some stories based in a forest, such as 'The Gruffalo' by Julia Donaldson. The child may want to create a mouse, a snake, an owl, a fox and even a Gruffalo. You may want to roll out some nuts for the mouse to eat, build a tree top house for the owl or an underground house for the fox. This supports their early literacy development as they recall from stories they know, remembering the beginning, middle and end.

Aliens

You could use the play dough to create mini worlds. They may create an alien planet, a land of dinosaurs or an under-sea world. They may roll out space rocks and create little hidden alien homes. Think about what the aliens might look like, Will they be tall or short? Have they got two arms? You might have some googly eyes for them to use or they could scrunch up pieces of paper instead. Is it a hot or cold planet? Does the alien need fur to keep it warm?

The possibilities are endless.....