

## Home learning

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Children learn by exploring, repetition, chatting and doing! To help them make connections and embed their learning, it is great for them to do things at home with their family as part of their learning journey. Your partnership is crucial, and we aim to make activities and suggestions fun, clear and manageable within family life.

Home learning is given out on Thursdays and handed in on **Wednesdays**.

### Typical week of home learning

Daily (5 times a week):

- Green card practice through games (2 mins)
- Listening and supporting them read a levelled book (5 mins)

Once a week:

A practical home learning e.g. sorting socks or short discussion with the parent (15 mins)

### Green card game suggestions *(see the fun ideas section under parent workshops in the EYFS pages on the website for further activity ideas):*

You have two weeks to learn each set of ten. Try and learn most of them in the first week and use the second week to revisit to ensure they have them memorised.

- Hang words in key positions around the house such as where the children brush their teeth in the morning, on the fridge or by their bed.
- Hide the words around the house and carry out a word hunt. Can they find the hidden word and say the word instantly?
- Play 'word splat'. Put a few of the words on the table. Can they splat the word that you call out?
- Make flashcards of the words and cut them up into different pieces. The children have to put them back together in the correct order like a jigsaw puzzle.
- Play musical freeze. Dance around words written on large pieces of paper. When the music stops, can they read the one the stopped near?
- Go on a green card word hunt in your reading book.

### Reading tips:

- try and do it when they are not too tired
- Bear in mind what sounds and key words they have learnt so far (see phonics plan)
- To help keep the flow, segment words they find hard for them to blend
- If you know a word is not decodable, tell them. E.g. 'laugh' "oh this is a tricky word, it doesn't sound like how it is written. What sound does it start with? Can you look at the picture to give you a clue, or what would make sense in this phrase?"
- Tell them all the things they managed to do: "You knew so many sounds! You found 'the' on every page! Well done for using the pictures to help you!"

### Other activities:

- singing the jolly phonics songs for the letter sounds
- Name writing in fun ways (chalk pens on windows, in flour, large paint brushes outside)














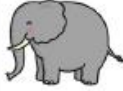









# Phonics overview

Term/Wk	Teaching plan for sounds (we do not do it alphabetically)	Tricky words (not decodable) taught in phonics lessons	Jolly phonics song first line (to help you prompt your child)	Green card home to learn to read on sight	Green card tested in school
Autumn	+NB YR start in week 2 due to home visits				
Week 3 *	Phase 1 <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Initial sounds</li> <li>• Segmenting words</li> </ul>	-		There are ten green cards, each with ten words on them. They are the first 100 most common words. We want the children to know these by sight (rather than sounding our laboriously) because it supports fluency and they can use their energy on unfamiliar or longer words they meet. You have two weeks to learn them i.e. five sight words a week. Please see suggestions at the front of the reference pack for ideas on how to do this.	
Week 4	Phase 2 set 1 <ul style="list-style-type: none"> <li>• s, a, t, p</li> <li>• Oral blending and segmenting using the 4 sounds</li> </ul>	l	<input type="radio"/> The snake is in the grass <input type="radio"/> Ants on my arm <input type="radio"/> When I watch the tennis game <input type="radio"/> Puff out the candles		
Week 5	Phase 2 set 2 <ul style="list-style-type: none"> <li>• i, n, m, d</li> <li>• oral blending segmenting</li> <li>• reading words</li> </ul>	the a	<input type="radio"/> Inky the mouse is my pet <input type="radio"/> See the aeroplane nnn <input type="radio"/> The mum and the dad make many meals <input type="radio"/> See me play on my drum	Parent workshop on how to support your child in reading at home and home learning – see film.	
Week 6	Phase 2 set 3 <ul style="list-style-type: none"> <li>• g, o, c, k</li> <li>• oral blending segmenting</li> <li>• reading words</li> <li>• demonstrate segmentation for spelling (CVC)</li> <li>• reading captions using set 1-3 sounds and words</li> </ul>	to he she	<input type="radio"/> The water gurgles down the drain <input type="radio"/> Now it's dark the lights go on <input type="radio"/> We are clicking castanets <input type="radio"/> Kites are flying in the sky	Set 1 Books sent home for the first time. 3 levelled reading books and 1 library book for parents to read to their child.	
Week 7	Phase 2 set 4 <ul style="list-style-type: none"> <li>• ck e u r</li> <li>• reading caption with letter sets 1-4</li> <li>• demonstrate spelling and writing using letter sets 1-4</li> </ul>	be me by my	<input type="radio"/> ck – as c <input type="radio"/> Eggs in the pan <input type="radio"/> Up go umbrellas <input type="radio"/> See the doggy rip the rag		
Week 8	Phase 2 set 5		<input type="radio"/> I like to hop	2	1





















	<ul style="list-style-type: none"> <li>• h b f, l,</li> <li>• reading captions and words with letter sets 1-5</li> <li>• demonstrate spelling words and captions with letter set 1-5</li> </ul>	no go so	<ul style="list-style-type: none"> <li>○ Bring your bat and bring your ball</li> <li>○ My friends and I went to the beach.</li> <li>○ We lick our lollipops</li> </ul>		
<b>Autumn 2</b>					
Week 1	Phase 2 set 5 <ul style="list-style-type: none"> <li>• ff ll ss j</li> <li>• reading words and captions</li> </ul>	for her	<ul style="list-style-type: none"> <li>○ ff- as f</li> <li>○ ll as l</li> <li>○ ss as s</li> <li>○ jelly and jam.</li> </ul>	3	2
Week 2	Phase 3 set 6 <ul style="list-style-type: none"> <li>• v w x y</li> <li>• reading using sets 1-6 letters</li> </ul>	do said was	<ul style="list-style-type: none"> <li>○ Drive Vic's van round the village</li> <li>○ I see the clouds moving</li> <li>○ Take an x-ray</li> <li>○ I like to eat yoghurt</li> </ul>		
Week 3	Phase 3 set 7 <ul style="list-style-type: none"> <li>• z zz qu ch sh</li> <li>• reading captions with letter sets 1-7</li> </ul>	like you	<ul style="list-style-type: none"> <li>○ Did you ever hear a bee buzz</li> <li>○ The duck in the pond quacks</li> <li>○ Trains are chugging</li> <li>○ Hush, hush hush don't make a sound</li> </ul>	4	3
Week 4	Phase 3 digraphs <ul style="list-style-type: none"> <li>• th/th ng ai ee</li> <li>• reading captions and sentences</li> </ul>	they there	<ul style="list-style-type: none"> <li>○ Did you ever hear a rude clown</li> <li>○ If you're strong and you know it</li> <li>○ My ear hurt I was in pain</li> <li>○ See the donkey in its stall</li> </ul>		
Week 5	Phase 3 <ul style="list-style-type: none"> <li>• igh oa oo/oo ar</li> <li>• reading and writing captions and sentences</li> </ul>	come came	<ul style="list-style-type: none"> <li>○ The captain says ai ai</li> <li>○ Oh did you see the billy goat</li> <li>○ Who wants to be a cuckoo</li> <li>○ Open wide the doctor said</li> </ul>	5	4
Week 6	Phase 3 digraphs <ul style="list-style-type: none"> <li>• or ur ow oi</li> <li>• reading and writing captions and sentences</li> </ul>	day way say	<ul style="list-style-type: none"> <li>○ See the donkey in its stall</li> <li>○ The mixer in the bowl</li> <li>○ I pricked my thumb with a needle</li> <li>○ The sailors met upon the sea</li> </ul>		
Week 7	Phase 3 <ul style="list-style-type: none"> <li>• ear air ure er</li> <li>• reading and writing captions and sentences</li> </ul>	their	<ul style="list-style-type: none"> <li>○ None for ear, ure, er (Mrs Beard is going to make some up...bear with!)</li> <li>○ The mixer in the bowl</li> </ul>		5
<b>Spring 1</b>					
Week 1	Each year we review the progress of our cohort and adjust our planning accordingly. Aim: to thoroughly	out our all			
Week 2		new made		6	1-5 random

Week 3	embed all sounds into long-term memory and work on fluency. In general terms we will be revisiting all the sounds we have learned e.g. Revise phase 3 digraphs / trigraphs	make take			
Week 4		are give	7	6	
Week 5		have here			
Week 6		want saw	8		7
Week 7		when who			
Spring 2					
Week 1		As above: our aim is to thoroughly embed all sounds into long-term memory and work on fluency. In general terms we will be revisiting all the sounds we have learned	what your	9	8
Week 2	use one				
Week 3	some more		10	9	
Week 4	any two				
Week 5	were			10	
Week 6	(choose 2 words that are useful for this time of the year)				
			Please now start helping your child spell the words on Set One ready for testing after Easter. We will then test them each week in order in the summer term.		

## Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

## Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

# Handwriting pictures and rhymes



Letter	Picture	Rhyme
a	apple	All around the apple and down the leaf
b	boot	Down the laces to the heel and up around the toe
c	caterpillar	Curl around the caterpillar
d	dinosaur	Around the dinosaur's bottom, up his tall neck and down to his feet
e	egg	Lift of the top and scoop out the egg
f	flower	Down the flower and across the leaves
g	girl	Around the girls face, down her long hair and curl
h	horse	Down the head to the hooves and over his back
i	insect	Down the insect's body and dot his head
j	Jack in a box	Down his body, curl and dot
k	kangaroo	Down the kangaroo's body, up and around the tail and then down the leg
l	leg	Down the long leg and curl at the feet
m	little girl by two mountains	Maisie, mountain, mountain
n	goalkeeper and a net	Down Ned and up over his net
o	orange	All around the orange
p	pirate	Down the pirate's plait, and around his face
q	queen	Round her head, up past her earring and down her hair
r	robot	Down the robot's body and up over his arm
s	snake	Slither down the snake
t	tower	Down the tower and across the tower
u	umbrella	Down and under up to the top and draw the puddle
v	vulture	Down a wing and up a wing
w	worm	Down, up, down and up
x	boy exercising	Down the arm and leg and repeat the other side
y	yak	Down a horn, up a horn and under his head
z	zip	Zig-zag-zig

# Number formation rhymes

<p>Around and round and round we go, When we get home we have a zero.</p> <p>0</p>	<p>Start at the top and down we run, That's the way we make a one.</p> <p>1</p>	<p>A candy cane and a shoe, That's how we make a two</p> <p>2</p>
<p>Around the tree and around the tree, That's the way we make a three.</p> <p>3</p>	<p>Down and across, down some more That's how we make a four.</p> <p>4</p>	<p>Down and around and a flag on high That's how we make a five.</p> <p>5</p>
<p>Down we go and make a loop, Number six makes a hoop.</p> <p>6</p>	<p>Across the sky and down from heaven, That's the way we make a seven.</p> <p>7</p>	<p>Make an 's' and do not wait When it's joined up you have an eight.</p> <p>8</p>
	<p>Make a loop and then a line, That's the way we make a nine.</p> <p>9</p>	