

Welcome!

How to support reading at home
and home learning

Please collect your child's pack:

Home learning book

Reading journal

Class pictures

Sound cards

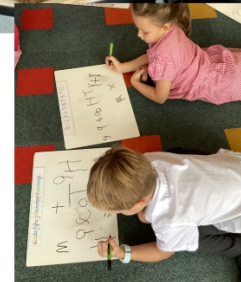


September 2022

The first few weeks



All 60 of the children have settled in beautifully into life in Reception. We are so impressed with their attitudes towards learning and their ability to adapt to the rules and routines so seamlessly.



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The Curriculum

We follow the EYFS curriculum which is divided into 7 areas of learning.

Personal, Social and Emotional
Communication and Language
Physical Development
Literacy
Mathematics
Understanding of the World
Expressive Arts and Design


Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021



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<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

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Characteristics of learning

playing and exploring - children investigate and experience things, and 'have a go';

active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



How can you support learning at home?

Reading - daily reading will help your child immensely. We suggest having a routine and doing it little and often.

Home learning - we will be sending out weekly fun activities based on what we are learning at school.

HAVE A LOOK AT THE FIRST PAGE OF OUR HOME LEARNING REFERENCE BOOKLET



Reference booklet in the back of home learning book

Typical week of home learning

Daily (5 times a week):

- Sounds and common exception words practice through games (2 mins)
- Listening and supporting your child read a decodable or supplementary book (5 mins)

Once a week:

A practical home learning activity e.g. sorting household items or drawing a map (15 mins)

Reading books

Changed once a week on Thursdays until parent readers are trained. Then whichever day their parent reader is in to volunteer. Your child will receive 5 books a week as follows:

Barnes Books

How you can help

2 Decodable books



To practise phonics taught so far for fluency



Your child should be able to decode these books independently through sounding out and blending or recognising common tricky words. Aim for lots of repetition so they can easily read it with prosody (expression or 'a storytelling voice').

2 Supplementary books



For variety and challenge - may need some adult help

Supplementary books These are highly decodable. Be prepared to sound out the odd word for your child to blend if necessary. Can they retell it in their own words or remember any new vocabulary that they have encountered?

1 Library book



To develop a love of reading through sharing quality texts



Enjoy your time together! Model great prosody as you share this with your child. Maybe they want to join in or spot words or sounds they already know. Use new vocabulary you have met in your discussions about the book.

Blending card

sat

ant

tap

pat

it

nip

Rocket Phonics I can blend words Pink A |

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Reading

New Early Learning Goals:

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Phonics

Children receive a daily phonics lesson from Nursery to Year Two.

Rocket phonics starts by teaching the basic alphabet sounds in a structured order and builds up to blending and reading full words and sentences. Phonics is embedded in free flow throughout EYFS through fun, engaging activities to inspire the children to use their phonic knowledge in independent writing and reading.

We no longer use actions or songs!



Turn to the phonics plan which we will talk you through.

Half-termly expectations				Common exception words
NEW grapheme-phoneme correspondences				
Reception/P1				
Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect	/p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog	/g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite	
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit	/h/ as in hat /b/ as in bat /f/ as in frog and cliff	/l/ as in ladder /l/ as in shell /s/ as in dress	Double consonant letters Two-syllable words
Spring 1	/j/ as in jug /v/ as in van /w/ as in web	/k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle	/z/ as in bugs /k+w/ as in queen	
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring	/ai/ as in train /ee/ as in bee /igh/ as in light	/oa/ as in boat short /oo/ as in book long /oo/ as in moon	he, she, we, me, be, was, my, you, her, they, all, are
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse	/ow/ as in owl /oi/ as in coin /eer/ as in ear	/air/ as in chair /y+oar/ as in manure /uh/ as in hammer	some, one, said, come, do, so, were, when, have, there, out, like, little, what
Summer 2	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon	/ai/ as in cake /ai/ as in acorn /ee/ as in scene	/ee/ as in shield /ee/ as in peach	

Key vocabulary you need to understand and use:






























- sound (s, a, t, p, i, n : not alphabet)
- digraph (2 letters make one sound e.g. 'ch')
- trigraph (3 letters make one sound e.g. 'igh')
- common exception word - cannot be decoded (i.e. sounded out)
- segment 'sound it out'
- blend 'blend them together'

Time to practise...

JK



Rocket Phonics
Sounds Mat
1

	s sun 	a apple 	t tap 	i insect 	p pan 
n net 	m mouse 	d dog 	g goat 	o octopus 	c cat 
k kite 	ck duck 	e elephant 	u umbrella 	r rabbit 	h hat 
b bat 	f frog 	ff cliff 	l ladder 	ll shell 	ss dress 
j jug 	v van 	w web 	x fox 	y yellow 	z zebra 

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Rocket Phonics | The English Alphabetic Code | A guide for parents, carers and families

ABIGAIL STEEL TRAINING

Watch Later Share

	apple	t	tap	insect
mouse	dog	g	goat	o
ck	e	u	umbrella	r
duck	elephant	ll	shell	ha
f	ff	l	ladder	ll
og	cliff	x	fox	y
web				

Watch on YouTube

Rocket Phonics

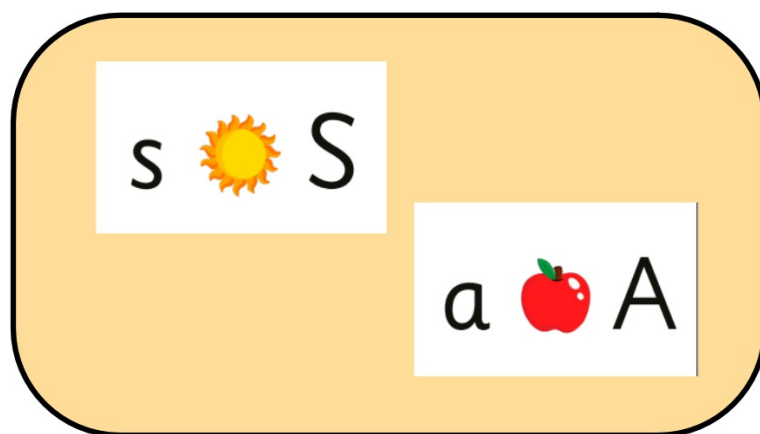
The English Alphabetic Code

A guide for parents, carers and families

https://www.youtube.com/watch?v=nyGQY_GHtoQ

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You will know which sounds we have done each week due to our sound splat cards we send home to practise with.



Keep them at home and use them a lot!

Reading tips:

Get comfortable and ask your child to point with their finger

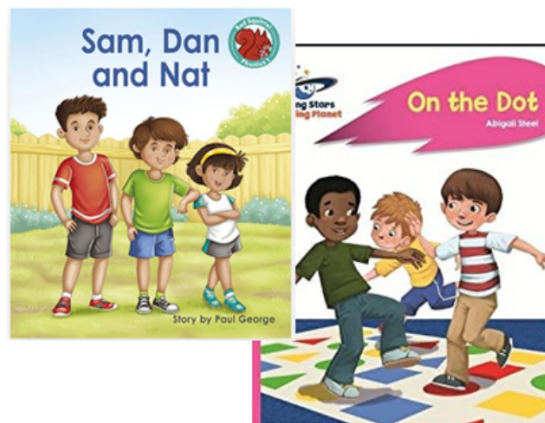


Prompt your child with:

- sound out
- blend
- tricky word
- digraph

Have a look at the picture.
What could it be? (using context)

- 2 decodable texts
- 2 Barnes coloured level books
- 1 Library book to enjoy together



Do a daily entry in your child's reading journal to keep us in the loop and keep books safe in the reading bag

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Further tips

- Comprehension, fluency and expression are important!
- Use reading journal ideas for questions
- Tales Toolkit - character, setting, problem, solution
- Doesn't need to read the whole book, can pick out words or read one page and you read the other
- Read in the environment e.g. signs, recipes
- What if my child has memorised their 3 weekly books? Hide pictures, re-order sentences and pages, synonyms, drawing in response...other books!



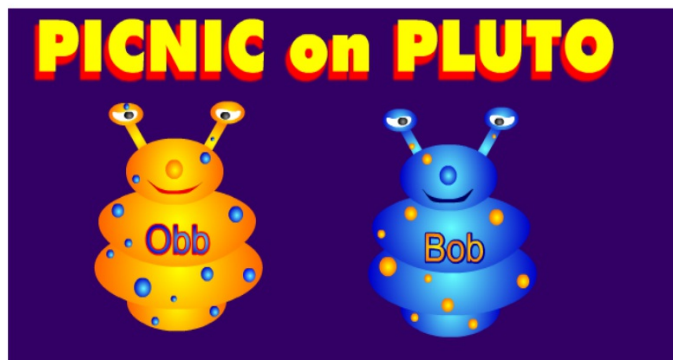
Useful Games to do some days

- Digraph or Trigraph splat
- Sound hangman
- Sound hunt
- Run to the sound
- Bingo
- Point to the word
- Treasure Hunt (Hide words around the house, give children a list. They have to say it when they find it)
- Sleeping Lions



Useful Websites

- Phonics Play (Picnic in Pluto or Buried Treasure)
- ICT games
- Alphablocks BBC
- Busy things



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Home learning

This will be sent out electronically via email with your Weekly Update. Books will be handed out on **Thursday** and given in the following **Wednesday**.



Home learning tasks will consolidate what we have been doing at school or prepare for the learning the week after.

s	Back over the hill, curl around the snake.	a	Back over the hill, curl up down and flick.	t	Down and curl. Cross from left to right.
i	Down and flick. Dot above the stick.	p	Down through the line, up and round.	n	Down, over the bridge and flick.
m	Down, bridge, bridge, flick.	d	Back over the hill, curl, all the way to the top, down and flick.	g	Back over the hill, curl up, down through the line and hook.
o	Back over the hill and all the way round.	c	Back over the hill and curl.	k	Down from the top, up to the middle, make a bow and flick.
e	Forward, back over the hill and curl.	u	Down, bowl, down and flick.	r	Down, over half a bridge and flick.
h	Down from the top, bridge and flick.	b	Down from the top, up and round.	f	Back over a tall hill, down through the line, hook and cross.
l	Down from the top and flick.	j	Straight through the line, hook and dot.	v	Zig-zag.
w	Zig-zag, zig zag.	x	Diagonally down, from the top again diagonally back.	y	Down, bowl, through the line and hook.
z	Across, diagonally down and across.	q	Back over the hill, curl up, down through the line and flick.		

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Website

chool

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Tweets by @Barnes_Primary

 **Barnes Primary**
@Barnes_Primary
What a crafty day!#BPSYR

Curriculum map
Knowledge maps

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Evidence Me expectations and rationale with reforms

As part of understanding your child and partnering with parents

- 6-9 updates per-term
- When appropriate an individual post to highlight your child achieving a milestone or a big 'wow' moment.
- Parent Share
- We prioritise interactions over recording on iPads



Please activate your account once you have received an email and ensure you have downloaded the App.

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Parent Helpers

15 parents to read once a week for an hour and then change childrens weekly 5 books.

This means your child must have their books ready in their bags for their parent reading day.

Day	AM – 9.30 – 10.30	PM – 13.45 – 14.45
Monday	Parent 1	
	Parent 2	
Tuesday	Parent 3	
	Parent 4	
Wednesday		
Thursday	Parent 5	
	Parent 6	
Friday		+ 1.35 – 2.35 + 1.35 – 2.25 when in assembly

Adhoc - cooking Thursday afternoons and sharing of cultural experiences/languages/career interests!

JK

Summary reminders

- book bags in every day (2 decodable, 2 levelled books and 1 library)
- briefly record your child's reading in Reading Journal (we check them everyday)
- Home learning in on **Wednesdays out again on Thursday** (instructions sent out by email with YR update)!

PE kit on Monday to come in their bag for after lunch.

PE kit to be worn on Wednesdays - uniform brought in their PE bag

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Thank you for coming.
Please make you take all your lovely
new things home with you.

