

Reception Information Sheet

October 2018



The following information is to help you support your child at home and to give you an idea of what we are doing within the classroom. We hope that you will find it useful.

Phonics

We teach the children the smallest unit of sound- called a 'phoneme'. This is the order in which the 'phonemes' (sounds) are taught and practised. Correct articulation 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, ss

This is for your information about what is coming up. Letter sets will be sent home on a weekly basis.

Phase 3 - Letter sets

Set 6: j,v,w,x

Set 7: y,z,zz,qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

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

During Autumn term 1 we have explored 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, blue, bug'. We will now begin Phase 2. All the way through the year we also teach the skills of 'blending' and 'segmenting'.

- Blending

We teach the children how to blend or merge phonemes together to read each word, in the right order 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 phonemes (sounds) in words to create spoken sounds!

Children will also be learning tricky words and High Frequency words later on in the year.

High frequency words are common words, words that appear very often in written texts. They are a mixture of decodable words (words that can be sounded out) and tricky / exception words (words in which the English spelling code works in an unusual or uncommon way, which means the words have to be learned and recognised by sight).

Mini phonics books

We will send home jolly phonics print outs, tricky words and high frequency words home to enable you to follow and support the work done in class. Please note that children develop at different levels so please go with your child. It is important to make practising reading and writing at home an enjoyable experience rather than a chore.

Ways you can support your child at home

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.

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. 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.

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.

Websites:

Phonicsplay.co.uk

Activelearnprimary.co.uk (logins will be sent home next term for your child to access their account)

Pronunciation guidance:

<https://www.youtube.com/watch?v=lwJx1NSineE&t=1s>