

West Kirby Primary School



Summer Term 1 -2020

Home Learning Tasks for Foundation Stage

Reading

Reading is the key skill that children need in order to be successful in their learning. We would like to work together with you, to help your child develop the skills needed to become a confident and successful reader.

We therefore ask that you share a story with your child at least 5 times a week. This could be their school library book or any other favourite book from home.

For parents of children in F2 we also ask that you spend about 5 minutes listening to your child read their reading book and talk together about the book at least 3 times each week.

Encourage your child to:

- Ask questions about books they read or have read to them.
- Question new or unknown vocabulary.
- Explain their opinions or express their feelings about books they have read or listened to.
- Predict what might happen next based on what has been read so far.

If your child is in F2, please use the reading record book to record the reading books read at home. There is also a comments section for you to provide us with brief feedback about what your child has particularly enjoyed or benefitted from, and anything they have found tricky and need more help with.

In addition to their reading books, F2 children will also have sight vocabulary words to learn. These can be found in the front of their reading record books. They should be practised for approximately 5 minutes at least 5 times a week in order to develop instant recognition.

We ask that your child completes a phonic or spelling task every week. Suggested tasks are listed below

F1 Phonics activities

Phase 1 suggested activities:



- Play I spy, but segment whole words eg I spy with my little eye, something with the sounds b-o-x. Have a selection of objects for your child to see and encourage them to listen to the sounds and try to blend them together and identify the word. Try to use short, 3 letter words such as pen, peg, cat, mat, cup.
- Discuss the letters and sounds in your child's name. Try to find things that begin with the same sounds. You could write the letters on cards and match the objects to the letter.
- Add a rhyme. Begin with a sentence such as, 'On my way to the shop I saw a dog.' Ask your child to add something which rhymes with dog such as 'frog'. Repeat the sentence, adding this word. 'On my way to the shop I saw a frog and a dog. Continue until you run out of rhymes! You could draw picture prompts to help your child remember the sequence.
- Play 'Simon says using sound talk or 'robot' talk to give the instructions eg Simon says s-i-t, Simon says j-u-m-p etc

Phase 1 suggested websites:

- www.phonicsplay.co.uk – Phase 1 phonic games
- www.letters-and-sounds.com - Phase 1 phonic games
- www.phonicsbloom.com – Phase 1 phonic games
- www.familylearning.org.uk - pre reading games

F2 Phonics Activities

Week 1 20.4.20	Revision of 'oi' & 'ar' 'or' 'ur' <ul style="list-style-type: none"> • Play 'Phoneme Pop' on www.ictgames.com ar or igh ur • Write oi, ar, or & ur words on pieces of paper and hide them around the room / house. Set a timer and ask your child to find as many as they can and read them before the timer runs out. • Practise writing the tricky words her & all. This could be done in the air or with a range of media such as chalks, felt pens, water & paintbrushes, in a tray of shaving foam etc.
Week 2 27.4.20	Introduction of 'air' <ul style="list-style-type: none"> • Watch Mr Thorne video for 'air' on www.mrthorne.com • Play 'Dinosaur Eggs on www.ictgames.com focusing on 'air' • Write a sentence containing the words 'her' and 'hair' eg Her hair was long. She brushed her long hair.
Week 3	Introduction of 'ear' <ul style="list-style-type: none"> • Watch Mr Thorne video for 'ear' on www.mrthorne.com • Play 'Phoneme Pop' on www.ictgames.com focusing on ow, oi, ear, er

4.5.20	Practise writing the tricky words 'her' & 'they'. Try to put them into a sentence and draw a picture to go with it.
Week 4 11.5.20	Introduction of 'ure' <ul style="list-style-type: none"> • Watch Mr Thorne video for 'ure' on www.mrthorne.com • Play 'Buried Treasure' on www.phonicsplay.co.uk Phase 3 focusing on 'ure' • Write a sentence containing the tricky word 'some'. Chop the sentence up into individual words, mix them up and then reassemble the sentence.
Week 5 13.5.19	Revise all of Phase 3 <ul style="list-style-type: none"> • Make a list of the Phase 3 graphemes ow, oi, ar, er, or, air. Go on a hunt around the house and/or garden to find at least one object containing each of these graphemes eg towel, coin, jar, letter, fork, chair etc. Make a list and draw pictures to go with each word. <div style="text-align: right;">  phase 3 questions.pdf </div> <ul style="list-style-type: none"> • Click on the link for a range of Phase 3 questions to read.
Week 6 18.5.20	Revise all of phase 3 <ul style="list-style-type: none"> • Play 'Pick a Picture' on www.phonicsplay.co.uk focusing on all Phase 3 <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Play 'Pick a Pot'. Stick the graphemes to be practised on the top of paper cups or yogurt pots eg ow, ar, er, or, air, ear, ure. Hide a small object underneath one of the pots and ask your child to guess which one it is under. Make sure they say the phoneme before checking. They could then try to think of or write a word containing that phoneme.

In addition to these activities, your child will bring home a key ring, with the graphemes that we have been learning attached. We will add new graphemes as they are introduced each week at school. We ask that you look at these regularly with your child, in order to build confidence and instant recognition.

The children will also have a list of tricky words to learn in the front of their reading diaries. Below are some suggested activities to practise gaining instant recognition of these non-decodable words:

Write out 2 sets of the words to be practiced on pieces of card, and use them to play the following games:

- Memory game - Spread the cards out face down and try to pick up 2 that match, saying the words as they are turned over.
- Hide & seek - Place the cards in different places around the room and ask your child to find them, bring them back and read you the words.
- Spread the cards face down on the floor and ask your child to jump on words as you call them out. Some children like the challenge of being timed.

- Beat the clock – Use the cards as flashcards and see how quickly your child can read them. Alternatively you could see how many they can read in a minute. Next time they do it they try to improve their score.
- Pairs - Share out the cards between 2 people and place them facing upwards. Take turns to swap a card until each player has all their cards in pairs.
- Take turns to pick up a word card and think of sentences which have that word in them.
- Put the cards face down. Take turns to pick up a card without the other person seeing it, and write the word with your finger on your partner's back. Can they guess which one it is and write it down?



F2 suggested websites and apps

PHASE 2 & 3 - Suggested websites:

www.phonicsplay.co.uk

www.bbc.co.uk/cbeebies/games/alphablocks-games

www.mrthorne.com

www.teachyourmonstertoread.com

<https://hungrylittleminds.campaign.gov.uk/>

www.ictgames.com

www.topmarks.co.uk

www.starfall.com

www.oxfordowl.co.uk

PHASE 2 & 3 - Suggested I pad apps:

Free apps:

Pocket Phonics

Doodle Buddy

Simplex Spelling Phonics

Cambug Letter Sounds

Paid for Apps:

ABC Pocket Phonics £4.99

Cambug Phonics £2.29

Hairy Letters - £2.99

www.nessy.com/uk/apps/hairy-letters/

Squeables spelling app

Phonics Glossary

blend (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraph — two letters which, together, make one vowel sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC, CVCC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam, last.

For a video guide to the articulation of pure sounds, follow the links below.

www.youtube.com/watch?v=mWLpffbMNXo

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Letter Formation

In addition to the above activities it would be helpful to practise letter formation with your child, This does not always need to be done on paper but could be drawn in the air, on each other's backs, written in shaving foam or in trays of rice etc They can also be formed by driving toy cars around the letter shape or writing the letter outside using water and an old squeeze bottle such as a washing up liquid bottle or just . Zip lock bags filled with cheap hair gel or something similar can also be used for letter formation.

We are using the Ruth Miskin letter rhymes to reinforce correct formation. These can be seen by following the link below.

<http://www.linakerschool.co.uk/read-write-inc-letter-formation-rhymes-1/>

See also www.doorwayonline.org.uk/letterformation & http://www.ictgames.com/sky_writing.html for demonstrations of correct letter formation.

Diary Dates

Dinosaurs Art Day – Wednesday May 6th

Share a Story – Friday May 15th 8.50-9.10

