

# West Kirby Primary School



**Spring Term 1 -2021**



## **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:

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- Play I spy. If your child finds this difficult put a selection of objects out and play the game using these to narrow down the choices.
- Look at the writing on boxes, food wrappers etc. Can your child find any of the letters in their name?
- Read a rhyming story or a nursery rhyme. Pause before reading the rhyme and see if your child can fill in the missing word. Eg Jack & Jill went up the .....
- Go on a sound hunt around the house. Choose a sound eg, 's' or 't' and write it down on a card. Walk around the room making the sound and see how many items you can find that begin with that sound. You could write them down and talk about the list at the end of the activity.

Phase 1 suggested websites:

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) – Phase 1 phonic games
- [www.letters-and-sounds.com](http://www.letters-and-sounds.com) - Phase 1 phonic games
- [www.phonicsbloom.com](http://www.phonicsbloom.com) – Phase 1 phonic games
- [www.familylearning.org.uk](http://www.familylearning.org.uk) - pre reading games

## F2 Phonics Activities

<b>Week 1</b> <b>4.1.21</b>	Revision of consonant digraphs ch, sh, th & ng <ul style="list-style-type: none"><li>• Play Phoneme Pop focusing on ch, sh and th <a href="https://www.ictgames.com/phonicsPop/index.html">https://www.ictgames.com/phonicsPop/index.html</a> -</li><li>• Practise writing the tricky words: no, go, to, the he, me, we, be, she, my &amp; was . This could be done in the air or with a range of media such as chalks, felt pens, water &amp; paintbrushes, in a tray of shaving foam etc.</li></ul>
<b>Week 2</b> <b>11.1.21</b>	Introduction of ai <ul style="list-style-type: none"><li>• Watch Mr Thorne videos for ai <a href="https://www.youtube.com/watch?v=Fbmpw192MSg">https://www.youtube.com/watch?v=Fbmpw192MSg</a></li><li>• Play Forest Phonics focusing on ai <a href="https://www.ictgames.com/mobilePage/forestPhonics/index.html">https://www.ictgames.com/mobilePage/forestPhonics/index.html</a></li><li>• Draw a train with a 5 carriages. Write an 'ai' word in each carriage and draw a picture to match it. Examples of words might be: rain, mail, tail, sail, rail, drain, nail.</li></ul>
<b>Week 3</b> <b>18.1.21</b>	Introduction of ee <ul style="list-style-type: none"><li>• Watch Mr Thorne videos for ee <a href="https://www.youtube.com/watch?v=9Ci0oEO8dXE">https://www.youtube.com/watch?v=9Ci0oEO8dXE</a></li><li>• Play Dragons Den focusing on ee. <a href="https://www.phonicsplay.co.uk/resources/phase/3/dragons-den">https://www.phonicsplay.co.uk/resources/phase/3/dragons-den</a></li></ul>

	<ul style="list-style-type: none"> <li>Write the letters f, t, l, m, d, p, w, k, j, on individual cards. Write ee on another card using a different colour pen. Putting the ee card in the middle, see how many real and nonsense words you can make by adding cards either side of it.</li> </ul>
<b>Week 4</b> <b>25.1.21</b>	<p>Introduction of igh</p> <ul style="list-style-type: none"> <li>Watch Mr Thorne videos for igh on <a href="https://www.youtube.com/watch?v=OYCR2RZ4ZYY">https://www.youtube.com/watch?v=OYCR2RZ4ZYY</a></li> <li>Play Tell a T Rex focusing on igh <a href="http://www.ictgames.com/mobilePage/tellATRex/index.html">http://www.ictgames.com/mobilePage/tellATRex/index.html</a></li> <li>Practise writing the tricky words: he, me, she, we, my, was, you &amp; her. This could be done in the air or with a range of media such as chalks, felt pens, water &amp; paintbrushes, in a tray of shaving foam etc</li> </ul>
<b>Week 5</b> <b>1.2.21</b>	<p>Introduction of oa</p> <ul style="list-style-type: none"> <li>Watch Mr Thorne videos for oa <a href="https://www.youtube.com/watch?v=KCJyHNOIFE8">https://www.youtube.com/watch?v=KCJyHNOIFE8</a></li> <li>Write out as many words containing oa as you can think of and use them to make up a silly sentences. eg The goat ate the soap and put on his coat to load up his boat and drive down the road!</li> <li>Play Buried Treasure focusing on Phase 3 oa <a href="https://www.phonicsplay.co.uk/resources/phase/3/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/3/buried-treasure</a></li> </ul>
<b>Week 6</b> <b>8.2.21</b>	<p>Introduction of oo</p> <p>This grapheme can make 2 different sounds oo as in moon &amp; oo as in wood.</p> <ul style="list-style-type: none"> <li>Watch Mr Thorne videos for oo <a href="https://www.youtube.com/watch?v=UfMKV_9agiY">https://www.youtube.com/watch?v=UfMKV_9agiY</a> <a href="https://www.youtube.com/watch?v=vR47jG-imRo">https://www.youtube.com/watch?v=vR47jG-imRo</a></li> <li>Go on a hunt for 'oo' words around your house or garden. How many things can you find that contain this sound? Eg broom, spoon, book, boot, food, cooker, wood, wool, hook, hood.</li> <li>Play Dinosaur Eggs focusing on oo <a href="https://www.ictgames.com/dinosaurEggs_phonics/mobile/">https://www.ictgames.com/dinosaurEggs_phonics/mobile/</a></li> <li>Practise writing the tricky words: he, me, she, we, my, was, you, her &amp; they.</li> </ul>

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](http://www.phonicsplay.co.uk)

[www.bbc.co.uk/cbeebies/games/alphablocks-games](http://www.bbc.co.uk/cbeebies/games/alphablocks-games)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

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

Mr T's Phonics - [https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw)

[www.ictgames.com](http://www.ictgames.com)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.starfall.com](http://www.starfall.com)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

### PHASE 2 & 3 - Suggested I pad apps:

#### Free apps:

Pocket Phonics

Doodle Buddy

Simplex Spelling Phonics

Cambugs Letter Sounds

#### Paid for Apps:

ABC Pocket Phonics £4.99

Cambugs Phonics £2.29

Hairy Letters - £2.99

[www.nessy.com/uk/apps/hairy-letters/](http://www.nessy.com/uk/apps/hairy-letters/)

Squeebles 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.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 squeezy 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.doorwayonline.org.uk/letterformation) & [http://www.ictgames.com/sky\\_writing.html](http://www.ictgames.com/sky_writing.html) for demonstrations of correct letter formation.

Your child can also use Purple Mash to practise their handwriting. Log on and go to English / 2 Handwrite. They can record their handwriting and watch it back to see if they have formed the letters correctly.