

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 10 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.



Tricky Words to Learn

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 will check these words at least every half term and add new words when needed.

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?

Phonic Keyrings

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.

Suggested phonics websites and apps

PHASE 2 & 3 - Suggested websites:

www.phonicsplay.co.uk

www.ictgames.com

www.topmarks.co.uk

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

www.starfall.com

www.oxfordowl.co.uk

www.teachyourmonstertoread.com

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

Mr T's Phonics - https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

PHASE 2 & 3 - Suggested I pad apps:

Free apps:

Pocket Phonics

Doodle Buddy

Simplex Spelling Phonics

Cambugs Letter Sounds

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

Paid for Apps:

ABC Pocket Phonics

Cambugs Phonics

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=mWLPffhMNXo

<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.

Maths



There are lots of practical opportunities for practising maths in everyday activities. For example:



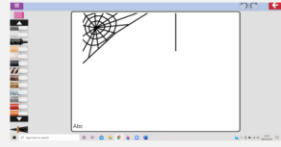

- Counting apples into a bag in the supermarket – how many more are needed, are there too many?
- Working out how many toys will fit in the box
- Sharing out segments of an orange
- Weighing ingredients to make a cake
- Pairing up socks which are the same size
- Counting goals in a game of football – who is winning? How many more goals have they scored?
- Going on a journey – over the bridge, through the tunnel, behind the Station

Your child also has access to the Numbots maths website and their password can be found in their Tapestry journal. Please ask one of the EYFS staff or email eyfs@westkirbyprimaryschool.co.uk if you can't find your child's login.



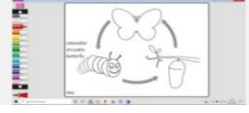

We have put a range of maths activities related to the maths we are learning in school into a 'Pick & Mix' grid. We ask that you try to complete one of these activities each week.

Maths Pick & Mix Summer 1 2021 F2			
<p>Go on a walk around your area. How many red cards do you see? How many blue? Can you record your findings in a tally chart?</p> 	<p>Go on a walk and collect 15 rocks/shells. Using a permanent marker, write the numbers 1-15 on the shells/rocks. Can you put them in order?</p> 	<p>Make your own Number Bond Hands. Draw and cut around your own hands and write your number bonds to 10 as number sentences.</p> 	<p>Explore the Caterpillar Ordering/Sequencing game on Top Marks</p> <p>https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</p>
<p>A one less action rhyme</p> <p>Sing the '5 Little Speckled Frogs' song and press on a frog as you say 'One jumped into the pool...'. Five Little Speckled Frogs, Sat on a speckled log, Eating some most delicious bugs. Yum, yum! One jumped into the pool, Where it was nice and cool, Then there were four green speckled frogs. Grub, grub! Play the game</p> <p>https://www.ictgames.com/mobilePage/speckledFrogs/</p>	<p>Explore the symmetry game on Top Marks</p> <p>https://www.topmarks.co.uk/symmetry/symmetry-matching</p> 	<p>Make some playdoh and roll small amounts into little balls. Count out an amount. Roll a dice and count the dots. Can you smash the correct number of balls?</p> 	<p>Draw a butterfly on a piece of paper and cut it out. Paint half of the butterfly and whilst the paint is still wet, fold it in half and transfer paint to the other side. What do you notice about the butterfly? Is it symmetrical?</p> 
<p>Using a cup and lollipop stick, explore the weight of small objects. Can you sort them into heavy and light? Can you order 2/3 items by their weight?</p>	 <p>Finger paint the correct amount for numbers 1-15</p>	<p>Explore adding two single digits together by using different coloured pieces of Lego. Count the total to find the answer and practise 'counting on'.</p> 	<p>Represent number bonds to 10 by drawing spots on each side of a lady bird. You could do this outdoors using chalk, paint, or coloured pencils and paper.</p>

Week 1: Monday 12th April – Sunday 18th April

Home Learning Phonics	Home Learning Maths	Home Learning Computing
<p>Revision of 'oi' 'ar' 'or' 'ur' 'ow'</p> <ul style="list-style-type: none"> Play 'Phonics Pop' focusing on 'oi' 'ar' 'or' 'ur' 'ow' Write oi, ow, 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. 	<p>Choose an activity from the F2 Maths Pick & Mix grid above.</p> 	<p>2Do: Spider on a Web Create your own spider This has been set as a 2Do https://www.purplemash.com/#app/pap/animals/spider_free</p>  

Week 2: Monday 19th April – Sunday 25th April

Home Learning Phonics	Home Learning Maths	Home Learning Computing
<p>Introduction of 'air'</p> <ul style="list-style-type: none"> Watch Mr Thome video for 'air' Play Dinosaur Eggs focusing on 'air' Write a sentence containing the words 'her' and 'hair' eg Her hair was long. She brushed her long hair. 	<p>Choose an activity from the F2 Maths Pick & Mix grid above.</p> 	<p>2Do: Butterfly Life Cycle Can you bring some colour and label a butterfly's life cycle? https://www.purplemash.com/#app/pap/nature/butterfly_lifecycle</p>  

Week 3: Monday 26th April– Sunday 2nd May

Home Learning Phonics	Home Learning Maths	Home Learning Computing
<p>Introduction of 'ear'</p> <ul style="list-style-type: none"> Watch Mr Thome video for 'ear' 	<p>Choose an activity from the F2 Maths Pick & Mix grid above.</p>	<p>Measuring Mini Mash Go to Mini Mash. Click on the little boy with the building blocks - numbers and counting. Scroll across to Measuring. Click on number 1 - Find the Tallest. https://www.purplemash.com/#app/pup/Tallest_Quiz</p>

- Play '[Phonics Pop](#)' focusing on ow, oi, ear, er
- Practise writing the tricky words 'her' & 'they'. Try to put them into a sentence and draw a picture to go with it.



Week 4: Monday 3rd – Sunday 9th May

Home Learning Phonics

Introduction of 'ure'

- Watch [Mr Thorne](#) video for 'ure'
- Play '[Buried Treasure](#)' 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.



Home Learning Maths

Choose an activity from the F2 Maths Pick & Mix grid above.



Home Learning Computing

Minibeasts - Matching Pairs Mini Mash

Go to Mini Mash. Click on the children at the table. Click on Pairs Game 4 Cards. Scroll across to Snail. Can you find the matching pictures of minibeasts in my garden?
https://www.purplemash.com/#app/mini_mash/mm_twopairs_snail



Week 5: Monday 10th May – Sunday 16th May

Home Learning Phonics

Introduction of 'er'

- Watch [Mr Thorne](#) video for 'er'
- Play '[Dragon's Den](#)' Phase 3 focusing on er
- Go on a hunt for 'er' words around your house or garden. How many things can you find that contain this sound? Eg cooker, letter, freezer



Home Learning Maths

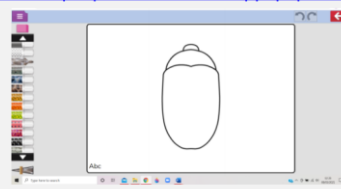
Choose an activity from the F2 Maths Pick & Mix grid above.






Home Learning Computing

Create your own insect




Can you invent your own insect?
<https://www.purplemash.com/#app/pap/animals/>



Week 6: Monday 17th May – Sunday 23rd May

Home Learning Phonics	Home Learning Maths	Home Learning Computing
<p>Revise all of Phase 3</p> <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. Play Yes/No Yeti Phase 3 	<p>Choose an activity from the F2 Maths Pick & Mix grid above.</p> 	<p>Minibeast Captions</p> <p>Choose a mini beast and create a caption for it</p> <p>This has been set as a 2Do</p> <p>https://www.purplemash.com/#app/pup/minibeast_captions_2</p> 

Week 7: Monday 24th May – Sunday 30th May

Home Learning Phonics	Home Learning Maths	Home Learning Computing
<p>Revise all of phase 3</p> <ul style="list-style-type: none"> Play 'Pick a Picture' on focusing on all Phase 3 digraphs Play 'Pick a Pot'. <p>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.</p>  	<p>Choose an activity from the F2 Maths Pick & Mix grid above.</p> 	<p>Magnifying Glass</p> <p>Can you show me what things look like when looking through a magnifying glass?</p> <p>https://www.purplemash.com/#app/pap/size_and_shape/mag_glass</p> 