



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

## **Phonics**

This term we are now moving onto Phase 3 of Letters and Sounds.

### **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)

### **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.doorwayonline.org.uk/letterformation) for demonstrations of correct letter formation.

### **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.

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

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

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

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

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

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

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

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




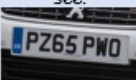


Mr T's Phonics - [https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw)

# Maths


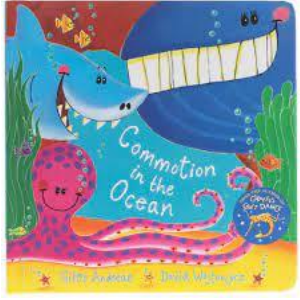
There are lots of practical opportunities for practising maths in everyday activities. For example:

- 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


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.

<b>Maths Pick &amp; Mix</b> <b>Summer 2 2022 F2</b>			
<p>Go to the beach and collect a range of shells. Can you put them in order from smallest to biggest, then biggest to smallest?</p> 	<p>Find some building bricks or blocks in two different colours. Make a tower using one colour, while your partner makes a tower in the other colour. Are your towers the same? Which tower used fewer bricks? Which has more?</p> 	<p>Make a collection of small objects that are 3d shapes, such as a small ball, a toy building brick, a dice and a glue stick. Hide the objects in a bag and then put your hand in the bag and choose one of the objects. Describe the shape to an adult and see if they can guess the shape you are holding.</p>	<p>practise your subitising and addition skills by playing the Ladybird Game.</p>  <p><a href="https://www.ictgames.com/mobilePage/homeTimeLadybirds/">https://www.ictgames.com/mobilePage/homeTimeLadybirds/</a></p>
<p>Look for numbers when you visit different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.</p> 	<p>Ask your child to help you sort a food cupboard out, putting heavier items on the lower shelf and lighter items on an upper shelf. Using the fruit bowl, I have 3 apples and 2 bananas, how much fruit do we have? There were 6 carrots on your plate, how many are there now? Can you use the vegetables to make a repeating pattern? Potato, carrot, onion, potato, carrot, onion. Can you order the food shopping by height?</p>	<p>Using non-standard units of measure e.g. Lego, cubes, pasta, can they measure how long each item is and record it? (5 pasta shells long, 3 Lego bricks tall).</p> 	<p>One more, one less For this game you need a dice, a coin and some building blocks or Lego bricks. Take turns to roll the dice. Build a tower with that number of blocks or bricks. Then toss the coin. Heads means take one brick off. Tails means add one on. If you can guess how many bricks there will be after this, you keep them! The first to collect 20 bricks or more wins!</p>
<p>There are 6 people on a bus. Then, 2 more people get on. How many people are on the bus altogether? Try drawing a picture to help you work out the answer. Can you make some of your own bus addition problems to solve?</p>	<p>Azmeer has 5 1p coins in his money box. His grandad gives him 4 more 1p coins. How many does Azmeer have altogether? Ask a grown-up to help you find some 1p coins to check your answer. Can you create some of your own addition number problems.</p>	<p>Can you draw a long snake shape and then create a repeating pattern that goes all the way from its head to its tail?</p> 	<p>To show how much you have learnt this year in maths, why not create a number book. Each page could be a different number from 1-20 and you could show different ways to represent each number.</p>



## Week 1: Monday 6<sup>th</sup> June – Sunday 12<sup>th</sup> June

Home Learning Phonics	Home Learning Maths	Home Learning Literacy
<p>Revise all Phase 3 digraphs and trigraphs:</p> <p>Play Dinosaur's Eggs Choose whichever digraphs or trigraphs you need to practise.</p> <p>Write the digraphs and trigraphs to learn on sheets of paper, or chalk them outside. Call out a sound and ask your child to jump on the matching grapheme. You could then ask them to think of a word which contains this sound.</p> <p>Write the Phase 3 tricky words they, her, all, are, you, was on cards. Ask your child to pick up a word without showing it to you and write it on your back for you to guess and write down. Swap roles and repeat.</p>	<p>Choose an activity from the F2 Maths Pick &amp; Mix grid above.</p> 	<p>Listen to the story of '<a href="#">Commotion in the Ocean</a>'. Did you have a favourite animal poem? Can you spot the rhymes on that page?</p> <p>Draw a picture of your favourite animal. Look at the picture to help you. What words would you use to describe them?</p> <p>Label your drawing or write a sentence about your animal.</p> 



## Week 2: Monday 13<sup>th</sup> June – Sunday 19<sup>th</sup> June

Home Learning Phonics	Home Learning Maths	Home Learning Literacy
<p>Practise 2 syllable words:</p> <p>Write the following words on cards and place them face down: lap, top, sun, set, car, pet, farm, yard. Take turns to turn over 2 cards and see if they make a real word when put together.</p> <p>Practise clapping words with more than 1 syllable such as carpet, windmill, crocodile</p>	<p>Choose an activity from the F2 Maths Pick &amp; Mix grid above.</p> 	<p>Make a 'telescope' from a toilet roll tube or rolled up bit of paper. Look around you, what things can you see?</p> <p>Make a list by drawing/ writing your ideas.</p>



**Week 3: Monday 20<sup>th</sup> June – Sunday 26<sup>th</sup> June**

Home Learning Phonics	Home Learning Maths	Home Learning Literacy
<p>Reading and writing ccvc Words:</p> <p>Play Dragon's Den focusing on ccv and ccvc words.</p> <p>Write and illustrate a silly sentence containing ccvc words such as 'frog' and 'trip' eg The frog went on a trip to the zoo.</p> <p>Practise writing the Phase 4 tricky words some, one, said, come, do, so. You could do this with water and brushes outside, on a whiteboard or in shaving foam on a tray.</p>	<p>Choose an activity from the F2 Maths Pick &amp; Mix grid above.</p> 	<p>Think about what you might see at the beach. You could even go for a walk along the sand.</p> <p>Write a postcard to a friend to tell them about what you saw.</p> <p>Think about what colour the sand would be. Are there any sand castles? What would you find on the sand?</p> 


**Week 4: Monday 27<sup>th</sup> June – Sunday 3<sup>rd</sup> July**

Home Learning Phonics	Home Learning Maths	Home Learning Literacy
<p>Reading and writing Phase 4 cvcc words:</p> <p>Play 'Buried Treasure' focusing on Phase 4 cvcc words Set 1-7 plus digraphs.</p> <p>Write and illustrate a silly sentence containing cvcc words such as 'jump' and 'pond' eg We all jump in the pond.</p> <p>Write the following words on paper or card and hide them around the house or garden: lamp, wind, camp, milk, fast, camp, pond, nest. How quickly can your child find them all and read them to you? Can they draw a picture to match each word?</p>	<p>Choose an activity from the F2 Maths Pick &amp; Mix grid above.</p> 	<p>The teachers are going on holiday but have forgotten what to pack. Could you write list of things to pack in our suitcases?</p>  <p>You could watch a clip about a visit to the seaside to inspire you like this 'Something special' episode.</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/b070r8m9/something-special-were-all-friends-series-10-21-summer">https://www.bbc.co.uk/iplayer/episode/b070r8m9/something-special-were-all-friends-series-10-21-summer</a></p>

## Week 5: Monday 4<sup>th</sup> July – Sunday 10<sup>th</sup> July

Home Learning Phonics	Home Learning Maths	Home Learning Literacy
<p>Watch <a href="#">CVCC alphablocks episode</a>. How many of the words can your child remember and write down?</p> <p>Draw out a snakes and ladders grid and put adjacent consonants in each square such as bl, br, tr, st, sl, sp, cr, cl, fl, fr, gr, pl, pr, tr, nt, ct, nd, nk, lt, pt, mp. Take turns to throw a dice and count to the right square. Say the blend written on the square and think of, or write a word containing the adjacent consonants.</p> <p>Write out the following words in a list for your child to read and find around the house: lamp, desk, sink, milk, step, spoon, brush. They can tick them off the list</p>	<p>Choose an activity from the F2 Maths Pick &amp; Mix grid above.</p> 	<p>Think about where you would like to go on holiday. Somewhere hot or cold? By a beach or in a city? What would you like to see there?</p> <p>Create a ticket to take on an aeroplane. It must have your full name, the place you are going to and when you are going.</p> 

## Week 6: Monday 11<sup>th</sup> July – Sunday 17<sup>th</sup> July

Home Learning Phonics	Home Learning Maths	Home Learning Literacy
<p>Reading and writing Phase 4 Words:</p> <p>Click on the link to play <a href="#">Tell a T Rex</a> focusing on cvcc and ccvc words.</p> <p>Play the Phase 3 digraphs Water Pistol Squirt game. <a href="#">Watch this clip</a> to see how the game is played.</p> <p>Put out a selection of objects on a tray and give your child some time to look at them. Ask your child to close their eyes while you remove one object. Then ask your child to write down which object they think is missing. Examples of objects could be: spoon, brush, belt, glass, train, milk, clock, twig.</p>	<p>Choose an activity from the F1 Maths Pick &amp; Mix grid above.</p> 	<p>Tell your grown up about your favourite memory of F2. It could be something you have learnt, a friend you made, a game you played etc.</p> <p>Draw a picture and write a sentence about it.</p>