**Home Study Support for Reception Classes**

Dear Parents and Carers,

Please find information to support home study during our break. We hope the following information will give you some guidance for activities to keep busy at home and keep learning on track.

Reading

* Please try to read everyday – talking about the characters and events in the stories. There are various TV programmes on CBeebies to support this including The Alphablocks.
* Check your child can identify all 26 individual sounds (a to z) – if you say the sound can they write it down? Do they form the letter correctly?

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

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

Writing

* In class we are working on writing simple sentences. To aid this, we suggest keeping a little diary with a picture each day and a simple sentence (adult supported where necessary). Also work on learning to write all sight words sent home so far. Use these words to say sentences and if possible use words to form a simple sentence. In class we have focussed on simple words to give them confidence – we expect most children to be able to write I, am, it, is, mum, dad, can and then some children to write and, see,
* Cvc words – please practise sounding out and writing a range of cvc words. These are simple words when the single sounds can be heard. We ask children to tell us the first sound and then what other sounds can you hear?

Can, man, ban, ran, tin, bin,

For some children we are now working on 4 letter words where the sounds can be heard such as camp, wink.

Maths

* Number- in class we have been working on number to 10. This includes recognising the number, forming the number correctly, sequencing the numbers and identifying one more than the given number. We have also been working on practical addition using items with a total up to 10. Use simple items from home to help such as building blocks/lego bricks. We have been using vocabulary – how many do I have? Altogether I have, 3 and 2 more make 5, etc.
* Money – please have a small collection of cleaned coins (1p, 2p, 5p, 10p, 20p) to name/identify them (look at the colour, shape, information on them). Also have a collection of clean 1p coins to make small amounts – you could make a game by gathering a collection of toys perhaps, make price tags (up to 10p) and play shopping games.
* There are a number of TV programmes that can be accessed such as Numberjacks.

We have attached a number formation sheet – can I just point out for the formation of the number one we just go down top to bottom.

Internet resources - **Twinkl** – this site has many resources available. Due to the current situation they have said that parents can have free access for one month. **Espresso – Discovery Learning –** this can be accessed from home.

We also use a site called **Purple Mash** which I believe will allow free access for a period of time.

Play games and jigsaw puzzles – all support learning, turn taking, sharing and following rules. Try to make a model using empty items from the recycling bag- this could extend to talking/writing simple instructions, name the items used (e.g. tissue box could be described as a cube or cuboid depending on the brand).

We wish you and your families well and look forward to seeing you all soon.

Thank you for your continued support

The Reception Team

Please see attached a reading letter we have very recently prepared to send home.

**Early Years Centre**

Dear Parents and Carers,

We are pleased with the early reading progress across the centre. We enjoy daily phonics, stories and reading activities to support your child’s development and progress. We are also looking at and using the sight words we send home. We are now starting to work on writing these words to support writing simple sentences.

Reading, as you are aware, is a complicated and involved process. It involves learning individual sounds (recognising how they look, the sound they make and how to write that sound) and then learning digraphs as well as recognising some same letters sit together in some words making just one sound (ss, ll). In total there are 44 sounds to learn. Reading does not just involve decoding it also involves reading for meaning. Text is there to serve a purpose.

We will now send home a few word strips for extra practise of segmenting and blending. The initial sets of words will be cvc (consonant vowel consonant) such as cat mat. You will notice under each sound there is a dot (.), this represents a single sound. If there is a dash (\_\_), this represents a digraph (2 single sounds to make a new sound). Your children see these symbols in class.

**Segmenting** is breaking the words into its sounds c a t. **Blending** is then building the sounds together to make a word c a t ca t cat

For extra tasks

* think of rhyming words – e.g. cat, bat, mat, rat, sat, hat. Rhythm and rhyme are important aspects of reading development.
* Say each word in a sentence. To further extend write the words down. In class we will start using the ‘look, cover, write, check’ method.  **Look** at the word – **cover** the word – **write** the word - **check** the word.

Thank you for your continued support and *Happy Reading!*

Please find attached a list of cvc words to help with word building/blending.

The next sets of words are to help with the development of blending. They are all CVC words. (consonant vowel consonant)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| man  . . . | sat  . . . | dip  . . . | tin  . . . | sad  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| din  . . . | nip  . . . | pan  . . . | pat  . . . | pig  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| can  . . . | pin  . . . | cab  . . . | got  . . . | get  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| cat  . . . | bag  . . . | bad  . . . | bat  . . . | ten  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ram  . . . | cot  . . . | jam  . . . | run  . . . | red  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| rag  . . . | map  . . . | pet  . . . | jet  . . . | fan  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| cap  . . . | dog  . . . | mix  . . . | yes  . . . | yell  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| zip  . . . | box  . . . | miss  . . . | quit  . . . | bun  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| kit  . . . | fun  . . . | fox  . . . | quiz  . . . | zap  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| pick  . . . | log  . . . | met  . . . | lick  . . . | win  . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| hat  . . . | lot  . . . | van  . . . | web  . . . | hot  . . . |

These words start with a digraph. A digraph is 2 letters together making a new sound.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| chip  \_ . . | chop  \_ . . | chick  \_ . . | chin  \_ . . | chap  \_ . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ship  \_ . . | shop  \_ . . | shin  \_ . . | that  \_ . . | thin  \_ . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| pink  . . \_ | sing  . . \_ | ring  . . \_ | sink  . . \_ | thing  \_ . \_ |

This new set of words are 4 letter words. (CCVC – consonant, consonant, vowel, consonant)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| club  . . . . | slam  . . . . | rub  . . . . | plan  . . . . | crab  . . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| trap  . . . . | grab  . . . . | twig  . . . . | flip  . . . . | blob  . . . . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| twin | frog | stop | drag | grin |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| drop | plot | blip | tram | scam |

