

Literacy Home Learning Support

By the end of the academic year, our aim is for children to have mastered the following skills:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter–sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

At the end of the year, teachers will complete the Early Years Profile and assess children against the Early Learning Goals.

Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Home Learning Ideas

Help Your Child with Writing

Playdough

Playdough is a great finger-strengthening activity. Add cutters and tools, theme it with a story or practise moulding letters.



Writing Letters

Writing letters in sand, water or paint (or on whiteboards and chalkboards) is a great way to practise letter formation. Start with the letters from your child's name and move on to initial sounds.

Drawing

Drawing is a very good entry point for handwriting as it gives children an opportunity to practise guiding a pencil. They can follow a simple guide or use their imagination to draw.



Fine Motor

Fine motor and hand-eye coordination will develop through lots of activities that use pinching, grasping, twisting, threading, squashing and squeezing. Activities, such as threading, weaving and manipulating small items with tweezers will all help build fine motor control.

Go Shopping

Go shopping and let your child write a small part of your shopping list. Give your child the list while you are there for them to find the items and add them to the trolley. You might help them to form the letters or write it together so it gives meaning to making marks.



Sensory

Sensory opportunities are an excellent way to make writing fun and exciting. You could squirt shaving foam onto a smooth surface and add some paint in colours linked to a theme, such as seasons, rainbows or under the sea. Children can spread the shaving foam and mix it with the paint. They can make marks in the shaving foam with their fingers or with paintbrushes. Provide letters or patterns for your child to copy.



Scissor Skills



Scissor skills help to develop fine motor muscles. Have long strips of paper available and draw a mixture of pattern lines on them (wavy, zigzag, straight). Invite children to cut along the lines to complete the pattern.

Mark Making

Making marks is often where early writing starts. Encourage mark making in natural materials, such as mud, sand or snow. Children can use a variety of tools to make marks, such as brushes, sticks and feathers. Pattern books can also be fun to do and allow children to practise mark making.



Strengthen Fingers

Strengthen fingers by using a pestle and mortar in the garden. Collect things in the garden and break them down using the pestle and mortar; talk about the smells and the changes as it breaks down. Try some spices from the kitchen too.



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Help Your Child with Reading

Reread

Reread your child's favourite stories as many times as your child wants to hear them. Choose books and authors that your child enjoys.



Talk

To help your child develop their vocabulary, talk to your child as much as possible about what you are doing. Ask them about their day. What have they been doing? What was their favourite thing? What games did you play today?

Sit

Sit close together and get comfy! You could encourage your child to hold the book themselves and turn the pages. Use funny voices, puppets or props to bring the story alive.

Ask Questions

Ask questions when you are reading together, such as 'What can you see on this page?', 'How do you think the characters feel?' and 'What is the story about?'



Look

Look at the pictures and talk about them. For example, 'Can you find a bird or a cat?', 'What else can you see?', 'What are the children playing? Have you played that before?'



Visit

Visit the local library together. It is fun choosing new books to read. Keep an eye out for special story events at the library or local bookshops that you can join in with.



Storytelling Tin

Make a storytelling tin. Collect together a group of objects with a story theme. Open the tin and explore the objects inside. Your child can choose a character, talk about where the story will be and think about what might happen. Have fun making up a story with the objects from the tin.



Story Sacks

A story sack is a great way to get your child talking about a story. They are bags that contain the story itself, alongside a variety of items linked to the story. It could be the story CD, a related non-fiction book, puppets, models or objects that are in the story and a related activity.



Encourage

Encourage family and friends to share books with your child. The more your child sees you and others reading, the more they will want to read too.



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Help Your Reception Child with Phonics

I Spy

I Spy is great for identifying and hearing initial sounds in words. It helps your child to tune in to the beginning of words and identify the sound. Play it at home, on a walk, in the car...anywhere!



Say the Sounds

Say the sounds correctly at any given opportunity for your child to hear. In all games and activities, make sure you pronounce speech sounds clearly. There are videos online that will help you to check this.



Singing

Songs and nursery rhymes help your child to hear the sounds in words and build up a bank of familiar vocabulary. Encourage them to join in with actions - you could try and make up your own nonsense rhymes too!



Play

Play rhyming games with children. For example, play a game of 'silly soup' and pretend to put in objects that rhyme (such as a bat, a hat, a cat, a mat). Play this with your child and then see if they can do it independently.



Sound

Sound boxes can be a fun way to look at initial sounds with children. Start by filling a box with shredded paper. Alternatively, you could play in a sand pit or the bath (depending on the objects you choose). Then, add objects that begin with two different initial sounds. Write the two sounds on pieces of paper or whiteboards for your child to match the objects to. For example, if it was a duck, it would match to 'd'.



Sound Hunt

Hide some letters around your house or garden and see how many letter sounds your child can find and identify.



Read

Read to your child. It is important to keep enjoying books together. This helps your child to learn the rhythm and order of stories. It also helps with their vocabulary development for writing and builds their imagination.



Joining In

Joining in with stories and songs can be a great way to support children. When you are reading to your child, ask them to join in with phrases that are repeated. For example, 'Run, run, as fast as you can! You can't catch me, I'm the Gingerbread Man!'. Traditional stories, such as 'The Gingerbread Man' and 'The Three Little Pigs', often have repeated phrases and children will love doing the voices!

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Useful Websites

[For parents - Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)

[Phonics Games for the Classroom and Home - Phonics Bloom](#)

[PhonicsPlay - Resources](#)

[Learning to Read for Kids | Learn to Read with Phonics | Free Trial – Reading Eggs](#)

[Oxford Owl for Home: help your child learn at home - Oxford Owl](#)