



BROOK INFANT SCHOOL
AND NURSERY

Welcome to Reception

Classroom Care

We are really fortunate to have beautiful new furniture in our classrooms, the style of this furniture means the objects in our classroom are much more accessible. However this has led to some teething issues around looking after our lovely new space!

On this topic we have had some children using pens and pencils in spaces in which they shouldn't be and defacing chairs, tables, ducks... in our classrooms.



A few reminders...



- Please continue to work on supporting your child independence with wiping their bottom. We have a number of children who need regular support and this is taking an adult away from the environment to support in the toilet.

- Changing for PE- encourage children to change by themselves at the weekends when you have more time.
- If your child cannot fasten their shoes they need to work on this skill.
- Please wear easy clothes on PE days.
- Please do not wear a buttoned up shirt if your child cannot independently do buttons!



- Learning to put coats on – a top tip...



Discovery Time builds upon the idea of learning through play. It encourages children to independently practise and apply the skills they have learnt as well as giving them ownership over their learning.





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The use of phonics is an important strategy for reading, writing and spelling and is taught daily throughout Reception Year 1 and Year 2.



We have chosen to follow Twinkl Phonics, this is our first year of using this scheme.

What is phonics?



✿ **Phonics** is the teaching of letter sounds that make up many of our words.

✿ Each of the 26 alphabet letters have names but they also make certain sounds.

✿ The sounds they make are called **phonemes**.

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them**.

This is why English is one of the most complex languages to learn!

What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

The Importance of Listening Skills

Phonics learning relies on children being able to hear and distinguish the sounds within words.

Children with poor listening and/or attention skills can struggle with phonics learning.

Listening skills begin at birth and there are lots of things that parents and carers can do to support these skills.

Children are also taught listening and attention skills during their early years education (age 0-5).

The first phase of formal phonics education (Phase 1) also focuses on key listening skills. Without these skills, children may struggle to master the next stage of their phonics learning.

✿ Children should learn each letter by its sound, not its name.

For instance, the letter *a* should be called *a* (as in *ant*) not *ai* (as in *aim*).

Always use lowercase letters when writing, we limit the use of capital letters when writing unless.

✿ Some sounds are written with two letters, such as *ee* and *or*. These are called **digraphs**.



Pure Sounds

It is really important to teach PURE sounds.
This means: 'ffffff' not 'fuh', 'sssss' not 'suh'

Level 2 Actions and Mnemonics

<p>s</p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p>a</p>  <p>Pretend to bite into a crunchy apple.</p>	<p>t</p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p>p</p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p>i</p>  <p>Flap your hands like an insect's wings.</p>	<p>n</p>  <p>Make your fist into a nut and tap it.</p>
<p>m</p>  <p>Yummy! Rub your tummy.</p>	<p>d</p>  <p>Pretend to play your drum kit.</p>	<p>g</p>  <p>Pretend to wrap your scarf like Gabi.</p>	<p>o</p>  <p>Pretend to squeeze a juicy orange.</p>	<p>c</p>  <p>Wiggle your finger like a caterpillar.</p>	<p>k</p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p>ck</p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p>e</p>  <p>Make an egg with one hand and tap it with the other.</p>	<p>u</p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p>r</p>  <p>Move your arms like a robot.</p>	<p>h</p>  <p>Pretend to open the door of the house.</p>	<p>b</p>  <p>Pretend to throw and catch a ball.</p>
<p>f</p>  <p>Pretend to wave a magic wand.</p>	<p>l</p>  <p>Pretend to lick an ice lolly.</p>	<p>ff</p>  <p>Pretend to switch off the light.</p>	<p>ll</p>  <p>Pretend to ring a bell.</p>	<p>ss</p>  <p>Blow a kiss.</p>	

Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

Level 3 Actions and Mnemonics

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yoyo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

Digraphs

(two letters making one sound)

ai	oa	ie	ee	or
ng	oo	oo	ch	sh
th	th	qu	ou	oi
	ue	er	ar	

The Jargon – A Quick Guide

phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds

phoneme - Any one of the 44 sounds which make up words in the English language

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme ‘ay’ is spelt differently in each of the words ‘w**ay**’, ‘m**a**ke’, ‘f**ai**l’, ‘gr**ea**t’, sl**ei**gh and ‘l**a**dy’.

blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. ‘frog, f – r – o – g’



Blending...

- Blending is the process of saying the individual sounds in a word and then running them together to make the word. For instance sounding out C-a-t and making *cat*.
- It is a technique every child will need to learn, and it improves with practice.
- Some children take longer than others to hear this.

A fun way to learn blending with young children is to talk to them in segmented words, for example 'Please g – e – t' the 'm – i – l – k' out of the 'f – r – i – dge'.

Robot Rick – Twinkl Phonics

When children begin to segment to spell they will often use the wrong spelling of phonemes, for example 'I luv yoo' or 'Migh naym is...'. This is not a problem, as the key skill at this stage is that they can hear the sounds in the words and have a go at writing them down.



Home Support...

Each week we will add the new phonemes on to Tapestry for you.

Please can you look at these uploads as regularly as you can so that your child learns to recognise and say the phonemes.

Children pick up on sequences very quickly and so make sure you practise it out of order to ensure they learn them.

You can also look for phonemes when out and about!



- Play phonics fishing: Use homemade letter flashcards, add a paperclip to each, tie a magnet to some string and a stick and ask your child to 'fish' for a particular sound.
- Play 'I spy' games, e.g. 'I spy something beginning with a...' using the letter sound when you are out and about.
- Use magnetic letters to spell names and simple words on the fridge or radiator.
- Use playdough to make your child's name or simple words like mum.
- Enjoy jigsaws together and chat about finding the right pieces!





Reading...



Reading aloud with your child, just **10 minutes** a day, is one of the best ways to provide learning tools for life



Learning to read is an individual journey. Different children take different routes to fluency.

Just like learning to talk. The key to success is ...

a role model

practice

encouragement

**teaching at the
right moment**

**desire to crack
the code**

Word knowledge -
rhyming words

Automatic
recall of
words

Letter
shapes
and
sounds

Knowledge about
sentences - what does
and doesn't make
sense

Reading
picture
clues

Knowledge
about their
world and
experiences





Home Support...

Reading

Every 2 weeks your child will be read with by a member of staff. We will write a comment in the 'Reading Diary' for you to be informed of progress.

When you read at home, please also write a comment about how your child got on at least twice a week.

Try and read with your child **EVERY DAY**

"Kids who are read only one book a day will hear about 290,000 more words by age 5 than those who don't regularly read books with a parent or caregiver."



Promote a wide 'reading diet'

- At the Brook we believe in giving children wide access to a range of books.
- Your child will bring schemed books home and a picture book that they have chosen. They will keep this book for a week.
- It is important to allow children access to decodable books at their level and high quality texts that will promote discussion and LOVE of books.

How to help with reading

- Remember that talking about reading is very important, so if your child is reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- Keep reading time relaxed and comfortable, in a quiet place, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions such as: What do you think it will be about? What sort of book is it? Have you read one like this before?
- Look through the book, noticing interesting pictures and words together.

- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, looking at the sounds or reading on before you 'tell' the problem word.
- Try splitting words up or looking for little words in bigger words.
- If your child wants to read a book again or read an easy book this will help them enjoy reading and so they will see themselves as good readers.

Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006)



Reading

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words



CAT



Kent ICT games

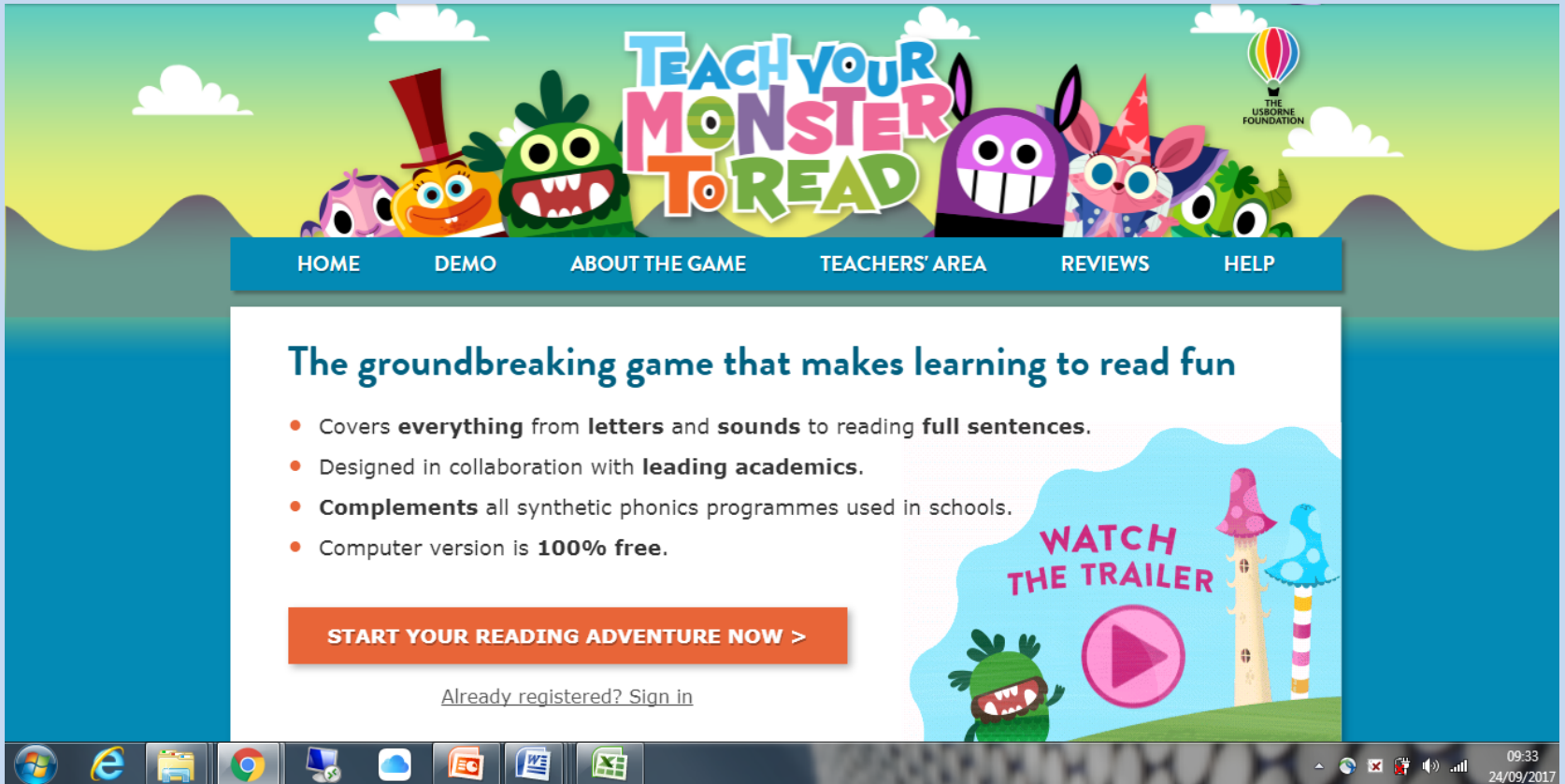
They now do mobile/tablet Apps too.

The screenshot displays the Kent ICT games website. At the top left is the 'ict games' logo featuring a cartoon elephant. To its right is a 'marking stamps' section with icons for 'read', 'c', 's', and 'con'. Further right, a tablet and smartphone are shown displaying the 'ict games' app. Below the header is a navigation bar with tabs for 'abc literacy', '123 maths', 'topic', and 'printables'. On the left side, there is a green sidebar with 'email' and 'links' buttons, and an 'advertisement' section for 'IXL'. The main content area is titled 'Literacy Games' and lists three games with their objectives:

- Falling Phonics**: Objective: To spell words using common spelling patterns. Description: Tetris meets Phonics. Learn to spell using homophone spelling patterns.
- Loo Cover Write Check**: Objective: To spell common irregular words. Description: This is a limited version of the Loo Cover Write Check App. A fun twist on the look cover write check model to spell common irregular words. (Limited Demo)
- Forest Phonics**: Objective: To spell words using common spelling patterns. Description: This is a limited version of the Forest Phonics App. A fun way to practise spelling through the use of patterns.

On the right side of the main content area, there are three small app icons: 'ayc s', 'Fall ing PHONICS', and 'phonics'.

Teach your monster to read



The screenshot shows the homepage of the 'Teach Your Monster to Read' website. The header features a colorful banner with five cartoon monsters and the title 'TEACH YOUR MONSTER TO READ' in large, stylized letters. A small logo for 'THE USBORNE FOUNDATION' is in the top right corner. Below the banner is a navigation bar with links: HOME, DEMO, ABOUT THE GAME, TEACHERS' AREA, REVIEWS, and HELP. The main content area has a heading 'The groundbreaking game that makes learning to read fun' followed by a bulleted list of features. A large orange button says 'START YOUR READING ADVENTURE NOW >'. Below the button is a link 'Already registered? Sign in'. To the right is a 'WATCH THE TRAILER' section with a play button icon and a small illustration of a monster and a lighthouse.

TEACH YOUR MONSTER TO READ

THE USBORNE FOUNDATION

HOME DEMO ABOUT THE GAME TEACHERS' AREA REVIEWS HELP

The groundbreaking game that makes learning to read fun

- Covers **everything** from **letters** and **sounds** to reading **full sentences**.
- Designed in collaboration with **leading academics**.
- **Complements** all synthetic phonics programmes used in schools.
- Computer version is **100% free**.

[START YOUR READING ADVENTURE NOW >](#)

[Already registered? Sign in](#)

WATCH THE TRAILER

09:33 24/09/2017

Show and Tell Bags...

- Each week we send home some 'show and tell bags'. Inside is a crib sheet for you to complete with your child. This gives us a few hints and tips to ask while your child is talking.

SHOW AND TELL TALK LOG

Your child has been chosen this week to take home a "Show and Tell" bag. Please spend the weekend choosing one thing to put into the bag to then talk about it in front of the class next week. We will choose one bag each day to show their item so don't expect the item to come back home immediately.

Some examples of what your child could put in:

- A reading book that they love to read at home
 - A recent certificate / sporting award etc.
 - A photograph of something they have achieved - maybe a milestone e.g. riding their bike.
- The items should help us to find out a little more about their interests at home and shouldn't be just toys that they like to play with.

Included in the bag we will include a 'talk log' which will have questions for you to answer. This will enable us to support discussion around their chosen object.

Why did your child choose this item to bring in? Why is it special to your child?

Please note down some ways we can support your child with talking about the object e.g. if it is a sporting certificate - what did they have to do to achieve it? When did they receive the award etc.

Please fill in any feedback on your child's current learning/ experiences in school:

Please remember to send it back to school on Monday.
Thank you and have fun choosing the item.

Make it fun - Enjoy learning
with your child.



Any Questions?