



SHERINGTON PRIMARY SCHOOL

Reception English Morning Information for Parents and Carers

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Aspire Believe Create Achieve

Thank you for attending the Reception Open Morning. This booklet aims to aid the presentation and offer support for you and your child. Please do not hesitate to talk to the teachers if you have any questions.

Tips for helping your child to enjoy books:

- Encourage your child to pretend to 'read' a book before he or she can read words.
- Schedule a regular time for reading - perhaps when you get home from school or just before bed.
- Buy dual-language books if English is not your family's first language - you can talk about books and stories, and develop a love for them, in any language.
- Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.
- Make sure that children's books are easily accessible in different rooms around your house.
- Show how you like to read.
- Let your child see you reading.
- Use your local library.
- Try new books as well as old favourites.
- Books with flaps or moving parts are particularly exciting for young children.
- Try to finish a book - children need to learn that a story has an ending.
- Turn off the TV and make story time a quiet time
- Say or sing nursery rhymes, songs and poems - this will develop listening skills and make children aware of sounds

Activities at home associated with levelled reading books (provided by the teacher):

- Encourage your child to find words that start with the sounds they have been learning (see bi-weekly phonic handout)
- Talk about what is happening in the pictures
- Predict what will happen next
- Choose a new word to focus on
- Read it more than once
- Use your child's reading log

Useful questions to consider whilst reading:

Asking your child questions such as these whilst you are reading together will help to deepen their understanding and help you judge how much they have understood.

- How did this story begin?
- How did it make you feel?
- Who were the main characters? What were they called?
- Who was the hero? Was there a villain?
- What was your favourite part of the story?
- Who was your favourite character?
- What kind of story was it? Was it funny, frightening, mysterious...?
- What kind of ending did it have? What do you think might happen after the ending?
- Who told the story - one of the characters, or the author?
- Who was the author/the illustrator/the publisher?
- If you had written this story, how would it be different?

Phase 2

By the end of Phase 2, the children should:

Know 21 new sounds and letters:

s a t p i n m d
g o c k ck e u r
h b f/ff l/l ss

Be able to read 5 tricky words...

the to I no go

They should be able to:

Orally blend cvc (consonant, vowel, consonant) words e.g. when you sound out the sounds c-a-t, they can tell you the word is cat,

Orally segment cvc words e.g. when you say the wordcat, they can pick out the sounds c-a-t.

Phase 3

Phase 3 builds on Phase 2 and by the end of Phase 3, the children should:

Know 25 new sounds and letters:

j v w x y z zz
qu ch sh th ng ai ee
igh oa ar or ur oi ow
er ear air ure oo (book/ boot)

Be able to read 12 more Tricky words...

he she we me be was
my you her they all are

They should now also be able to:

- Spell the 5 tricky words from phase 2. (the, to, I, no, go)
- Blend and read CVC words
- Begin to segment and spell CVC words

Reading high frequency words

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an



Pencil grip

From toddlerhood onwards, children's pencil grasp changes significantly. Children typically develop control of large muscles first, and smaller ones later. This explains why young children's gross motor skills (their large movements) are typically more advanced than their fine motor skills (smaller movements especially with hands) - for example, a three-year-old will find it easier to hop on one leg than to do up their buttons.

Young children usually develop their pencil grasp in the following sequence:

1. **Palmar grasp:** this is where the child's whole hand wraps around the pencil, so it's grasped in the palm of the hand. This usually develops between 12 and 18 months.

2. **'Hand on top of the pencil' grasp:** Here, the child begins to grip the pencil with their fingers, with their wrist turned so that their hand is on top and the palm pointing towards the paper. They start to control their movements from the elbow, rather than the shoulder, and begin to be able to copy simple shapes like lines and circles. Children usually reach this stage between two and three years of age.
3. **Static tripod grasp:** Somewhere around three and a half to four years, children start to hold their pencil with a rudimentary three-fingered grasp, using the thumb and index finger to pinch the pencil with the middle finger behind. The ring finger and little finger stay still, which limits their hand movement, but they are able to exert more control over their pencil, writing over dotted letter patterns and drawing simple people.
4. **Dynamic tripod grasp:** This is the ideal pencil grip for smooth, fluent and effortless handwriting, and develops around five years of age. The thumb and first two fingers hold the pencil, while the ring and little fingers curl into the palm, creating a circular grasp. The movement of the pencil is controlled by the fingers, rather than the wrist or elbow. Children are now able to practice and perfect their letter formations.

It's important not to force your child to develop a correct pencil grasp before they're ready, no matter how clunky or uncomfortable their grip may look. Developing a good pencil grasp is a natural process, and it can be hard to unlearn an incorrect hold later on.



Tips:

- *Fat crayons are easier to hold for small hands*
- *Short crayons help fingers to engage in a grasp*
- *Talk to your child about what they are drawing and encourage them to add lots of detail*
- *Ferby or triangle barrel pencils help to position fingers*
- *Give your child lots of opportunities to try*
- *Do not pressure as children develop at different rates*

How to help at home:

- *Draw shapes in the air (use a wand like Harry Potter)*
- *Big drawing on a board*
- *Using chalk or other writing materials*
- *Drawing in mud, sand or other tactile substances*
- *Use icing to draw onto biscuits or cakes*
- *Add smells to finger paints*

Writing – how to help at home:

1. Build a climate of words at home. Go places and see things with your child, then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when loving adults – particularly parents – share experiences and rich talk about those experiences.
2. Let children see you write often. You're both a model and a teacher. If children never see adults write, they gain an impression that writing occurs only at school. What you do is as important as what you say. Have children see you writing notes to friends, letters to business firms, perhaps stories to share with the children. From time to time, read aloud what you have written and ask your children their opinion of what you've said. If it's not perfect, so much the better. Making changes in what you write confirms for the child that revision is a natural part of writing -- which it is.
3. Be as helpful as you can in helping children write. Talk through their ideas with them; help them discover what they want to say. When they ask for help with spelling, punctuation, and usage, supply that help. Your most effective role is not as a critic but as a helper. Rejoice in effort, delight in ideas, and resist the temptation to be critical.
4. Provide a suitable place for children to write. A quiet corner is best, the child's own place, if possible. If not, any flat surface with elbow room, a comfortable chair, and a good light will do.
5. Give the child, and encourage others to give, the gifts associated with writing:
 - pens of several kinds
 - pencils of appropriate size and hardness
 - a desk lamp
 - pads of paper, stationery, envelopes -- even stamps
 - a booklet for a diary or daily journal (Make sure that the booklet is the child's private property; when children want to share, they will.)

- a dictionary appropriate to the child's age and needs. Most dictionary use is for checking spelling, but a good dictionary contains fascinating information on word origins, synonyms, pronunciation, and so forth.
 - a thesaurus for older children. This will help in the search for the "right" word.
 - Rubbers/erasers or "white-out" liquid for correcting errors that the child wants to repair without rewriting.
6. Encourage (but do not demand) frequent writing. Be patient with reluctance to write. "I have nothing to say" is a perfect excuse. Recognize that the desire to write is a sometime thing. There will be times when a child "burns" to write; others, when the need is cool. But frequency of writing is important to develop the habit of writing.
 7. Praise the child's efforts at writing. Forget what happened to you in school and resist the tendency to focus on errors of spelling, punctuation, and other mechanical aspects of writing. Emphasize the child's successes. For every error the child makes, there are dozens of things he or she has done well.
 8. Share letters from friends and relatives. Treat such letters as special events. Urge relatives and friends to write notes and letters to the child, no matter how brief. Writing is especially rewarding when the child gets a response. When thank-you notes are in order, after a holiday especially, sit with the child and write your own notes at the same time. Writing ten letters (for ten gifts) is a heavy burden for the child; space the work and be supportive.
 9. Encourage the child to write for information, free samples, and travel brochures.
 10. Be alert to occasions when the child can be involved in writing, for example, helping with grocery lists, adding notes at the end of parents' letters, sending holiday and birthday cards, taking down telephone messages, writing notes to friends, helping plan trips by writing for information, drafting notes to school for parental signature, writing notes to letter carriers and other service persons, and preparing invitations to family get-togethers.

Making writing fun!

Games and Creative Writing Suggestions (keep them fun!)

- Tops and Tails: A game for 2 or more, ideal for car journeys etc.

This game involves listening and identifying initial and final *sounds*, it is not about the spelling of a word; see example given.

Start the game with a word e.g. jam. The next player has to say a word that starts with the *last* sound of the previous word, e.g. monkey, next word would need to start with 'ee' sound, *not* 'y' letter e.g. Easter egg

- Play 'I Spy' using letter sounds, not names
- Developing a good memory is important for all learning. So any games that 'train' the memory are helpful
E.g. 'In my bag I packed...' In turn, players add an item, whilst first remembering the list that has gone before (in order). How long can your list get? Players are 'out' when they forget or get the order incorrect.
- Ask your child to write the shopping list for you
- Create a menu for dinner or their own café
- Write letters to friends and family
- Keep a diary, especially on holiday

There are lots of suggestion and activities on the internet. Try the BBC website for starters!

Useful Websites

Below is a list of websites that can support you and your child with letters and sounds:

▫ www.letters-and-sounds.com

Includes further information on each phase as well as printable resources and links to online games

▫ www.bbc.co.uk/school/wordsandpictures

Games looking at sounds and high frequency words. Some printable activities, particularly for the phase 4 blends

▫ www.ictgames.com/literacy

Wide range of games for sounds, words and rhyming

▫ www.phonicsplay.co.uk/freeIndex

Lots of free games for each phase, especially good for reading non-words. You can also subscribe to access more games

▫ www.topmarks.co.uk

Search engine designed for schools where you can find a wide range of resources and activities with a phonics focus

Please speak to your child's teacher if you have any questions concerning the information in this booklet.

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