



Reception Literacy Home Learning | Summer Term



W.C. 8th June

Literacy

There is no expectation to complete all of the work or to print worksheets off – children can work on paper if they want to write it down.

Read Write Inc-

Read Write Inc are offering free phonics lessons **daily**, on Facebook and YouTube for children to watch and join in at home.

There are three short speed sound lessons each day. (In YouTube, type in live RWI sessions Ruth Miskin)

The order for these lessons are as follows:

- **Set 1 Speed Sounds at 9.30 am** (Mrs Hunter/ Miss Sherlock group)
- **Set 2 Speed Sounds at 10.00 am** (Miss Holyland / Mrs Lewis)
- **Set 3 Speed Sounds at 10.30 am** (Mrs Ratheram)

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Please note these will only be available for 24 hours, this means you either need to watch the live session or need to catch up on it during the day of it being shown live. They have also added resources for parents here

<https://www.ruthmiskin.com/en/find-out-more/parents/>

This is the programme we follow, so the children should be more familiar with this. We hope it is helpful.



Although we don't follow the letters and Sounds programme in Reception your child may still enjoy these sessions. During the summer term, you will be able to access a daily phonics lesson by clicking on the link below. All lessons are introduced by celebrities, including children's TV presenters, which adds an exciting addition to the lessons. **Please note the formation rhymes are different to the rhymes used in RWI sessions and this**

programme refers to "robot talk" which we call "Fred talk".

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1

There are three sets of daily lessons to choose from. This enables you to pick a session linked to your child's ability. After upload, each lesson will then be available to watch at any time during the summer term.

11 am*	<u>Learning to blend</u>	For children in Reception and Year 1 who need extra practise sounding and reading words such as 'tap' 'cap' 'mat' 'pat'
10 am*	<u>Reception Summer term</u>	For children who can confidently blend and read words such as 'fish' 'chat' and 'rain'
10:30 am*	<u>Year 1 Summer term</u>	For children who can confidently blend and read words such as 'stamp' 'chair' and 'green'

Phonics

Please see session and time linked to your child's phonics group.

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Play game - Odd Sound Out - children to look at the pictures and decide which picture has a different initial sound to the others. <https://www.phonicsbloom.com/uk/game/odd-sound-out?phase=2>

Monday

Resources needed:

- Pictures on screen.
- Writing toolkit - red pencil, green pencil and writing pencil.
- Pictures to support sentence writing.

Activity 1

Ask your child to look at the pictures and say what they can see. The lines underneath the pictures represent how many sounds are in the word. Children to use their Fred Fingers to verbally spell out the word. Ask your child to write the words on a piece of paper/ on a whiteboard or with chalk etc.

Challenge 1:



— — —



— — —



— — — —



— — — —

Answers - map, bed, frog and crab.

Challenge 2:







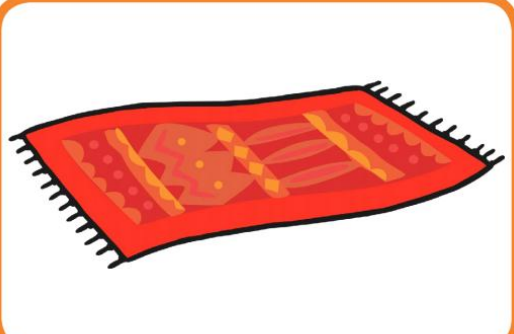


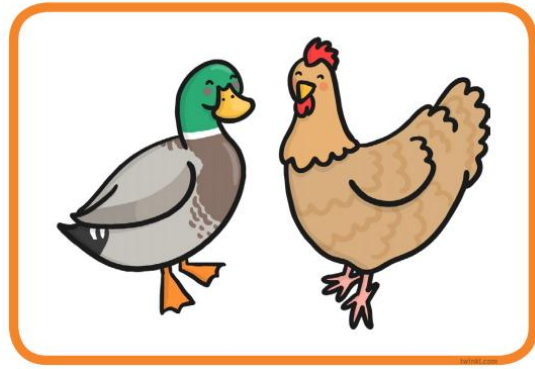
Answers - spoon, tree, night and snow.

Activity 2 -

Ask your child to look at the picture and say a sentence out loud to represent what they can see. Work with your child to stamp and clap the sentence to ensure it is in their store (memory). Ask your child to write the sentence on a piece of paper using their phonic knowledge. Ask your child to use their writing toolkit - green pencil for a capital letter and red pencil for a full stop. Repeat with a different picture.

Challenge 1:





Answers - A nap in a cot. / A red rug. / A run in the sun. / A duck and a hen.

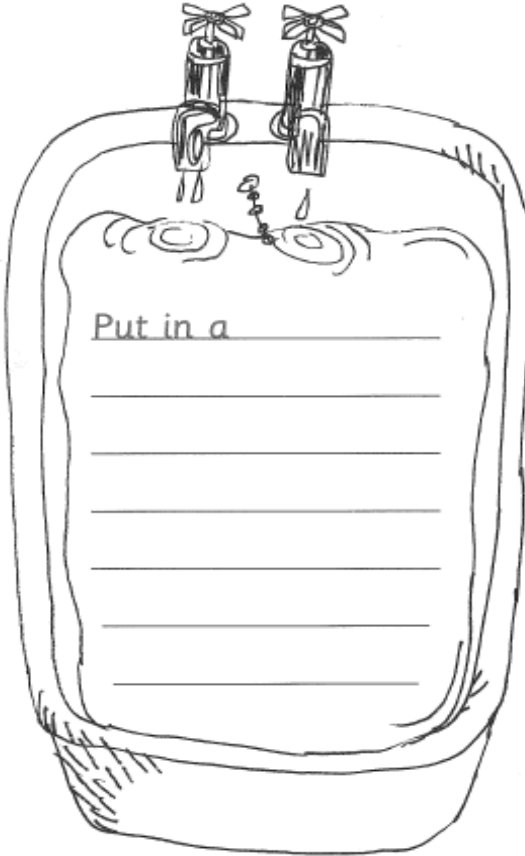
Challenge 2:

Look at the picture below - ask your child what different things they like to put in the bath. On a piece of paper brainstorm all of your different ideas. Using the template below (you may wish to create your own version) write a paragraph using the ideas from your brainstorm. Ask your child to use their writing toolkit - green pencil for a capital letter and red pencil for a full stop e.g Put in a duck and a big ship. Put in some water. As your child to use finger spaces in there writing.

picture prompts





Put in a _____

Check

capital letters full stops •  gaps

Phonics

Please see session and time linked to your child's phonics group.

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Play Alien escape – help the alien to cross the bridge by spelling out the word to match the picture -

<https://www.phonicsbloom.com/uk/game/alien-escape?phase=3>

Tuesday

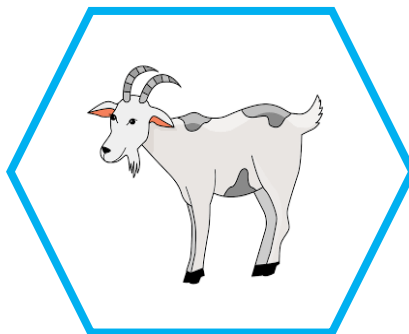
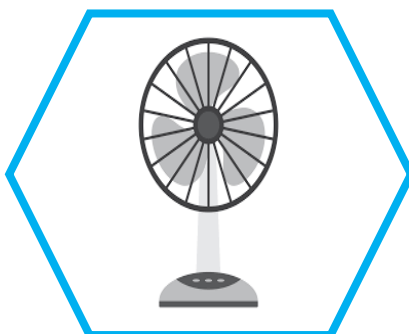
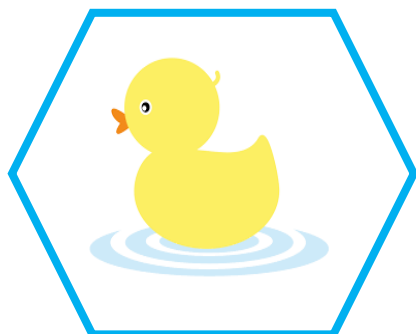
Resources needed:

- Example sheet below.
- Pictures on screen or created at home.
- Pencil.

Activity 1:

Ask your child to choose a picture and say the word. Encourage your child to say the sounds they can hear in each word. Model spelling the word using Fred Fingers. All of the pictures use the sounds from the red box. Take turns to choose a picture (you may wish to draw these yourself and place them face down on a table - take turns to turn the pictures over and say the sounds)

d	f	ck	j
a	u	n	m
sh	i	g	p
oa	c	t	ar



Activity 2:

Create a sheet or use the example sheet below. Ask your child to point to and say the sounds in the red box. Use the alphabet mat (at the bottom of the screen) to support your child with the sounds. Adult to model making a word using the sounds e.g. sh- i- p. ask your child to write as many words as they can in the grid.

Use the sounds to make as many words as you can?

sh	e	a	ck
c	p	d	i
u	o	m	s

[illegible]

Wednesday

Phonics

Please see session and time linked to your child's phonics group:

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

<https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zr728xs> - watch tricky word song.

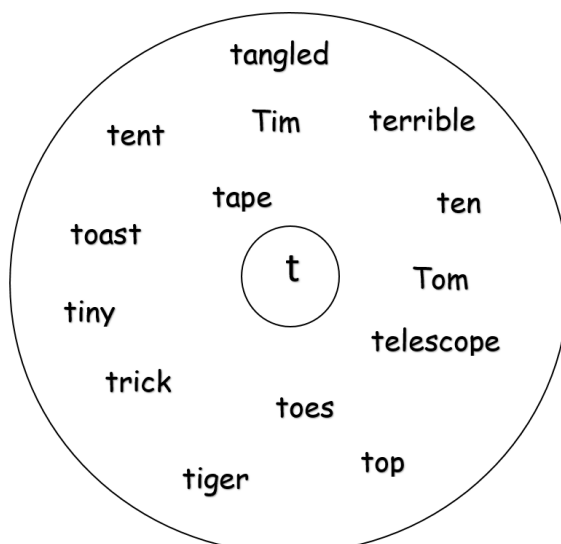
Alliteration

Activity 1:

Talk to your child about the word alliteration and explain that it is when the beginning sound of words is repeated. Read these examples of alliteration to your child and see if they can identify the repeated sound at the beginning of words. You may wish to give your child some of your own examples.



Draw a large circle on a piece of paper with a small inner circle (see example). Write a sound in the small inner circle (choose an easy sound). Ask your child to think of as many words as possible beginning with this sound. You can scribe your child's responses and they could attempt writing a few simpler words.



Activity 2: Using the word circle support your child with making alliterations e.g. terrible tiger. Encourage your child to use their alliterative imagination. Ask your child to draw a picture and write a few short alliterations.



Tim the terrible tiger.



Tiny Tom has ten tiny toes.

Thursday

Phonics

Please see session and time linked to your child's phonics group.

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Read Red words with Rosie: <https://www.youtube.com/watch?v=CcGLjasdcFQ>

Activity 1:

Challenge 1: Draw out three rectangles and write the headings 'say it', 'make it', 'write it' (see example picture below). Write out a red word in the top box for your child from the list provided. Ask your child to make the word - this could be with playdough, stones, craft sequins, pasta etc.

say it

said

make it

said

write it

said



Red word List

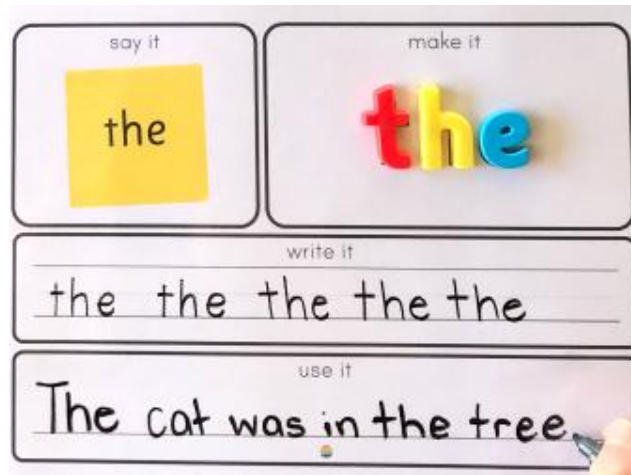
he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

Challenge 2: Draw out four rectangle frames (see image). This time you could extend your child by asking them to write the red word a number of times and then use it by putting it into a short simple sentence. Encourage your child to use a capital letter, fingers spaces and a full stop. .



Activity 2:

Ask your child to read the captions and identify the matching picture. Use my turn your turn if your child is finding it hard to read a word correctly. E.g. my turn sh-i-p, your turn sh-i-p.

Challenge 1:

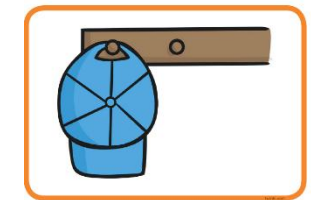
a cap on a
peg

a nap in a
cot

pots and
pans

dad and
nan

socks on a
mat



Challenge 2:

the light of
a torch

bow down to
the King and
Queen

fish and chips
on a dish

tools in the
shed

looking at
books

digging in
the soil



Friday

Phonics

Please see session and time linked to your child's phonics group.

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

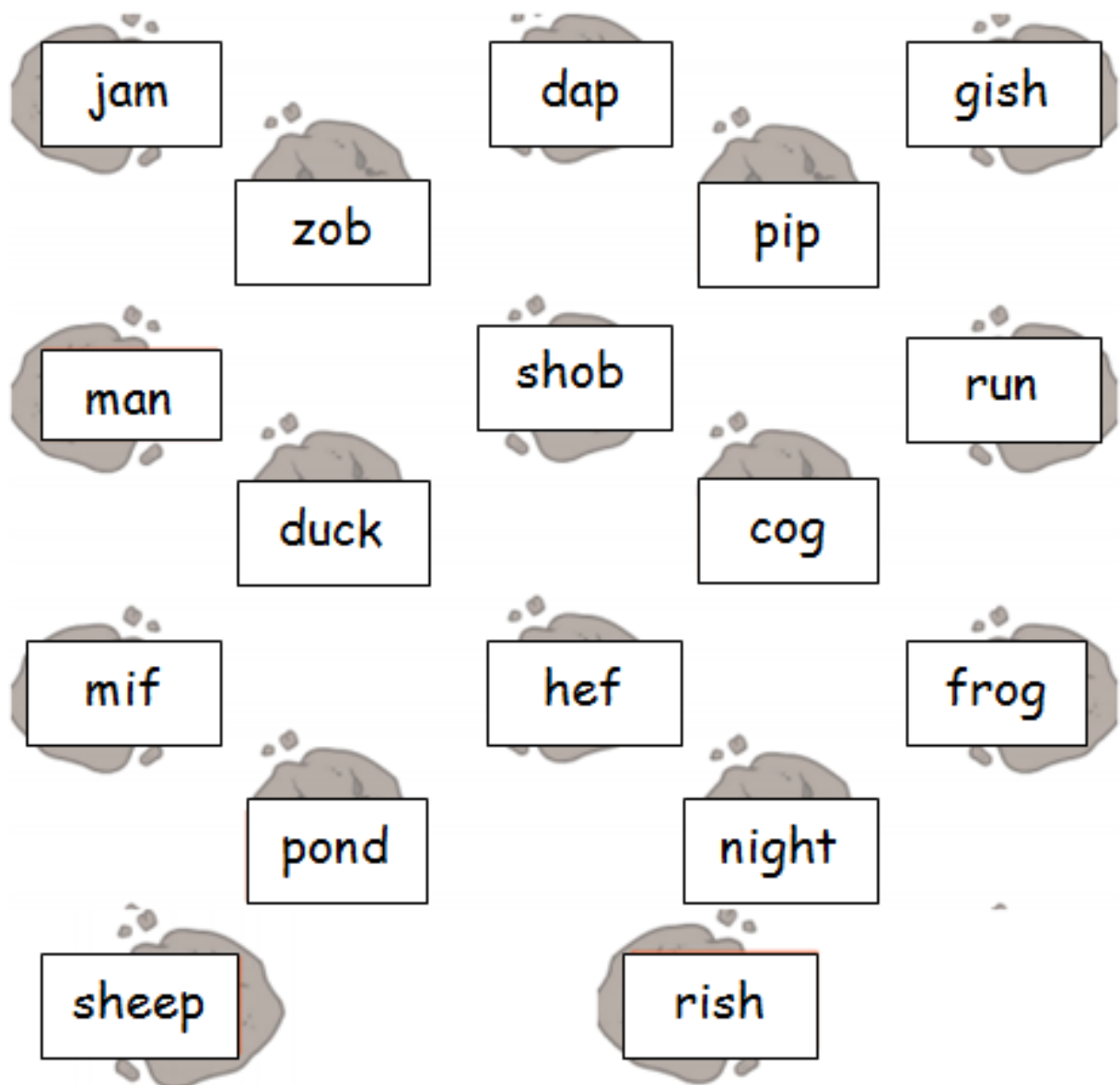
<https://www.doorwayonline.org.uk/literacy/letterformation/> watch interactive letter formation and ask your child to practise forming their letters in-between lines.

Resources needed:

- Asteroid pictures on screen.
- Set of real and nonsense words (on screen or create your own).

Activity 1:

Play real or nonsense word game - look at the words written on the asteroids- ask your child to Fred Talk the word and decide if it is real or nonsense.



Activity 2:

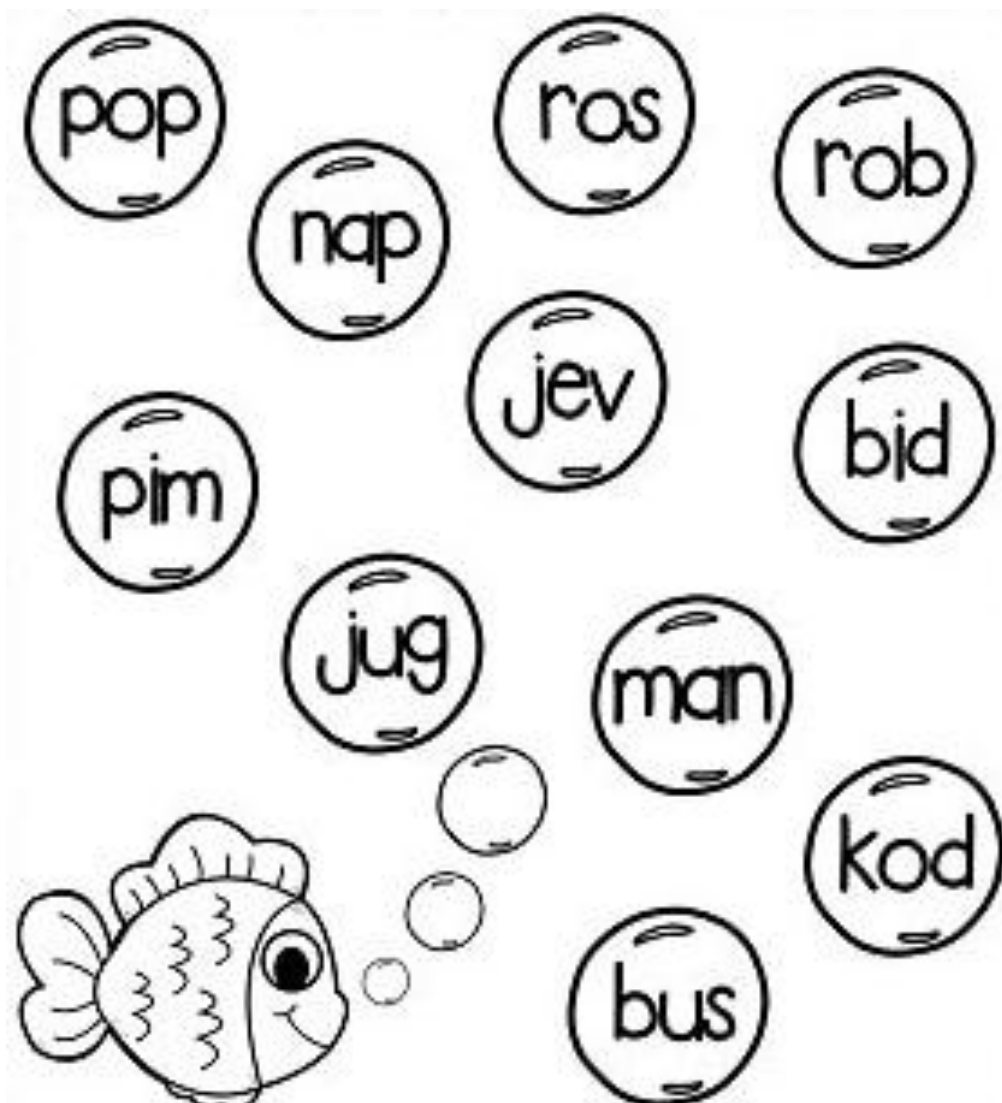
Play real and nonsense word interactive games.

<https://www.phonicsplay.co.uk/member-only/PicnicOnPluto.html>

<https://www.phonicsplay.co.uk/member-only/BuriedTreasure2.html>

<https://www.phonicsplay.co.uk/member-only/DragonsDen.html>

Using the words on the picture below make your own set of real or nonsense words - place them around the room. Ask your child to find the words and decide whether they are real or nonsense.



Rhymes for letter formation - taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.	sh  Scratch, shhh. Shhh, says the horse to the hissing snake.		ck  tick tack clock.	