



# Reception Literacy Home Learning | Summer Term



W.C. 18<sup>th</sup> May

## 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](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](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><a href="#">Learning to blend</a></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><a href="#">Reception Summer term</a></u> | For children who can confidently blend and read words such as 'fish' 'chat' and 'rain'                                  |
| 10:30 am* | <u><a href="#">Year 1 Summer term</a></u>    | For children who can confidently blend and read words such as 'stamp' 'chair' and 'green'                               |

## Monday

### Phonics

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

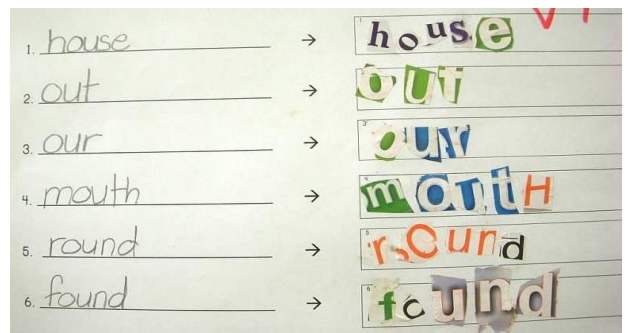
[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFClg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ)

<https://www.turtlediary.com/game/word-rhyme.html> - Listen to the word and then read the words to find the matching rhyme.

#### Activity 1

Using magazines, newspapers, packaging, leaflets, catalogues support your child with finding words or finding letters to make given words. Here are some ideas:

1. Parent to fred talk a word c-a-t. Ask your child if they can hear and find the starting sound first in their newspaper/ magazine print and cut and stick. Repeat fred talk and ask your child to find the middle and the end sound to make the word. Ask your child to read back the word to check spelling.
2. Choose a red word (**the, to, you, I, your, my, was, said**) write it at the top of the page and ask your child to explore the print to see if they can find this word.
3. Pick a 'special friend' (sh, ng, th, ou, ee, ck, igh, ay). Parent to say a word including a 'special friend'. Ask your child to find the sounds within the print to make the word. Your child may wish to write the word first or afterwards. Your child may also find a word with this sound in the text and wish to add it to their list.



#### Activity 2

Ask your child to name the clipart pictures **below**. Ask your child some of the given challenge questions. Your child may wish to write the word down or spell it out orally. Encourage your child to use their fred fingers to identify how many sounds in the word. You may also ask your child if any of the words rhyme/ sound the same (Challenge questions on next page).

**Challenge 1 words** - sun, cat, run, win, dog

**Challenge 2 words** - night, cow, ring, goat, moon, queen.

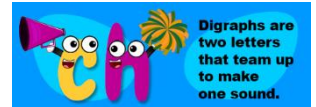
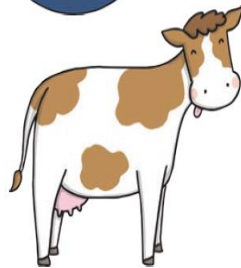
## Challenge 1

Can you spell out any of the pictures? Tell your grown-up which sound it begins with and which sound it ends with. Do all the words have the same number of sounds?



## Challenge 2

Can you spell out any of the pictures? Do all the words have the same number of sounds? Can you underline any digraphs?



## Tuesday

### Phonics

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

[https://www.youtube.com/channel/UCo7fblgY2oA\\_cFCIq9GdxtQ](https://www.youtube.com/channel/UCo7fblgY2oA_cFCIq9GdxtQ)

<https://www.bbc.co.uk/bitesize/topics/zvq9bdm> - Using link recap on some of the sounds taught. Focus on the sounds where there is two or three letters making one sound e.g. sh, th, igh etc

#### Activity 1:

Roll the dice using the interactive dice on link: <https://www.online-stopwatch.com/chance-games/roll-a-dice/> or a dice of your own. Ask your child to read or spell one word from the numbered column. You could copy this grid out on paper if you wish and ask your child to colour in the words they read correctly. Your child could also spell a given word into an empty grid.

#### Challenge 1:

### Roll and Read/Spell

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| mop  | jog  | fog  | thin | him  | hug  |
| ship | I    | he   | zip  | hut  | chop |
| the  | chin | she  | leg  | jam  | cut  |
| cat  | fat  | sing | wet  | link | sink |
| 1    | 2    | 3    | 4    | 5    | 6    |

#### Challenge 2:

### Roll and Read/Spell

|        |       |       |       |        |       |
|--------|-------|-------|-------|--------|-------|
| play   | chunk | skirt | shout | fork   | stink |
| sleep  | tooth | part  | chick | trench | spoon |
| trunk  | thing | bleep | shirt | mouth  | fight |
| flight | right | point | beard | books  | chart |
| 1      | 2     | 3     | 4     | 5      | 6     |

## Activity 2:

Look at pictures on the I spy sheet and name the different things that you can see. Then play I spy by asking your child to find a picture with a certain sound e.g. "I spy with my little eye something with the sound ee" (bee, sheep).



# Wednesday

## Phonics

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

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

**Play game:** - <https://www.phonicsbloom.com/uk/game/match-cards?phase=2>

Read the cvc word at the top of the screen - drag the correct picture on to the word.

### Resources needed:

- Pictures on the screen.
- Writing toolkit - red pencil, green pencil, writing pencil.
- Sound mat (located at the very bottom of the screen)
- Paper/ whiteboard

### Activity 1:

Show your child a picture, ask them to describe the picture to you i.e. what can you see? What is the dog standing on? Etc. Ask your child to say out loud the caption or sentence to match the picture. Encourage your child to clap/stamp the sentence and ensure that they have it in their store (head). Ask your child to write the sentence on paper or a whiteboard. See the separate challenges for captions/sentences and what to focus on whilst your child is writing.

### Challenge 1-



Challenge 1 - Write a caption

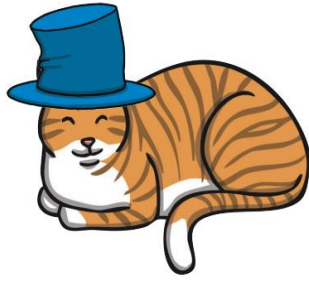
**a dog on a log**

**a cat in a hat**

Focus on the sounds in words - ask your child to repeat your Fred talk d-o-g etc. before writing the sounds they can hear.

Use the alphabet mat (at the bottom of the screen) to support children with letter formation.

## Challenge 2 -



Challenge 2 - Write a sentence

**I** put a hat on the cat.

**The** pig fell into the mud.

Focus on the sounds in words - ask your child to say the sentence out loud - clap/stamp the sentence. Ask children to write the sentence using the sounds they can hear.

Focus on the red words in the sentences I/ the/ into. Ask your child to spell these words from memory. Support your child if needed.

Ask your child to use their writing toolkit - green pencil for a capital letter and red pencil for a full stop.

Use the alphabet mat (at the bottom of the screen) to support children with letter formation.

## Challenge 3 -



Challenge 3 - Write a sentence

**They** dig in the soil.

**My** fish and chips are on a dish.

Focus on the sounds in words - ask your child to say the sentence out loud - clap/stamp the sentence. Ask children to write the sentence using the sounds they can hear.

Focus on the red words in the sentences They/ the/ my/are. Ask your child to spell these words from memory. Support your child if needed.

Ask your child to use their writing toolkit - green pencil for a capital letter and red pencil for a full stop.

Use the alphabet mat (at the bottom of the screen) to support children with letter formation.

## Activity 2:

Show your child the pictures and sentences below. Explain that the words have got jumbled up and need putting in the correct order. You may want to write the words on separate pieces of paper for your child. Challenge your child to reorder the sentences to match the pictures.

Remind your child that a sentence starts with a capital letter and ends with a full stop.

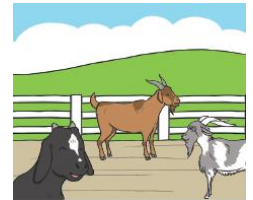
### Challenge 1 -

A on a pin map .



### Challenge 2 -

Goats farm in . yard the



## Thursday

### Phonics

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

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

Play game - <https://www.phonicsbloom.com/uk/game/odd-sound-out?phase=2>

Look at the picture cards, say each word out loud, which picture is the odd one out?

### Activity 1:

Story time - listen to your teachers tell a story. Access the stories for Reception using the following link: [https://www.youtube.com/playlist?list=PLBI\\_XHJy9tKLvDrx3PeewpHhrIMaR7q06](https://www.youtube.com/playlist?list=PLBI_XHJy9tKLvDrx3PeewpHhrIMaR7q06) ask your child to select a story to listen to. Ask your child the following questions at the end of the story: What did you enjoy about the story? What was your favourite part of the story? Which character did you like the most? What happened at the end? Tell your child what you liked about the story.

Ask your child to complete a book review linked to the story they have heard.

You may wish to use the template below or create your own.

## My Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

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---

Draw your favourite scene from the book.



twinkl.co.uk

### Activity 2:

Play a real and nonsense word game - ask your child to read the words below using Fred talk. Children to decide if the words are real or nonsense. You may wish to recreate this grid and ask your child to colour in the smile for a "real" word and the sad face for a "nonsense" word.

Challenge 1 -

|                                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| pef<br>  | cap<br>  | rid<br>  | hum<br>  | bov<br>  |
| gas<br>  | ten<br>  | mab<br>  | sit<br>  | fat<br>  |
| jod<br>  | hug<br>  | fit<br>  | riv<br>  | leg<br>  |

Challenge 2 -

|                                                                                                                                                                                 |                                                                                                                                                                                 |                                                                                                                                                                                |                                                                                                                                                                                 |                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| boy<br>   | tay<br>   | see<br>  | high<br>  | book<br>  |
| gook<br>  | moo<br>   | zoy<br>  | ring<br>  | day<br>   |
| boog<br>  | zigh<br>  | ong<br>  | with<br>  | goat<br>  |

# Friday

## Phonics

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

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

Watch video: <http://www.landscore.tv/watch.php?vid=1ba0146e3> Ask your child to say the sounds as they pop up on the balloons. Some red words will pop up on red balloons. Remind your child that 'it's harder to fred a red.' (I, the, you)

**Activity 1:** Draw out phoneme frame boxes on paper. Write a selection of sounds on small cut up pieces of paper. Say a word to your child e.g. l-o-ng in fred talk. Ask your child how many sounds can you hear? Then ask your child to select the sounds from a selection to make the word.



### Example Words:

2 phonemes - at, is, if, up

3 phonemes - ham, ship, chat, long, sack, wink, much, night

4 phonemes - flat, truck, spoon, shirt, hunt, drink

Here is how they are written on a phoneme frame

|   |   |    |    |   |    |
|---|---|----|----|---|----|
| r | i | ng | ch | i | ck |
|---|---|----|----|---|----|

|   |     |   |
|---|-----|---|
| n | igh | t |
|---|-----|---|

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## **Activity 2: Syllable game**

Place out cut up number cards 1,2,3,4 on a surface in front of you and your child. Tell your child that today we are going to be thinking about the syllables in words (rhythm in a word). Adult to point to a picture and ask your child to sing the name of the object pictured. Ask your child to clap the syllables in the word and tap it on their knees. How many syllables are in the word? Ask your child to point to the number card that represents the count e.g. 'el-e-phant' your child should point to 3.

