

Welcome to Reception Family Learning



Sounds

Key notices

Reading Books

Home learning

Working in the community

What does a child need to know:



- Letters are **symbols** that **represent** sounds.
- A sound can be spelt by 1,2,3 or 4 letters.
dog street night dough
- The same sound can be spelt in different ways.
rain break gate

Skills

- **Blending** is a skill that pushes the sounds together to build a word.
- **Segmenting** is the ability to pull sounds apart.
- **Phoneme manipulation** is the ability to insert sounds into and delete the sounds out of words.

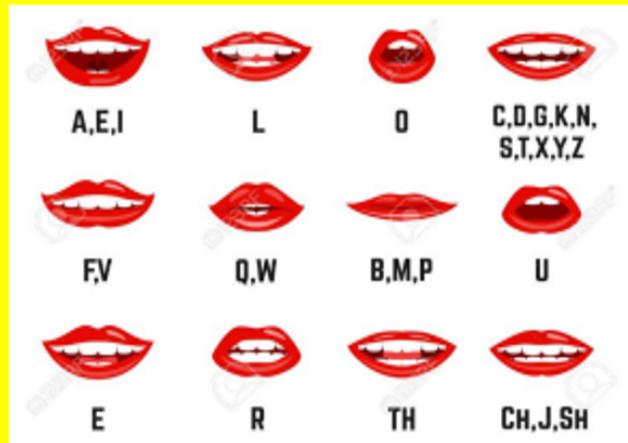
Pure Sounds

- It is **vital** that children know the pure sounds.

a b c d e f g h i j k l m n o p q r s

t u v w x y z

ng ch th qu sh



Alex saying the sounds Sounds-Write Initial Code
([youtube.com](https://www.youtube.com))

Everyday words

- Every word is decodable. In our programme we have no 'tricky' words or 'magic' letters even the ones that sound different can be sounded out.
- In the word _____ this sound is _____.
eg the

Here are some everyday words that the children will learn in reception.

the is a to he she was for I
all come are

How do we teach phonics ?

- Symbol Search

s	t	i
a	m	
p		o

- Sound Swap
- Word Builder
- Read and spell



Writing

By the end of Reception all children will:

- 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.

At this point in the year, it is vital that children are writing at an independent level it is not a requirement to spell every word correctly- when writing with your child focus on the correct spellings of the everyday words

Reading

Talk to your child about what is on the front page.

Q: What do you think the book might be about?

Q: Who is the main character?

Q: Can you open the book to the first page.

When reading a book with your child, they need to read the words (especially when it is a phonics book)

Make sure that your child is pointing to each word when they read.

At the end of the story check that your child knows what has happened in the story.

Q: What happened in the story?

Q: How did they feel?

Q: What do you think the main character should have done?

Examples of reading



Examples of reading



Oral blending game



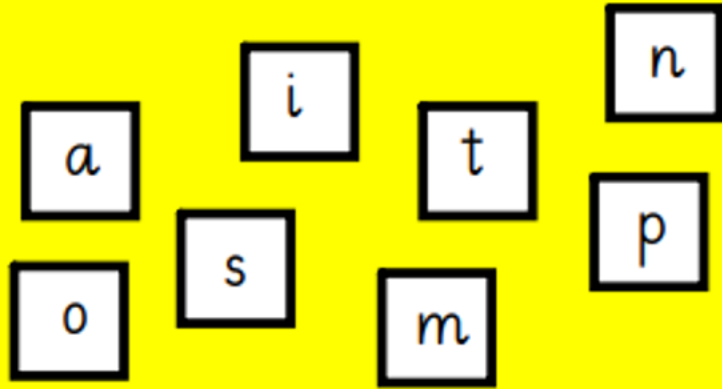
Symbol Search

b	m	t	g
c	n	p	i

Over to YOU!

- Activity 1:
- Word Builder - parent reads the word and your child must use the sound cards to build the word.

Remember to make your child 'say the sound and read the word' at the end.



Word builder parent script:

I want you to build the word

What is the first sound you can hear in the word

And what is the last sound you can hear in the word....

Now say the sounds and read the word...