

# Greasby Infant School



## Foundation 2



### Spring Term

### Home Learning Tasks for Reading

Reading is the key skill that children need in order to be successful in their learning. We would like to work together with you, to help your child develop the skills needed to become a confident and successful reader.

We therefore ask that you share a story with your child as many times as you can each week. This could be their school library book which the children choose in class and bring home on a Wednesday and return the following Monday or any other favourite book from home or the local library.

We also ask that you spend about 5 to 10 minutes listening to your child read their reading book and talk together about the book at least 5 times each week. Once the children have reached a certain level they will also bring home RWI books they are working on in their RWI sessions.

Please make sure that the reading packet, reading record and books are kept in your child's blue bag and is in school every day.

Encourage your child to:

- Ask and answer questions about books they read or have read to them.
- Question new or unknown vocabulary.
- Explain their opinions or express their feelings about books they have read or listened to.
- Predict what might happen next based on what has been read so far.

Please use the reading record book in the plastic reading packet with their reading book to record every time they read at home. Please write the date and title of the book in the reading record. There is also a comments section for you to provide us with brief feedback about what your child has particularly enjoyed or benefitted from, and anything they have found tricky and need more help with. Reading the same book several times over a week builds up sight recognition and fluency when reading.

In addition to their reading books, the children will also have sight vocabulary words to learn when they are ready to and these are stuck in the front of their reading record book and are within animal shapes and we usually refer to them as whale or turtle words etc... They should be practised for approximately 5 minutes at least 5 times a week in order to develop instant recognition.

The children also have a small plastic wallet with sounds in. These are all the sounds your child has covered in school. As they are taught new sounds we add to the wallets. This may be weekly but we also have periods of consolidation. Please help your child to learn to recognise the sounds and also make words for them to 'Fred talk' (sound out each letter) and read them as well as them making words from their sounds. They may also want to write them as their knowledge and confidence develops.

## F2 suggested websites and apps

### Suggested websites:

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.ictgames.com](http://www.ictgames.com)

[www.bbc.co.uk/cbeebies/games/alphablocks-games](http://www.bbc.co.uk/cbeebies/games/alphablocks-games)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

[www.nessy.com/uk/apps/hairy-letters/](http://www.nessy.com/uk/apps/hairy-letters/)

### Suggested iPad apps:

Pocket Phonics ABC Pocket Phonics £4.99

Doodle Buddy Cambug Phonics £2.29

Simplex Spelling Phonics Hairy Letters - £2.99

Cambug Letter Sounds

Squeables spelling app



## Letter Formation

In addition to the above activities it would be helpful to practise letter formation with your child. This does not always need to be done on paper but could be drawn in the air, on each other's backs, written in shaving foam or in trays of rice etc. They can also be formed by driving toy cars around the letter shape or writing the letter outside using water and an old squeeze bottle, such as a washing up liquid bottle or just zip lock bags filled with cheap hair gel or something similar can also be used for letter formation.

We are using the RWInc. letter rhymes to reinforce correct formation. A handout was given out to all parents last term during the curriculum evening and if you would like another copy then please see a member of the F2 team.

If you have any queries or questions about reading at home then please speak to one of the teachers after school or contact the school office.

Thank you for your continued support.

The Foundation 2 Team.

## Phonics Glossary

**blend** (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

**cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

**digraph** — two letters making one sound, e.g. sh, ch, th, ph. The children may call these special friends.

**vowel digraph** — two letters which, together, make one vowel sound, e.g. ai, oo, ow

**split digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site

**grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

**grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

**mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

**phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

**segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

**VC, CVC, CCVC, CVCC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam, last.

For a video guide to the articulation of pure sounds, follow the link below.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

