

Reception Newsletter

Friday 28th February 2020

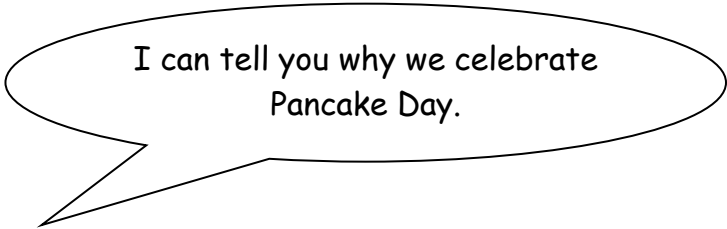
Dear Parents/Carers,

In Literacy this week, we have continued with our Phase 3 assessment process. We are now getting a clear view of the tricky words and sounds each child needs to revise and will be sending home further information to help with home learning before the end of this half term. On the reverse of this letter is some information to explain the upcoming 'Phase 4' of Letters and Sounds and the importance of consolidating Phase 3 before the next phase begins.

In Numeracy, the children have used objects to help complete addition calculations. We have enjoyed adding together two sets of pancake toppings and finding out how many we have altogether. We have also used jottings and other strategies to find answers to addition sentences. We have also been practising forming numbers correctly, using the number formation rhymes to help. Next week, we will be introducing number bonds to 10, learning about the different numbers that work together to make 10. We will also be learning how to count up in 2's.

Next week, in our topic work, we will be celebrating World Book Day. World Book Day takes place on **Thursday 5th March**. During the afternoon we will be buddying up with our Year 6 buddies. We would like the children to bring their favourite book into school from home on this day so they can share with their buddy. Please ensure that all books sent in are labelled with your child's name so they are returned at the end of the day.

This week's 'Talking Topic' is:



I can tell you why we celebrate
Pancake Day.

Open door will start again on **Tuesday 3rd March at 2:30pm** for Miss Mason's class. Mrs Rothwell's class will have their next 'Open Door' on **Tuesday 10th March at 2:30pm**.

If you do have any concerns or questions, please do not hesitate to ask Mrs Brook and she will ensure that the Reception team is informed.

The Reception Team.

Letters and Sounds- Phase 3 into Phase 4

Phase 3 (already taught and currently revising/assessing)

The purpose of this phase has been to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

CVC words containing graphemes made of two or more letters

Here are some examples of words your children will be reading: **tail, week, right, soap, food, park, burn, cord, town, soil**

Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!

Tricky words

The number of tricky words is growing. These are so important for reading and spelling: **he, she, we, me, be, was, my, you, her, they, all.**



Ways you can support your child at home

- Sing an alphabet song together:
- Play 'I spy', using letter names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:
r-ai-n = rain blending for reading *rain = r-ai-n* – segmenting for spelling
b-oa-t = boat blending for reading *boat = b-oa-t* – segmenting for spelling
h-ur-t = hurt blending for reading *hurt = h-ur-t* – segmenting for spelling
- Praise your child for trying out words, use buttons and bars to help.
- Set a timer. Call out one word at a time and get your child to spell it on small whiteboard, against the timer – remember, they can use magnetic letters.
- Play 'Pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words.
- Don't worry if they get some wrong! These are hard to remember – they need plenty of practice.

Phase 4

Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

CVCC words: **tent, damp, toast, chimp**

For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**

and **CCVC** words: **swim, plum, sport, cream, spoon**

For example, in the word 'sleep', **s = consonant, l = consonant, ee = vowel, p = consonant.**

They will be learning more tricky words and continuing to read and write sentences together.

Phase 4 Tricky words

said, so, do, have, like, some, come, were, there, little, one, when, out, what



Ways you can support your child at home

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps*. Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, *lunch, fresh milk, drink, fish and chips, jam*.
- Work on reading words together, for example, a street name such as *Park Road*, captions on buses and lorries, street signs such as *bus stop*.

It is essential that children are confident with all the sounds and tricky star words in Phase 3 to enable them to fully access the content of Phase 4. Please practise at home in short bursts (little and often is best rather than a long session of homework). If you need any further home learning resources in addition to the flash cards which were sent home before half term, please do not hesitate to speak to us.

Mrs Rothwell and Miss Mason