

Literacy at Home

Reception Booklet



Why read at home with your child?

- Enjoying and sharing books with your child is a great time for bonding, talking and sharing.
- Sharing books helps with vocabulary development and concentration.
- Exposure to a wide range of books (not just their school “reading book”) helps them to develop language, ideas and a love of reading.
- Reading with your child promotes reading for pleasure as they see reading as a worthwhile activity.
- You can share favourite stories from your own childhood and discover some new shared favourites.
- Reading regularly with your child is the biggest indicator of future academic success.
- Children who grow up in households where there are books readily available (either library books or owned books) go on to outperform their peers up to age 16. They also remain in education for an average of three years longer.
- Children whose parents frequently read with them in the first years of school are still showing the benefit when they are 15.
- Discounting any social differences, young children who read regularly at home will remain ahead in reading.
- Parents do not need to be expert readers themselves to have a positive impact on their children. Involvement in reading is what counts. Reading for pleasure and involvement with reading is more important in terms of children’s development than their parents own level of education.
- Children as young as 7 are now more likely to own a mobile phone than a book.
- Keeping just 20 books at home can boost a child’s chances of doing well in school.
- 85.5% of pupils aged 7-16 own a mobile phone but only 72% own a book.
- 1 in 20 youngsters have never chosen to read a whole book for pleasure.
- 46% of children in a national survey said they would like their parents to read with them more often.

Findings taken from:

OECD analysis 2011 (organisation for economic cooperation and development)
Readers’ Digest Study Research in Social Stratification and Mobility Journal National
Literacy Trust Booktrust

In this booklet are some ideas of ways you can support with reading and writing at home with your child. If you have any queries about the booklet or want further information, then please contact Mrs McVittie.

Receptions suggested reading list:

Luna Loves Library Day Author: Joseph Coelho

More Would You Rather Author: John Burningham

Under the Same Sky Author: Britta Teckentrup

Baby Goes to Market Author: Atinuke

Eric Carle's Book of Many Things Author: Eric Carle

You Choose in Space Author: Pippa Goodhart

You're Safe With Me Author: Chitra Soundar

Animals with Tiny Cat Author: Viviane Schwarz

A Great Big Cuddle Author: Michael Rosen

How the Sun Got to Coco's House Author: Bob Graham

A Dog With Nice Ears Author: Lauren Child

There's a Bear on My Chair Author: Ross Collins

Fabulous Frogs Author: Martin Jenkins

Colin and Lee, Carrot and Pea Author: Morag Hood

Bob the Artist Author: Marion Deuchars

Sam and Dave Dig a Hole Author: Mac Barnett

Please Mr Panda Author: Steve Antony

Shh! We Have a Plan Author: Chris Haughton

The Something Author: Rebecca Cobb

Out and About A First Book of Poems Author: Shirley Hughes

How Do You Feel? Author: Anthony Browne

Iris and Isaac Author: Catherine Rayner

Susan Laughs Author: Jeanne Willis

Dog Loves Books Author: Louise Yates

Penguin Author: Polly Dunbar

Useful websites:

<http://www.ictgames.com/literacy.html>

<https://readingeggs.co.uk/>

<https://www.phonicsbloom.com/>

<http://www.letters-and-sounds.com/>

<https://www.bbc.co.uk/cbeebies/shows/>

<http://epicphonics.com/>

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Free E-Books and linked games!

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.roythezebra.com/>

<https://www.oxfordowl.co.uk/home/reading>

Tips for developing a love of reading:



- Making up your own stories together.
- Make puppets or masks to re-tell or act out a story. This can be a familiar story or a made up story.
- Describe and talk about characters from stories.
- Cover up words; can they guess the missing word?
- Cover up a character; can you guess who I'm describing?
- Ask questions to extend the children's thinking about the story, 'What would happen if...?', 'Why do you think...? '
- Make up a different ending to a story.
- Using a collection of objects and animals to make up a story.
- Talk about the cover and title. What do they think the book is about?

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/how-to-read-with-your-child/>

Formation: Rhymes for letter formation

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

Fun formation ideas:

- Sticks in mud
- Using finger to write on each other's backs. Can you guess the letter?
- Steamed up mirrors
- Water and brushes to paint on floor or walls (outdoors!)
- Rainbow letters: using different coloured pens, crayons, chalks and felt tips
- Shaving foam, glitter, sand or flour in a flat tray
- Squirting water from old washing up bottles on the floor (outside!)

Ideas for writing:

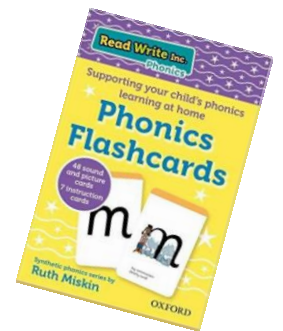
- Shopping lists
- Captions for pictures
- Letters
- Diaries
- Post cards
- Recipes
- Stories
- Learning Journeys
- Notes and messages



Games and ideas to support phonics:

- Using objects around the home play Fred talk games. E.g. 'I spy a p-e-g – peg.' 'Where's your other s-o-ck – sock?' 'Simon says – touch your ch-i-n.'

- Find me something beginning with.... h
- Place sound/word cards around the garden, find me s or mat
- As above game spell 'cat' run to each sound to collect the letters c-a-t then place them together to check.
- Play snap or pairs with letter cards or words, these are easy to make!
- Pass the letter or word around—put letters/words in a bag, play music and when it stops pull a card out the bag and say the sound or read the word.
- Foam letters in the bath, magnetic letters on the fridge,
- Playing snap with letter cards.



Speaking and listening ideas:

- **Listen at home** – switch off the TV and listen to the sounds, both inside and outside the home. Can your child tell you what sounds they can hear?
- **Play-a-tune and follow me!** Make some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun! You could even use pots and pans.
- **Songs and rhymes** - sing a variety of rhymes in different voices, e.g. squeaky, happy, quiet, loud.
- **Show that you are interested in what they are talking about** – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.
- Teaching your child new words for example:
 - “Wow that’s a **big** dog!”
 - “Wow that’s an **enormous** dog!”
 - “Wow that’s a **massive** dog!”

At John Shelton Primary School, we follow the **Read Write Inc** programme:

About *Read Write Inc.*

Read Write Inc. programmes work because we get children's brain '**COGS**' working:

Everything **CONNECTS**: children connect sounds with mnemonic pictures; words with their meanings; and stories with the sounds they know. They connect their own experiences to the stories they read and learn to lift the words off the page.

Children learn **ONE** thing at a time and practise it until it becomes second nature. Interactive practice keeps children focused, and their capacity to learn develops exponentially.

They learn at their **GOLDILOCKS** spot (not too easy, not too hard) with others at a similar challenge level. No time is wasted.

Children remember what they learn by **SAYING** it out loud to a partner. If they can't explain it, the teacher repeats it until they can.

What's more, our teachers are trained so they have capacity to show love for what they do. The more they love teaching, the more the children love learning.



Simple Speed Sounds

Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - bouncy

Vowel sounds - stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Glossary:

Blending: squashing sounds together to read a word, e.g. c-a-t = cat.

Segmenting (Fred talk): breaking up a word into its sounds for spelling, e.g. cat = c-a-t

Diagraph: where 2 letters make one sound, e.g. ee in feet.

Trigraph: where 3 letters make one sound e.g., igh in night

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

Rhyming words: 2 words which sound like each other e.g. train and pain

Alliteration: words starting with the same sounds e.g. Six sizzling sausages

Red words: words which are tricky to sound out.

Green words: words which can be sounded out

Guided reading: Reading within a small group with an adult

Individual reading: Reading one to one with an adult

Sharing a book with a child is fun - it's a time for closeness, laughing and talking together. It can also give children a flying start in life and help them become lifelong readers. BookTrust website

Make reading enjoyable and not a chore!!!!