

Helping your child with their time in Sunflower Class





Phonics

One of the most important skills that a child will learn in and out of school is how to read and write. We use the Twinkl Phonics accredited Systematic Synthetic Phonics (SSP) Programme to give children the tools to blend, segment and de-code words.

In Sunflower Class we mainly focus on Level 2, 3, and 4 phonics. The teaching sequence is as follows:

Level 1

This should have been covered in your child's pre-school setting. The focus is largely on rhyme, alliteration and hearing sounds in the environment. We will spend a few weeks recapping this at the start of the year.

Level 2

This phase covers 19 initial letter sounds. Sounds are not taught in sequence of the alphabet. The letter progression is as follows:

Week 1: s a t p

Week 2: i n m d

Week 3: g o c k

Week 4: c k e u r

Week 5: h b f/ff l/ll ss



The children will learn soft sounds. I will send out weekly links via Class Dojo so that you can hear the sounds and see how the letters are formed.

They will also be taught a number of 'High Frequency Words'. Some of these they will be able to sound out and others are 'tricky' words which require them to be learnt without sounding. The High Frequency Words for Level 2 are:

a an as at if in is it of off on can dad had back and get big
him his not got up mum but put the to l no go into

By the end of Level 2, children should be able to:

Give the sound when shown any level 2 letter.

Be able to find a letter from a display when given the sound.

Read VC (vowel consonant—is at) and CVC (consonant vowel consonant—cat hat) words using the sounds taught.

They should have learnt some of the High Frequency and/or tricky words.

Use their phonetic knowledge to blend and segment CVC words.

Be able to attempt to form letters correctly.





Phonics

Level 3

This phase covers another 25 graphemes, which contain 2 letters (digraphs) and 3 letters (trigraphs)

The letter progression is as follows:

Week 1: j v w x

Week 2: y z/zz qu

Consonant digraphs

ch sh th ng

Vowel digraphs and trigraphs

ai ee igh oa oo ar or ur ow oi ear air ure er



The High Frequency/tricky words for this phase are:

will that this then them with see for now down look too *he she we me be was*
you they all are my her

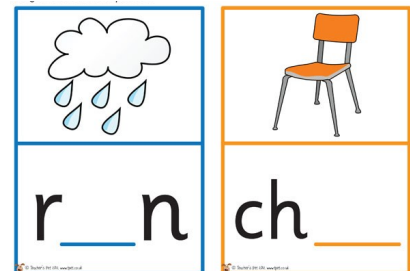
By the end of Level 3 children should:

Give the sound when shown all or most Level 2 and Level 3 graphemes.

Be able to blend and read CVC words.

Read more tricky words.

Write each letter correctly using the correct formation.



Level 4:

No new letters are introduced during Level 4. It is largely based on consolidation. We will extend reading to blending with CVCC (tent), CCVC words (grip) and CCVCC words (crunch)

The High Frequency/tricky words for this phase are:

went it's from children just help said have like so do some come were there little one
when out what

By the end of Level 4 children should:

Know all Level 2 and Level 3 graphemes.

Be able to blend, read, segment and spell words containing adjacent consonants.
















































































Phonics

Level 2 and 3 Actions



	m	Yummy! Rub your tummy.		n	Make a snake's head with your hands and wiggle your body like a snake.
	d	Play your drumkit.		c	Wiggle your finger like a caterpillar.
	g	Pretend to wrap your scarf like Gabi.		s	Pretend to squeeze a juicy orange.
	l	Pretend to lick an ice lolly.		v	Draw a v shape on your chest to show the V-neck of the vest.
	f	Pretend to wave a magic wand.		w	Make waves with your hand.
	b	Pretend to throw and catch a ball.		x	Hold one hand like a map and draw an x on it.
	ch	Use your thumb and forefinger to make a chick's beak.		ee	Make mouse whiskers.
	sh	Put a finger to your lips.		ee	Make mouse whiskers.
	th	Pretend to press a car horn.		ai	Draw a spiral snail's shell.
	th	Pretend to open a purse.		oi	Flick your thumb as if tossing a coin.
	oo	Pretend to open a book.		oo	Cup your hand around your ear.
	oo	Make twinkly star fingers.		oo	Hold one arm across your body as if holding a shield and pat it with your other hand.
	oo	Pretend to press a car horn.		oo	Hold one arm across your body as if holding a shield and pat it with your other hand.
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Handwriting

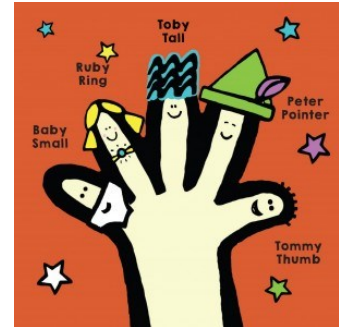
In order that children can eventually acquire a legible, fluent and fast style they need to develop a number of skills. These include:

Gross and fine motor control.

A recognition of pattern.

A language to talk about shapes and movements.

The main writing movements involved in the three basic letter shapes.



Developing Gross Motor Skills

Ways to develop gross motor skills include:

Talk about the movements children make such as jumping, springing, long slow movements and quick jumpy movements.

Encourage large movements and movements that use both sides of the

body.

Take part in 'Dough Disco'.

Developing letter shapes using gross motor movements

Encourage sky writing.

Make patterns in the air.

Use the sand tray to make the letter shapes.

Talk about the movements as you make them.

Get the children to write the letters with their eyes closed.

Use paintbrushes and water on the ground.

Make letters out of playdough.



Developing fine motor control

To help the children to strengthen their hands and fingers for writing:

Sewing and weaving activities.

Involve children in chopping and peeling activities.

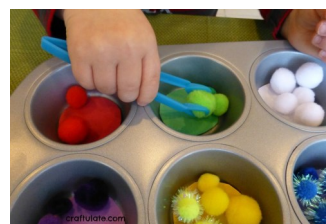
Use finger rhymes and counting fingers.

Use construction tools like Lego.

Use tweezers to pick up things.

Encourage scissor skills.

Encourage the children to use a variety of pens and pencils to draw patterns and pictures.



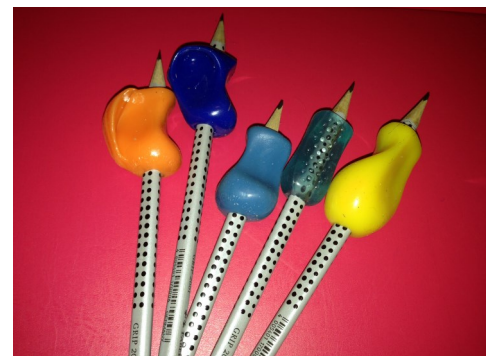


Handwriting

We use the follow rhymes to help teach the children how to form their letters correctly.

Please ensure you use this formation at home.

 <p>Around the apple, up the stalk and down the leaf.</p>	 <p>Down the bat, up and around the ball.</p>	 <p>Curl around the caterpillar.</p>	 <p>Around the drum, up and down the stick.</p>	 <p>Around the egg and under the cup.</p>	 <p>Over the fairy's head, down her dress and give her a wand.</p>	 <p>Around Gabi's head and wrap her scarf.</p>	 <p>Down the chimney to the floor, up and over the new front door.</p>	 <p>Down the insect's body and tail, dot the head.</p>
 <p>Down the jet, around its trail and dot the sun.</p>	 <p>Down Kit, up and around the kite and down its tail.</p>	 <p>Down the lolly and lick!</p>	 <p>Down the fork, over and over the meatballs.</p>	 <p>Down the leaf, up and over the nut.</p>	 <p>Around the orange.</p>	 <p>Down the puppy's neck and leg, up and around his head.</p>	 <p>Around the queen's head, down and up her arm.</p>	 <p>Down the robot's body, up and over its arm.</p>
 <p>Curl around and around the snake's body.</p>	 <p>Down the teaspoon and under the teacup, then across the top.</p>	 <p>Down one umbrella handle, up and down the other.</p>	 <p>Down the neck, up the neck.</p>	 <p>Down the wave, up the wave, down the wave, up the wave.</p>	 <p>Criss, cross.</p>	 <p>Swing the yoyo up, drop it all the way down and underneath.</p>	 <p>Zig, zag, path.</p>	





Reading

Young children enjoy being read to, and sharing books with your child in this way gives them the message that reading is an enjoyable activity. They also become familiar with the language that books use and begin to understand how books work.

Early Reading

You will notice that your child will begin to do the following as they become interested in books:

Listens to the story and watches the pictures.

Listens to the story and observes the text whilst adults point to words.

Offers to read pieces of text or words.

Makes up the story while turning the pages.

Tells the story accurately but does not read the text.

Tells the story and runs a finger along the text.

Tells the story with word/sound match and can recognise familiar words.

Read most of the words, predicting unknown words by what has been said in the story and through phonics and picture clues.

Matches the word on a card to the word in the book.



Making the most of Reading Time

It is important that reading should be a pleasurable activity, so choose a time when you both want to read.

Only continue for as long as your child wants to—short but regular sessions are most valuable. Reading should not become an onerous task.

Sit somewhere quiet and comfortable where you will not be disturbed.

Talk about the book, the title and the cover before you start. Give your child an idea what the book is about—this is not cheating; reading is not a test.

If your child is too tired or not interested, you should either read the book to them or chose favourite book to share.

Allow your child to look at and discuss the illustrations. The first books your child will bring home may have only pictures or minimal words. The story will be contained in the pictures.

From time to time ask your child about what they have read so far. You could also ask them to predict what is going to happen next. This checks that they have understood what they have read and motivates the children to read on.

Ask your child to change the ending of the story.

Remember the most important thing is to praise and encourage your child to build confidence.



Reading

What to do if your child doesn't know a word:

If your child comes to an unfamiliar word wait a few seconds to allow them to work it out.

If they are unable to work it out, either give them the word or allow them to carry on or help them to guess from the story/picture or the sound of the first letter.

Ask your child if they recognise the first letter in the word. If so, ask them what it could be, referring to the pictures and storyline.

As they recognise more sounds, ask them to sound out the word before trying to blend the sounds together to make a word.

As your child becomes a more fluent reader suggest that they read on to the end of the sentence and then come back to the word.

Book Sets

The books that we send home are linked to the phonics sounds that we have been learning that week. These start at Level 1 which includes wordless picture books and moves up to set Level 4 which covers the complete phonics scheme for your child's first year at school.

Your child will read with an adult weekly. During this time, we will assess whether they should move on to the next book set and move them up accordingly.



Reading Record Book

The reading record book is a record of when your child has read with an adult/older sibling. You may want to comment about something your child has done particularly well, if they have persevered, if they have tried to sound out words, if they have enjoyed the story etc.

Your child will be rewarded for reading with an adult. They get a certificate in their book for every double page recorded and then receive a prize from the prize box for each multiple of 5.

If you have concerns about your child's reading it is better to come and discuss these with us.

If your child is too tired to read or is not well, record this in the reading record too.

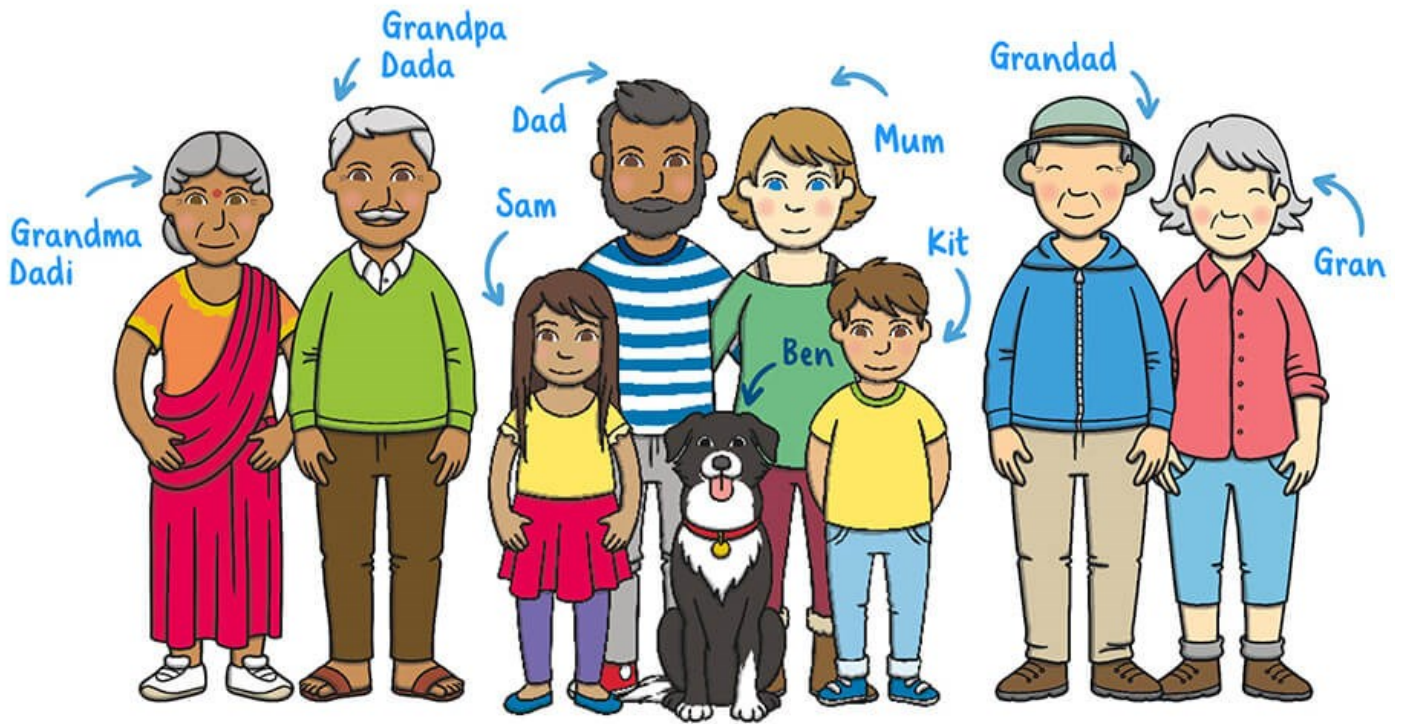
It is an expectation that children should spend some time **every day** sharing/reading a book with an adult/older sibling.

Reading books, record books and book bags need to be in school everyday.



Reading

During the first few weeks it would be great for your child to learn the names of the following characters:





Parent/School Partnership

Class Dojo

We are using ClassDojo to connect with families, share classroom moments, and much more. Please join to stay connected!

If you have not yet joined please use the link below or the link emailed to join our class journey.

<https://www.classdojo.com/ul/p/addKid?target=class&class=CAXVKW7>



Wow Moments

Children do best when parents and professionals work together. When they are with you learning can happen at any time and anywhere, for example through: being generous with praise and cuddles; reading things together; playing games; singing nursery rhymes; talking about what you can see in the park or on the street; counting stairs as you go up and down etc.

As part of your child's ongoing education we are asking you to support your child. We would like to use Class Dojo to record your WOW moments which will form part of your child's learning journey.

If you have any questions please feel free to ask. We value any information you have on your child to support their learning journey.



Homework

The school's homework policy states that homework in Foundation should consist of:

- Daily sharing of a book
- Weekly shared activities with parents/carers, including songs, games, nursery rhymes, phonics.
- Weekly access to Numbots (Spring Term)

Your child has a Reading Record Book (as mentioned in the reading section) to record their reading. In addition to this they will have a 'Home Learning Challenge' folder.

Your child should use it to share information about their interests as well as to try out the activities suggested in our Class Dojo updates. It will then be used at school to share together during Key Person time.

Here is a list of ideas which you may like to use:

Children's personal interests;
Significant development and progress;
Written observations of personal achievements;
Photographs;
Special events/celebrations;
Artwork;
Favourite toys, activities and hobbies;
Writing;
Drawings;
Holidays.



School Essentials

Things to bring to school every day:

Book bag—reading book and reading record to be kept in here.

Water bottle

Things to be left at school:

Wellies

Change of clothes in case of an accident

Things to consider when sending your child to school:

Are their clothes labelled? If not, we cannot guarantee that they will be returned to you.

Coat—we go out in all weathers, a warm, waterproof coat is a must.

Sun—we do not let children go outside without a sunhat in hot weather.

Suntan Lotion—must be applied before school.

Forest School— Do they have enough layers for the cold weather and a change of clothes in case they get wet?

Thursday (after October half term) is PE day—please send your child in dressed for PE.

Most whole school correspondence comes out via Class Dojo and Parentmail. If you are not receiving letters/information then you need to check your Class Dojo or Parentmail account.