

# 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 Letters and Sounds Programme in line with Jolly Phonics songs and actions to give children the tools to blend, segment and de-code words.

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

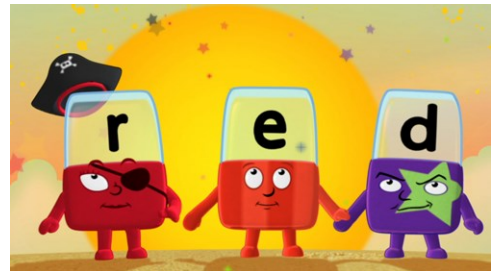
## Phase 1

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.

## Phase 2

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

- Set 1: s a t p
- Set 2: i n m d
- Set 3: g o c k
- Set 4: ck e u r
- Set 5: h b f/ff l/l ss



The children will learn soft sounds. You can listen to the sounds on the following website (<http://jollylearning.co.uk/gallery/audio-2/>). We aim to work through 2 or 3 letter sounds per week depending on the progress of the children.

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 phase 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 I no go into

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

Give the sound when shown any phase 2 letter.

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

Read some VC (vowel consonant—is at) and some CVC (consonant vowel consonant—cat hat) words.

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

## Phase 3

This phase covers another 25 graphemes, most of which contain 2 letters (digraphs).

The letter progression is as follows:

Set 6: j v w x

Set 7: 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

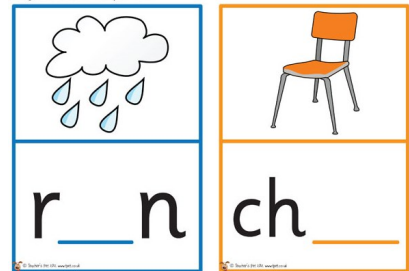
By the end of Phase 3 children should:

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

Be able to blend and read CVC words.

Read more tricky words.

Write each letter correctly using the correct formation.



## Phase 4:

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

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 Phase 4 children should:

Know all Phase 2 and Phase 3 graphemes.

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





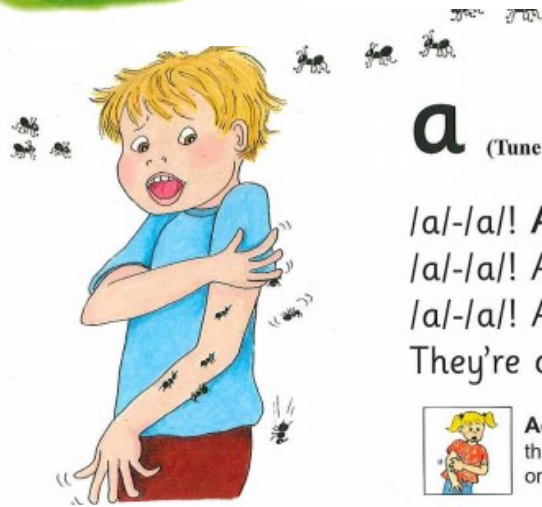
# Phonics

**S** (Tune: *The Farmer in the Dell* Track 1)

The **snake** is in the grass.  
The snake is in the grass.  
/sss/! /sss/!  
The snake is in the grass.



**Action:** Weave your hand in an 's' shape, like a snake, and say ssssss.



**a** (Tune: *Skip to My Lou* Track 2)

/a/-/a/! **Ants** on my arm.  
/a/-/a/! Ants on my arm.  
/a/-/a/! Ants on my arm.  
They're causing me alarm.



**Action:** Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a, a!



**t** (Tune: *The Muffin Man* Track 3)

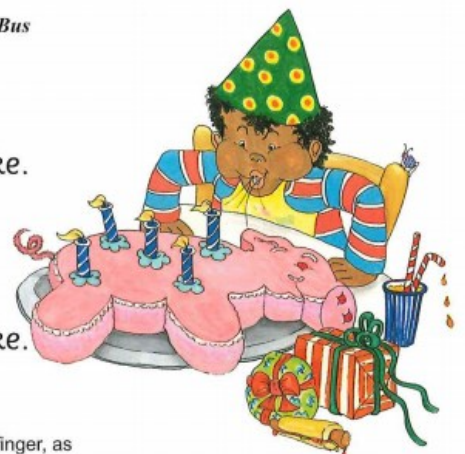
When I watch the **tennis** game,  
/t/-/t/-/t/,  
/t/-/t/-/t/...  
...when I watch the tennis game,  
my head goes back and forth.



**Action:** Turn your head from side to side, as if you are watching tennis, and say t, t, t, t.

**p** (Tune: *The Wheels on the Bus* Track 5)

Puff out the candles  
on the pink pig cake.  
/p/-/p/-/p/,  
/p/-/p/-/p/.  
Puff out the candles  
on the pink pig cake.  
Puff! Puff! Puff!



**Action:** Hold up your finger, as if it is a candle, and pretend to puff it out, saying p, p, p, p.





# Phonics

**i**

(Tune: *Hickory Dickory Dock* Track 4)

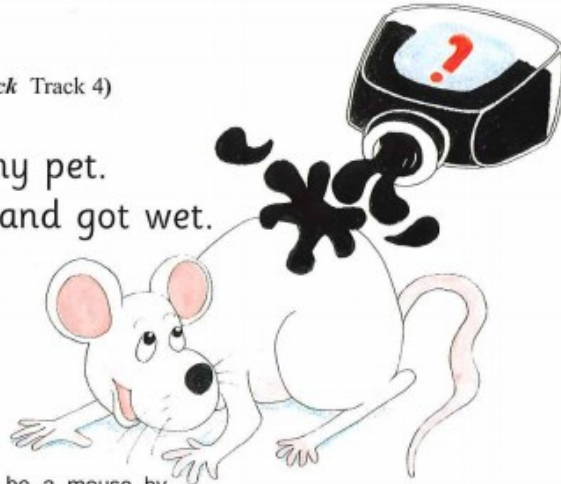
Inky the mouse is my pet.  
She spilled the **ink** and got wet.  
The ink it spread  
all over the desk.

/i/-/i/-/i/-/i/

– Inky's wet!



**Action:** Pretend to be a mouse by wiggling your fingers at the end of your nose, like whiskers, and squeak *i, i, i, i*.



**m**

(Tune: *The Wheels on the Bus* Track 11)

The mum and the dad  
make many **meals**.

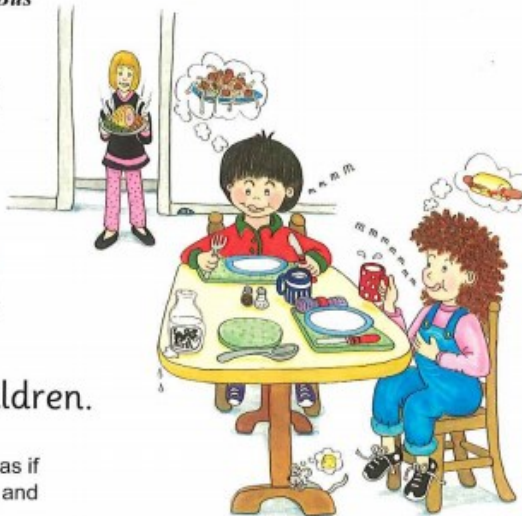
/mmm/!

/mmm/!

The mum and the dad  
make many meals  
for their hungry children.



**Action:** Rub your tummy, as if you are seeing tasty food, and say *mmmmmmmm*.



**n**

(Tune: *Skip to My Lou* Track 6)

Hear the aeroplane,

/nnn/!

Hear the aeroplane,

/nnn/!

Hear the aeroplane,

/nnn/!...

...making lots of **noise**.



**Action:** Pretend to be a plane, with your arms out like wings, and say *nnnnnnnnnn*.

**d**

(Tune: *This Old Man* Track 12)

See me play on my **drum**.  
Playing drums is lots of fun,  
with a /d/-/d/-/d/-/d/  
/d/-/d/-/d/-/d/.

See me play upon my drum!



**Action:** Beat your hands up and down, as if you are playing a drum, and say *d, d, d, d*.





# Phonics

**g**

(Tune: *Jimmy Crack Corn*  
Track 13)

The water **gurgles**  
down the drain.

The water **gurgles**  
down the drain.

The water **gurgles**  
down the drain,  
with a /g/-/g/-/g/-/g/-/g/.



**Action:** Spiral your hand down, as if water is gurgling down a drain, and say g, g, g, g.

**O**

(Tune: *Old MacDonald*  
Track 14)

Now it's dark,  
the lights go **on**.  
/o/-/o/-/o/-/o/-/o/.

Time for bed,  
the lights go **off**!  
/o/-/o/-/o/-/o/-/o/.



**Action:** Pretend to turn a light switch on and off, and say o, o; o, o.

**c/k**

(Tune: *She'll be Coming Round the Mountain* Track 7)

We are clicking **castanets**,  
/c/-/c/-/c/.

We are clicking castanets,  
/c/-/c/-/c/.

We are clicking castanets,  
clicking castanets...

...we are clicking castanets,  
/c/-/c/-/c/.



Kites are flying in the sky,  
/k/-/k/-/k/.

Kites are flying in the sky,  
/k/-/k/-/k/.

Kites are flying in the sky,  
flying in the sky...

...kites are flying in the sky,  
/k/-/k/-/k/.



**Action:** Raise your hands and snap your fingers together, as if you are playing castanets, and say ck, ck, ck.



# Phonics

**e**

(Tune: *Skip to My Lou* Track 8)

Eggs in the pan, /e/-/e/-/e/.  
Eggs in the pan, /e/-/e/-/e/.  
Eggs in the pan, /e/-/e/-/e/.  
Crack the **egg** like this.../e/!



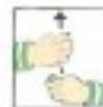
**Action:** Pretend to crack an egg against the side of a pan with one hand. Use both hands to open the shell, saying *eh eh eh*.



**u**

(Tune: *Skip to My Lou* Track 15)

/u/-/u/ **up** go umbrellas.  
/u/-/u/ up go umbrellas.  
/u/-/u/ up go umbrellas...  
...when it starts to rain!



**Action:** Keep one hand steady and raise the other, as if raising an umbrella, and say *u, u, u, u*.

**r**

(Tune: *The Muffin Man* Track 10)

See my puppy rip the rag.  
/rrr/! /rrr/!  
See my puppy rip the rag,  
when he pulls so hard.



**Action:** Pretend to be a puppy, pulling a rag, and shake your head from side to side, saying *rrrrrrrr*.





# Phonics

## h

(Tune: *Apples and Bananas* Track 9)



I like to hop, hop, hop,  
up and down.

I like to hop, hop, hop,  
all around.

I like to hop, hop, hop,  
up and down –

/h/-/h/-/h/-/h/-/h/!



**Action:** Hold a hand up to your mouth, panting as if you are out of breath, and say *h, h, h, h*.

## b

(Tune: *Camptown Races* Track 18)

Bring your bat and  
bring your ball.

/b/! /b/!

Bring your bat and  
bring your ball...

...to the park to play!



**Action:** Pretend to hit a ball with a bat, and say *b, b, b, b*.



## f

(Tune: *Old MacDonald* Track 17)

My friends and I  
went to the beach  
with my floating fish.

It got a hole...

...the air came out.

/ffff/!



**Action:** Let your hands come together gently, as if an inflatable fish is deflating, and say *ffffff*.



## l

(Tune: *The Farmer in the Dell* Track 16)

We lick our lollipops.

We lick our lollipops.

/l/-/l/-/l/-/l/!

We lick our lollipops.



**Action:** Pretend to lick a lollipop, and say *lllll*.





# Phonics



**j**

(Tune: *Jingle Bells* Track 20)

Jelly and jam,  
jelly and jam,  
jiggling on the plate.  
Oh, what will I eat with it?  
/j/-/j/-/j/-/j/-/j/.



**Action:** Pretend to wobble on a plate, and say *j, j, j*.



**V**

(Tune: *Go In and Out the Windows* Track 27)

Drive Vic's van  
round the village.  
Drive Vic's van  
round the village.  
Drive Vic's van  
round the village  
– /v/-/v/-/v/-/v/-/v/!



**Action:** Pretend to be driving along in a van, saying *vvvv*.

**X**

(Tune: *Skip to My Lou* Track 30)

/ks/-/ks/! Take an x-ray.  
/ks/-/ks/! Take an x-ray.  
/ks/-/ks/! Take an x-ray  
– x-ray of my hand!



**Action:** Pretend to take an x-ray with an x-ray camera, saying *ks, ks, ks, ks*.



**W**

(Tune: *He's Got the Whole World in His Hands* Track 25)

I see the clouds moving,  
/w/-/w/-/w/.  
I see the kites flying,  
/w/-/w/-/w/.  
I see the trees bending,  
/w/-/w/-/w/.  
The wind is blowing strong!



**Action:** Blow onto your open hand, as if you are the wind, and say *wh, wh, wh*.





# Phonics

**y** (Tune: *Apples and Bananas*  
Track 29)



I like to eat, eat, eat,  
yogurt and bananas.  
I like to eat, eat, eat,  
yogurt and bananas.  
I like to eat, eat, eat,  
yogurt and bananas  
– /y/-/y/-/y/-/y/-/y/!



**Action:** Pretend to eat yogurt from a spoon, saying y, y, y, y.

**Z** (Tune: *Did You Ever See a Lassie?* Track 24)



Did you ever hear  
a bee buzz,  
a bee buzz,  
a bee buzz?  
Did you ever hear  
a bee buzz,  
“/zzz/!”, like this?



**Action:** Put your arms out at your sides and flap them like a bee, saying zzzzzzzzz.

**qu** (Tune: *The Wheels on the Bus* Track 34)

The duck in the pond  
quacks, “/qu/-/qu/-/qu/,”  
“/qu/-/qu/-/qu/,”  
“/qu/-/qu/-/qu/.”  
The duck in the pond  
quacks, “/qu/-/qu/-/qu/,”  
all around the pond.



**Action:** Make a duck's beak with your hands, and say qu, qu, qu.



# Handwriting

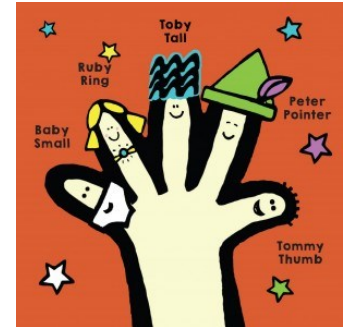
**In order that children can eventually acquire a legible, fluent and fast style they need to develop a number of skills.** These include:

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.

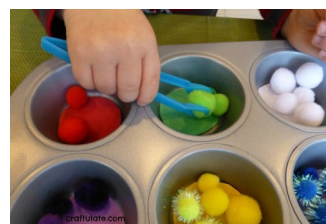
Use finger rhymes and counting fingers.

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 scheme Penpals for Handwriting to help teach the children how to form their letters correctly.

The lower case letters are introduced in 4 family types:

Long ladder letters:

**l i t u j y**

l i t u j y

Curly caterpillar letters:

**c a d o s g q e f**

c a d o s g q e f

One-armed robot letters:

**r b n h m k p**

r b n h m k p

Zigzag monster letters:

**z v w x**

z v w x

Please ensure you use this formation at home.





# Handwriting

## Number Formation Rhymes

0

Around and around  
And around we go...  
When we get home we have a zero.

1

Number 1 is like a stick.  
A straight line that is very quick.

2

Around and back on the railroad track.  
Two, two, Two, two!

3

Around a tree,  
Around a tree.  
That's the way to make a three!

4

Down and over,  
Down once more.  
That's the way to make a four!

5

Straight line down,  
Then around.  
Hat on top  
And five's a down!

6

Make a curve.  
Then make a loop.  
There are no tricks to make a six!

7

Across the sky  
And down from heaven.  
That's the way to make a seven!

8

Make an S  
And do not wait.  
Go back up  
And that's an eight!

9

A loop and a line,  
That makes a nine!

10

Straight line down,  
Then around with a grin.  
That's the way To make a ten!



# 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 choose 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 Bands

The book band scheme we follow goes through the following colours in this order:

Pink

Red

Yellow

Blue

Green

Orange

Turquoise

Purple



Your child will read with an adult weekly. During this time, we will assess whether they should move on to the next book band and move them up accordingly. We will only move a child on to the next band when they are able to show an understanding of what they have read as well as read the words.

Book Band books can also be found online at: <https://www.oxfordowl.co.uk/for-home/>



## 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.

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.**



# Interactive Learning Diary

We are very pleased to announce that we are now using the market leading Interactive Learning Diary (ILD) to assist us with the recording and planning of your child's educational development. This educational reporting and assessment tool is used in nurseries and schools around the U.K. and worldwide.

With your secure password access to the Parent Portal, you can not only observe your child's learning diary and discover which parts of their curriculum they are working on, you too can send in observations of your child's activities from home. Sports, hobbies and family excursions can all create exciting new learning experiences for children and can greatly assist in their educational development.

Please enter your Unique Registration Code (which will be on an accompanying letter) at <https://portal.interactivelearningdiary.co.uk> and complete the details requested. If you have register with ILD through pre-school you will be automatically transferred across to Sunflower Class from Pre-School.

The parent portal will be open for you to access your child's portfolio and add your own observations during every school holiday. We value your observations and enjoy discussing the things you do with your children. We also use their interests from outside of school to plan for your child's learning in school.





# 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.

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' book.

Initially your child should use it to share information about their interests. 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.

After October half-term, your child will be given 'Home Learning Challenges.' These challenges will be put in to your child's book bag/drawer and will outline what to do. There will also be a competition date.



