



## Reception: How to help at home

### **Literacy**

Literacy is one of the specific areas of learning within the Early Years framework. In school, literacy teaching focuses on supporting children's ability to understand and use language, both spoken and written. Through daily phonics teaching, children are shown how to connect the sounds of spoken English (called phonemes) with the corresponding written letters, or groups of letters (called graphemes). This method of reading is essential for understanding the alphabetic code in spelling and for early writing.

At home, reading is the most important skill to learn and practice with your child. Listening to you read stories, poems and rhymes can enhance their imagination, expand their vocabulary and enhance their comprehension. As well as this, listening to them read ensures they have regular opportunities to develop their own skills necessary to read a range of text types for pleasure and for information.

The basis of all good writing is highly dependent on a breadth of vocabulary and spoken language. They need to be shown that print carries meaning and that spoken language can be written in many different ways. They also need to see adults writing for different purposes, such as a shopping list or greeting card. This also includes typed text such as an email or text message.

Below are a few additional tips and ideas you can do at home with your child to support both early reading and writing.

### Reading

#### Tip

Encourage your child to re-read their allocated books from school. This will allow them to build fluency, understanding and enjoyment for reading.

You could also challenge them further by questioning them about the book. Why do you think the book ended the way it did? What was the most interesting thing you read in this book? What was your favourite part? Why?

### Writing

#### Tip

Support playful writing opportunities to make their writing more purposeful. It is also important that the children see you writing. The more they see you do it, the more they will want to join in too!

#### Splat it!

Outside, write words on the floor using chalk. Ask your child to throw a beanbag and read the word it lands on.

#### Treasure hunt

Hide simple sentences or clues around the house that lead to a game/toy or treat. You can use the words from their homework or current bug club book to ensure they are familiar with the sounds.

#### Handwriting

Practice correct letter formation weekly. Continue to practice letters they struggle with most. Motivate them to practice using paint, chalk, gel pens, dry white boards, felt tips etc.

#### Writing in the home

Let them help you write a shopping list. When baking, ask them to help you rewrite the list of ingredients or recipe instructions. When playing I spy, ask them to write down the things they spotted. Let your child write their own greetings cards, thank you letters or emails, invitations to a party or a list of items for their holiday.

#### Top tip!

Encourage your child to segment the words they wish to spell. Please be aware, the children will spell phonetically, so this may not be correct. For example, munkee instead of monkey. Celebrate the writing first of all rather than focusing on errors. It is important to also show the correct spelling but please do this in a positive way. Remember, it is difficult to get everything right when you are learning!

#### Other online games/websites

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>  
<http://www.crickweb.co.uk/Early-Years.html>  
<https://www.phonicsplay.co.uk/>  
<http://www.letters-and-sounds.com/phase-2-games.html>  
<https://www.mrsmactivity.co.uk/phonics-play-ideas/>

## Maths

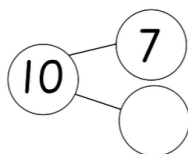
Maths is also one of the four specific areas of learning within the Early Years framework. Maths is an important part of learning for all children in the early years and receiving a good grounding in maths is an essential life skill. The Early Years Framework explains; 'Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.' By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Top Tip!

Use your home and environment to its full counting and number recognition potential. Count forwards as you go up the stairs and backwards as you go down. Encourage your child to lay the table, counting the number of forks, knives, plates, etc. needed to lay the table accurately. You may spot numbers as you walk to school or count the amount of blue cars you see.

#### Number bonds

Can they find the different amounts needed to make 5 and 10. You could use a part whole model to help you.



#### What can you see?

When your child is reading their favourite book, ask them to count the various things they see in the pictures on the page. Ask some questions that will encourage them to talk about grouping and quantities. "Can you see more fish or sharks?" "I can see 3 birds and 4 rocks, how many altogether?"

#### Subitising

Encourage your child to subitise numbers. This is recognising numbers of things without counting them.

#### Shapes

Can they notice shapes around their environment. Encourage them to describe them. How many sides do they have? Are they round or straight?



#### Numerals

Practice writing your numerals at home. Motivate them by using paint, chalk, gel pens, dry white boards, felt tips etc.

#### Other online games/websites

<https://www.topmarks.co.uk/Search.aspx?Subject=37>

<https://www.ictgames.com/mobilePage/index.html>

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.primaryinteractive.co.uk/early.htm>

<https://www.topmarks.co.uk/Search.aspx?q=FINISH%20THE%20PATTERN>

## Physical Development

Physical development is one of the prime areas within the Early Years framework. It is how babies and young children gain control of their bodies, but it also includes how children learn about keeping themselves active and healthy and how they learn to use equipment and materials successfully and safely. In the Early Years Foundation Stage, Physical Development is broken down into two aspects: 'Moving and Handling' and 'Health and Self-Care'.

Physical development contributes to cognitive development – as children move and explore the world they learn about the properties of objects and their own capabilities, which contributes to their future health and well-being. In school, physical development is taught through structured lessons of handwriting, PE and PSHE and practised utilising our continuous provision allowing children to have lots of experiences to explore, be safe and develop in these fundamental skills. At home encourage your child to engage in and talk about the things they enjoy doing such as walking, skipping, climbing, rolling and jumping (gross motor activities). Also encourage your child to engage in and talk about the things they enjoy doing such as threading, cutting, pressing, grasping, pinching (fine motor activities), which will support and enhance the work we do at school. Furthermore, use words in context which allow children to consider their physical movements – eg: 'you are lifting one foot and hopping on the other' or 'I saw you bending from your waist to lift up the watering can'. Always focus on your child's strengths first and then how they could develop it further.

Below are a few additional tips and ideas you can do at home with your child to support both fine and gross motor skills.

<u>Fine motor</u>		<u>Gross motor</u>	
<u>Tip</u> Provide activities that support fine motor development such as threading beads, sewing cards/cloth, painting and exploring colour, mark-making of all kinds, building with Lego or small blocks, pinching, rolling and cutting dough or clay.		<u>Tip</u> Provide activities that develop stability – stop and start games such as statues; games such as being rabbits or snakes so that children balance their weight on different parts of the body. Play activities that encourage locomotor skills – such as galloping, running, climbing, cycling, hopping and skipping.	
<u>Homemade playdough</u> <ul style="list-style-type: none"> <li>- Make a 'mini me' model of yourself and family               <ul style="list-style-type: none"> <li>- Roll, pinch, splat playdough</li> </ul> </li> <li>- Roll playdough out thinly and press Lego pieces in to make patterns/pictures</li> </ul>	<u>Lego</u> <ul style="list-style-type: none"> <li>- Time you and your child to find out who can build the tallest tower in 1 minute               <ul style="list-style-type: none"> <li>- Using only rectangular pieces, build the longest line of lego</li> </ul> </li> <li>- Make flags from different countries with lego pieces</li> </ul>	<u>Stuck in the mud!</u> 2 people are 'on' if you are caught you stand with your legs and hands like a scarecrow and have to wait until someone frees you by going under your legs	<u>The floor is lava!</u> Encourage your child to move in different ways when you count down from 10 to jump onto something to save them from the 'lava!'
<u>Cotton wool and pegs</u> <ul style="list-style-type: none"> <li>- Use a peg to move the cotton wool from one container to the next</li> <li>- Draw a spiral pattern on a piece of paper and place the cotton wool onto the patterns with the peg</li> </ul>	<u>Washing up and house chores!</u> <ul style="list-style-type: none"> <li>- Where safe and possible involve your child in the dishwashing and drying</li> <li>- Get them to set the table with cutlery</li> <li>- Make them make their bed and change the sheets</li> </ul>	<u>How many times in a minute can you...</u> <ul style="list-style-type: none"> <li>- Skip</li> <li>- Hop on one leg</li> <li>- Jump</li> <li>- Touch your toes</li> <li>- Roll (sideways)</li> </ul>	<u>Walk a tightrope</u> Using a dressing gown rope/string/ties balance along the line like walking on a tight rope

### Other online games/websites

<https://teaching2and3yearolds.com/55-ways-strengthen-fine-motor-skills-home/>

<https://www.google.com/search?client=safari&rls=en&q=playdough+recipe&ie=UTF-8&oe=UTF-8>

<https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/movement-coordination-issues/8-gross-motor-skills-activities-for-kids>