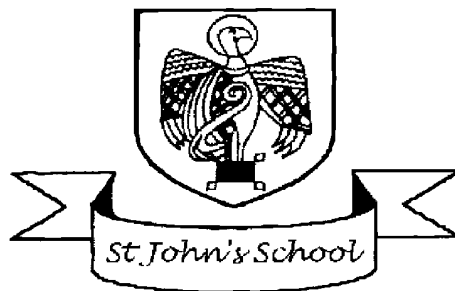


# How to help with homework

## EYFS

A guide for parents and carers



# Literacy



## Reading

At St. John's our children learn to read using the **phonic** method.

We begin at **Phase 1**:

The children will begin to recognise sounds within words, words that begin with the same sound and words that rhyme. This stage is very much play based and most children will have been given the opportunity to develop this at their pre-school setting.

Very quickly the children begin to work at **Phase 2**:

During this Phase your child will begin by learning the sounds that letters make (Phonemes). We teach the children to recognise the letter shape, to know the alphabet name for the letter and the sound that letter makes. The children will begin to form the letters using a multisensory approach: painting the letters, making them out of dough, sky writing in the air, drawing them in sand. The children will bring work home at this stage so that you can support your child's learning. When the children know the first set of letters and sounds (s, a, t, p, i, n, m, d) we begin to teach them to **blend** the sounds in order to read simple words, e.g. t—i—n

At this stage your child will bring home a simple activity (Magnetic/velcro

letters) to practise blending to read words. When they are confidently blending 3 and 4 letter words they will bring home a reading book. The children also have a reading diary for you to write in each time you read with your child. The class teacher will also write comments in this diary.

Later in the school year your child will move onto **Phase 3**:

This Phase introduces the sounds made by two letter (Digraphs) and three

letters (Trigraphs). Some you will already be familiar with: /th, /sh/, /ch/,

/oo/, /ee/, others you will be less familiar with: /ai/, /igh/, /oa/.

There is a list of all phonemes and corresponding actions in the middle of this booklet. The children will also begin to learn *tricky*

*words* by sight. These are words that it is not possible to blend, such as : to, no, go, *where, here, the*. The children will be given homework books so that you can reinforce the work being done at school. The books contain the sounds your child is learning each week, the letter formation pattern and the tricky words we are learning to read by sight.

Mrs Cole and Miss Murphy invite all parents to a *Reading Evening* early in the autumn to show you ways in which you can help your child in the early stages of reading.

### Early writing

As mentioned above, your child will begin to form letters using a multisensory approach. Young children need to develop coordination and strength in their arms, wrists and hands before being able to control a writing tool comfortably. You can help your child with this at home by providing activities such as play dough, lego, baking/stirring, digging etc. This stage is very much play based and most children will have been given the opportunity to develop this at their pre-school setting. As the children develop strength and control they can begin to use writing tools initially to *mark make*. You will recognise this stage as your child begins to 'pretend write' (It may look like squiggles and scribbles and shapes), saying that they are writing a shopping list or a letter for example. The children will quickly become more familiar with letter shapes and sounds, they will also gain more control over the marks they make and begin to form recognisable letters.

### Spelling

Children will learn to hear sounds in words before they begin to spell words. We teach the children to say simple words in *robot*

## Letters and sounds with actions: Phase 2 and 3 initial sounds

s	Weave hand into an /s/ shape like a snake and say <i>ssssssssssssss</i>
a	Pretend to bite an apple and say <i>a,a,a</i> ,
t	Make your arm into a clock hand and say <i>t,t,t</i>
p	Point a finger and say <i>p,p,p</i>
i	Pretend to be a mouse, wriggle fingers at end of nose and squeak <i>i,i,i</i>
n	Make a noise as if you are an aeroplane, hold out arms and say <i>nnnnnnnn</i>
m	Rub tummy as if seeing tasty food and say <i>mmmmmmmm</i>
d	Pretend to stamp with big dinosaur feet and say <i>d,d,d</i>
g	Spiral hand down as if water going down a drain and say <i>g,g,g</i>
o	Pretend to turn the light switch on and off saying <i>o,o,o</i>
c	Pretend to be a crab, click claws together saying <i>c,c,c</i>
k	Kick foot and say <i>k,k,k</i>
ck	Both actions together (/c/ and /k/) saying <i>ck, ck, ck</i>
e	Pretend to tap an egg on the side of a pan and crack it saying <i>eh, eh, eh</i>
u	Pretend to put up an umbrella saying <i>u,u,u</i>
r	Pretend to be a lion, make a mane with your hands saying <i>rrrrrrrrrrrrrr</i>
h	Pretend to be out of breath from running, say <i>h,h,h</i>
b	Pretend to bounce a ball with your hand and say <i>b,b,b</i>
l	Pretend to lick a lollipop and say <i>l,,l</i>
f	Pretend to be freezing with hands rubbing your sides and say <i>fffffffff</i>
j	Wobble like a jelly saying <i>j,j,j</i>
v	Pretend to hold the steering wheel of a van and say <i>vvvvvvv</i>
w	Hold thumbs and forefinger in the shape of a /w/, raise them up saying <i>wh, wh, winner!</i>
x	Hold arms in a cross and say <i>ks, ks, ks</i>
y	Pretend to be playing with a yo-yo and say <i>y,y,y</i>
z	Pretend to zip up your coat saying <i>zzzzzz</i>
qu	Make a duck beak with your hand and say <i>qu, qu, qu</i>

## Letters and sounds with actions: Phase 3 consonants and vowels (2 or 3 letters making one sound)

ch	Move arms at sides as if you are a train, say <i>ch,ch,ch</i>
sh	Place index finger over lips and say <i>shhhhhhh</i>
th	Pretend to be a naughty clown and stick tongue out a little for the <i>th, th, th</i>
th	Sometimes /th/ makes a buzzing sound (As in <u>this</u> ), point to tongue and say <i>th, th, th</i>
ng	Imagine you are a weightlifter, pretend to lift a weight above your head saying <i>ng, ng, ng</i>
ai	Put hand to ear as if you can't quite hear what has been said, say <i>ai</i> (As in rain)
ee	Index fingers at corners of eyes. Say '2 smiley eyes... <i>eeeeee</i> ' (As in cheese)
igh	3 letters making one sound! Point to the corner of eye like a salute, say <i>igh, igh</i> (As in <u>night</u> )
oa	Hands on hips and look surprised, say <i>oh!</i> (As in <u>boat</u> )
oo	Put both hands together and open like a book, say <i>uh, uh</i> (As in book)
oo	Make circles around the eyes with fingers (Like an owl) and say <i>oooo</i> (As in zoo)
ar	Finger on tongue like a doctor looking at throat, say <i>aaahh</i> (As in <u>car</u> )
or	Stroke back of hand as if stroking a rabbit, say <i>or</i> (As in fork)
ur	Wrinkle up nose in disgust and say <i>ur</i> (Like <u>urgh</u> ) as in <u>burn</u>
ow	With index finger pretend to prick other finger with a pin, say <i>ow</i> (As in <u>ouch!</u> )
oi	Make a round shape with your mouth and put one finger in the air to reflect the shape of the letters (Make sure they are the right way round as the child looks at you) and say <i>oi!</i> with a frown on your face (As in <u>boil</u> )
ear	3 letters making one sound! Pinch earlobe and say <i>ear</i> (As in <u>hear</u> )
air	Palms out, flutter hands and fingers in a circular motion through the air around your face, and say <i>air</i> (As in <u>hair</u> )
ure	Palm up, make a circular action around the people seated in front of you say <i>ure</i> (Sounds like your)
er	Move index finger to the corner of mouth as though thinking, say <i>er</i> (As in <u>hammer</u> )



Around the apple and down the leaf.



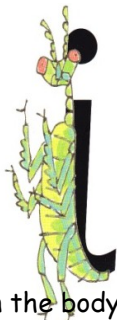
Down the laces to the heel, round the toe.



Curl around the caterpillar.



Round his bottom, up his tall neck and down



Down the body and a dot for the head.



Down his body, curl and dot.



Down the kangaroos body, bushy tail and



Down the long leg.

Round her head, up past her earring and down her hair.



Down his back then curl over his arm.



Slither down the snake.




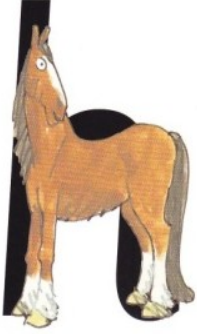




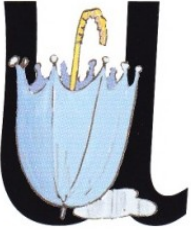





Down the tower across the tower.

Down a horn, up a horn and under his



Zig zag zig.

 <p>Lift off the top and scoop out the egg.</p>	 <p>Down the stem and draw the leaves.</p>	<p>Round her face, down her hair and give her a curl.</p> 	 <p>Down the had to the hooves and over his</p>
 <p>Maisie, mountain, mountain.</p>	 <p>Down Nobby and over his net.</p>	 <p>All around the orange.</p>	<p>Down the pirates plait and over his</p> 
 <p>Down and under, up to the top and draw the</p>	 <p>Down a wing, up a wing.</p>	 <p>Down up, down up.</p>	 <p>Down the arm and leg and repeat the other</p>

### Letter Formation

- When practising letter formation at home, try to say the sound of the letter and the writing rhyme.
- Practise anywhere, and everywhere: in the air, on the side of the bath in the bubbles, on the floor with your finger... Use your imagination and the possibilities are endless.

