

SEND Support/ EHCP Home Learning

Area	Tips/ Advice/ Strategies for Parents and Carers	Activities/ WWWs
Cognition and Learning: Developing Early Reading Skills/ enjoyment	<p>Talk about books, words, and pictures</p> <p>Before you start reading a book, talk about the title and the pictures on the cover (front and back). Ask your child what they think the story might be about. After reading, ask your child what they liked about the story.</p> <p>Try asking ‘how’ and ‘why’ questions about the story and the pictures. For example:</p> <p>‘How did the bear get across the river?’</p> <p>‘Why was the fox cross?’</p> <p>2. Listen to (and sing!) songs and rhymes</p> <p>Singing songs and nursery rhymes helps your child to hear the sounds in words and build up a bank of favourites they know well. Play with words and sounds and make up nonsense rhymes too. Encourage them to join in.</p> <p>All join in- When you are reading to your child, ask them to join in with bits that are repeated. For example, ‘<i>Run, run, as fast as you can! You can’t catch me, I’m the gingerbread man!</i>’. Traditional stories, like <i>The Gingerbread Man</i>, often have repeated phrases, and children will love doing the voices!</p> <p>3. Play rhyming games</p> <p>Rhyming games are fun and will help your child start to hear and understand speech sounds. Try ‘I spy’ when you are out and about. Have fun with rhyming words – for example, can your child think of a word that rhymes with ‘cat’?</p>	Free ebooks library: https://home.oxfordowl.co.uk/books/free-ebooks/

	<p>In all games and activities, make sure you pronounce speech sounds clearly. Try to make them as short as possible – for example, the letter m has a short /m/ sound, not a continuous /mmmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/).</p>	
<p>Reading Comprehension (understanding)</p>	<p>How to help at home- There are lots of simple and effective ways you can help your child with comprehension. Here are a few ideas.</p> <p>1. Read to your child: Reading to your child will help them to enjoy reading, to build their comprehension skills, and to become a confident reader themselves.</p> <p>Children benefit from listening to books that they can't read themselves yet, as they will see and hear adventurous language and ideas that they might not have encountered in their independent reading. Non-fiction books about the things they're interested in and longer stories are both great for expanding your child's reading horizons.</p> <p>For stories to share with your child, take a look at the storytelling playlist on the Oxford Owl YouTube channel.</p> <p>2. Talk about books, stories, words, and pictures</p> <p>Asking your child questions can help them to think about what they're reading. Try to ask open questions that begin with 'how' and 'why'. See if your child can go back to the text and pictures to tell you how they know the answer.</p> <p>Talking about what is happening in a picture, what the characters might be thinking, or what might happen next all help to develop early reading skills.</p>	<p>Reading comprehension games: http://www.funenglishgames.com/readinggames.html</p> <p>Guided Reading (with prompt questions for discussion): https://www.roythezebra.com/guided-reading-story.html</p>

	<p>3. Read for a purpose</p> <p>As well as reading for pure pleasure, your child is likely to need to read for particular purposes as they get older. They read to find information, to learn about something, or to answer questions. Practising this can be useful for success at school (not to mention later life).</p>	
<p>Phonics/ spelling</p>	<p>Your child may need to practise their phonic letter sounds. See advise below on support to help them with this.</p> <p>Phase 2 letter and sounds</p> <p>Phase 2 introduces simple letter-sound correspondences. As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, they will learn to blend the sounds s–a–t to make the word sat.</p> <p>Set 1: s, a, t, p at, a, sat, pat, tap, sap, as</p> <p>Set 2: i – it, is, sit, pit, tip n – an, in, nip, pan, nap m – am, man, mat, map, Tim d – dad, and, sad, dim, Sid</p> <p>Set 3: g – tag, gag, sag, gas, pig o – got, on, not, top, dog</p>	<p>https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae How to say letters.</p> <p>How to produce pure sounds: https://www.youtube.com/watch?v=UCI2mu7URBc&feature=youtu.be</p> <p>How to blend (s-a-t -> sat): https://youtu.be/vqvqMtSNswo</p> <p>Blending activity: https://www.education.com/game/blend-words-spelling/</p> <p>Blending sounds activity: https://www.education.com/game/blending-sounds-spelling/</p> <p>Phase 1 games: http://www.letters-and-sounds.com/phase-1-games.html https://www.phonicsplay.co.uk/Phase1Menu.htm</p> <p>Phase 2 games: http://www.letters-and-sounds.com/phase-2-games.html</p>

c – can, cot, cop, cap, cod

k – kid, kit, Kim, Ken

Set 4:

ck – kick, sack, dock, sick, pocket

e – get, pet, ten, net, pen

u – up, mum, run, mug, cup

r – rip, ram, rat, rocket, carrot

Set 5:

h – had, him, his, hot, hut

b – but, big, back, bed, bus

f, ff – of, if, off, fit, fog, puff

l, ll – let, leg, lot, bell, doll

ss – less, hiss, mass, mess, boss

Phase 2 tricky words:

the, to, no, go, I, into

Phase 3 Letters and Sounds

In Phase 3, children build on the letter-sound correspondences learned in Phase 2. They learn consonant digraphs (sounds made up of two letters together such as ‘ch’ or ‘ll’) and long vowel sounds (such as ‘igh’ or ‘ai’).

Set 6:

j – jet, jam, jog, Jan

Phase 2 and 3: <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Phase 4: <http://www.letters-and-sounds.com/phase-4-games.html>

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-4>

<https://www.teachitprimary.co.uk/phonics/phase-4>

Phase 6:

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-6>

<http://www.letters-and-sounds.com/phase-6-resources.html>

<https://www.phonicsplay.co.uk/Phase6Menu.htm#>

Printable resources:

<https://www.phonicsplay.co.uk/PrintableResources.htm>

v – van, vet, velvet

w – wig, will, web

x – fox, box, six

Set 7:

y – yes, yet, yell

z – zip, zig-zag

zz – buzz, jazz

qu – quit, quick, liquid

Consonant digraphs:

ch – chip, chat, rich

sh – shop, shed, fish

th – thin, moth, that

ng – ring, thing, song

Vowel digraphs and trigraphs:

ai – rain, tail, aim

ee – bee, leek, see

igh – high, sigh, might

oa – boat, toad, foal

oo – boot, food, moon

oo – book, wood, foot

ar – park, art, car

or – for, torn, fork

ur – hurt, fur, surf

ow – cow, owl, town

oi – coin, boil, oil

ear – dear, shear, year
air – fair, pair, hair
ure – sure, pure, manure
er – dinner, summer, letter

Phase 3 tricky words:

he, she, we, me, be, was, you, they, all, are, my, her

Phase 4 Letters and Sounds

Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants (for example, **trap**, **strong**, **milk** and **crept**).

Phase 4 tricky words:

said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase 5 Letters and Sounds

Children will learn some new graphemes for reading. They will also be taught alternative pronunciations for known graphemes. For example, they have already learned **ow** as in cow and will now learn **ow** as in blow.

In addition, they will learn alternative spellings for known phonemes. For example, the sound /igh/ has been learned as the grapheme **igh** as in 'night', but can also be spelled **y**, **ie**, and **i-e**.

New graphemes for reading:

ay – day, play, crayon

ou – cloud, sound, about

ie – pie, tie, cried

ea – sea, meat, read

oy – toy, enjoy, boy

ir – bird, shirt, first

ue – blue, true, glue

aw – paw, claw, yawn

wh – wheel, whisper, when

ph – photo, dolphin, alphabet

ew – new, crew, flew

oe – toe, foe, tomatoes

au – Paul, launch, haul

a-e – make, game, snake

e-e – these, Eve, extreme

i-e – like, time, slide

o-e – home, bone, pole

u-e – rule, June, flute

Phase 5 tricky words:

oh, their, people, Mr, Mrs, looked, called, asked, could

Phase 6 Letters and sounds

In Phase 6 children will read with increasing fluency. They will have learned

Prefixes/Suffixes:

<https://www.topmarks.co.uk/Search.aspx?q=prefix>

<https://www.education.com/game/prefix-fish/>

Spelling patterns games:

<https://www.education.com/games/spelling-patterns/>

Reading games (Days of the week, capital letter...):

<https://www.roythezebra.com/reading-games.html>

Range of English interactive activities (look, cover, write, check etc):

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

most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend.

Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on

- **Play phonics word games**

Play simple phonics word games based on the sounds your child is learning and has learned at school.

Start off using just the speech sounds and then immediately say the word. For example, you could say, 'At the shop I will buy a /m/ /a/ /p/ – *map*, a /b/ /e/ /d/ – *bed*, a /d/ /u/ /ck/ – *duck*.' Then, trying just saying the sounds and asking your child to work out and say the whole word.

- **Say the sounds right**

In all games and activities, make sure you pronounce speech sounds clearly. Try to make them as short as possible – for example, the letter *m* has a short /m/ sound, not a continuous /mmmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/).

- **Listen to your child read**

Try to find time to hear them read every day. It could be snuggled up on the sofa, at bedtime, or before school. Be sure to be patient and don't forget to be impressed!

	<p>If your child gets stuck on a word, remind them to say the letter sounds individually and then blend them together quickly to hear the word. If your child still can't work out the word, then tell them what it is and move on.</p> <ul style="list-style-type: none"> • Read to your child <p>Learning to read can be hard work for many children, so it's important to keep enjoying books together. Your child will also benefit from listening to books and stories that they can't read themselves yet. This might include non-fiction books about things they are interested in or longer stories with more adventurous vocabulary.</p>	
<p>Writing Composition</p>	<p>Sentence Work</p> <p>Take turns to write a sentence suggested by your child eg: could be a sentence about something they have done or about a story they have been reading. Write it on a piece of paper then cut up into words. Ask your child to repeat the sentence then build it using the words. Could you change the sentence by replacing a word?</p> <p>Always encourage your child to speak in sentences and model back to them the sentence correctly if they struggle with this.</p>	<p>Sentence structure games: https://www.turtlediary.com/games/sentences.html http://www.sentenceplay.co.uk/</p> <p>Printable prompts: http://www.sentenceplay.co.uk/sentencePrintables.htm</p>
<p>Maths- Early maths; number sense, early concepts</p>	<p>Number bonds (pairs) to 10: https://www.starfall.com/h/addsub/add-machine-1/?sn=math1-math0</p> <p>https://pbskids.org/curiousgeorge/busyday/ten/</p> <p>Number bonds to 20: https://www.arcademics.com/games/alien</p> <p>https://www.arcademics.com/games/mission</p>	<p>Online games: https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/</p> <p>https://www.topmarks.co.uk/maths-games/5-7-years/counting</p> <p>https://www.education.com/games/number-sense/</p>
<p>Concentration / Attention/</p>	<p>Memory games</p>	<p>http://www.kidsmathgamesonline.com/memory.html</p>

Memory/ brain training

- **Kim's Game** - Playing Kim's game is a good way of developing your child's memory skills and concentration – both skills useful for all learning. Put 10 things from around the house on a tray - it could be things like a pencil, an orange, some cotton wool, a toy etc.. Ask your child to look carefully at them for about thirty seconds. Then take the tray away and ask them to call out what they remember. Another way of playing the game is to cover the things, take one thing away and ask the child to spot what is missing. You can put more things on the tray as they get better.

Listening games

Draw a picture and then while you describe what you have drawn your child has to draw what you are describing. Compare your drawings.

- Make up riddles about an object or person you know and see if your child can guess what or who it is. For example, 'They wear skirts, they have grey hair, and they live in a flat. Who are they?'
- Play 'Repeat the sound'. Create a movement or sound (for example, click your fingers, tap your foot twice, or cough). Ask your child to copy you and add another movement or sound on at the end. You then have to repeat their movement/sound and yours back and forth, without forgetting any. This game works with two or more players and is a great way to encourage listening, memory, and concentration skills. It is also good fun!

Action games

- Play *Twister* – ask your child to read the instruction about which colour dot their left/right, hand/foot should be placed on the floor mat! Lots of skills to coordinate at the same time!
- Play charades with friends and family.

<https://www.helpfulgames.com/subjects/brain-training/memory.html>

- Write words like run, walk, jump, sit, and so on on separate pieces of paper. Get your child to read the word and do the action. Time them!

Tactile games

- Use puppets, creatures, models to create and tell stories as a show.
- Create posters, book covers and presents using sand paper, magazine cut outs, fabric, paint, glitter glue, buttons and straws. Go 3D!
- Use fridge magnet games to build messages, stories, and poetry, like 'Gone to Matt's for tea!'