

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>3 little frogs pdf https://cdn.oxfordowl.co.uk/2013/07/18/15/54/38/87/OxOwl_Three_little_frogs.pdf</p> <p>Story time, Chicken Licken: https://youtu.be/Se2pbMyLfO8</p> <p>Learn letter names: https://cdn.oxfordowl.co.uk/2018/03/02/14/14/23/749/PWO_Age_3_4_ABC.pdf</p> <p>Letter sounds: https://www.oxfordowl.co.uk/api/interactives/24491.html</p> <p>Read simple words: https://cdn.oxfordowl.co.uk/2018/04/10/11/21/56/851/RWO_Stage_1_Songbirds_Parent_PDF.pdf https://readingeggs.co.uk/gaw/pho</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>4. 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> <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>https://www.nicsgames/?gclid=EAIaIQobChMI_MSY3aTC6AIVR7TtCh1sQwrAEA_MYASAAEgJ_AfD_BwE</p> <p>Free ebooks library: https://home.oxfordowl.co.uk/books/free-ebooks/</p>
Reading Comprehension (understanding)	<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</p>	<p>Reading comprehension games: http://www.funenglishgames.com/readinggames.html</p> <p>Guided Reading (with prompt questions for discussion):</p>

	<p>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>3. Read for a purpose</p>	<p>https://www.roythezebra.com/guided-reading-story.html</p> <p>Blanks levels of questioning.doc</p> <p>Reading Comprehension 3 key word level.doc</p> <p>Reading comprehension 3 key words spring.doc</p>
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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).

Your child may be asked to investigate a topic or find answers to questions set in class. You can help them with their research skills by talking about where to look to find the answers, although you may need to remind them to look in books and use the library as well as the internet.

Children can struggle with information overload, so they are likely to need your help to 'search and sift' both sites and information to make decisions.

Phonics/ spelling

Phase 2 Letters and Sounds- 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**.

Set 1:

s, a, t, p

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

How to say letters.

https://cdn.oxfordowl.co.uk/2019/08/01/08/56/29/584/MyStorytellingKit_JackAndTheBeanstalk.pdf

Practise phonemes and graphemes.

at, a, sat, pat, tap, sap, as

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

Set 3:

g – tag, gag, sag, gas, pig

o – got, on, not, top, dog

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

https://cdn.oxfordowl.co.uk/2019/08/01/08/56/15/804/MyStorytellingKit_TheThreeBillyGoatsGruff.pdf

Word endings

How to produce pure sounds:

<https://www.youtube.com/watch?v=UCI2mu7URBc&feature=youtu.be>

How to blend (s-a-t -> sat):

https://youtu.be/vqvqMtSNswo_

Blending activity:

<https://www.education.com/game/blend-words-spelling/>

Blending sounds activity:

<https://www.education.com/game/blending-sounds-spelling/>

Phase 1 games: <http://www.letters-and-sounds.com/phase-1-games.html>

<https://www.phonicsplay.co.uk/Phase1Menu.htm>

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

Approx. age: 4–5 | Reception

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

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

Phase 2 games:

<http://www.letters-and-sounds.com/phase-2-games.html>

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 5: phase 5 games.doc

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/Pha>

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

[se6Menu.htm#](#)

Printable resources:

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

Phase 3 tricky words:

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

Phase 4 Letters and Sounds

Approx. age: 4–5 | Reception

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

Approx. age: 5–6 | Year 1

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

Approx. age: 6–7 | Year 2

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

https://www.teachyourmonstertoread.com/accounts/sign_up

Reading fluency game :

<https://www.word-game-world.com/educational-reading-games.html>

Prefixes/Suffixes:

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

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

<http://www.bigbrownbear.co.uk/prefix.htm>

Doubling consonants:

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

Spelling patterns games:

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

	<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 <i>m</i> 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> <ul style="list-style-type: none"> • Listen to your child read <p>In Reception, your child will probably start bringing home books to 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> <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>	<p>Reading games (Days of the week, capital letter...): https://www.roythezebra.com/reading-games.html</p> <p>Range of English interactive activities (look, cover, write, check etc): https://www.ictgames.com/mobilePage/literacy.html</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>https://www.bbc.co.uk/teach/skillswise/sentence-structure/zjds7nb</p>	<p>Simple sentence writing prompts.doc</p> <p>Sentence structure games: https://www.turtlediary.com/games/sentences.html</p> <p>https://www.topmarks.co.uk/Search.aspx?q=sentences</p> <p>https://www.primarygames.com/langarts/simplesentences/</p> <p>http://www.sentenceplay.co.uk/</p> <p>Printable prompts: http://www.sentenceplay.co.uk/sentencePrintables.htm</p> <p>Build a sentence three fishes.doc</p> <p>Sentence order/ unscramble: https://www.spellingcity.com/unscramble-the-sentence-vocabulary-game.html?listId=15887126</p> <p>Colourful semantics : silly sentences.doc</p>
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<p>Maths- Early maths; number sense, early concepts</p>	<p>https://www.oxfordowl.co.uk/for-home/maths/early-maths-skills/ (Advice for home)</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>Timestables: https://www.oxfordowl.co.uk/api/interactives/27286.html x7, 9, 11 https://www.oxfordowl.co.uk/api/interactives/27279.html x4, 8, 12 https://www.oxfordowl.co.uk/api/interactives/27285.html x3, 6, 9</p>	<p>Maths games: https://www.oxfordowl.co.uk/for-home/maths/maths-skills-ages-3-4/ (Match the shape, Whose is it? Matching pairs, Jack and the Beanstalk ordering).</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>Early number Numberblocks episodes: https://www.ncetm.org.uk/resources/52060</p> <p>https://www.education.com/games/number-sense/</p>
<p>Concentration/ Attention/ Memory/ brain training</p>	<p>Memory games Have fun trying to memorise menus in restaurants and cafés!</p> <ul style="list-style-type: none"> Memorise directions to the swimming pool or to a friend's house using the right terms; turn right, go over the roundabout, pass the sweet 	<p>http://www.kidsmathgamesonline.com/memory.html</p> <p>https://www.helpfulgames.com/subjects/brain-training/memory.html</p>

shop and it's second on the left.

- Play spelling pairs with your child's weekly spelling words. Draw a word grid and write each word in a new box. You will need to write each one twice (in separate boxes). Cut them out, making sure you have two of each spelling word. Then turn them over and mix them up. Challenge your child to turn over two pieces of paper and then read each word. Are they a pair? If not, turn them back over and repeat this until they find matching pairs. Once they have found a pair, look at the spelling together and ask your child to spell the word without looking.

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

Listen and match game:

http://www.literactive.com/Download/live.asp?swf=story_files/Listen_And_Match_US.swf

http://www.literactive.com/Download/live.asp?swf=story_files/radio_US.swf

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.
- 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!'

7. Screen games

	<ul style="list-style-type: none"> • Using an 'educational' tablet, computer or DS game and encourage your child to read the instructions by themselves. Talk to your child about the games and ask them to explain how to play. • Watch adaptations of stories, like Julia Donaldson's <i>The Gruffalo</i> or Dr. Suess's <i>Horton Hears a Who</i>, and talk about the differences between the book and the film. • Show your child useful online sites like YouTube and iTunes, explaining how you read to make choices. 	
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