



Wren Class Home Learning

12.5.23

Essential Skills:

- **Recognising Set 2 sounds** and continuing to revise Set 1.
- Practise reading and spelling the new red word of the week, and previous words of the week **all**, I, the, my, me, put, of, she, he, to, go, no, you, said, be, are
- Reading - **5 times per week**.
- Writing numbers 11-20 (the teen numbers) and knowing the value of tens and ones in that number.

Practise reading and spelling the red words

I, the, my, me, put, of, she, he, to, go, no, you, said, be, are, all

Reading books / Reading records

Thank you to all those people who have been hearing their children read regularly at home. It has been marvellous to look in some reading records this week and see the comments. I was able to stick many gold stars into reading record books because they had read 5 times or more at home. Thank you for your continued support with reading.

Phonics:

I have attached a phonics activity mat. This includes reading and writing activities using our Set 2 sounds.

Writing

We have begun to complete short writing assessments/activities this week, ready for our end of year assessments. We have been so impressed with the number of children that are confident to have a go at writing and sound out words for themselves.

Below is the Early Learning Goal for writing. This shows the criteria for children to be working at the expected standard at the end of Reception.

Writing
<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.

Below are some suggestions for supporting your child with developing their writing at home.

- ✓ Always start by asking “what is your sentence?”
Encourage your child to say the sentence out loud, a few times, before they begin writing.
- ✓ Encourage your child to sound out words for themselves - ask “what sounds can you hear?” then encourage them to write them down. Most children are very good at sounding out words, but some lack the confidence to have a go.

- ✓ If your child forgets which word comes next, help them to read what they have already written and then ask, “what was next?”
- ✓ Prompt children to remember finger spaces between words.
- ✓ Remember at this stage it is about children having a go at writing words independently, not on perfect spelling. For example, if attempting to write ‘butterfly’ they may write ‘butirfligh’, as these are the sounds they have currently learnt. This is absolutely fine.
- ✓ If your child can already write a simple sentence independently then you could focus on ensuring it starts with a capital letter and ends with a full stop. You could encourage your child to use descriptive words such as ‘the fluffy brown dog’. You could also encourage your child to extend sentences using the word ‘and’. For example, ‘I went to the zoo and I saw a big lion’. (These suggestions are only for children that can write a sentence independently).

Notes to Parents:

No notes this week!

Have a happy weekend.

Mr Garlinge