

# Queen's Hill Primary School



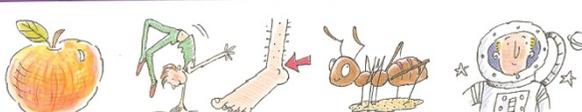
# Sounds

- We are now starting to introduce the sounds of letters to your children. This is done in an enjoyable way.
- At the beginning we do not teach the names of the letters, just the sounds they make. This makes it easier for the children to sound out simple words such as cat (c a t).

# Read, Write Inc Phonics

Unit 1: a a b c d e f g h i j k

## Step 1: Hear the sound



- Ask your child to tell you what each of these pictures shows (*apple, acrobat, ankle, ant, astronaut*).
- Say each word together, repeating the first sound: **a a apple**, etc.
- Help your child to think of more things whose names begin with the sound *a* (e.g. *axe, alligator, ambulance, animal*).
- Help your child to think of first names which begin with the sound *a* (e.g. *Andy, Anna, Andrew, Abigail*).

Make sure all the words and names begin with the short *a* sound; for example, *ape* and *Aaron* begin with long *a* sounds.

## Step 2: Read the letter



- Point to the picture of the apple, saying: **Annie and Afshana eat apples.**
- Say the sentence together, exaggerating the *a* sound.
- Tell your child that you can draw a picture of the sound *a*, and point to the letter *a*.
- Ask your child what he notices about the letter. (It is the same shape as the apple.)
- Ask your child to point to the first letter in each of the words below, and to say the sound. Read the complete word to him. Look for another letter *a* in the word *acrobat*.

Help your child to understand that a sound can be represented by a written symbol.

The letter-picture of the apple will help your child to remember the shape of the letter *a*.

apple ant ankle acrobat

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l m n o p q r s t u v w x y z

## ACTION

Pretend to be holding a large apple in your hand. Take a huge bite out of the apple, opening your mouth as wide as you can as you say:



**a a apple**

Encourage your child to join in, looking at the shape of his mouth in a mirror as he says the sound.

Use the actions when you revise the letters each day.

## Step 3: Write the letter

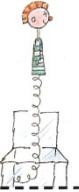
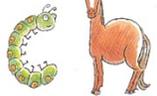
- Look at the apple letter-picture (Step 2). Point out the fact that the side with the stalk is nearer to the sun.
- Draw a sun on the right-hand side of your page or sheet of paper. Help your child to write the letter *a*, saying the sound together. Start at the top right-hand side, curl around the apple (away from the sun), go back up to the starting point and then draw the curly stalk.

This will help your child to understand that we write from left to right.

Thinking about the apple will help your child to remember the letter shape.

Don't worry if your child finds it difficult to form the letter.

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a 	b 	c 	d 	e 
f 	g 	h 	i 	j 
k 	l 	m 	n 	o 
p 	q 	r 	s 	t 
u 	v 	w 	x 	y 
z 	ch 	sh 	th 	

# Starting Reading

- We are currently sending home picture and letter cards for your child to learn.
- You can help by encouraging your child to match the picture to the corresponding letter. When they are confident with this they can try to read the letter without the help of the picture.
- Please write in the Reading Record Book every time your child practises this at home.

We would like to take this opportunity to emphasise that all children learn at different speeds. Some children may already know some of their sounds and other children may need lots of practise, until one day it will just 'click'.

**So please do not worry!**

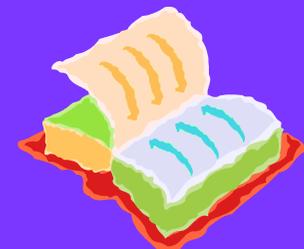


# The next step in reading

- Once your child has learnt all the sounds of the alphabet they will bring home their own reading activity. This may be a phonic bingo game to begin with and then a ditty sheet, until they are confident enough for a book.
- We share stories with the children in the class everyday to foster an enjoyment of reading. While we do this we model different reading strategies.

# When reading with your child....

- Share the book together first, talking about the pictures and predicting the storyline. Discuss the title and the front cover.
- Identify where the text is on the page and demonstrate that in English we read from left to right.



- Boost your child's confidence with lots of praise and encouragement. Show them that you think reading is important and that you look at books too.
- Enjoy sharing books together - make reading a happy and relaxing experience!





# Reading stars



- Here at Queen's Hill School we ask for parents to read with their children at least **four times** a week.
- This could be practising the sounds in the sound boxes, a reading activity or simply sharing a book together!
- Your influence and involvement really does have an **ENORMOUS** impact on your child's learning.





# Handwriting



- The children practise writing their letters in their phonic books each day. They will also have lots of opportunities to practise letter formation using different media at school. For example in sand trays, using water and paint brushes outside, large chalks on the playground, and in magic Gloop!





# Handwriting at home



- In addition to the children's sound boxes, they will also bring home a home-school phonic book.
- This is an opportunity for you to help your child practise and develop their letter formation with you at home.
- We have special rhymes for each letter to help them.



All around the apple and down the leaf



Down the laces, up and around the toes and touch the heel



Start at his head and curl around



Round his bottom, up his tall neck and down to his feet



Lift off the top and scoop out the egg



Start at the flower, down, up, curl, then go across the leaves



Girl - all around her face, down her hair and give her a curl



From the head to the hooves, up and over his back



Down and around the insect's body, dot for his head



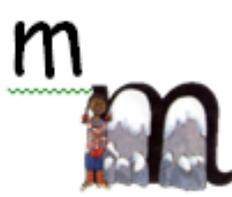
Jack-in-the-box, Down his body and curl, dot the head



Down the kangaroo's body, up his tail and flick the leg



Down the leg and flick out the foot



Down Maisie, up and over the mountain, up and over the mountain



Down Neil and back up over his net



All around the orange



Down the plait, up and around the pirate's face



Queen - round her head, up to her crown, down her hair



Robot - Start at his head, down his back, up and over his arm



Slither down the snake



Down and around the tower, across the tower



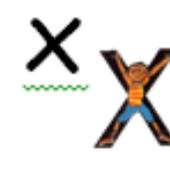
Round the umbrella, up to the top, down to the puddle



Vulture - down a wing, up the other wing



Down up, down up like a wiggly worm



Exercise - cross down the arm and leg and cross the other way



Yak - down a horn, up the other horn and under his head

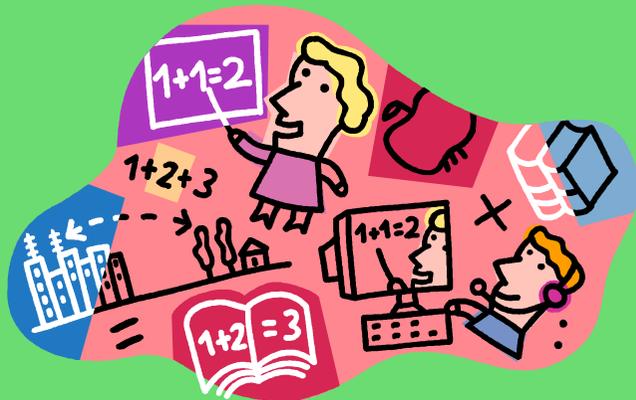


Zig Zag Zig

Formation starts at the 'dot'

# Learning Journeys

- Each child will have their own learning journey, where we will stick photos and comments to do with their learning.
- Please add to this with your own 'wow' moments from home.



# Stay, stick and play!

- We will invite parents to stay for a 'stay, stick and play' each half term, whereby we will ask you to look through your child's photos with them and stick them in together.
- This is an opportunity for you to share in and celebrate your child's learning.
- We will also ask you to add your own comments, using the speech bubbles provided.

# And finally...

- A huge thank you for your time and the hard work that you do at home.
- Your help and support is invaluable and we look forward to an exciting year in Reception together!

