



English
At
Dorchester Primary School



How to help your child in
Reception

Ways for **you** to help your child (ren) at home...



The emphasis should be on speaking and listening activities:

- Discuss the names of letters and the sounds they make.
- Make a rhyming table (objects and pictures) with two or three different sets, e.g. star, car, jar/ snail, nail, sail/ blue, glue, show, zoo.
- Play “The Tray Game” – for word beginnings. (You need a tray of objects for example each beginning with sss, e.g sweets, scissors, stone, saucer, sock. Ask your child to name each object on the tray and stress the first sound. E.g. sssaucer).
- Play games such as :
 - I Spy
 - The ‘Yes/No game’
 - ‘I went to the shops and I bought’ etc.
 - Pairs or sorting and matching games with cards.



- Make individual collections of personal words such as names of family members, pets, friends, addresses, hobbies, etc. Make into a book over time and illustrate.
- After family days out e.g. to a farm, make a book with your child which includes a word bank (written by you) with your children’s drawings of the animals.
- Encourage your child to cut out words from magazines which start with the same letter as their name and stick in a scrap book. Or look around the room and name objects that start with a particular sound.
- Give out alphabet cards and get your child to put them in alphabetical order.
- Read books that have little dialogue on the page; this will hold the children’s attention. These books generally have vivid illustrations and most contain rhyming words which is important key in early literacy development.
- Encourage your child to write their names on the birthday cards etc. (You could draw dots for them to help with the letter formation).
- Get them to start telling you stories beginning with ‘Once upon a time’.



Here is a list of the high frequency words Reception children are expected to recognise by the end of the year. They need to know these, even to tackle very simple texts.

Reception year

I	go	come	went	up	you	day	was
Look	are	the	Of	we	this	dog	me
Like	going	big	She	and	they	my	see
On	away	mum	It	at	play	no	yes
For	a	dad	Can	he	am	all	
Is	cat	get	said	to	in		

How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly and succinctly, as well as listening to and reflecting on the ideas of others.

We encourage children to turn-take in conversations and adapt their speech to suit a range of situations and audiences.

The children are encouraged through drama activities and in many curriculum areas to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop non-verbal communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play, mime, and puppetry.

The children are encouraged to offer a personal response to the performances of others, e.g. other pupils, amateur and professional groups.

Speaking and Listening is promoted through class assemblies, Circle Times, discussions, turn taking, role-play activities, hot-seating and talk partners.

How we teach Reading

We aim for the children to be able to read fluently and accurately for pleasure. To become fluent readers with the skills to access, engage with and enjoy a wide range of texts.

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding.

The children have a 20 minute Phonics lesson each day. In these lessons, they learn about letters and sounds so that, by the end of the year, they have developed fluent word reading skills.

We teach the children about different styles of reading material; fairy tales, reports, animal stories, etc.

Guided Reading sessions take place in the Summer Term. The children are involved in lots of discussion, reflection and questioning about the text. They follow the same text in groups supported by an adult.

How we teach Writing

Children are taught to regard themselves as 'writers'.

Children are encouraged to develop their gross and fine motor skills through activities with big ribbons, chalk, scissors, padlocks and keys, paintbrushes, playdough and many other exciting things.

Your child will be encouraged to link letters and sounds, placing emphasis on breaking words down in order to write.

Initial sound recognition and mark making is encouraged throughout the year and children are encouraged to ascribe meaning to their written work. Children are encouraged to use the 'think it, say it, write it' technique to order their thoughts before writing.

Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling. To be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

The daily Phonics lessons help children to sound out unfamiliar words as they are writing so that, by the end of the year, children have a good foundation in spelling.

Handwriting

Your child should be forming cursive letters in their written work. Every pupil should develop a clear, legible and fluent cursive style that is capable of being written at reasonable speed.

Literacy Team, 2011