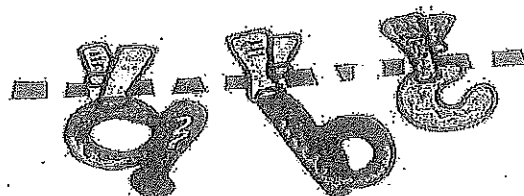


Helpful ideas to promote your



child's learning

Phonics



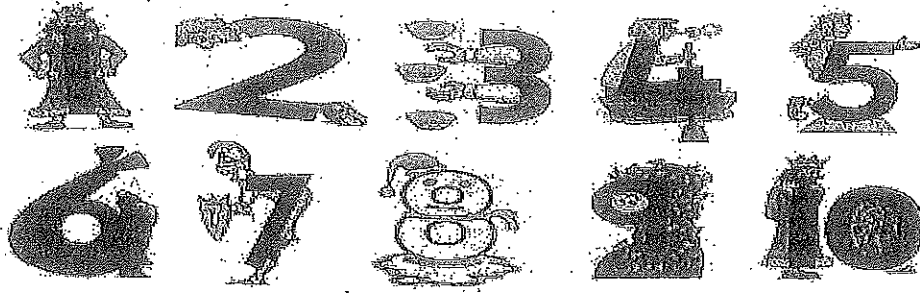
- Encourage your child to show you the action and songs they have learned in class
- Play I-spy with the sounds they are learning
- Practise the formation of the letters
- Cut out sounds from magazines and newspapers
- Begin to build words (3 letter words) with your child's sound cards
- A variety of games - snap with the sounds, matching pairs, spot the object
- Practise writing your name and encourage writing eg Thank you letters, invitations, birthday cards etc

Reading



- Before reading: Discuss the front cover of the book and make predictions
- Asking throughout the story: What's happened, why it's happened and how the characters are feeling?
- Can the child make links with their own life experiences and identify with what has happened in the story
- After reading: Can you re-tell the story and what did you learn? What did you enjoy most about the book?

Maths



- Encourage your child to look for numbers in their own environment, e.g. a number hunt
- Search for numbers in newspapers and magazines
- Asking them questions, e.g. what is one more, one less, the number before and after the number, the number between
- Dot to dot books to help with the order of numbers and recognition of numbers
- Encourage simple addition/ subtraction i.e. in the supermarket, setting the table and other day to day tasks
- Encourage them to recognise how they use maths in their everyday lives - time, pattern, measure, days of the week, calendar, months of the year and birthdays etc.

Homework



- Homework helps to consolidate learning in class and is extremely beneficial to your child
- Homework should be fun and should not take any longer than 15 minutes
- Please ensure your homework bags are returned to school every day
- Please ensure you sit with your child when they are completing their homework and sign their diary

Homework Hints and Tips



Reading

- ✓ Reading books will come home Monday-Friday. Please read the book as often as possible during the week for short periods of time.
- ✓ Allow your child time to self-correct if they mispronounce a word. Encourage your child to look at the starting sound/ending sound and use the picture for a clue.
- ✓ Talk about the characters, setting and plot of the books. We are encouraging your child to develop their understanding of what is happening in the story and to think about what might happen next or why something might have happened.
- ✓ Encourage your child to read different materials eg. Magazines, words on signs, in letters. This will enhance their confidence in their own reading skills.
- ✓ Try to find your child's key words in their book – this will help them to see the relevance of learning the words in their plastic wallet.
- ✓ To avoid your child simply memorising the sentences in the book, ask them to read a particular word or find a sentence for you.

Key Words

- ✓ Key words should be practised every night if possible in different ways.
- ✓ Children should identify key words in their reading books and in other texts around the house.
- ✓ The key words can be tricky to learn and remember, as a lot of them cannot be sounded out.

Ideas for learning them in a fun way;

- ✓ Make a simple pairs/snap game with the words.
- ✓ Write the words in different places around the house.
- ✓ Make a poster containing all the words.
- ✓ Make a word hunt – can you find the words?
- ✓ Word Splat – lay the words on the floor, jump on them and say them!

Sounds

- ✓ Please continue to practise the single sounds with your child to ensure that they are secure with them all.
- ✓ Encourage your child to build words with the sounds or to read a word you have made.
- ✓ Please ensure both activities (letter writing and pictures) are completed in sounds homework jotter.

The Actions

- s** Weave hand in an s shape, like a snake, and say *Sssss*.
- a** Wiggle fingers above elbow as if arms crawling on you and say *a, a, a*.
- t** Turn head from side to side as if watching tennis and say *t, t, t*.
- i** Pretend to be a mouse by wiggling fingers at end of nose and squeak *i, i, i*.
- p** Pretend to puff out candles and say *p, p, p*.
- n** Make a noise, as if you are a plane - hold arms out and say *nnnnnn*.
- c k** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.
- e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.
- h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrr*.
- m** Rub tummy as if seeing tasty food and say *Mmmmmmm*.
- d** Beat hands up and down as if playing a drum and say *d, d, d*.
- g** Spiral hand down, as if water going down the drain, and say *g, g, g*.
- o** Pretend to turn light switch on and off and say *o, o, o*.
- u** Pretend to be putting up an umbrella and say *u, u, u*.
- l** Pretend to be a lollipop and say *llllll*.
- f** Let hands gently come together as if toy fish deflating, and say *frrrr*.
- b** Pretend to hit a ball with a bat and say *b, b, b*.
- ai** Cup hand over ear and say *ai, ai, ai*.
- j** Pretend to wobble on a plate and say *j, j, j*.
- oa** Bring hand over mouth as if you have done something wrong and say *oh!*
- ie** Stand to attention and salute, saying *ie, ie*.
- ee** Put hands on head as if ears on a donkey and say *eeeyora, eeeyora*.
- z** Put arms out at sides and pretend to be a bee, saying *Zzzzzz*.
- w** Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.
- ng** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*
- v** Pretend to be holding the steering wheel of a van and say *Vvvvvv*.
- oo oo** Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo*. (Little and long oo.)
- y** Pretend to be eating a yoghurt and say *y, y, y*.
- x** Pretend to take an x-ray of someone with a camera and say *ks, ks, ks*.
- ch** Move arms at sides as if you are a train and say *ch, ch, ch*.
- sh** Place index finger over lips and say *shshsh*.
- th th** Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (lts and thumb).
- qu** Make a duck's beak with your hands and say *qu, qu, qu*.
- ou** Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.
- oi** Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*
- ue** Point to people around you and say *you, you, you*.
- er** Roll hands over each other like a mixer and say *er, er, er*.
- ar** Open mouth wide and say *ah*. (British English)
- ar** Flap hands as if a seal and say *ar, ar, ar*. (Nth. Am. English).

Jobby Phonics

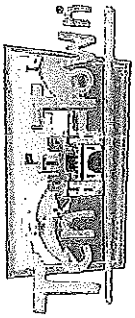
Learn to read with us!



Parent / Teacher Guide

Reading and writing the fun way





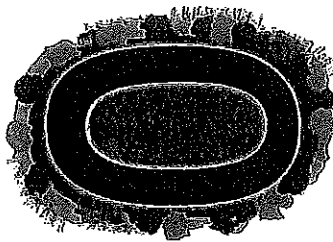
An Introduction To Ten Town

Children are often very good at counting to ten and beyond. But it doesn't always follow that they can write the numbers correctly and that they know the real value of the numbers.

Ten Town helps develop these basic numeracy skills, with a particular emphasis on number recognition and formation. King One is in charge of Ten Town. The other characters have a relationship with King One that helps children remember the way the face. For example, once children know that Sir Seven bows down towards King One this helps them to write the number seven the correct way around. Each character always does things that relate to their number. So Freddie Four always takes four maps on an expedition, Fiona Five has five favourite sports and Seal Six eats six fish for his tea!

Zero Pond

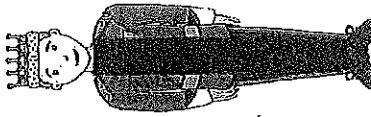
Nothing can live in the Zero Pond because it's far too dirty



Start at the top, nice and slow,
All the way round and there you go!

King One

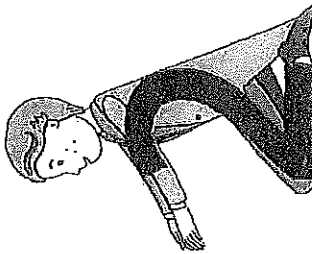
He is in charge of Ten Town and stands up straight and tall.



From top to toe and there you go!

Tommy Two

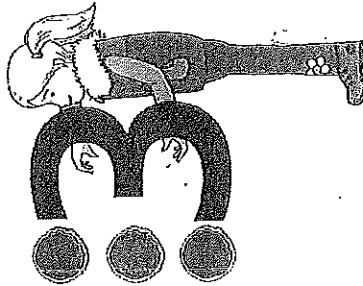
King One can't tie his laces so Tommy Two helps him.



Hands round to knees,
Then straight across please!

Thelma Three

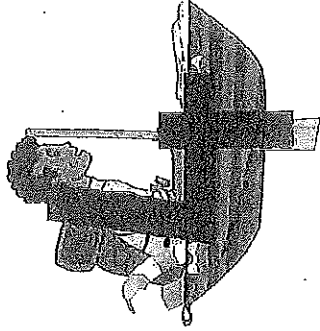
Thelma Three tries to steal King One's jam tarts.



Over one hand,
Over the other,
Put back those tarts and don't take another!

Freddie Four

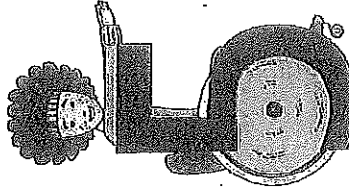
King One sends him off to explore new lands.



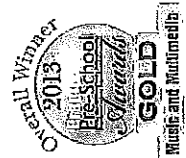
Down, across,
Oar in the water!

Fiona Five

She takes King One training. She is faster than him.

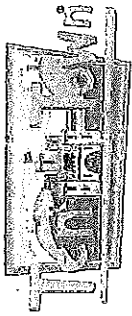


Down her back,
Round you go,
Now arms out straight,
Don't be slow!



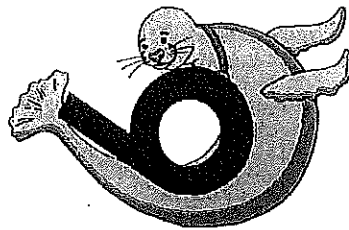
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Seal Six

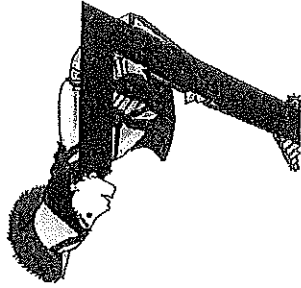
He splashes King One six times with his tail.



Slide down his tail,
Curl under his nose,
Nearly there so
strike a pose!

Sir Seven

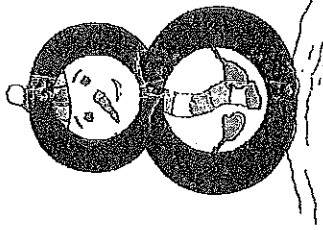
He bows down seven times towards King One.



From his helmet to his hips,
Now down to his boots
with the shiny tip!

Eric Eight

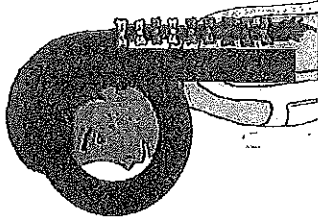
He looks down the mountain to see who is visiting him.



All the way round,
Don't you stop,
Not until you're back
to the top!

Nina Nine Bows

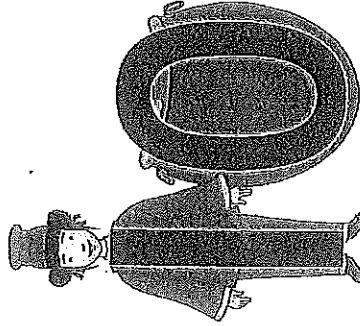
She looks towards King One because she rather likes him!



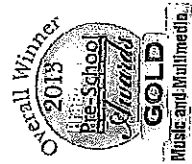
Round her head,
Back to the top,
Down to the ground,
Then you stop!

Tia Ten

She shows everybody her ten clean fingers.



Draw a one and then a zero,
Tia Ten is everyone's hero!



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