

Concepts of print – Teaching your child to read

This half term, we are mainly introducing your child to the concepts of print. This is done before formal reading is introduced, in 2 ways:

- Shared reading (as a whole class)
- Shared guided reading (with a group of up to 6 children)

Concepts of print teach children to look for:

- Location of the front cover
- where the title is
- where the book starts
- the direction to turn the pages
- that the print tells the story and the illustrations support this
- how to interpret illustrations
- left to right direction of text
- return sweep (finish one line of writing on the right and go to the next line on the left)
- using a reading finger (putting it under each word they read)
- one to one correspondence (spoken word maps on to written group of letters). Child can move their finger along
- recognising high frequency words (HFW) – these are the most common words your child will encounter when reading. It is important that these words are **not** sounded out as they need to be recognised quickly. The first 5 HFW will be sent home attached to your child's planner.

We will do this until the concepts of print become secure and will move your child to the next stage of reading. This is where their phonics will be used to help them decode words.

Ways to support at home:

Make time to read your child's library book with them, talking about the pictures, asking questions, asking them to retell the story. They will be bringing a reading book home when they are secure in the early reading stage.

Support with reading:

Make time to read with your child as much as possible

Read their library book with them

Write the first 5 HFW on post it notes and ask your child to find the word in the book

Look for simple words (cat) in the book and see if your child can use the pictures to help them read it

Some questions to deepen understanding:

What do you think this story will be about? How do you know?

What did you like about the story?

Can you tell me what the story was about?

Where did the story happen?

What character did you like the best? Why?

How was this character feeling? Can you tell me how you know?

Maths

Here are a series of maths activities that you can do with your child at home. You should aim to complete one activity each week but these may be worked on in any order you choose.

You can repeat each activity as many times as your child wants to. Feel free to change the ideas to suit your child's interests, what you have in your home and their current level of development. If your child wants to represent their thinking on paper let them do so in their own way. For example they might not want to write numbers, but they might want to draw to communicate their mathematical thinking.

Use the space available to comment if you wish. These comments will be added to your child's learning journal were we record their learning.

Activity	Comments Attach work if possible	Date Completed
Can you write numbers from 0 to 10? Can you find ten things to count in your house? Practise writing these numbers at home.		
On your way to school what numbers do you see? How many of the numbers can you write down?		
Look in your food cupboard. What is the heaviest food? Which is the lightest? How do you know? Can you put some items in order from lightest to heaviest?		
Walk around your home. How many shapes can you see? Can you find a circle? Can you find a square? Can you find a triangle? Can you find a rectangle? (you may need to show your child objects that are these shapes first)		
Ask your grown up to blind fold you. Listen to their instructions and see where you end up! (Forwards, backwards, left, right. E.g. forwards 5 steps etc)		

<p>Hide your teddy. Use words to describe where teddy is hidden, e.g. behind, on top, underneath, in between.</p>		
<p>Can you put the numbers 1-10 in order from smallest to biggest?</p> <p>Which is the biggest number?</p> <p>Which is the smallest?</p>		
<p>How long is your bed if you measure it in hands?</p> <p>What else can you measure like this?</p>		
<p>What is your house or flat number?</p> <p>Can you think of a smaller number than this?</p> <p>What number are the numbers of the houses or flats next door?</p> <p>Practise writing these numbers at home.</p>		
<p>How many footsteps from:</p> <p>Your house to the bottom of your garden?</p> <p>Your front door to your bedroom?</p> <p>Your kitchen to your bathroom?</p> <p>What happens to the number if you take bigger steps?</p> <p>Practise writing these numbers at home.</p>		
<p>Do 10 jumps in each room of your house. Count each jump to make sure you do 10. Practise writing number 10 at home.</p>		
<p>Walk around your home.</p> <p>How many shapes can you see?</p> <p>Can you find a cube?</p> <p>Can you find a sphere?</p> <p>Can you find a cuboid?</p> <p>Can you find a cylinder?</p> <p>(you may need to show your child objects that are these shapes first)</p>		

Working with your child at home:

In Reception, the link between parents and teachers is vitally important. Your children will be exploring, investigating and learning new things on a daily basis, at home and at school.

One of the ways in which your child is assessed in reception is through collecting evidence of things they have said or done. These are put into a 'learning journal', which is simply a scrapbook of your child's achievements. Throughout Reception, this is used to work out your child's learning and their next steps. We'd like to know what you can see your child doing at home. Parental input is vital as it can demonstrate skills that might not have been observed at school.

What should I be looking for?

If the observation:

- Shows the child using something they have learnt before, either in school, at home, or elsewhere
- Shows logic, reasoning, independence, creativity or interesting ideas
- Shows them interacting with or considering the thoughts of others
- Shows them improving skills such as hand control, body control, or language
- Impresses you!

What do I need to do?

If you catch your child doing something 'noteworthy', jot it down on one of the 'wow' slips and pop it into their bags/planner. This will then be added to your child's learning journal, which is reviewed with yourselves termly.

The slips will take this format:

My child made me proud today when ...

For the first time, my child ...

My child surprised me today when ...

