

4th October 2017

Learning Tins

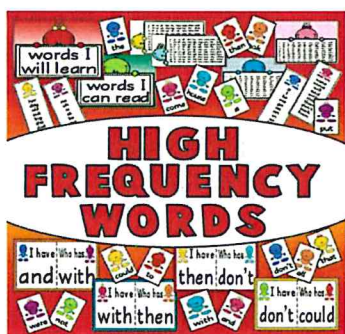
Dear Parents and Carers

Reception children will be bringing home with them today their 'Learning Tins.' Following recent assessments, the children now have a set of flash cards for letter sounds, key words and numbers. We would ask that you practice them with your child, on a daily basis, to secure children's understanding and rapid recognition.

These include a set of 'high frequency' words and we will expect the children to firstly, be able to read these by sight and later in the year, to be able to spell them. You will notice that some of the words are duplicated, using upper and lower case initial letters. This is to help support children's recognition of upper and lower case letters when reading; for example when a word appears at the start of a sentence with an upper case letter, or the same word may appear in the middle of a sentence and hence a lower case letter is used.

Whilst many of the words cards provided in the Learning Tin will be phonetically decodable, so that children can use their phonics knowledge to sound them out and blend for reading, some are not and these are irregular and known as the 'tricky words'. Children need to learn these carefully and recognise them by sight, so lots of repetition is very important.

Word cards will be checked and if appropriate, changed on Mondays, Wednesdays and Fridays. We have included some suggestions and activities below, which you could try with your child at home:



Ask a question

To help learn the key words you can also play ask a question. Pick five to ten keywords to learn, making sure they are ones that you can use as an answer. Some more obviously lend themselves to this, but most of them can be, if you think creatively. Then ask your child a question and they pick the right answer from their key words. So if one of your keywords is cat, a question like, 'what purrs?', and they have to pick cat from the 5 keywords they have.

Finding the words in books

To also help not see words in isolation, and as part of reading, it's useful to get your child used to seeing the key words in books. So they aren't just words you have to learn, but there is a purpose to learning them. So initially pick just one key word your child is going to read in the book, then find a book that has



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a few of that word in, preferably a book they are interested in, or even comic, magazine whatever interests them. You read to them, guide under the words with your finger and they read all the keywords. They may need prompting, especially initially, but in time they will come to spot the word themselves. Once they have got used to spotting one word, you can move onto spotting more, and eventually you can progress onto reading together.

Combining with physical activities

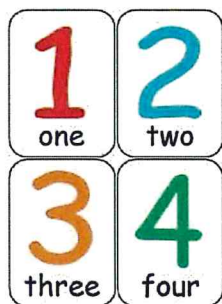
If your child is an active child who learns more by doing, and you have a couple of words up around the house, you can get them to run to the word and back to you see how quick they can do it, and they have to try and get the right word. Another way to help is to stick the words on the trampoline if you have one, or ride their bike or scooter to the correct word and back to you, or similar to hopscotch except with words instead of numbers, where they jump or hop on the words you are saying. Another game could be to use cars, trains, and trucks to drive towards the right word!

Snap

To play snap you will need two of each keyword on individual pieces of paper, shuffle them and divide out between at least two players, then take it in turns to lay down a word. If the words match say "snap" the child tries to read the word. Initially help may be required, so either sound out the word, or the beginning of the word, until it should become more instant to read it.

Number cards

Children will also receive some number cards, appropriate to their stage of learning and understanding. These can be used in many activities such as:



- number naming and finding the matching quantity of objects
- ordering numbers correctly from lowest to highest values and vice versa
- making sequences of numbers starting at zero and later, from any number.
- Removing a number from a sequence and children asked to find the missing number

We would also encourage parents to use of mathematical language such as: count, how many? estimate / guess how many..., larger, smaller, more and less.

If you have any further questions or queries with regards to the use of Learning Tins, please do not hesitate to ask a member of the Reception team for further support.

Yours sincerely,

Mrs J Callaway
Headteacher