Reception Phonics Home Learning Menu: **Autumn Term 2** **2018**

In order to develop the children’s knowledge of phonics and writing skills, we would like them to complete one spelling challenge per week.

Please complete **one** activity by choosing the sounds your child has been learning from the grid below. You can repeat the same activity for different sounds if your child wishes to. If the activity cannot be completed in their homework book e.g. Tracing Sounds, please just date and write a short comment about what your child did or send us a photo using class do-jo. You don’t have to stick to these activities, feel free to come up with some of your own!

Home Learning books will be shared together on **Fridays**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rainbow Sounds**-Write your sounds and trace over them in 5 different colours | **Random Sounds**- Cut letters out of a newspaper, magazines or write them on paper and cut them out. Glue them into your book to build some simple words | **Tracing sounds**- Trace your words in sand, salt, on felt or in the condensation of the shower, using your finger. | **Sound Hunt**- Search for your sounds in books/texts or packaging around the house. Write your sounds as you find them. |
| **Font-abulous**-Type your sounds in 3 different fonts on the computer | **Chalk Talk**- Write your sounds in chalk outside or on a black-board | **3 Way Sounds**-Write your sounds three ways; really big, really small and in your best handwriting | **Spelling Words**- Can you write a sound and use it in a word e.g. ‘oa’-boat |
| **Sound Hunt**-Can you find objects in your house that begin with your sounds? | **Paintbrush Sounds**-Using a paintbrush and water, can you write your sounds outside on the ground? | **Shaving Cream Sounds**- Write your sounds out in shaving cream | **Trace & Spell**-Have someone write your sounds out neatly. Trace the sounds out |

These are the sounds and high frequency/tricky words your child will be learning in School during the second half of the Autumn Term

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Wk 1** | j | v | w | x |
| **Wk 2** | y | z | zz | qu |
| **Wk 3** | sh | ch | th | ng |
| **Wk 4** | ai | ee | igh | oa |
| **Wk 5** | Short oo | Long oo | ar | or |
| **Wk 6** | ur | ow | oi |  |
| **Wk 7** | ear | air | ure | er |
| **Wk 8** | Repeating less well-known sounds | | | |
| **he** | **she** | **we** | **me** | **be** |
| **was** | **my** | **you** | **all** | **are** |