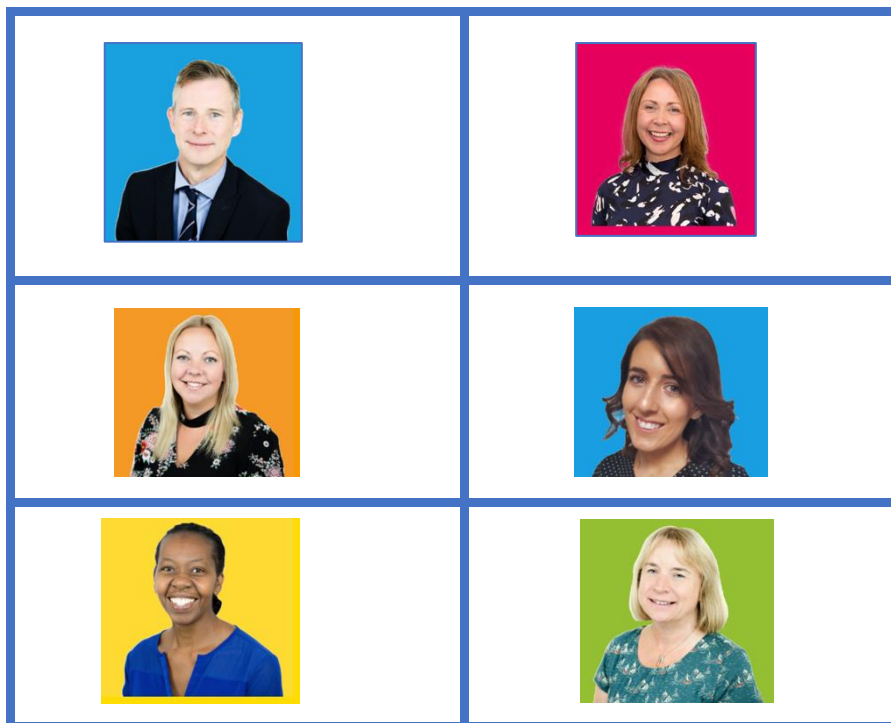


# Home Learning Support Counts

## Year R



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



## The **Literacy Counts** team

# **Content Counts**

## **Home Learning Timetable Counts**







**A) Sentence Activity Counts**

**B) Reading Activity Counts**

**C) Writing Activity Counts**

**D) Phonic Activity Counts**

# Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	<p><b>Wake up!</b> Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.</p>	 <p><b>English time!</b> Read your reading book, use the Literacy Counts free resources to play phonics or spelling games <a href="http://www.literacycounts.co.uk">www.literacycounts.co.uk</a>, write or tell a story.</p>	 <p><b>Fresh air time!</b> Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, treasure hunt.</p>	 <p><b>Number time!</b> Practise your number bonds, times tables, play number games. <a href="https://home.oxfordowl.co.uk/school-closure-resources/?region=uk">https://home.oxfordowl.co.uk/school-closure-resources/?region=uk</a></p>	<p><b>Lunchtime!</b> Tidy up after your lunch, clean all surfaces and wash your hands.</p>	 <p><b>Craft and creative time!</b> Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.</p>	 <p><b>Topic time!</b> Complete an activity based on your current topic, create a fact-file, research your local area.</p>	 <p><b>Story time!</b> Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! <a href="https://facebook.com/literacycountsconsult">@literacycounts1</a> <a href="https://instagram.com/literacycountsconsult">Instagram.com/literacycountsconsult</a></p>
Tuesday								
Wednesday								
Thursday								
Friday								

# A) Sentence Activity Counts

## Re-order and Read, Read, Read

Here are some words to make sentences from the Gruffalo. Read and share the story or watch the online version. Now build a sentence. Cut each one up into individual words and place them in the right order. Re read several times. You may want to help with the words Gruffalo, mouse and snake. Make up some of your own for different stories too!

<b>A</b>	<b>The</b>	<b>snake</b>	<b>is</b>	<b>long</b>	<b>and</b>	<b>slim.</b>
<b>B</b>	<b>The</b>	<b>mouse</b>	<b>has</b>	<b>soft</b>	<b>fur.</b>	
<b>C</b>	<b>The</b>	<b>owl</b>	<b>has</b>	<b>two</b>	<b>wings.</b>	
<b>D</b>	<b>The</b>	<b>Gruffalo</b>	<b>is</b>	<b>big.</b>		
<b>E</b>	<b>He</b>	<b>is</b>	<b>in</b>	<b>the</b>	<b>woods.</b>	
<b>F</b>	<b>The</b>	<b>river</b>	<b>is</b>	<b>fast.</b>		
<b>G</b>	<b>The</b>	<b>fox</b>	<b>has</b>	<b>a</b>	<b>big</b>	<b>tail.</b>

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# Add a sentence memory game

Children getting better practiced at generating ideas and sentences will serve them well for writing whole sentences.

Games to play in twos or more could include the adding on game.

## First person

*'I went to the forest and found a spider.'*

## Next person

*'I went to the forest and found a scary spider **and a slug.**'*

Keep going - see how many you can remember!

## Challenge:

Can you describe the item you found in the forest, so a spider becomes a *scary* spider, and the slug becomes the *slippery* slug.

Making the word start with the same letter or letter sound also makes this fun too!

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# Rhyming Activity

Rhyme is important and we can find it in lots of stories. Children can create a rhyming string thinking of as many words as they can that rhyme with the starting word.

cat	pin	nest

Use other lists of words that you can make rhymes with e.g. hug, light and rain etc.

# B) Reading Activity Counts

## Retell a Story

Read and retell well known stories. Think about the main events that happen in a story and use the words below to help retell. Do this with your child and gradually see if they can do some or all of their chosen story by themselves. Place these words on card so they can physically place events in an order. If you have access to pebbles, you could write these words on them to help with the retelling. Simple well-known stories could be a good starting point e.g. The Gingerbread Man, Little Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears etc.

<b>First</b>
<b>Then</b>
<b>Next</b>
<b>Eventually</b>
<b>Finally</b>





# Act it out: Simple Props

You don't need many props to have a go at retelling stories or making stories up. Even for Little Red Riding Hood - all you need are the following items:

- Something Red
- A basket or even a bucket
- A picture of a cake (or a real one!)
- Cushions on the floor for the forest
- The wolf can simply be made as headband from a strip of card with ears drawn on

Get creative!

## Challenge: Play about with the story

- Change the end
- Change the main character
- Change what the main character takes in the basket



Have a go for different stories that you know. Familiarise yourself with the story first.

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# Picture Talk

Read the picture! Illustrators of lovely picture books often hide or put things in pictures to help us understand characters or settings. So, read together every day and ask questions to your child / children that make them think more deeply about the illustrations. These simply **guide questions** to help steer reflective conversations throughout the reading experience. Listen to what your child says and use this as a starting point to encourage deeper thinking.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Would you like to live here? Why?</li><li>• Is there anything that puzzles you about this (character, place)?</li><li>• Why do you think that?</li><li>• What helped you work that out/understand what was happening in the story?</li><li>• Could there be a different reason why the (character) did that?</li></ul> | <ul style="list-style-type: none"><li>• Does this story remind you of any other stories you have read/seen?</li><li>• What made you change your mind about the character?</li><li>• When did you realise that?</li><li>• I wonder if this (character) is nice? What do you think? Why? Tell me a little bit more about your idea.</li></ul> |
|--|---|



# Silly Stories

It is important for children to practise making up stories.

Can you make up a story with a friend or grown up by only saying one word each at a time? Take it in turns saying a word that leads on from your partner. The stories are sometimes a little silly but quick and fun.

One day there was a little sausage called Bertie who lived in a shoe.

You can use the words below to help you join your ideas. Don't forget these words help us tell stories and make up stories.

Once day
So
First
Next
Finally
Later that week

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# C) Writing Activity Counts

## List and Captions

Captions and List types of writing that reception children enjoy and are expected to do by the end of the year.

Let's take the Gruffalo book as an example.

**Captions** (a brief explanation) on post its or strips of paper for any of the picture from the book:

- Different characters speaking for different pages in the book
- Settings – naming the things they can see
- Character descriptions



### Lists:

- Ingredients for making a delicious meal: Scrambled Snake, Owl Ice-cream, Roasted Fox
- Things to take on a picnic
- The animals the mouse meets
- The features of the Gruffalo (poisonous warts, purple prickles etc)
- Things you need to make a treetop house / things to put inside a treetop house
- Creatures and insects that live in the forest
- Things that you find in a forest
- Things to trap a Gruffalo



**Challenge:** Think about other well-known stories and make lists and captions for these.

# Design and make a character

Think about the character you want to design.

Where would it live?

What size is it?

What shape is it?

What colour is it?

How many legs, eyes etc?

What would it say?

Don't forget to label it and write a caption at the end.

Start by thinking about a book you like and know.



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# D)Phonic Activity Counts

## Year Reception: Read and Spell Words

Make it fun! For reading, write them on cards and post-its and have a treasure hunt around the house and garden!

	read	spell		read	spell
a			had		
an			back		
as			and		
if			get		
in			big		
is			him		
it			has		
of			his		
off			not		
on			got		
can			up		
dad			mum		
but					

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## Trickier words

These words are often used in books and speech. Children in Reception need to be able to read and spell most of these.

	read	spell		read	spell
the			no		
to			go		
I			into		

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# Phonics Game

You will need the lists of words on the following pages at the end of this document.

How about using them to play some of these games:



<b>3 in a row</b>	Work in a pair – each child chooses a different word from a focus list to write on a noughts and crosses grid. The winner is the pupil who writes it three times in a row (horizontally, vertically, diagonally).															
<b>Peg It</b>	Why not read the words and ask your child to find and place a peg or counter on the word as quickly as they can.															
<b>Listen and write</b>	Listen to the word being spoken and locate on the sheet. For more of a challenge, say the word and get your child to write and then check.															
<b>Word Sort</b>	<div data-bbox="719 1182 1246 1417" style="border: 1px solid #ccc; padding: 5px; text-align: center;"> <p>tall, stall, call, fall, well, sell, tell, fell, fill, kill, till, pull, cull, full, dull, doll, loll, roll, toll, yell.</p> <table border="1" style="margin: auto;"> <tr> <td>a</td> <td>e</td> <td>i</td> <td>o</td> <td>u</td> </tr> <tr> <td>tall</td> <td>tell</td> <td>till</td> <td>toll</td> <td>pull</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> </div>	a	e	i	o	u	tall	tell	till	toll	pull					
a	e	i	o	u												
tall	tell	till	toll	pull												
<b>Buried Treasure</b>	Make 8 cards using the words from the list, hide these around the house. Try and find them. Encourage your children to place them in a sentence.															

Don't forget to share with Literacy Counts on & @LiteracyCounts1/. Prizes to be won!



# Washing line of words

## Phase 3



ur
burn
burp
curds
curl
fur
hurt
surf
turn
turnip
urn

ow
bow
brown
cow
down
how
now
owl
row
towel
town

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# Washing line of words

## Phase 3



LiteracyCounts

Inspire • Develop • Achieve

ar
bar
bark
car
card
cart
farmyard
hard
jar
market
park

or
born
cord
cork
corn
for
fork
fort
sort
torn
worn

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Washing line of words

# Phase 3



oo
boot
cool
food
hoof
moo
moon
rooftop
root
zoo
zoom

oo(u)
book
cook
foot
good
hood
hook
look
took
wood
wool

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# Washing line of words

## Phase 3



igh
fight
high
light
might
night
right
sigh
sight
tight
tonight

oa
coat
foal
goat
load
loaf
oak
road
soap
toad
toast

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