

# Once Upon a Time

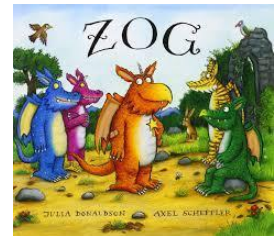
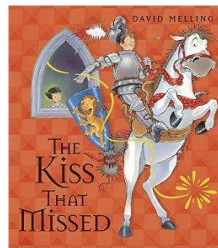
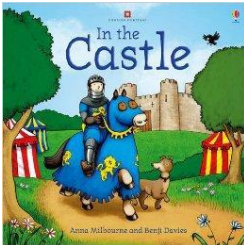
## What happens in fairy tale land?



Dear Parents,

Thank you for all the support this term and we hope you have a lovely half term break. Next term we will be starting our new topic 'Once upon a time'. We will be spending time learning about castles, knights, Kings and Queens. As part of this topic, we will look at non-fiction books and will be writing letters, posters and invitations. We are also planning on enjoying a Royal Banquet with our friends.

Some of the texts we will be looking at are:



### Home Learning and reminders for Term 4.

<b>Reading</b>	<p>Please read with your child regularly, even if it is just for 5 minutes. Everyone should be reading 3 times a week at home please acknowledge this by writing in your child's yellow reading record, just a small comment, the date and a parent signature.</p> <p>It is important that the children bring their book bags, yellow reading record and their reading book into school <b>every day</b>.</p>
<b>Phonics and Tricky words</b>	<p>You will receive another letter from us specifically about phonics and how we are teaching it. It will outline the changes in how we approach reading and writing to aid fluency and your child's reading development.</p> <p>Tricky words for your children to practice are at the bottom the phonics letter. These are words that come up often in reading books that cannot be decoded using phonic knowledge or are so common they are worth knowing off by heart.</p>
<b>Maths</b>	<p>The most important thing for children in their reception year is that they can read, write, order and recognise numbers to 10. Please encourage the children to count their toys when playing and try to write and use numbers when appropriate at home.</p>
<b>Home Creative Task</b>	<p><b>If you would like to, you could support the children to have a go at making their own shield, helmet, crown or tiara</b></p> <p><b>You could use cardboard and decorate with paint, stickers, sequins or anything you choose. Think about designing a shield with your family name on, or a hat with a beautiful pattern or picture.</b></p>

### Key questions to ask your child at home:

Who lived in a castle?  
house?

How is living in a castle different to living in a

Who worked in a castle?

What job would you like to have done in the castle?

### Key vocabulary

Castle, knights, princesses, kings, queens, moat, drawbridge, jousting, banquet, portcullis, crenulations

### Useful Websites

[www.ictgames.co.uk](http://www.ictgames.co.uk) and [www.topmarks.co.uk](http://www.topmarks.co.uk) for Literacy and Maths games.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) Phase 3 and 4 games, blending sounds and words.

### Please Help

We would love to construct some large castles out of large boxes and junk models. Please can you donate any LARGE boxes for us to construct with.

### Quick Reminders

- Please can you make sure your child brings in a named water bottle and their book bags each day. This should be filled with water only. The children are provided with a free fruit snack at school.
- Can the children please always have a coat in school especially during the winter months.
- Our PE day is Tuesday so P.E. kits will need to be in on Tuesdays. We will send their P.E. kits home in the middle of term or when we think you may like to wash them.
- We will be starting forest school this term with Beech class. This will be on a Thursday afternoon your children will need wellies and waterproof cloths and clothing that you don't mind getting muddy.




We hope you all enjoy sharing this learning journey with your children. Please do not hesitate to come and speak to us if necessary.

Thank you for your support.

Miss Boswell

Tricky words to practice at home.

my	the	I
by	was	put
all	and	pull
no	me	full
go	he	to
are	she	into
is	we	her
his	be	has
they	are	you
of	said	as

 ai	 ee	 igh	 oa
 or	 ur	 er	 ow

# Phonics

 oo	 oo	 ar
 oi	 ear	 air

Thank you for all your support with reading and writing at home so far this year. With our phonics going up a level over the last term we thought it may be helpful to have this sheet to explain what is going on and why.

## Helpful definitions:

Digraph: 2 letters that make one sound - e.g. ar (as in car)

Trigraph: 3 letters that make one sound - e.g. igh (as in light)

Phoneme: The number of sounds in a word e.g. book has 3 phonemes but 4 letters because oo is a digraph.

CVC: consonant-vowel-consonant words - e.g. cat (there are many other variations to this e.g. cvcc - must)

Blending: Blending sounds together to make a word e.g. d-ar-k becomes dark.

Segmenting: breaking down a word to be able to write it e.g. light becomes l-igh-t

## How we approach reading:

We are focusing on becoming more fluent readers and developing our ability to read longer words.



Step 1: Do we know the word? (If yes then no need to segment and blend) This is also where our tricky words come in.

Step 2: How many digraphs or trigraphs are there? What are they?

Step 3: Sound the word out, blend it together.

Now that we are starting to read longer words, we have been thinking about chunking our words. We do this by as shown below).

E.g. c-ar → car → p-e-t → pet → car-pet → carpet

 ai	 ee	 igh	 oa
 or	 ur	 er	 ow

# Phonics

 oo	 oo	 ar
 oi	 ear	 air

We are also encouraging the children to sound simpler words out in their head then say the word out loud. (They may need reminding that in their head means their mouths don't need to move!) This aids fluency and starts to develop word recognition. This is a tricky skill and one that will take time.

## Comprehension:

Another skill we are working on is comprehension and understanding what we are reading. To help do this we always go back and read the sentence we have just sounded out again with more fluency. This is also why the children are keeping a book for a whole week. By the end of the week the children should be able to read the book without having to stop much if at all to sound out words. This then means we can focus on comprehension and enjoying the story.

## Writing:

We use our chunking skills in writing too. If we are writing a long word, we break it down into syllables.

E.g. lemon → lem-on

Then we focus on the first chunk making sure we write all of the phonemes/ sounds we hear before thinking about the next chunk.

If you have any questions, please don't hesitate to come and find me.  
Miss Boswell