

Year R Letters and Sounds

We will be introducing a new sound (phoneme) 4 days a week and consolidating letters on the Friday. We will start the pages in school and then send them home at the weekend for your child to add more pictures and practise writing the letter in the school handwriting.

Please ensure your child has their letters and sounds book in their book bag on Monday morning ready to be used in school.

Please feel free to let your child bring in something unbreakable for our sound table to match the sound of the day.

Date	Sound of the day
Monday January 14 th	ch
Tuesday January 15 th	sh
Wednesday January 16 th	th
Thursday January 17 th	ng
Monday January 21 st	ai
Tuesday January 22 nd	ee
Wednesday January 23 rd	igh
Thursday January 24 th	oa
Monday January 28 th	oo
Tuesday January 29 th	ar
Wednesday January 30 th	ow
Thursday January 31 st	oi
Monday February 4 th	air
Tuesday February 5 th	or
Wednesday February 6 th	er
Thursday February 7 th	ur

We have now finished the daily Phonics sheets. Instead, we will be sending home a weekly rhyming activity using their phonics.

We will also give you a group of words on paper that you can cut up and use as flash cards to revise common exception words.

Week starting;	Rhyme of the week
Monday February 11 th	at
Tuesday February 26 th	et
Monday March 4 th	it
Monday March 11 th	ot
Monday March 18 th	ut

Common exception words to learn
(see reading diary)

Phase 2: the to I no go into

Phase 3: he she we me be

was you they all are my her

Here are the common exception words for you to use at home...

the to I no go into he she we me be was you
they all are my her

Activities to help learn common exception words
or sounds not known.



Write the letters / words you want to learn on pieces of card / paper.

1. Use as flash cards -
 - a) You say first / your child copies you
 - b) Child says sound / word. (If a word can't be sounded out, ask your child to say the name of the letters, not the sound of letters. E.g. w-a-s says was)
2. Kim's game
 - a) Have 6 sounds / words out on the table or carpet. Child closes eyes. You take one away. Which sound / word has gone?
 - b) Start with 3 sounds / words out on the table or carpet. Child closes eyes. You add one. Which sound / word has been added?
3. Outside - attach a few sounds / words around the garden etc. You call out a word. Your child runs to the word / sound the word starts with.
4. Books: Read alphabet book - hunt for pictures beginning with that sound. Look in your reading book for sounds / certain words.
5. Write 2 or 3 sounds or words on a page lots of times. Child uses a light coloured felt tip pen or highlighter pen to highlight one word / letter. You could also use a page from a newspaper or magazine to highlight certain letters or little words.
6. How many times can you write a word in a minute?