



How to help at home – Reception

Reading

- Read every day at home with your child and ask them questions linked with their book. (See below).
- Use 'Bug Club' to support your child's reading www.activelearningprimary.co.uk
- Use 'Teach your monster to read' to support your child's reading <https://www.teachyourmonstertoread.com/>
- Read menus and signs when you are out and about.
- Make sure you are using 'pure' sounds when sounding out and using your robot arms to help you cut the word up. (See below).
- Go on sound hunts around the house finding words linked to the sounds.
- Read and use high frequency words in a sentence. (See below).

Writing

- Write the high frequency words in a sentence. (See below).
- Write your name and other words in cursive writing. (See below).
- Can you write a shopping list, a short story, a letter, a recipe, instructions...?
- Make sure you use finger spaces, capital letters, and full stops.
- Can your child write on a line from left to right?

Maths

- Encourage your child to think of different words to describe things e.g. instead of using 'big' can they use 'large', 'massive', 'enormous'...? (See below).
- Use websites for simple and fun games e.g. <http://www.topmarks.co.uk/>
<https://content.lgfl.org.uk/secure/busythings/>
- Practise forming your numbers from 1-20.
- Can you see any numbers around the house or when you are out and about...?
- Can you count out different objects e.g. plates for dinner or leaves in the garden...?
- Can you measure in different ways e.g. how many feet / hands is your kitchen...?
- Can you follow a recipe measuring out the different ingredients?
- Name and find different shapes of objects when you are out and about. (See below).
- Can you hide an object and describe where it is using positional language? (See below).

EYFS Reading Prompts

Parents often wonder how they can help to develop the reading skills of their children. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good reader's, children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect with the book they are reading and link it with real life experiences or with other books they have read and stories heard. They may also link it with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read.

Useful Questions

- Why did you want to read this book?
- Do you like the book cover? What do you like about it?
- Have you read any other books by this author?
- What do you think this book might be about?
- What is the title of this book?
- Who are the author and illustrator?
- Does the picture on the cover give us any clues as to what the story might be about?
- Read the blurb – What clues does this give us?
- Does it sound exciting / happy / sad?
- What has happened so far?
- What do you think will happen next?
- What can you see in the pictures?
- Are the pictures helping you to tell the story?
- Which character is your favourite?
- How would you describe them?
- How would you feel if that happened to you?
- What happened at the beginning of the book?
- What happened next?
- What happened at the end of the story?
- At what point did we realise...?
- What did we learn about the character at the beginning?
- What did we learn about the character by the end?
- Who were the main characters?
- Would you like to be any of the characters? Why?
- How would you feel if you were the character at this point in the story?
- What would you have done?
- What are some of the words the author has used to describe the characters?
- How did the character feel when...?
- Does this character remind you of anything?
- Did you enjoy the story?
- Did it remind you of any other stories?
- What were the similarities?
- What did you like / dislike the most?
- Did any part of the story make you laugh?
- What was your favourite part? Why?
- Were there any words / sentences which you liked?
- Were any of the words in capitals / bold / italics? Why?
- Would you like to read another book by this author?
- Did the story remind you of anything which has happened to you?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? You do not have to ask all of these questions every time you read but maybe choose a few each time.

The greatest encouragement for your child is to see you - their most influential role model – reading!



First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

hfr100fp.pdf

Design © www.highfrequencywords.org

Precursive

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed



a b c d e f g h i j k
l m n o p q r s t u
v w x y z

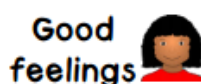
Amazing Adjectives! adjectives are words which describe



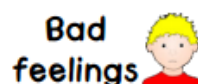
adorable
adventurous
aggressive
annoying
beautiful
clumsy
confident
considerate
excitable
grumpy
handsome
helpful
important
obnoxious
odd
talented
thoughtless
timid
ugly



beautiful
bright
colourful
dark
distinct
dull
fancy
filthy
gleaming
gorgeous
light
long
magnificent
old-fashioned
plain
precious
shiny
sparkling
strange
ugly



brave
calm
cheerful
comfortable
courageous
determined
eager
elated
encouraged
energetic
enthusiastic
excited
fantastic
fine
healthy
joyful
pleasant
pleased
relieved
silly



angry
annoyed
anxious
ashamed
awful
bewildered
bored
clumsy
confused
defeated
defiant
depressed
disgusted
disturbed
dizzy
embarrassed
envious
frightened
hungry
lonely



big
colossal
enormous
gigantic
great
huge
immense
large
little
long
mammoth
massive
mini
minuscule
puny
short
tall
teeny
tiny



ancient
brief
early
fast
late
modern
old
quick
rapid
short
slow
swift
young

