

Home Learning

Greentrees Primary School
October 2025



Greentrees Website

www.greentrees.wilts.sch.uk

Class Pages



Reading Folder

2 x books:

1 x Phonics shed to reflect the phonics teaching.

1 x starred shared book - Reading for pleasure

Reading record (yellow)

Character sheet (Joe)

Phonics cards

To add:

High frequency words- common exception and decodable

Phonics mat (later in the year)

Please keep it all in the bookbag

(No water bottles please)



Books with no words

- . Familiarisation with characters
 - . Develop storytelling language
 - . Speaking in full sentences
 - . Interpret pictures
 - . Comprehension skills, answering questions
 - . Creativity - sharing ideas
- (EYFS curriculum - focus on Word Reading and Comprehension. Big focus on oracy, including vocabulary - Vocabulary Victor words)



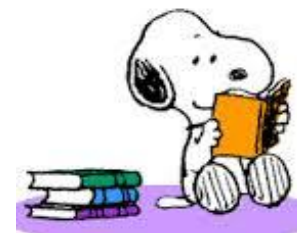
Books with words

- . As before, plus:
 - . Tracking the text with your finger
 - . Pointing to particular words
 - . Matching to words on card
- . Comprehension questions using the text
- . Using phonics skills to decode words
 - . Whole word recognition



Reading Record

- . Shared book between home and school
- . Write brief comment, date and sign. At home, draw an 'H' in a circle each time you read together.
- . Reward = name in to a draw weekly to win a book.
- . Teacher or TA reads *at least* once a week with children.
- . Books are changed when appropriate.
- . Children put on to different levels when appropriate.



High Frequency words

Decodable words: Can be sounded out using phonics
(frog card etc)

Common Exception Words that need unlocking: Cannot
be as easily sounded out.
(Butterfly words etc)

All on the card need to be read *and* spelt before moving
on (magnetic letters).



Phonics

- . In all Infant classes, 5 sessions a week of 'discrete' phonics.
- . Whole class and small group
- . Follow the scheme 'Phonics Shed.'



Phonics

'Phonics Shed.'

[Phonics Shed – YouTube](#)



Chapter 1

- . Listening skills and awareness of sound
 - . Rhyme and rhyming strings
 - . Alliteration and initial sounds strings
- . Oral Segmenting and blending
'sound it, squash it, say it.'
- . Annunciation is important
(show eggs of pronunciation videos on Phonics shed)



Chapter 2

(October - Spring)

[EdShed](#)

- . Individual letter *sounds*, and name is introduced alongside
- . 'Grapheme: Phoneme correspondence'
 - . Introduced in an order that allows sounds to be blended together
- . Cater for all learning styles: songs, visual, objects, etc



Chapter 3

(Spring 4 - Summer)

- . Intro of digraphs and trigraphs
 - "A digraph is 2 letters that make 1 sound."
 - "A trigraph is 3 letters that make 1 sound."
- . There are 44 phonemes in the English language.
Watch this clip: [Articulation of Phonemes – YouTube](#)
- . Many more ways of reading and writing them!
(taught in Year 1)



Whole Class Reading

- . This, along with phonics teaching is how teachers 'teach' reading (whole class and Group)
- . Individual reading will remain the priority in Early Years.
- . Reading characters support different reading skills - e.g Vocabulary Victor during 'Reading For Pleasure' sessions



Other home - school links:



Story Suitcases
Library Book
Reading Shed



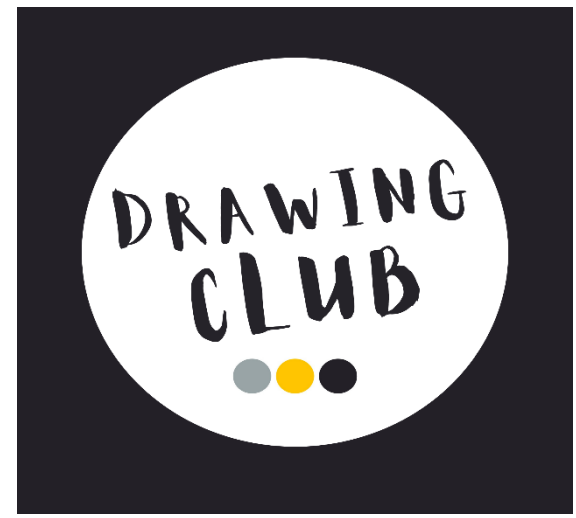
Phonics Screening -End of year 1.



Handwriting

- . Begun with handwriting patterns and letters that link to that pattern - e.g caterpillar letters c o a d g q.
- . Begin with lead-outs, then move on to joined letters when ready in Year 1.
- . Begun name writing with lead-out letters (flicks)





Drawing Club

- . 3 x a week we focus on new vocabulary, sharing a story and then drawing their interpretations of character, setting and use of imagination.
- . Children are taught to add a 'code' that supports their understanding of ascribing meaning of marks



Writing

- . Train children to 'have a go' independently, using the skills they have been taught.

- . Copy writing is sometimes used, but it mainly teaches the skill of presentation .

We model how to write, including using resources and phonics skills, then ask children to have a go.



End of year Expected levels:

- **Comprehension ELG**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Maths Home Learning

- Mathletics
 - Maths Pack, including Numicon
 - Maths Passport
- (All Ready for half term)

Tapestry

- Tapestry - currently using in school. Parents have given permission for use, so will receive an email by next week, to activate their account, before half term.