



Foxhill Primary School

Foundation Unit



Foxhill Foundation Unit

Dear parent/Guardian,

Thank you for taking time to read through this booklet which contains ideas and activities that you and your child may enjoy together.

These activities will offer your child the chance to explore new situations and practice important skills together.

The emphasis throughout, is on learning through play and first-hand experience.

Play at home may be organised differently from play in the foundation unit, but in both contexts, play activities can lead to learning in a fun and relaxed way.

We hope that you will find the booklet fun to use and perhaps you will try some of the techniques at home.

Thank you,

The Foundation Team ☺



Literacy

Holding the Pencil

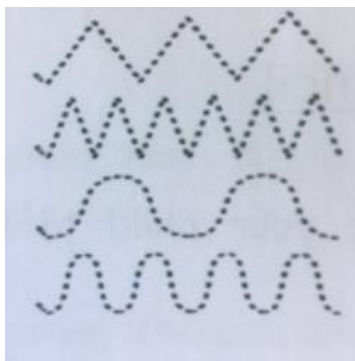
Always encourage your child to hold the pencil correctly. The tripod grip is the best and most comfortable hold. Hold the pencil between the index finger and the thumb with the other two fingers underneath and the hand resting on the paper. Don't worry if your child is left handed.

Making Marks

At first children need plenty of time to explore and experiment with making marks on paper with a variety of implements. Try pencils, chalk, crayons and felt tips. No formal instruction is needed at this stage.

Patterns and lines

Before learning to write, children can benefit from drawing patterns and lines across paper. If these are based on letter shapes they can help children to develop good habits and move their pencil in the correct direction from the start. Some examples are below:



Names

Children are interested in any idea using their name. Make a name card for your child and use it to encourage name and letter recognition. At first, encourage them to trace the letter using their index finger. Then clip tracing paper over the card and let your child trace their

name. Use letter sounds now alphabet names for letters. Let your child make their name using magnetic letters.

Use lower case letters

If you write anything for your child, use lower case letters. Capitals only needed to be used for the beginning of names.

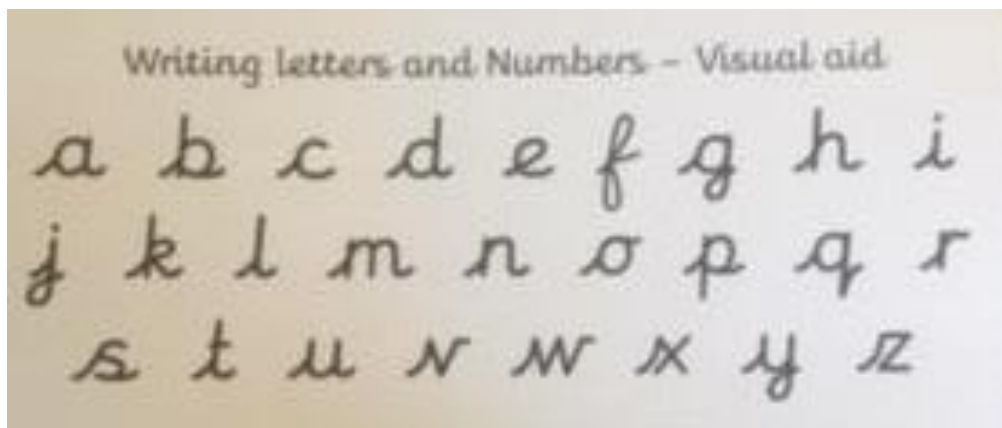
THOMAS ✗

Thomas



Using cursive font.

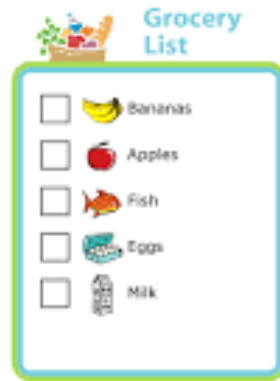
At Foxhill we use a cursive font of handwriting, which teaches children strokes in and strokes out when writing to enable them to join handwriting up once confident. Please see below how we form our letters:



Writing activities

- Tracing
- Writing name
- Signing name on cards
- Writing shopping lists

- colouring in
- exercises to strength muscles
- using scissors
- threading



Reading

It's never too early to start looking at books and sharing stories with your child. Children who are read to, and enjoy books from an early age, are most likely to become fluent readers and successful readers themselves in the future.

We want children to know that reading is fun and worthwhile, so it is important that they see adults reading and enjoying books, newspapers and magazines.



Reading must be fun!

There are plenty of well-illustrated and colourful picture books and stories for reading aloud to choose from. Sit your child on your knee or close to you whilst you read, so that you can enjoy the story together.

Talk about the pictures first and ask questions about the pictures.

School Reading Books

At Foxhill, we believe that reading is extremely important so we read with your child every day. If possible, we would like your child to read their school reading book at least 3 times a week at home to allow them to develop their reading skills and become a confident and fluent reader. We kindly ask that you write in your child's reading record when you do read at home.

We reward children who have read 3 times a week at home.



Phonics

Phonics allows children to develop good reading and spelling skills. We use a synthetic scheme called 'Letters and sounds'. Synthetic phonics is simply the ability to covert a letter or letter group into sounds that are then blended together into a word.

Phonics is split into phases. The first phase focuses on environmental and instrument sounds. It also looks at voice sounds, alliteration and rhythm and rhyme. This phase is usually taught during nursery.

Phase 2 is the first phase where sounds are taught. Below are the sounds learnt in phases 2 and 3, which are the main phases focused on during reception.

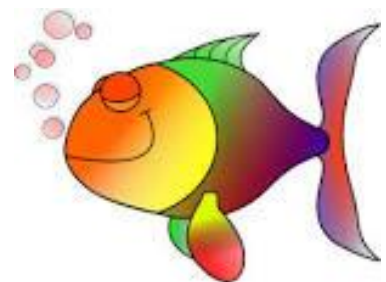


Numeracy

Counting

Counting can be practised during daily life, counting stairs when walking up or down them, counting buttons on clothes, counting food, counting claps. Counting can also be practised when finding numbers on cars, buses, houses, clocks. Rhymes can be sung to support children with counting and ordering numbers, such as- 1, 2, 3, 4, 5, once I caught a fish alive.

1, 2, 3, 4, 5, once I caught a fish alive.
 6, 7, 8, 9, 10, then I let it go again.
 Why did you let it go?
 because it bit my finger so.
 Which finger did it bite?
 this little finger on my right.



Shapes

Give your child opportunities to notice and recognise the different shapes around them. Use correct names when talking to the children about shapes.

A clock is a circle.



An ice-cream has a cone.



A can is a cylinder.



Talk to your children about events in the day, night, morning and afternoons. Discuss with your child days of the week.

Time

Measuring and Weighing

Children like to help with cooking. Let them measure the ingredients with a cup or spoon and watch you using the scales to weigh and balance.

Discuss height with your child and measure their height with them.



The World

Questions, questions, questions!

Science for young children mainly involves asking questions to encourage them to be observant and inquisitive about the world in which they live.

