

# EYFS

## Literacy at Home



With your child please choose one or more daily activity from the list below.

Read a story every day. Before you read, look at the front cover together and talk with your child about what the story might be about – Who is in this story? Where is the story set? What might happen in the story? Has your child ever been to a place like this/had something like this happen to them?

As you read, talk together about the pictures, the characters and what they might be feeling/what they might say. At the end of the story, ask your child whether s/he has enjoyed the story and to say why or why not.

Encourage your child to read to you from an appropriate level book every day. Your child's school may have provided you with books or you may have access to Bug Club.

Ideas linked to books:

- Draw an outline of one of the characters. Around the outside of the shape, write words describing what the character looks like. On the inside of the shape, write words describing how the character is feeling.
- Look at the contents page/index of a non-fiction book. Talk about how to find information. Encourage your child to find some fun facts about a subject s/he is interested in and to make a poster to share with the family.
- Draw a simple 'story map' of the main events of the story and then retell the story from the 'story map.'
- Enact the story together.
- Build a Lego model of something from the story and label it with post-it notes.
- Draw a picture from the story and write a label/caption/simple sentence to go with it.
- Select vocabulary from the story that is new to your child. Talk about what the word means and use it in a sentence.
- Write the story.



## Picture play

Choose a picture. Talk about it together. Ask your child to label parts of the picture, write a simple caption (e.g. a pet cat) or one or more simple sentences about it (e.g. The cat has a blue eye.)



<p>With a set of plastic/wooden letters, or letters written on cards, support your child to arrange the letters in alphabetical order in a rainbow arc. Take it in turns to take away one of the letters – can you/your child spot which letter is missing? Take it in turns to put one letter in the wrong place. Can the other spot it and put it back in the right place? Practise saying the letter names as well as the letter sounds.</p>	<p>Play games e.g Snakes and Ladders, Ludo, Frustration, Doble, Uno, Dominoes, I Spy, Kim’s Game.</p> <p>Talk about what was good about the game. Can your child explain how to play it to another person?</p>
<p>Play rhyming games and create rhyming strings of real and nonsense words e.g. sad, bad, mad, dad, lad, rad; lake, cake, fake, take, make, snake, dake.</p>	<p>Make a ‘postcard.’ On one side your child can draw a picture of your home/garden/their bedroom/favourite toy/pet etc and write to a family member on the other side. Make sure the postcard is posted and encourage your relative to reply!</p>
<p>Check your school’s policy on letter formation and handwriting on the website. Have a tray of sand, salt, flour, glitter to practise letter formation. Practise patterns such as zigzags, circles, spirals etc.</p>	<p>Leave simple sentence messages around the house for your child to read e.g. ‘It is time for bed.’ ‘Let’s read a book.’ ‘Come for dinner.’ ‘I am in the garden.’ ‘Feed the dog.’ Leave a notepad for your child to do the same for you.</p>
<p>Have a treasure hunt around the house/garden with simple clues e.g. Look under the bucket, go to the kitchen, find a red box, pick up the bag etc</p>	<p>Find a simple recipe in a child’s cookery book. Support your child to read the instructions and bake together.</p>
<p>Write letters round the edge of a paper plate and cut between them. Go round the house or garden and fold down a letter when something beginning with that sound is spotted.</p>	<p>Use a dry wipe pen to write letters on building blocks, Duplo or Lego. Challenge your child to build some words (see suggestions below).</p>



Together, find a flower or minibeast outside. Encourage your child to look at it closely with a magnifying glass then photograph or draw it and label/caption or write a simple sentence about it. E.g. The bug has long legs. It has a hard shell. A snail has one foot.  
Alternatively, your child could take a photograph of/draw a pet to write about.

Play Rhyming Odd One Out - see picture resources below.  
Your child could also label the pictures by writing the words or building them with letters/letter cards.  
The words could then be written onto card (2 cards per word) and used for a matching activity (cards face up) or as a memory game (cards face down).

### Resources:

#### For word building:

an, at, if, in, of, off, on, can, dad, had, back, and, get, big, him, not, got, up, mum, but, put, rain, light, snow, chip, shop, ring, boat, farm, for, hurt, coin, dear, fair, corner, will, that, this, then, them, with, see, for, now, down, look, too, went, from, just, help

(NB th, ff, ll, ow, oo, ee, ck, ai, igh, ch, sh, ng, oa, ar, or, ur, oi, ear, air, er

should be written on one card as in each case these two/three letters make one sound.)



Rhyming Odd One Out game:

## Rhyming odd one out



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## Rhyming odd one out



## Rhyming odd one out



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## Rhyming odd one out



# Rhyming odd one out



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