



Home learning activities for children working between *BPP9* & *BPP 11*



General tips for parents



Creating a Supportive Reading Environment

- **Make books accessible:** Keep books within easy reach in different rooms
- **Model reading:** Let your child see you reading for pleasure and information
- **Visit the library regularly:** Make it a special outing
- **Create routines:** Read at the same time each day (bedtime is ideal)
- **Celebrate progress:** Keep a reading log or chart to show books completed

Supporting Phonics at Home

- **Work with school:** Ask what sounds and words your child is learning
- **Use school resources:** Many schools provide phonics information for parents
- **Be consistent:** Use the same pronunciation of sounds as school
- **Practice little and often:** 5-10 minutes daily is better than longer, less frequent sessions
- **Make it multi-sensory:** Use actions, objects, and movement

Encouraging Writing

- **Provide materials:** Keep paper, pencils, crayons, and markers accessible
- **Accept phonetic spelling:** Praise attempts rather than correcting everything
- **Focus on meaning first:** Ideas and communication matter more than perfect spelling at this stage
- **Model writing:** Write in front of your child and talk about what you're doing
- **Make it purposeful:** Real reasons to write are more motivating

Building Confidence

- **Praise effort:** "I love how you sounded out that word" rather than just "good reading"
- **Celebrate small steps:** Every new word read or written is progress
- **Keep it positive:** If your child is tired or frustrated, stop and try again later
- **Make it fun:** Games, activities, and play-based learning work best

Reading and phonics

Daily reading practice

What to do: Read together every day for 10-15 minutes:

- Choose books at the right level (mostly familiar words with some new ones)
- Take turns reading pages or sentences, point to words as you read them
- Encourage your child to read familiar words independently
- Help with tricky words by breaking them into sounds

Sound blending games

What to do: Practice blending sounds to make words:

- Say sounds separately (c-a-t) and ask your child to blend them
- Use magnetic letters or letter cards to build simple CVC words (consonant-vowel-consonant like 'dog', 'sun', 'hat')
- Play "I'm thinking of a word" - give the sounds and let them guess
- Start with words where sounds are easy to hear (avoid words starting with 's' blends initially). Use real objects or pictures to help
- Use actions or objects to make it concrete (hold up a toy cat when blending c-a-t)

What to do: Practice recognising common words that appear frequently:

- Create flashcards for words like: the, and, I, to, said, go, no, was, is, it, in, of
- Play quick-fire recognition games (how many can you read in 30 seconds?)
- Find these words in books you're reading
- Play matching games or word bingo

Reading environmental print

What to do: Read words and signs in everyday situations:

- Shop signs and logos when out shopping
- Food packaging at mealtimes, road signs during car journeys
- Instructions on toys or games

Phonics treasure hunts

What to do: Hide objects or pictures around the house/garden:

- Focus on a particular sound (e.g., find things beginning with 's')
- Hide word cards for your child to find and read
- Create a list of simple words to find objects for (e.g., 'cup', 'pen', 'hat')

Story comprehension and discussion

Story Discussions

What to do: Talk about books in depth:

- Before reading: "What do you think this will be about?"
- During reading: "Why do you think the character did that?" "How are they feeling?"
- After reading: "What was your favourite part?" "What happened at the beginning/middle/end?"
- Make predictions: "What do you think will happen next?"

Story retelling

What to do: Help your child retell familiar stories:

- Use story maps or picture sequences
- Act out the story with toys or puppets
- Draw pictures of the main events
- Record your child retelling the story
- Use prompt questions: "What happened first? Then? At the end?"

Character exploration

What to do: Focus on understanding characters:

- Talk about how characters feel and why
- Compare characters (who was kind/brave/silly?)
- Draw or describe characters
- Think about what you would do in the character's situation
- Create character profiles with pictures and words

What to look for: Does your child understand that characters have feelings and motivations?

Non-fiction reading

What to do: Explore information books together:

- Choose topics your child is interested in (dinosaurs, space, animals, vehicles)
- Use contents pages and indexes to find information
- Look at diagrams, photos, and captions
- Answer questions using the book
- Create fact files or posters about what you've learned

Writing and mark-making

Purposeful writing activities

What to do: Create real reasons to write:

- Shopping lists
- Birthday cards or thank you notes
- Letters to family members
- Labels for drawings or models

Sentence building

What to do: Practice creating simple sentences:

- Use word cards to build sentences (I like cats. The dog is big.)
- Write sentences about pictures or photos
- Complete sentence starters (I can... I like... The cat is...)
- Create silly sentences and read them back
- Use magnetic words on the fridge

Letter formation practice

What to do: Practice forming letters correctly in multi-sensory ways:

- Write in sand, shaving foam, or paint
- Form letters with playdough, trace over letters
- Write on whiteboards or chalkboards, Sky-write (write letters in the air with big movements)

Phonetic spelling activities

What to do: Encourage your child to "have a go" at spelling:

- Sound out words together (what sounds can you hear in 'cat'?)
- Use sound mats or alphabet charts for reference
- Segment words into sounds before writing (c-a-t has 3 sounds)
- Celebrate phonetic attempts even if not correct (kat for cat)
- Build words with magnetic letters or letter tiles

Writing stories and captions

What to do: Support your child to create their own texts:

- Draw pictures and write simple captions
- Create comic strips with speech bubbles
- Write simple stories (can be just one sentence per page)
- Make books about real experiences
- Add labels to diagrams or pictures

Vocabulary and language development

Describing games

What to do: Practice using descriptive language:

- Describe objects for others to guess
- Use describing words when talking about things you see
- Play "I spy" with descriptions (I spy something round and red)
- Add adjectives to simple sentences (The cat → The fluffy cat)
- Compare objects (bigger, smaller, softer, louder)

Question and answer practice

What to do: Develop comprehension through questioning:

- Ask and answer who, what, where, when, why questions about stories and events
- Play 20 questions
- Create quiz questions about books you've read
- Encourage your child to ask questions about things they're curious about

Games and activities

Word Games

What to do: Make learning fun with games:

- Simple board games with reading elements (Snakes and Ladders with word cards)
- Snap or pairs with words
- Word bingo
- Scrabble Junior or similar
- Online phonics games (with supervision)
- I-spy with sounds or words