

Getting the Foundations

Right.

- Reading
- Phonics
- Maths
- Tapestry





The importance of reading.

- Importance and enjoyment of reading and sharing books with parents/siblings and on their own.
- Reading and sharing stories is one of the most important things you can do with your child.

It encourages:

- Excitement
- Imagination
- Develops an understanding of new things and places
- Exposes children to new vocabulary
- Develops sitting and listening skills
- AND most importantly snuggly quality time with you.



Reading at school

- Reading Record Book.
- Opportunity to change school book daily.
- Opportunity to visit school library.





The difference you can make...



They asked her, "How did you persuade your child to read instead of playing with smart devices?!"

She said: "Children don't hear us, they imitate us."

If you read just one book a day to your child, they would have been read 1,825 books by the time they turn 5!

"Reading is the gateway for children that makes all other learning possible." Barak Obama



Phonics



RWI

- Children given a hook to help teach them the sounds, by using pictures in the same shape as the letters.
- Start learning Set 1 sounds. Not taught in alphabetical order
- Importance of saying the 'pure' sound.
- Phonic pack to enable **you** to support your child with their phonics at home.



Fred Talk

- Fred helps the children to orally blend words.
- Vital early stage in learning to read.
- Using 'My Turn, Your Turn'.
- Use within sentences as part of routines.



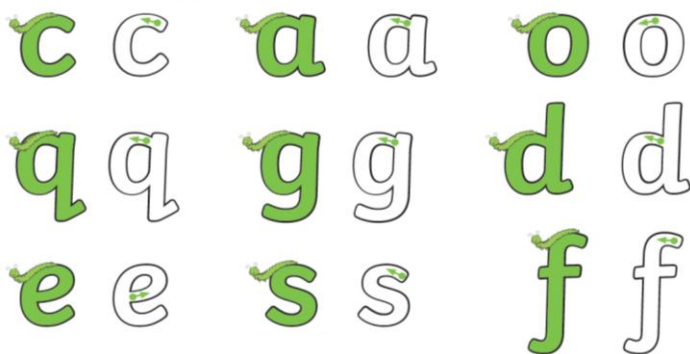
Letter Formation

- Taught using a 'chant' eg m- Maisy, mountain, mountain. S- slither down the snake.
- Once all sounds taught we then start to group the letters into letter formation 'families' Eg

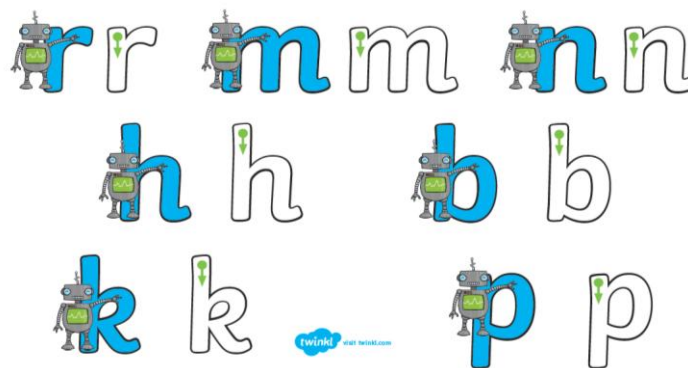
Curly Caterpillar letters- c, d, g, o, a

One Armed Robot letter- r, n, m, h, b, k, p

Curly Caterpillar Letters



One Armed Robot Letters



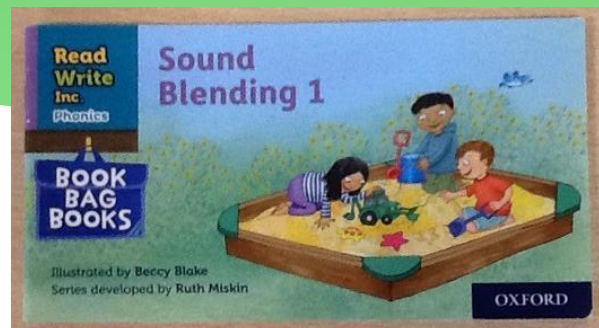
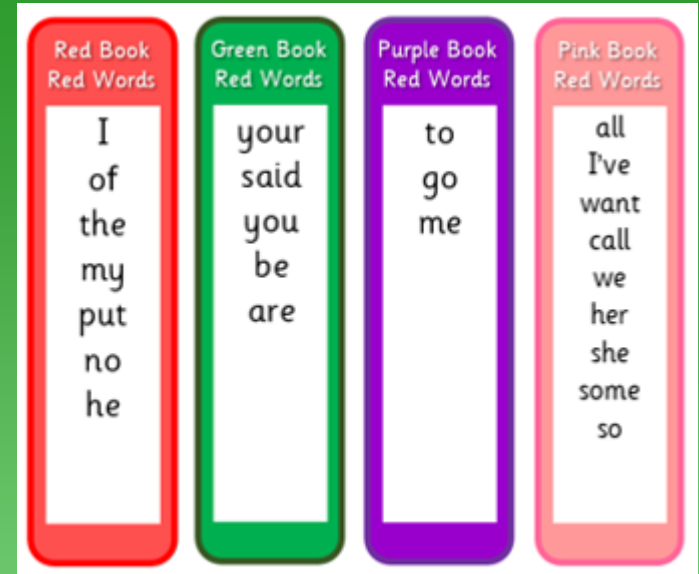
Reading

- Fast pace to learning the sounds and reading simple words.
- Able to read after first 5 sounds (m, a, s, t, d)
eg mad, sad, mat, dad.
- Once they have learnt i & n they can then read words such as din, tan, sit, nit.
- Use 'Fred Talk' to read a word.
- Later on children will use 'Fred in their Head'



Reading

- 'Red Words'- lots of practise needed.
- Sound Blending Book
- Ditty Sheets
- Red Books
- Green Books
- Purple Books
- Pink books



Spelling and writing

- In every phonics lesson all children are given the chance to spell.
- Children need to be able to hear the sounds before they can 'spell' them so lots of modelling to start with.
- 'Fred Fingers'
- Once ready the children will write words.
- Pinching hand is the hand they hold pencil in.



Set 1 sounds

- 25 single sounds
- 10 Special Friends (2 or more letters that make one sound)
- All sounds will be taught by the **end of the second week back after half term.**

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	r 	j 
v 	y 	w 	z 	x 
sh 	th 	ch 	qu 	ng  nk 

Also: ll, ss, zz & ff



Assessments

- Regularly assessed to ensure they 'Keep up, not catch up'.
- First term: recognition of sounds frequently assessed.
- Parents evening- receive first assessment. This will show sounds to be worked on at school and at home.
- Once children taught all of Set 1 sounds, they will be formally assessed and put into phonic groups that match their ability, knowledge and application of the Set 1 sounds.
- Groups will be taught by different members of the Reception Team.
- All of this information will come home via Tapestry.
- From this point on all children will continue to be formally assessed roughly every 6 weeks and regrouped.





Please note:

- As a parent you are the number 1 'teacher' for your child so your reinforcement of what has been taught at school is vital.
- Children with parents who reinforce from day 1 help their children to maintain their learning at the suggested level and help them to progress even further.
- Use of the phonic pack at this time of the year is so important.
- 5 minutes daily practise at home is more beneficial than a big stint at it.
- Use Tapestry as a point of reference - videos of phonic skills.
- As year progresses, different videos for different parents will be sent home. It will all be relative to your child's progress.
- If in doubt, ask!





Maths

Early Learning Goal:

‘Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.’



Subitising

‘Looking at a small number of objects and instantly recognise how many objects there are without counting.’

Often ask “What do you see? How do you see it?”



Perceptual Subitising, when you are out & about.



There's 3. I
see a 1,
another 1 and
another 1.



I can see a 2
and a 1.
that's 3!

I can see 2
leaves and
another 2
leaves. That's 4!



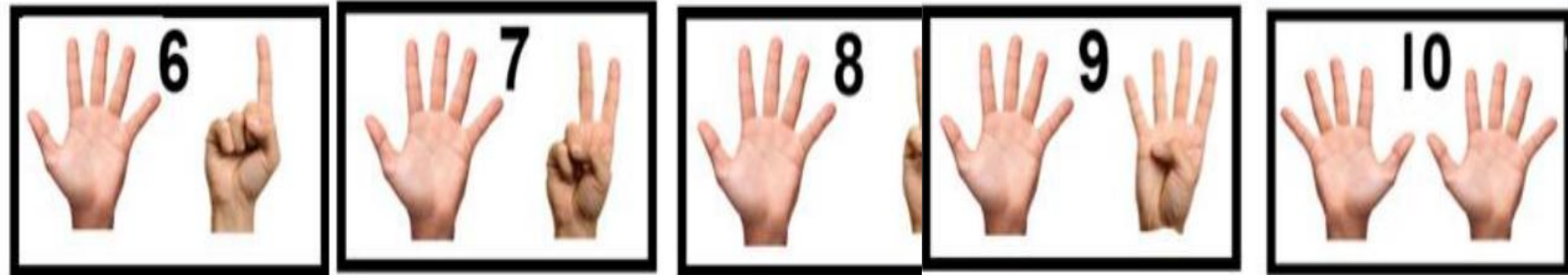
Conceptual Subitising, when you are out & about.

I can see 6
flowers. There's
3 and another 3.

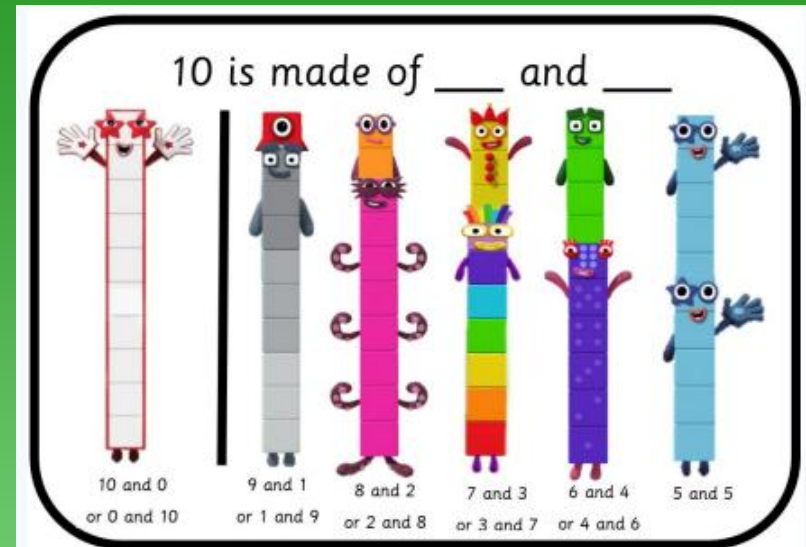
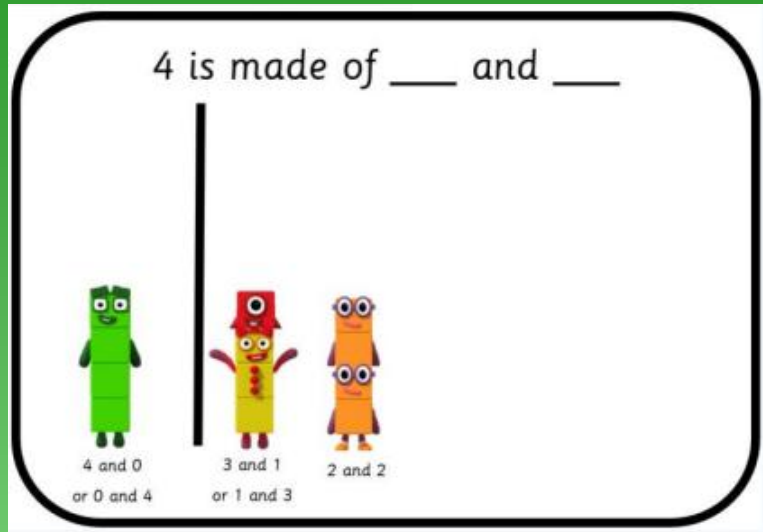


I can see 4 mugs
and 2 mugs.
There's 6 mugs
altogether!

Use of fingers to show amounts. 'Fast Fingers' – quickest way to make number, but also using alternatives, builds an understanding of the composition of numbers.

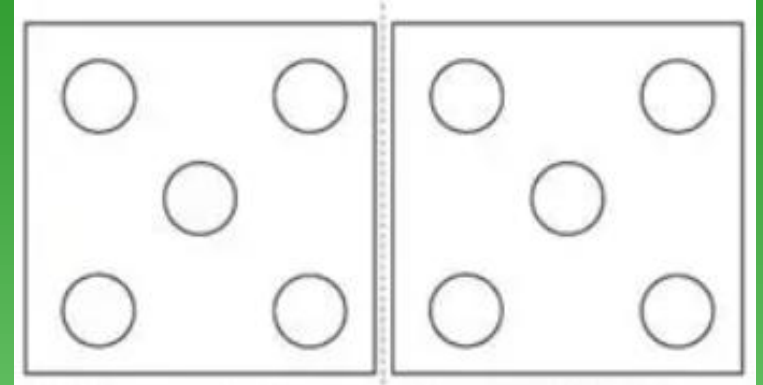


Number Blocks



Resources we use

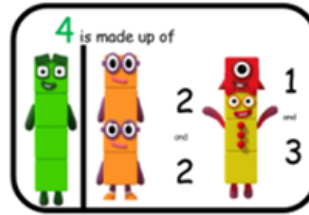
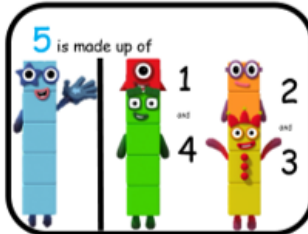
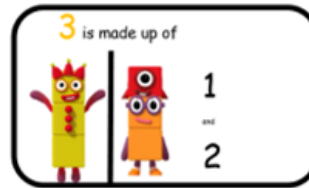
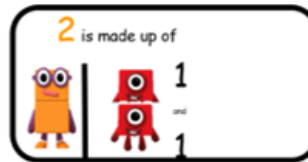
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1	2	3	4	5	6	7	8	9	10



Numbers facts we need to know by heart (instant recall)



Numbers to 5

2 is made of 1 and 1

3 is made of 1 and 2. Also made of 1 and 1 and 1

4 is made of 1 and 3. Also made of 2 and 2

5 is made of 1 and 4. Also made of 3 and 2

'

Number bonds of 10. "ten is made of..."

1 and 9

2 and 8

3 and 7

4 and 6

5 and 5

'Five and a bit numbers'

6 is made of 5 and 1

7 is made of 5 and 2

8 is made of 5 and 3

9 is made of 5 and 4

10 is made of 5 and 5

'Doubles'

"Double 1 is 2. 2 is made of 1 and 1"

"Double 2 is 4. 4 is made of 2 and 2"

"Double 3 is 6. 6 is made of 3 and 3"

"Double 4 is 8. 8 is made of 4 and 4"

"Double 5 is 10. 10 is made of 5 and 5"

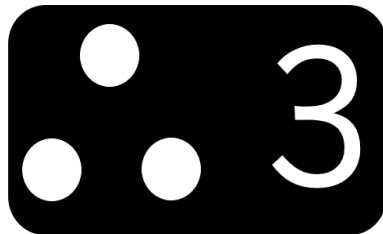




How many
children are
at school
today? 26



Numbersense





Tapestry

- Log in weekly.
- Set notifications to keep you up to date
- Watch support videos
- Read weekly homework
- Respond to your child's learning & experiences
- Post 'Wow' moments from home.





Your support **will** make a big difference!

"Behind every young child who believes in themselves is a parent who believed first."

— *Matthew L. Jacobson*

"Parental involvement is the key to a child's success in school and beyond."

— *Jane D. Hull*

"Children are more likely to succeed when their parents are actively involved in their education."

— *National PTA*

"The most overwhelming key to a child's success is the positive involvement of parents."

— *Jane D. Hull*





Cut small fruits like grapes and tomatoes into quarters lengthwise



Cut fruit like melon and apples into slices instead of chunks.



Cut vegetables like carrots, peppers and cucumber into narrow batons.

Thank you for your time!