

Early Years Curriculum Evening

- Literacy
- Maths
- Home School links
- Homework

As a parent you are your child's first and most enduring teacher. Your child gains a wealth of learning experiences at home as well as at school. Without knowledge of your child's achievements at home, we will never have the full picture of their learning journey. Please help us gain a picture of the complete journey by sharing your child's achievements and interests from home with us.

Nursery

- Introduce letters through Jolly Phonics
- Letters and sounds/phonics play – start at phase 1 and start phase 2
- Introduce the importance of being good readers – choosing library books
- Important to read at home from an early age, finding words in the environment etc.
- Discussing stories – recall, retell, talk about the characters and settings.

Seven Areas of Learning

- Personal, Social and Emotional Development
- Communication & Language
- Physical Development / Health & Self Care
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

EYFS Assessment outcomes

End of year judgements

- Emerging
- Expected
- Exceeding

Reading in the Early Years

Classrooms set up to encourage children to love books.

Opportunities to read independently

Alphabet posters or word banks displayed in the classroom.

Teaching Phonics

- Daily session- started in the Nursery.
- Focused teaching (concentrating initially on reading then spelling and writing).
- Follow Letters and Sounds strategy (including Jolly Phonics).
- Learn letter sounds.
- Learn to blend sounds and segment words.
- Words that aren't phonetically plausible are taught using the look and say method – “tricky words”.

Sounds are split into phases and we follow the suggested sequence and give some time each half term to revise previously taught spelling patterns.

Guided Reading

Children will have 1 Guided Reading session each week.

The structure of the session will change as they progress.

Initially the teacher reads as the children learn to follow the text and turn pages correctly as they go through the book together.

Guided Reading

Children are grouped by reading ability and take turns to talk about a story as well as developing their listening skills.

It enables the teacher to listen to each child read part of the story.

Additionally children are encouraged to act out the stories they have heard and to retell the story in their own words.

GR is not just looking at a reading book but also picture books and magazines etc.

There is a big focus on talking about what is happening on each page, which shows the child understands what they have read.

As children make progress they begin to read more independently, taking turns to read each page.

The books are linked to stages in Letters & Sounds, so as the children progress with phonics they move through the schemes.

Individual Reading

- Read with an adult
- Start with letter cards- say sound in response to letter shape
- Develop blending and segmenting skills
- Sound out “cvc” words such as sat, pin.
- Learn to sight read tricky words such as –the, to, my, go.
- Develop a sight vocabulary & phonic skills to help read a book individually.

Reading

| | | | | | |
|-------|--|---|---|---|---|
| 30-50 | Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. | Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. | Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. | Describes main story settings, events and principal characters. |
| | Shows interest in illustrations and print in books and print in the environment. | Recognises familiar words and signs such as own name and advertising logos. | Looks at books independently. Handles books carefully | Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. | Knows that print carries meaning and, in English, is read from left to right and top to bottom. |
| | 40- 60 | Continues a rhyming string. | Hears and says the initial sound in words. | Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | Links sounds to letters, naming and sounding the letters of the alphabet. |
| | | Begins to read words and simple sentences. | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | Enjoys an increasing range of books. | Knows that information can be retrieved from books and computers. |
| | | | | | |

Early Learning Goals - Reading

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Phonics Play

- <http://www.phonicsplay.co.uk/>

The screenshot shows the PhonicsPlay.co.uk website interface. At the top right, there is a Polaroid-style graphic with the text "Spelling Play", "www.spellingplay.co.uk", and "Planning and resources for Year 2 spelling". Below this is a row of colorful cartoon characters: a monkey, a blue alien, a grey alien, a squirrel, a green owl, a red alien, a yellow rocket, a red owl, a green cactus, a black penguin, a yellow alien, a wooden sign that says "Play", and a green alien. The main content area features three large buttons: a green "SUBSCRIBE TO PHONICSPLAY" button, a blue "FREE PHONICSPLAY" button, and a yellow "FREE TRIAL" button. To the left of these buttons is a login form with fields for "Username:" and "Password:", a "Login" button, and a link for "forgotten password?". Below the buttons is the "PhonicsPlay.co.uk" logo in a colorful, bubbly font. Underneath the logo is a navigation menu with links: "Interactive phonics games", "Printable resources", "Ideas for teachers", "Advice for parents", "Assessment ideas", "Inspiration", "Planning", "Fun", "Terms and conditions", "Cookies", and "Privacy policy". At the bottom, there is a grey bar with a red speech bubble containing the text: "We use cookies. Click the link to learn more. By using the site you consent on cookies being placed on ...".

Writing

Early Writing skills

Reception classroom should be resourced to provide –

Opportunities to develop fine motor skills.

Opportunities to be creative.

Opportunities to mark make.

Opportunities to practise what they have learned.

Writing

Focused teaching :—

- Develop fine motor skills / pencil control
- **Letter formation
- Write letters in response to its sound
- Identify initial sounds
- Segment words

Writing activities – linked to Letters & Sounds

Practise writing words they have learned to read.

Practise writing words they have learn to spell

- Write lists and labels
- Learn to compose a caption / sentence
- Learn to recall word order
- Learn to record words in order
- Write about something they did
- Write about something they made.
- Describe a character from a story
- Write about events in a story.
- Write a letter or an invitation.

| | | | | | |
|--------|---|---|--|--|--|
| 30-50 | Sometimes gives meaning to marks as they draw and paint. | Ascribes meanings to marks that they see in different places. | | | |
| 40- 60 | Gives meaning to marks they make as they draw, write and paint. | Begins to break the flow of speech into words. | Continues a rhyming string. | Hears and says the initial sound in words. | |
| | Can segment the sounds in simple words and blend them together. | Links sounds to letters, naming and sounding the letters of the alphabet. | Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | Writes own name and other things such as labels, captions. | Attempts to write short sentences in meaningful contexts |

Early Learning Goal - Writing

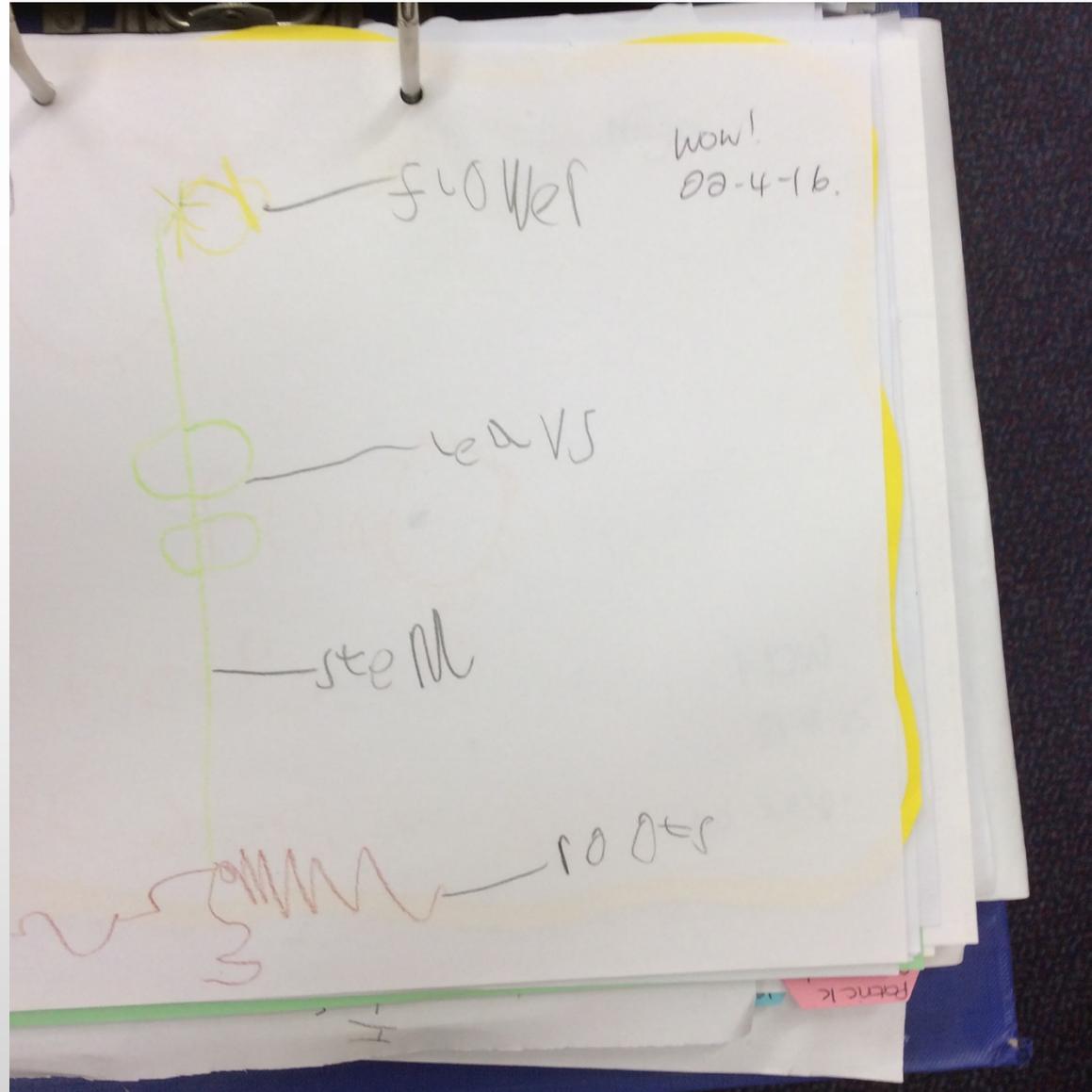
Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

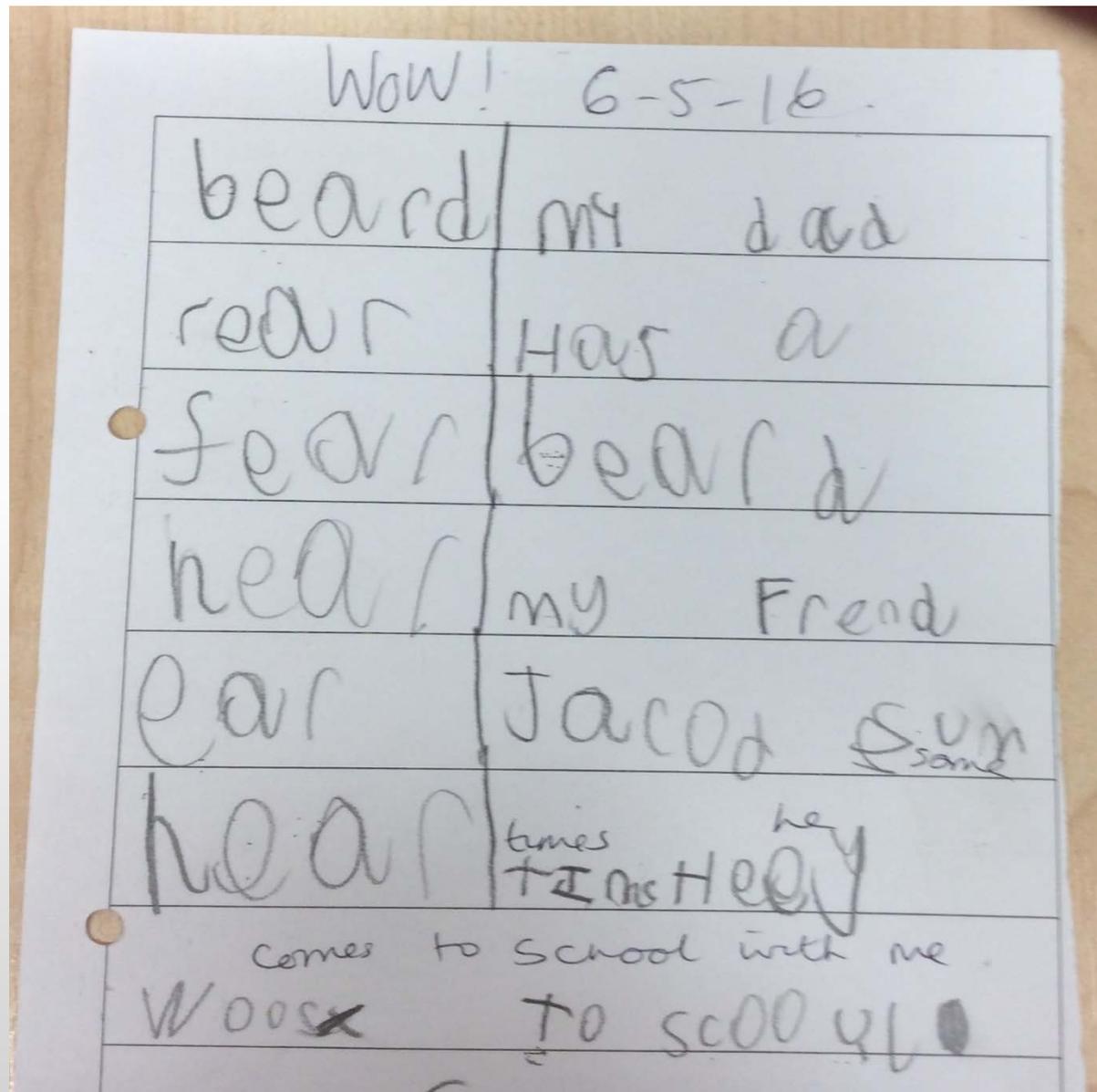
They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Expected Writing



Expected Writing



Expected Writing

1513

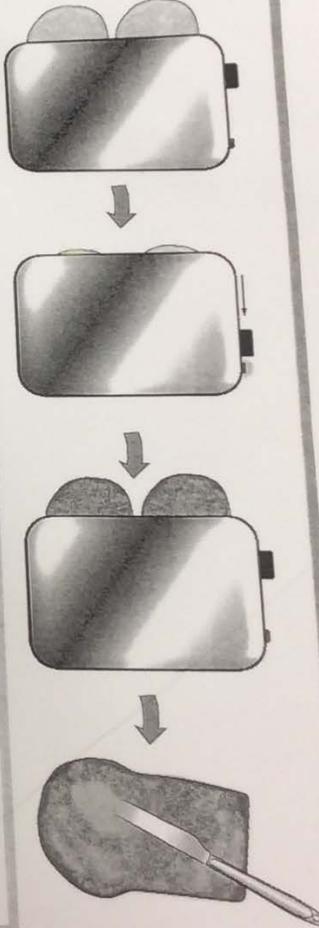
1. Get some bread

2. Put it in the toaster

3. Wait until it pops up.

4. Put some jam on.

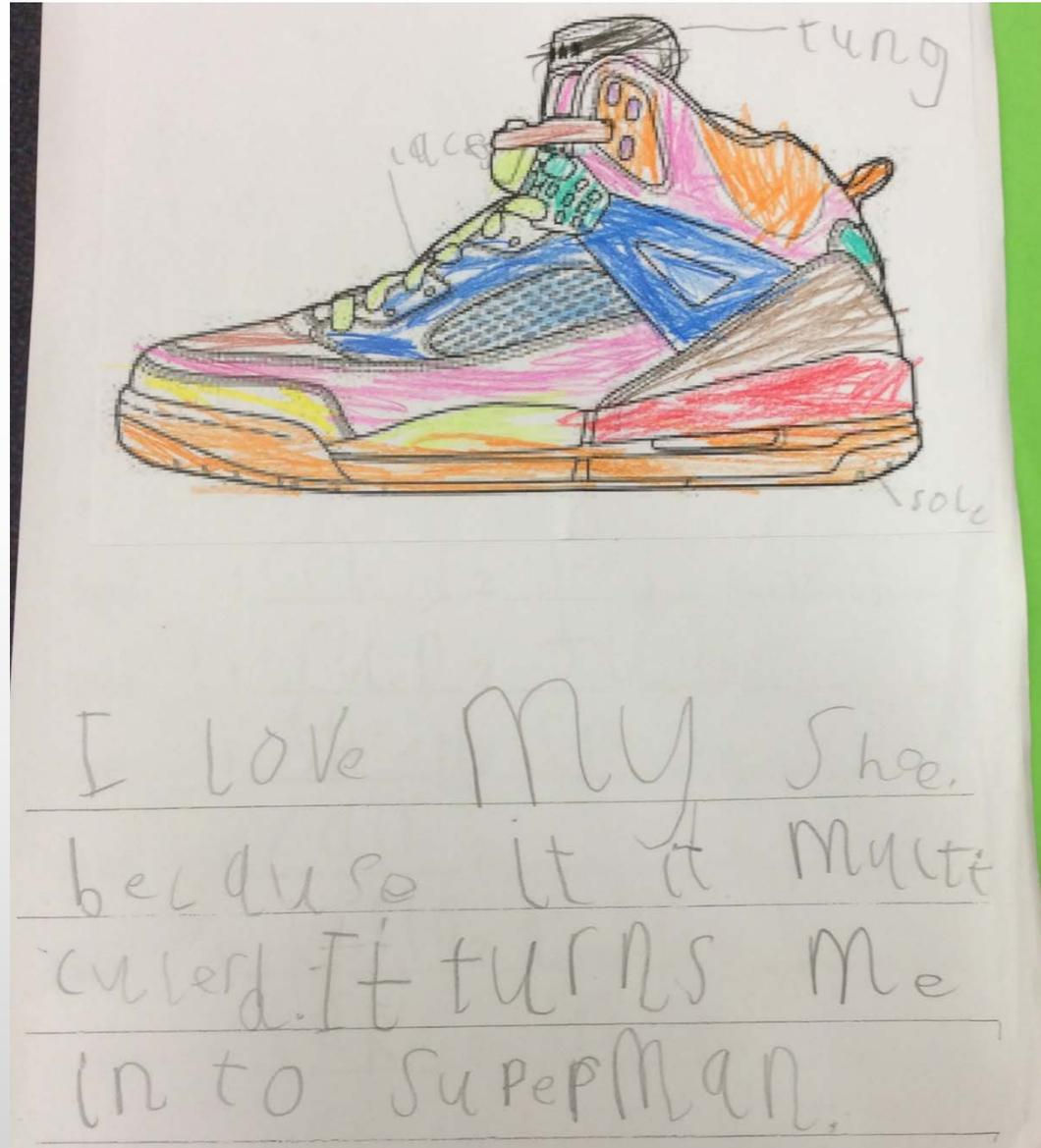
5. Eat it.



Independent work

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Expected Writing



I love My shoe.
because it it multi
colored. It turns me
in to SuperMan.

Expected Writing

I am going to ^{the} shops today
becos we need more milk.
And we need
pinapple need
juice. some
need some And we
tomatos.
and we need some strawberries.

Wow

From
Tide
Pants

Maths

Maths

Classrooms set up so that children can access resources independently.

Maths equipment accessible so that children develop maths skills when they are playing.

Numbers all around.

Maths

Daily maths lesson

Each session consists of whole class counting activities such as counting in 1s to 20 and back to 0 / counting in 2s up to 20, counting in 10s to 100 and 5s to 50.

Children also learn number stories for numbers up to 10.

Group activity that is usually a practical activity.

| | | | | | |
|--------------|--|--|--|--|--|
| 30-50 months | Uses some number names and number language spontaneously. Uses some number names accurately in play. | Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. | Beginning to represent numbers using fingers, marks on paper or pictures. | Sometimes matches numeral and quantity correctly. | Shows curiosity about numbers by offering comments or asking questions. |
| | Compares two groups of objects, saying when they have the same number. | Shows an interest in number problems. | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. | Shows an interest in numerals in the environment. | Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps |
| 40-60 months | Recognise some numerals of personal significance. Recognises numerals 1 to 5. | Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. | Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. | Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. | Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. |
| | Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. | Finds one more or one less from a group of up to five objects, then ten objects. | In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. | Records using marks that they can interpret and explain. | Begins to identify own mathematical problems based on own interests and fascinations |

Early Learning Goal - Number

Children count reliably with numbers from one to 20, place numbers in order and say which number is one more or one less than a given number.

Using quantities and objects, they add and subtract two single-digit numbers to find the answer.

Count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

Early Learning Goal – Shape, Space & Measure

Children use everyday language to talk about size, weight, capacity, to compare quantities and objects and to solve problems.

Children use everyday language to talk about position, distance, to compare quantities and objects and to solve problems

Children use everyday language to talk about time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Good Level of Development

For children to have achieved a Good Level of Development they need to have achieved the expected levels in:

- Personal, Social and Emotional Development
- Communication & Language
- Physical Development and Health & Self Care
- Literacy
- Mathematics

IMPORTANT

- Read every day (not always school book)
- Practise key words

Our website



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" In Him we live and move and have our being"

Aliquam venenatis enim in mi iaculis in tempor lectus tempor et convallis erat pellentesque

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