

Reception Curriculum Information



September 2020



Our Reception Curriculum

- Welcome to all our Reception parents. Your children have now been in Reception for a number of weeks and have settled really well. At this point in the term we usually hold a meeting in school to explain how we teach phonics, reading, writing and maths. Unfortunately in the present circumstances we are unable to do this so we have gathered together all the information we usually share at the meeting and presented it as a power point presentation.
- We hope this presentation will clarify how we teach these key skills in Reception and give you some ideas of how you can support your child at home.

Why Phonics?

- Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. ('Letters and Sounds' Principles and Practice of High Quality Phonics)
- The independent review of early reading, conducted by Jim Rose, confirmed that 'high quality phonic work' should be the prime means for teaching beginner readers to learn to read (and spell).
- The review also highlighted the importance of developing, from the earliest stages, children's speaking and listening skills –ensuring that beginner readers are ready to get off to a good start in phonic work.

What is Phonics?

- Phonics is the link between letters and the sounds they make.
- Using a highly structured programme working through 6 progressive phases, children are taught:
- The full range of common letter/ sound correspondences.
- To hear separate sounds within words.
- To blend sounds together.

Phonics Terminology

- **phoneme** - Any one of the 44 sounds which make up words in the English language
- **grapheme** - How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.
- **blending** - Putting together the sounds in a word in order to read it, e.g. 'f - r - o - g, frog'
- **segmenting** - Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f - r - o - g'

Jolly Phonics and Letters and Sounds

- At Barford we teach phonics using both **Letters and Sounds** and the **Jolly Phonics** schemes.
- **Letters and Sounds** is a resource for the teaching of phonics which was issued by the Department for Education in 2007.
- It remains the most common way to teach phonics in British primary schools.
- It is divided into six sections, or phases, intended to begin in the preschool years and finish at the end of year 2 (age 7).
- **Jolly Phonics** is a fun and child centred approach to teaching literacy through synthetic **phonics**. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children.

General Principles

- Each phoneme has an action. We will send you a copy of all the actions.
- We encourage children to pronounce each sound correctly especially f, l, m, n, r, v, x, z.
- We are looking at lower case letters to begin with.
- We are concentrating on sounds not letter names as teaching both together can be confusing for children.
- We are teaching 4 sounds each week (see weekly newsletter) and we also teach the formation of letters alongside each new sound.

Overview of Phonics Phases (Letters and Sounds)

Phase One

Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds.

Phase Two

The children learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions.

Letters: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Tricky Words: the, to, I, no, go

Phase Three

Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words.

Letters: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky Words: he, she, we, me, be, was, my, you, they, her, all, are

Phase Four

The children learn to read and spell words containing adjacent consonants.

Tricky Words: said, so, have, like, some, come, were, there, little, one, do, when, out, what

Sound Buttons

To help the children identify the sounds in a word we sometimes do activities that use sound buttons.

A dot shows a single phoneme (sound) and a line shows a digraph (two letters making a single sound) or a trigraph (three letters making single sound).

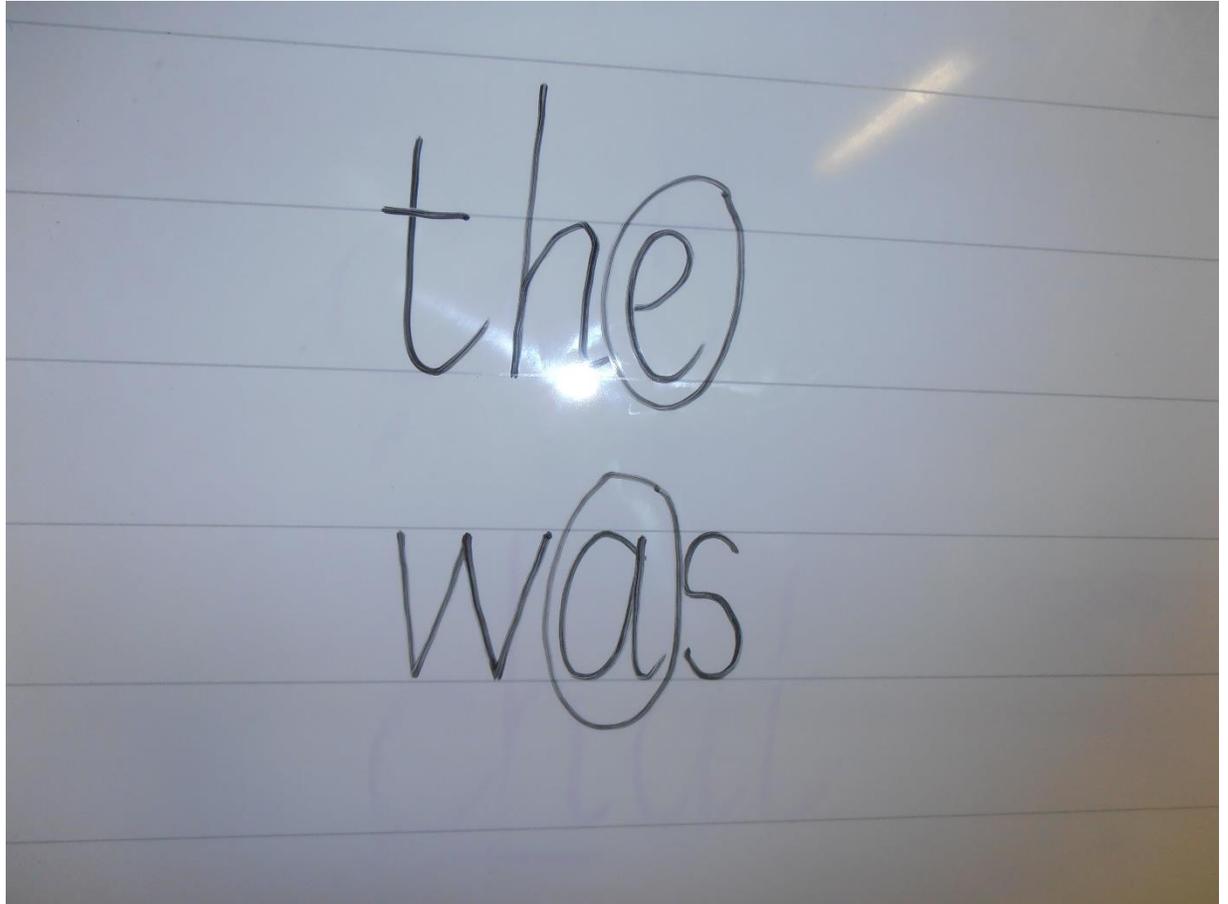


Tricky Words

Some tricky words in English have tricky spellings and can't be read by blending (these are sometimes called high frequency words).

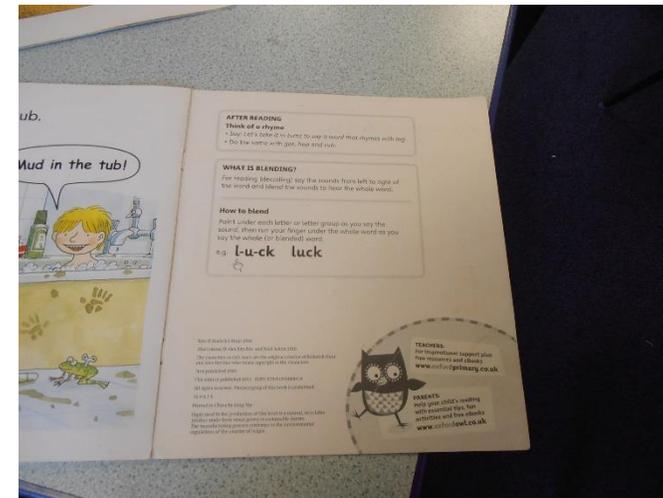
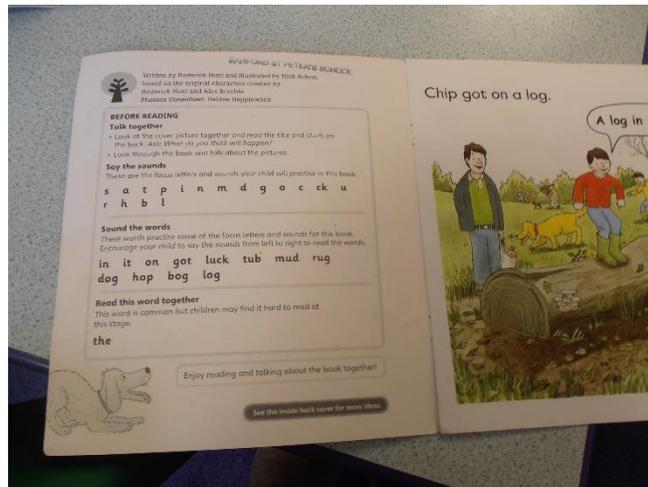
These words have to be learnt by sight and flash card type games are a good way to practise them.

We will send you a list of all the tricky words for each phase.



Oxford Reading Tree

- At Barford we use the Oxford Reading Tree scheme. When your child can recognise some of the sounds confidently and is **beginning to blend** they will be given a reading book. The books will initially be decodable with a few tricky words in them. There is really helpful guidance for parents in the front and back cover of each book.



Sharing a book

- Read a little bit every day, initially 5 minutes may be enough for your child.
- Allow some reading alone time.
- Talk about a book before you begin to read it.
- Read with different voices.
- Ask questions.
- Retell stories and events.
- Read a book at least three times so your child really becomes confident and fluency increases.
- Book change day is on a Monday so you will only need to bring the book on a Monday.

Help at Home

- Praise your child for trying.
- Sing an alphabet song with them
- Play 'I spy' to help them hear the initial sounds in words.
- Work on listening skills.
- Look for familiar sounds and words in the world around you.
- Practise new sounds and letter formation to reinforce what your child is learning in school.

Letter Formation

- We are learning to form a new letter every day.
- It is very important that children learn to form each letter correctly from the beginning.
- Sitting correctly and pencil grip is important.
- We start with lower case letters and will then introduce capitals next term.



Developing Early Maths Skills.

- Look for numbers in the environment such as door numbers or registration plates on cars.
- Play together. There are lots of turn taking games that involve numbers.
- Explore shapes in the environment and talk about shapes- does it have straight sides, how many sides, are they short or long?
- Spot patterns.
- Practise forming numerals by exploring their shape.
- Practise position words.



Now your child is in Reception, they should begin to...

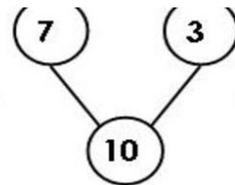
- Know the sequence of numbers
- Understand what each number means
- Begin to understand positional words: in, on, outside, next to, between
- Show an awareness of time
- Be aware of shapes in their environment

A mastery approach.

- Our aim is to equip all pupils with the skills and confidence to solve a range of problems through fluency with numbers and mathematical reasoning. This is called a mastery approach.
- To be able to solve problems confidently children need to be able to really understand concepts such as addition and subtraction. To develop firm foundations we use the **Concrete Pictorial Abstract (CPA)** and ensure that we use physical and visual aids to build a child's understanding of **abstract** topics. In Reception pupils are introduced to any new mathematical concept using practical resources such as blocks so that they have always have a visual representation of what they are doing.



Concrete



Pictorial



$$7 + 3 = 10$$

Abstract

Part, part, whole

At the moment our maths is very practical with minimal recording. However when we do start recording the children will be introduced to models such as the part, part, whole diagram to prepare them for more abstract recording as their understanding develops.



Any Questions?

- We hope this has been helpful. If you have any questions please do not hesitate to contact us at admin3587@welearn365.com and we will get back to you as quickly as possible.