

Welcome to our Reception Curriculum Evening

Wednesday 25th September

C.V.P.S. Reception Curriculum Evening

- Overview of the EYFS Curriculum
- Teaching of phonics
- Development of writing skills
- Strategies for the teaching of early maths
- How you can support at home

Prime Areas

Prime Areas		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none">• Making Relationships• Self-confidence and Self-awareness• Managing Feelings and Behaviour	<ul style="list-style-type: none">• Moving and Handling• Health and Self-care	<ul style="list-style-type: none">• Listening and Attention• Understanding• Speaking

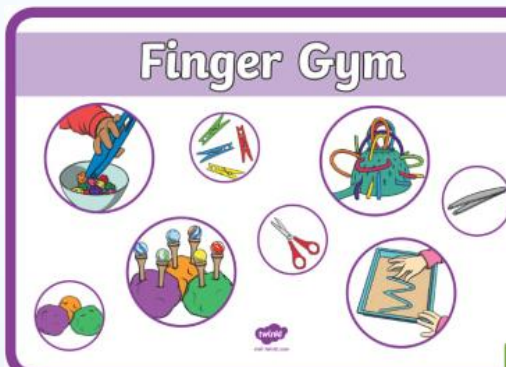
Prime Areas – Personal, Social & Emotional



- Communication & language
- Self confidence & self awareness
- Managing feelings & behaviour

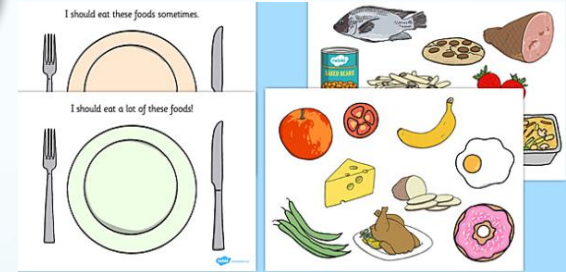


Prime Areas - Physical Development



Development

- Moving and handling
- Health and self-care



Prime Areas - Communication and Language



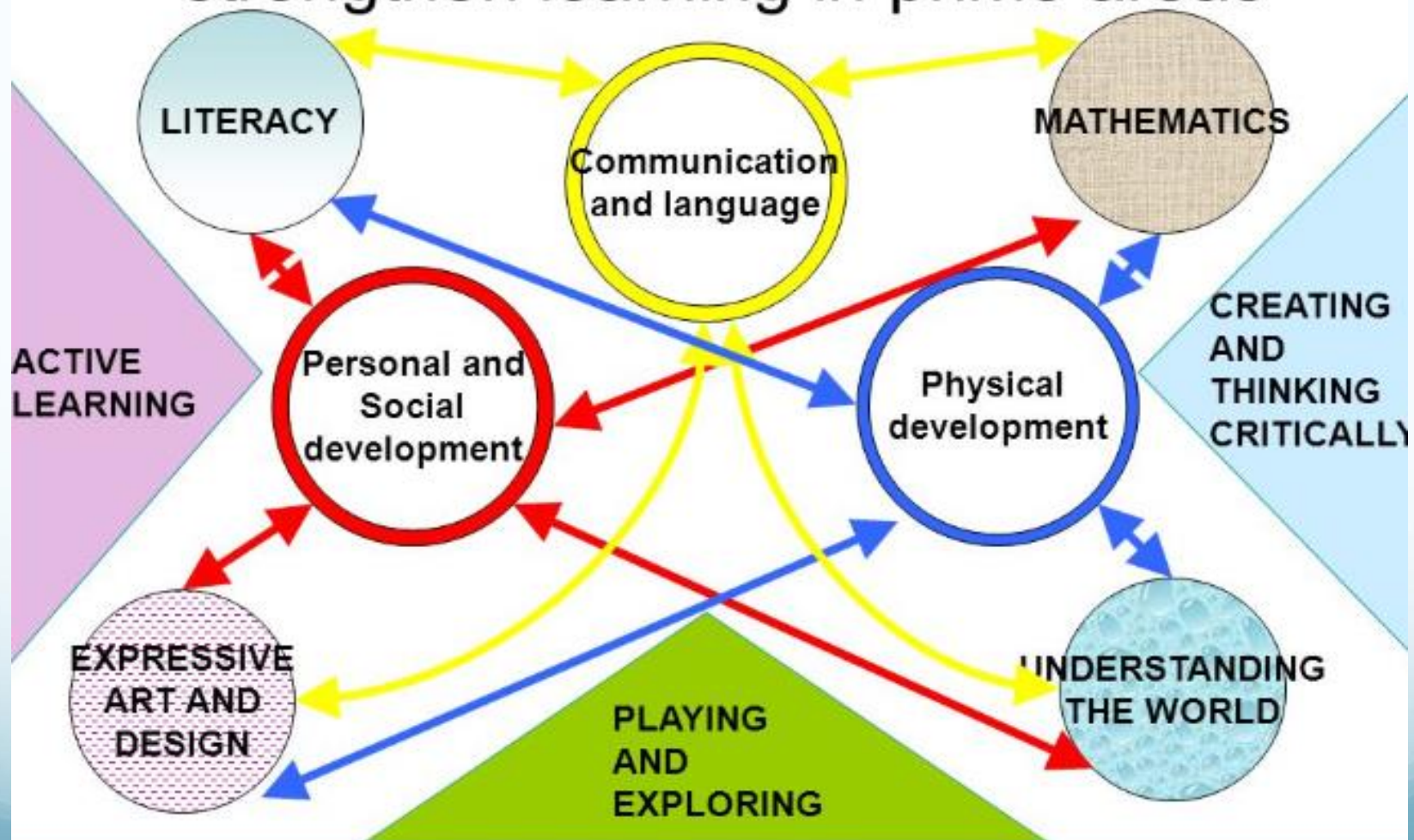
- Listening and attention
- Understanding
- Speaking



Specific Areas

Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none">• Reading• Writing	<ul style="list-style-type: none">• Numbers• Shape, Space and Measures	<ul style="list-style-type: none">• People and Communities• The World• Technology	<ul style="list-style-type: none">• Exploring and Using Materials and Media• Being Imaginative

Experiences in specific areas strengthen learning in prime areas

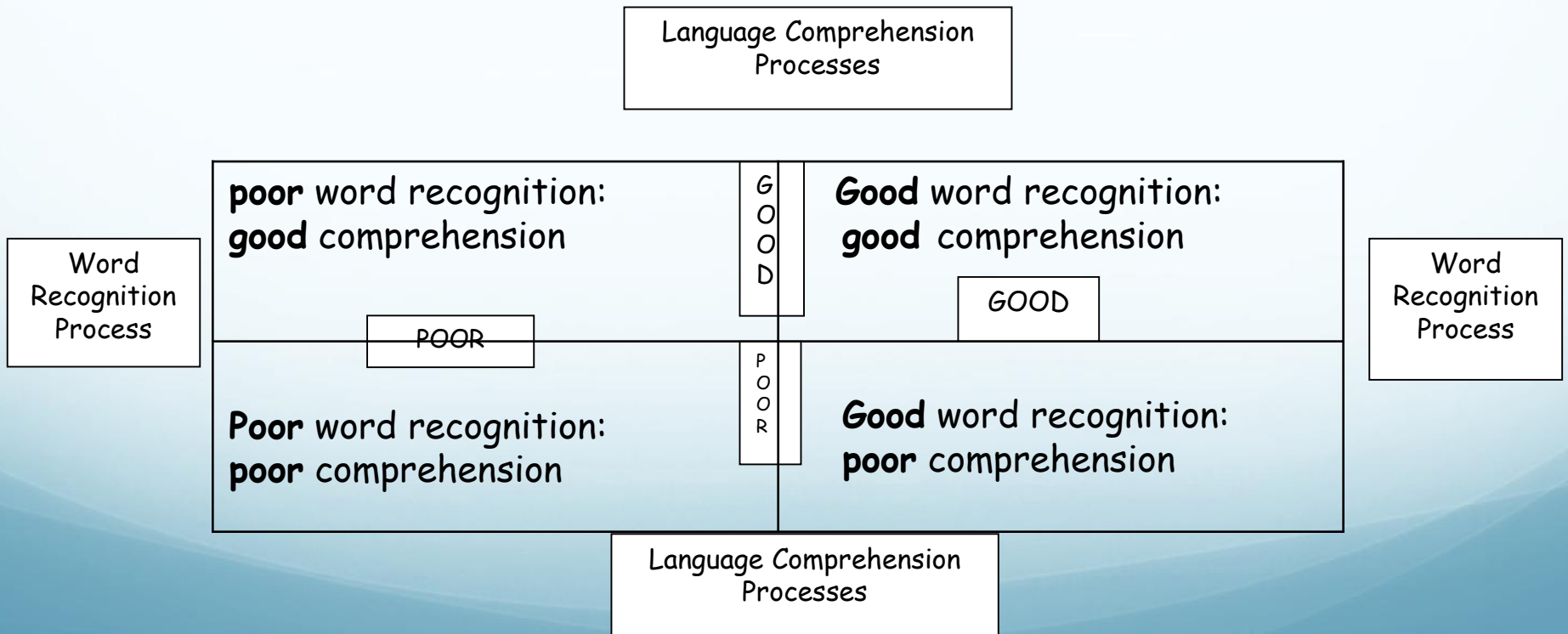




Phonics

The simple view of reading

The diagram illustrates the four patterns of performance which reflect relative differences in the balance of word recognition and language comprehension abilities.

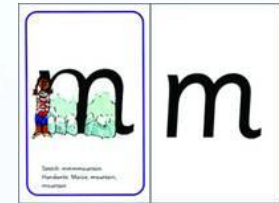


How does it work



Children will:

- Start by learning the initial sounds (set 1)
- These are taught as 'pure sounds' so no shwah !!
- When we teach each sound we use large sound cards and there is a story/rhyme that goes with each one. We use a lot of repetition! The children will say the sound, repeat words that start with that sound and write the sound.
- Word time...Learn how to read words by sounding out (decoding) and blending (m-a-t =mat). We use 'Fred'.
- Progress onto learning set 2 and 3 sounds (digraphs and trigraphs)
- Read lots of specially written books featuring all the words they have learned to sound out & blend.



Teaching sounds

In Read Write Inc phonics the individual sounds are called 'speed sounds' - because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds. They are taught in the following order.

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

m a s d t	1.1 words – sad, dad, mad
i n p g o	1.2 words – and, got, top
c k u b	1.3 words – mud, back, lock
f e l h sh	1.4 words – hen, lip, ship
r j v y w	1.5 words – jam, web, wish
th z ch qu x ng nk	1.6 words – thin, bang, quiz
	1.7 words – dress, thing, wink, well, bell,

Word time ..



- We teach word time once the children have learnt the first 5 sounds
- We use Fred to help the children to learn to read

<https://www.youtube.com/watch?v=F1fNkfK-DSE>

Fred can *only* talk in sounds...

(Fred can only say c_a_t, he can't say **cat**)

We call this *Fred Talk*

Letter Formation

- As children learn each letter sound, they also learn how to form the letter. They practise writing letters in the air, on each others backs, on paper, on whiteboards and using the interactive whiteboard.
- Introduction of 'get ready stroke'.
- Holding the pencil correctly – Frog on a log!!
- Children practise letters at home using Read, Write Inc. materials.



Set 2 & 3 sounds ...

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at a book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

ea: cup of tea

oi: spoil the boy

a-e: make a cake

i-e: nice smile

o-e: phone home

u-e: huge brute

aw: yawn at dawn

are: share and care

ur: purse for a nurse

er: a better letter

ow: brown cow

ai: snail in the rain

oa: goat in a boat

ew: chew the stew

ire: fire fire!

ear: hear with your ear

ure: sure it's pure?

tion: (celebration)

tlous / clous: (scrumptious / delicious)

e: he me we she be

f	l	m	n	r	s	v	z	sh	th	ng nk
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci		

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch

a	e	i	o	u	ay	ee	igh	ow
					a_e Ai a	y ea e	i_e ie i	o_e oa o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u_e ue Ew u			oor ore aw au	are	ur er	ow	oi			

Screening Pass Rates

2012 - 85% Pass rate - Year group had 1 year on the RWI programme (National average 58%)

2013 - 91.5% pass rate - Year group had 2 years on the RWI programme (National average 69%)

2014 - 90% pass rate

2015 - 91% pass rate

2016 - 93% pass rate

2017 - 89% pass rate

2018 - 90% pass rate

2019 - 83% pass rate



National Literacy Trust findings



- Children who are read to every day at the age of 3 have a vocabulary at age 5 which is nearly 2 months advanced than those who are not. (Washbrook & Waldfogel)
- Studies show that children who are read aloud to are more likely to do better in school both academically and socially.
- Golden Rule – you are never too old for a picture book, you are never too young for a story!

Reading Books

- Reading books will be sent home the first week after half term.

Specific area - Literacy

- Reading
- Writing

Where we aim for children to be:

Reading:

Children are able to read and understand simple sentences.

They use phonic knowledge to decode regular words.

They read some common irregular words (the, to, of)

They demonstrate understanding when talking about what they have read.

Writing:

Children use their phonic knowledge to write words that match spoken sounds.

Children write some irregular common words (red words, e.g. the, you, of).

Children write in simple sentences which can be read.

Some words spelt correctly and others are phonetically plausible (e.g. brij)

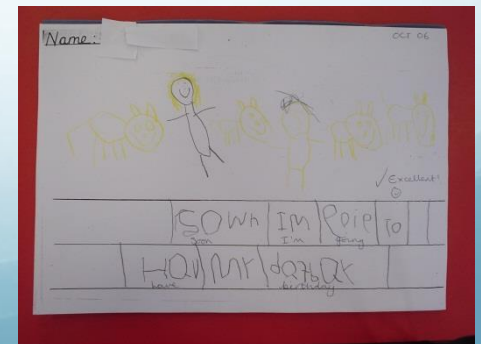
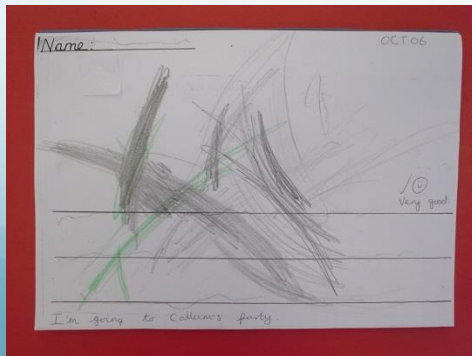
Developing Writing in Reception

Finger gym activities help develop strong, flexible fingers and hands and promotes better hand-eye co-ordination to prepare children for writing.



Stages of Writing

- Mark making
- Forming letters
- Sounding out words
- Building sentences



How do we teach and develop writing in Reception?

- Teaching the formation of letters systematically through the Read Write Inc scheme.
- Focus writing 1:1 or with a small group.
- Modelling writing when writing notes, completing registers, making lists, completing forms, writing labels, directions, captions for displays etc.
- Regular shared writing (adult scribing with input and ideas from children)

Experiences of writing in the Classroom



How to help your child at home

- Sound sheets
- Bug club
- Reading books
- Contact books
- Encouraging writing for different purposes
- Playing games e.g. I spy, rhyming, alphabet hunt, twenty questions
- Encouragement and plenty of praise!!!

Specific Area: Maths

Numbers

- Recognising numbers
- Counting reliably
- Counting strategies
- Estimating and checking
- Totals of 2 group (addition)
- Simple subtraction
- Ordering numbers
- One more/one less
- Doubling/halving

Where we aim for children to be:

Children count reliably with numbers from one to 20, place them 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 and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Specific Area: Maths

Shape, Space and Measure

- 2D/3D shapes
- Positional language (e.g. behind, next to)
- Ordering by length, weight, size
- Creating patterns and models using shapes
- Using language related to size, time, money

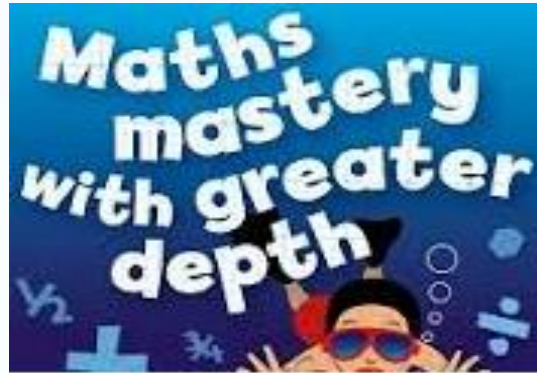
Where we aim for children to be:

Children use everyday language to talk about size, weight, capacity, position, distance, 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.

How do we teach Maths in Reception at CVPS?

- Carpet session each day linked to maths, lots of 'my turn your turn' with repetition
- Table top activities
- Outdoor area practical games or activities
- Focus tasks (1:1 or small group)
- Maths groups to support and enhance learning

'I hear and I forget. I see and I remember. I do and I understand.'



- At CVPS we follow what we call a 'mastery approach'
- All children take part in stimulating sessions that will include practical resources, visual representations and problem solving
- The idea is to 'deepen' understanding through a range of problems.
- Rather than racing the children onto the next concept, we deepen understanding by exploring numbers in more detail.
- This, for example, could be spending a few sessions on the number 5, looking at different ways we can make 5, looking at how it is an odd number, what double 5 is etc...
- This concept fits in with the practical nature of our early years setting.
- Children are encouraged to persevere and see that mistakes help us to learn!

How can you help at home?

Counting...



Looking for numbers...



Sharing food...



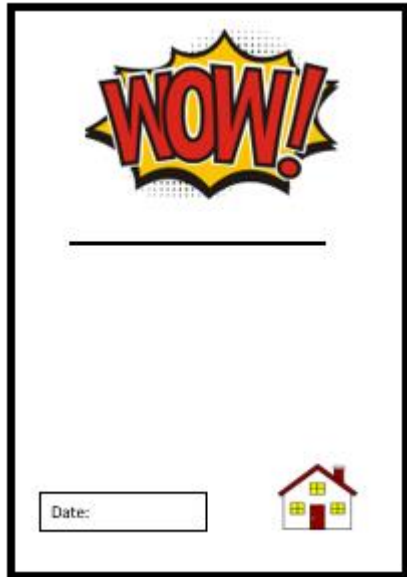
Measuring...



Bug Club



<https://www.activelearnprimary.co.uk/resources#bugclub>



Home 'WOW' moments...

Topics we will cover in the Autumn term...

1. Marvellous Me	2. Bears	3. Autumn
4. Light and dark	5. Fairy Tales	6. Winter Wonderland

**We hope you have
found this evening
useful.**