

Chipstead Valley Primary School



CVPS

Reception Curriculum

Early Years
Foundation Stage
October 2022



C.V.P.S. Reception Curriculum Overview

- Online learning Journal
- 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

Tapestry learning Journal

- Every child has an individual online learning journal in addition to a physical class journal.
- Emails to log in will be sent once parent agreement forms are signed
- Parents can access children's learning in school through a secure log in and can contribute to it with learning and experiences from home



Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	<ul style="list-style-type: none">• Self-regulation• Managing self• Building relationships	<ul style="list-style-type: none">• Gross motor• Fine motor

The three Prime Areas underpin and impact all elements of learning.

Prime Areas - Communication and Language



- Listening,
- Attention and
- Understanding
- Speaking

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations



Every child in reception will be screened through a speech and language program to ensure early identification of any support required.

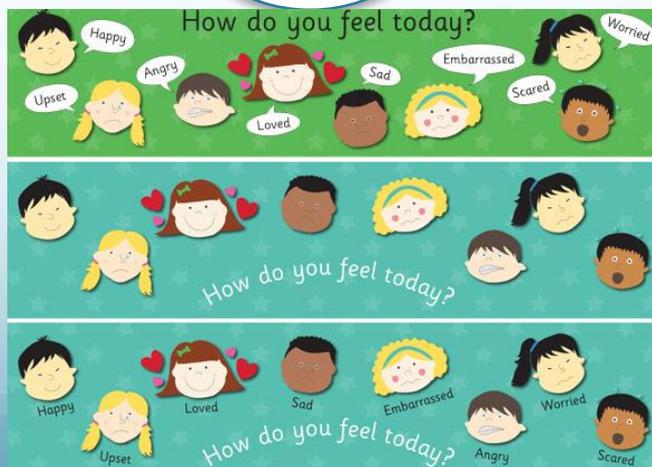


Prime Areas – Personal, Social & Emotional

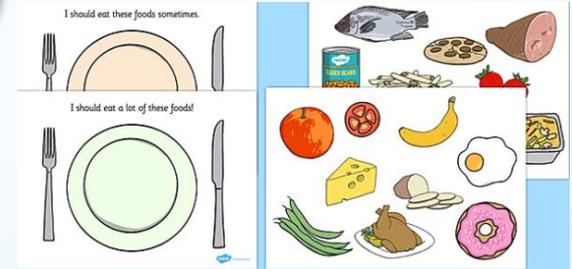
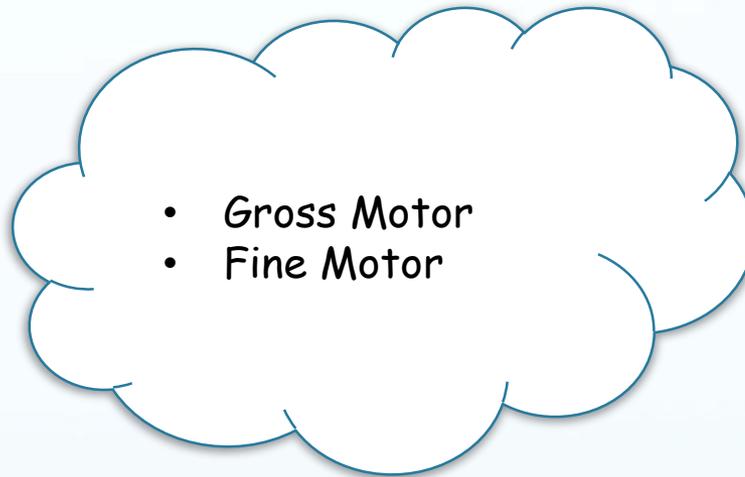
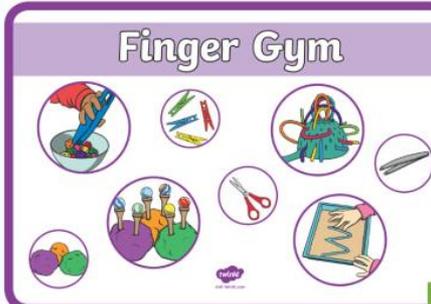


- Self-regulation
- Managing self
- Building relationships

• Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities



Prime Areas - Physical Development



• Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food and basic hygiene.

We also promote oral health through learning based activities and workshops.

Specific Areas

Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none">• Comprehension• Word reading• Writing	<ul style="list-style-type: none">• Number• Numerical Pattern	<ul style="list-style-type: none">• Past and present• People, Culture and Communities• The natural world	<ul style="list-style-type: none">• Creating with materials• Being imaginative and expressive

We continue to support children's learning in four specific areas, through which the three prime areas are strengthened and applied. The individual needs, interests, and the stage of development of each child will be considered and accounted for.

Specific Area -Literacy



- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

By the end of Reception, 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.

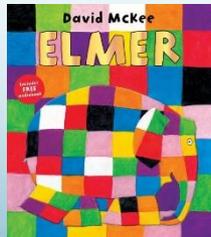
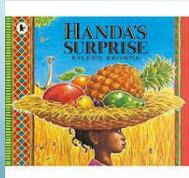
Writing:

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 - bridge)



Specific Area- Understanding the World



Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.



- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

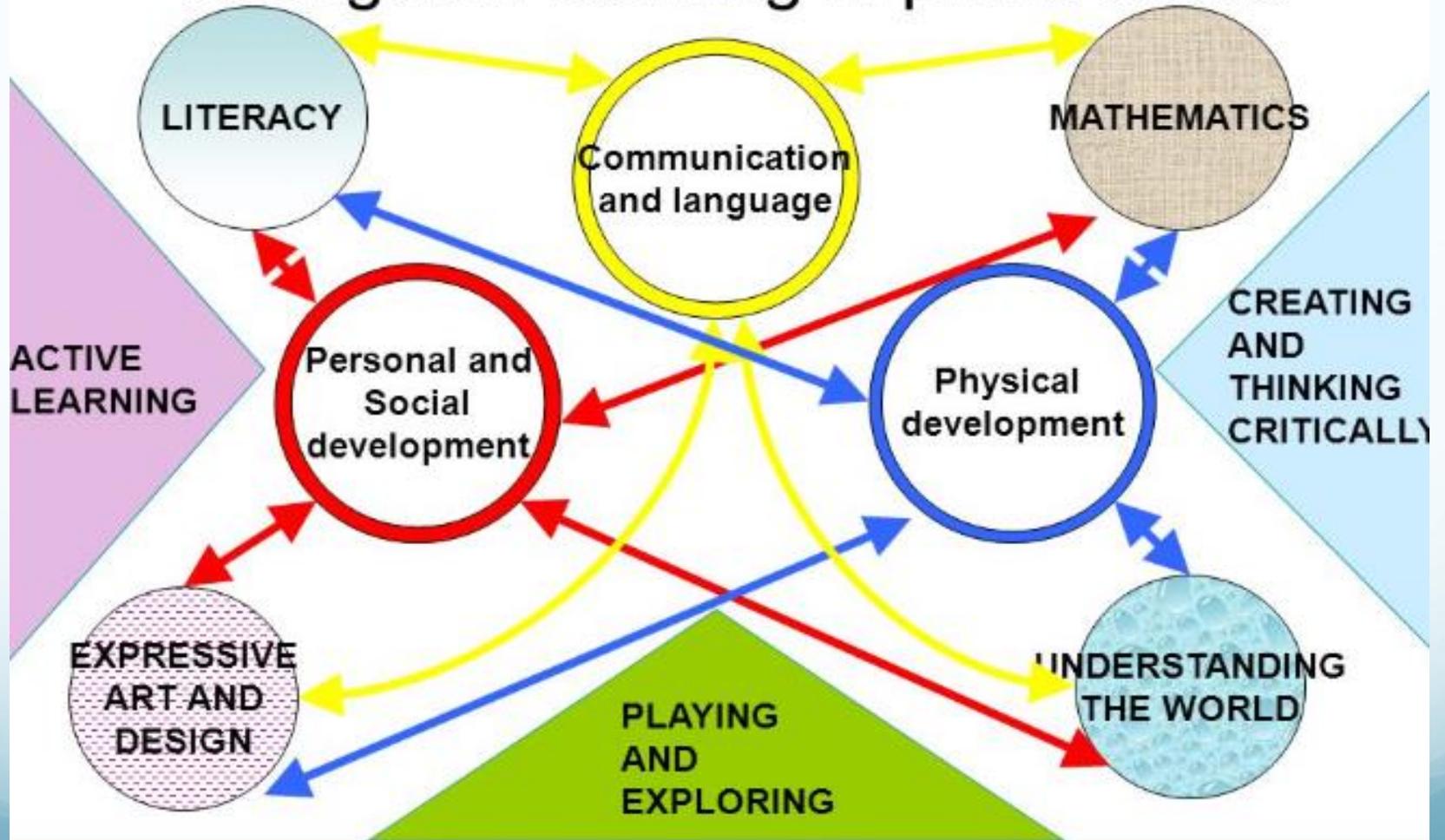


Specific Area – Expressive Arts and Design

- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology



Experiences in specific areas strengthen learning in prime areas





Phonics

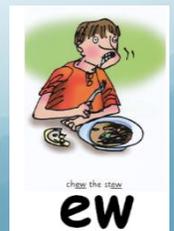
Phonics is taught through the Read, Write Inc. Phonics scheme.

How does it work



Children will:

- Start by learning the initial sounds (set 1)
- These are taught as 'pure sounds'.
- Word time sessions...Children learn how to read words by sounding out (decoding) and blending (m-a-t =mat). We use 'Fred' talk.
- 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,

Set 1 Sounds

Read Write Inc Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

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

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Set 2 Sounds

Speed Sounds Set 2

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

Set 3 Sounds

Speed Sounds Set 3

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 care and share	ur nurse with a purse	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

The language of RWI



This is Fred. He only talks in sounds.

Fred Talk

Listening to the sounds of a word to blend for reading.

Fred Fingers



Segmenting the sounds in a word.

d-o-g

The language of RWI

Set 1

sh, ch, qu, th, ng, nk

Set 2

**ay, ee, igh, ow, oo, ar,
or, air, ir, ou, oy**

Set 3

**ea, oi, aw, are, ur, er,
ow, ai, oa, ew, ire, ear,
ure**

“Special Friends”

**Special friend
sounds are sounds
that are made up of
two or three letters.**

Word time ..



- We teach word time once the children have learnt the first 5 sounds.

Children **must** be able to orally blend before learning to read letters.

- We use Fred to help the children to learn to read.

Fred can *only* talk in sounds...

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

We call this *Fred Talk*.

Word time ..



- As the year progresses, we encourage children to read the sounds in their head. We call this 'Fred in your Head'.

chip

This is to build up your child's fluency when reading so they aren't segmenting and blending each word.

The language of RWI

Green Words

Green words are words that can be sounded out.

play

play
· · —

“Dots and dashes”

the

the
— ·

Red Words

Red words are common exception words that are non decodable.



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.

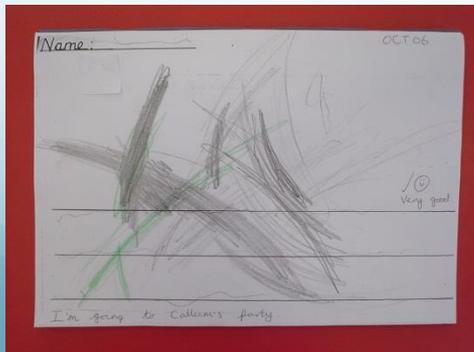
Developing Writing in Reception

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

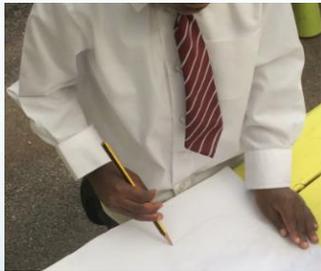
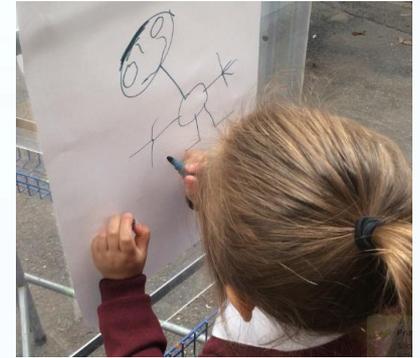
- Mark making
- Forming letters
- Sounding out words
- Building sentences



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
- 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



Specific Area: Maths

Numerical Pattern

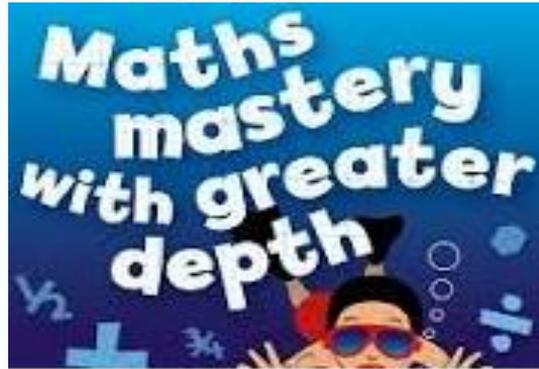
- 2D/3D shapes
- Positional language (e.g. behind, in front, underneath, next to)
- Ordering by length, weight, size
- Creating patterns and models using shapes
- Using language related to size, time, money



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...





Any questions?

Thank you for coming!

