Welcome to Reception

Please scan the QR code above to see our Reception PADLET.

3 parts

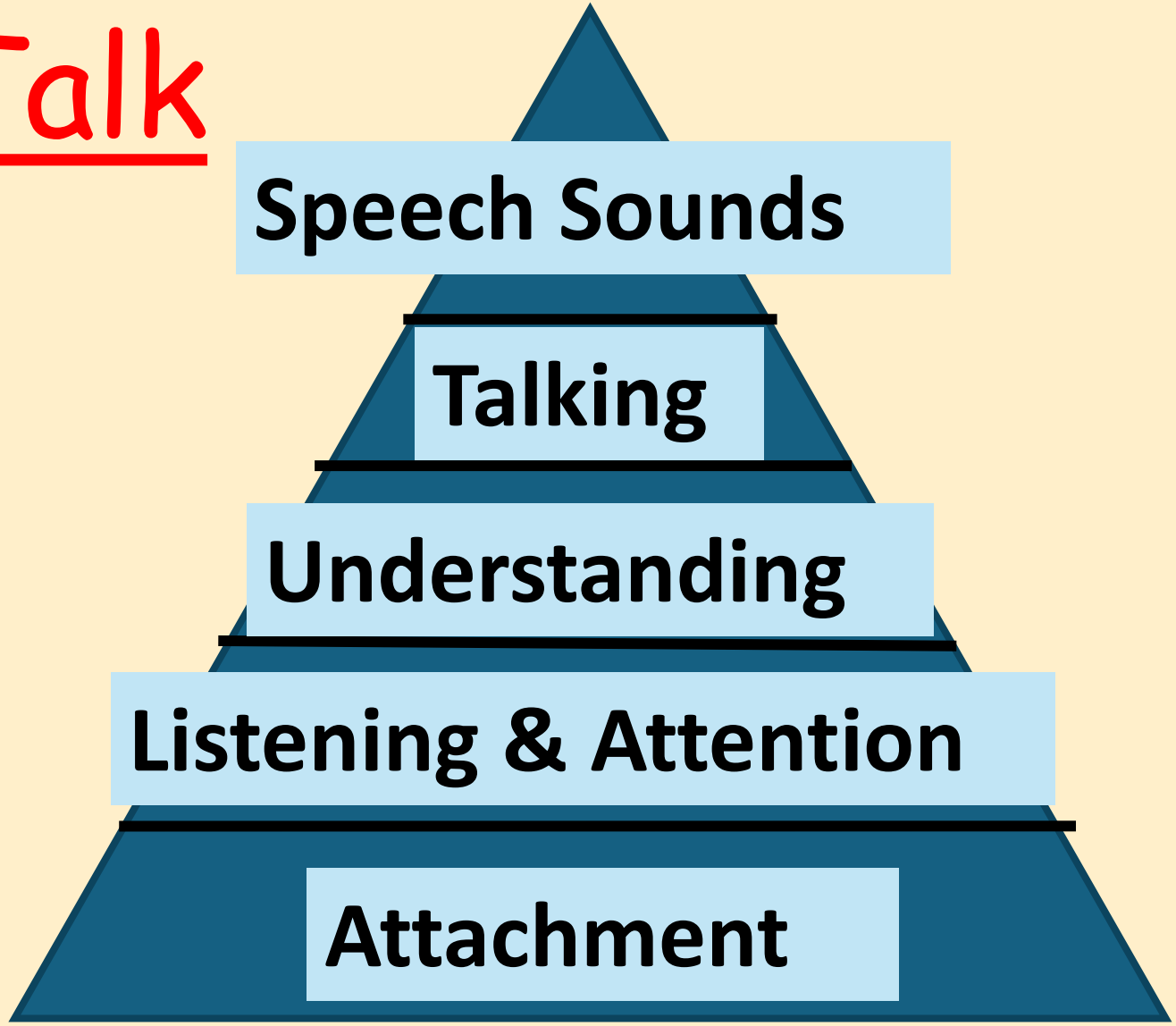
- 1st part - Time 2 Talk
- 2nd part - Phonics & Reading
- 3rd part - Maths

Time 2 Talk





Time 2 Talk



Communication Pyramid

Time 2 Talk

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Time 2 Talk

Communication and Language

Listening, Attention and Understanding

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- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication and Language is a **PRIME AREA**.

Time 2 Talk

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language is the key to enabling children to achieve and provides the strong foundations for future learning.

Time 2 Talk

What do we do at school to support your child's Communication & Language development?

- promote a **language rich environment and ethos**
  - adults narrate children's imaginary play
  - adults ask questions, but not too many
  - adults model correct speech sounds and grammar
  - adults use phrases such as 'I wonder if...' to extend their thinking
  - adults repeat and extend language ad give children reasons and a desire to talk.
- **free-flow** environment for the children
  - adults & children move fluidly around the environment
  - adults model the qualities of a good communicator
  - adults are in the environment ready to capitalise on opportunities to engage children in conversation

Time 2 Talk







Time 2 Talk





Time 2 Talk

How do we know if you child needs some **extra** support?

- WellComm Screening – GL Assessment
- Children are screened during Autumn 1 of Reception (they may have been screened at nursery already).
  - Questions and puzzles that assess their vocabulary, language and understanding
- Teachers use the Wellcomm score to see where the children's understanding is in months.

Time 2 Talk

How do we know if you child needs some **extra** support?

- If needed, teachers provide resources for you to work on with your child at home.
- If needed, interventions in school also happen to support your child's understanding and language development.
- Children are screened again in Summer 1 of Reception to track their progress. Any support children need, continues into Year 1 and beyond.
- Children can be screened again in Year 1 if necessary.

Time 2 Talk

WellComm Score Sheet Section 8 (48–59 months)

Child's Name					
Date of Birth		Age (months)		Gender	M/F
Ethnicity				Date	

	What the child understands	Yes/No (✓/✗)
1	Can the child understand 'when' questions?	
2	Can the child sort the pictures into the correct categories?	
3	Can the child understand the concept 'after'?	
4	Can the child understand the target sentence?	
5	Can the child understand the concept 'either'?	

	What the child uses	Yes/No (✓/✗)
6	Can the child use the prepositions 'in front' and 'behind'?	
7	Can the child use the emotion words 'angry' and 'scared'?	
8	Can the child answer 'why' questions correctly?	
9	Can the child remember and copy what you say?	
10	Can the child use the correct word ending (e.g. '-est')?	

Total Score (0–10):	
Code (Green/Amber/Red): Please refer to 'Score Guide' below.	

Enter the Section (1–9) on which the child scored 'Green'. Only complete on the Score Sheet that corresponds to the child's age. For data collection only.	**Section:**

Action:

N.B. Use your own knowledge of the child as well as their WellComm code to make a decision regarding what to do next.

Score Guide

Score	Code
8–10	Green
6–7	Amber
0–5	Red

Time 2 Talk

What can you do at home to support your child's Communication & Language development?

- Look at your child when you are speaking with them so they can see your eyes, lips, teeth and tongue moving.

- When playing and exploring together, use phrases such as:
  - I really want to know more about…
  - Maybe you could…
  - I wonder why…
  - I'm thinking about…
  - You really made me…
  - I like the way you…
  - So you think that…
  - I don't know, what do you think…
  - You might like to…
  - I wonder if…



Time 2 Talk

What can you do at home to support your child's Communication & Language development?

- Enjoy spending time together.
  - Share a book
  - Talk about your child's day
  - Have dinner together at the table
  - Play together e.g. lego, shops etc...

- **Repetition** of stories, words, phrases etc...

- Add new words

t-shirt
big
blue



bin
yellow
wet



Time 2 Talk

WOOsh

BOOM!

THUD

THUD

THUD

ZAP!

squeak squeak



miaow

UH OH

YIPPEE!

toowhit! toowhoo!

GGRRR

woof woof

Use lots of sound effects and funny voices when readying together.

Time 2 Talk

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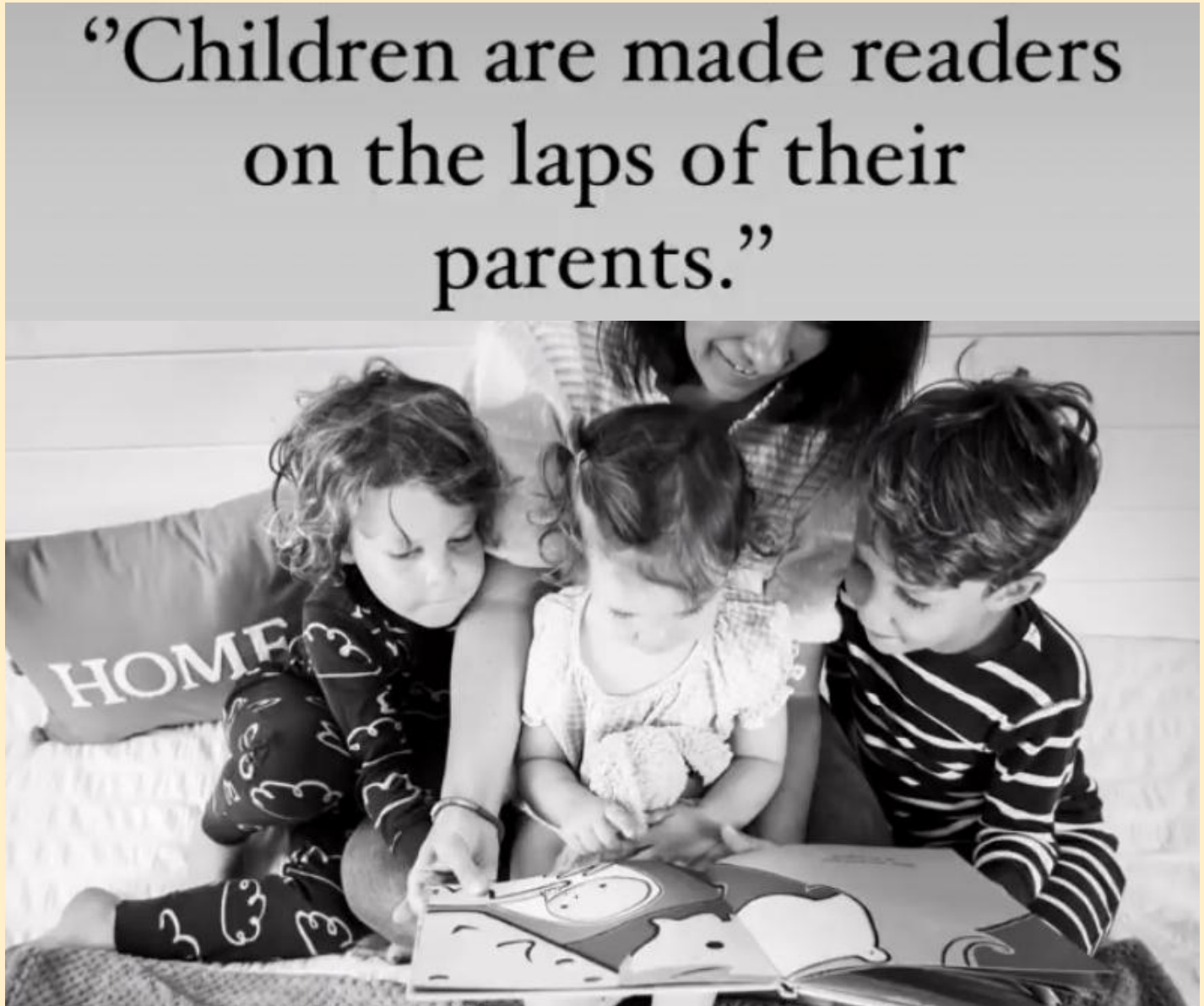
- Sit face to face when talking/playing.
  - Reduce distractions as much as possible.
  - Phones, radios, the TV, iPads in the background can make it difficult for children to concentrate.







Time 2 Talk



Read
Listen
Talk
Share
Enjoy

Any Questions?



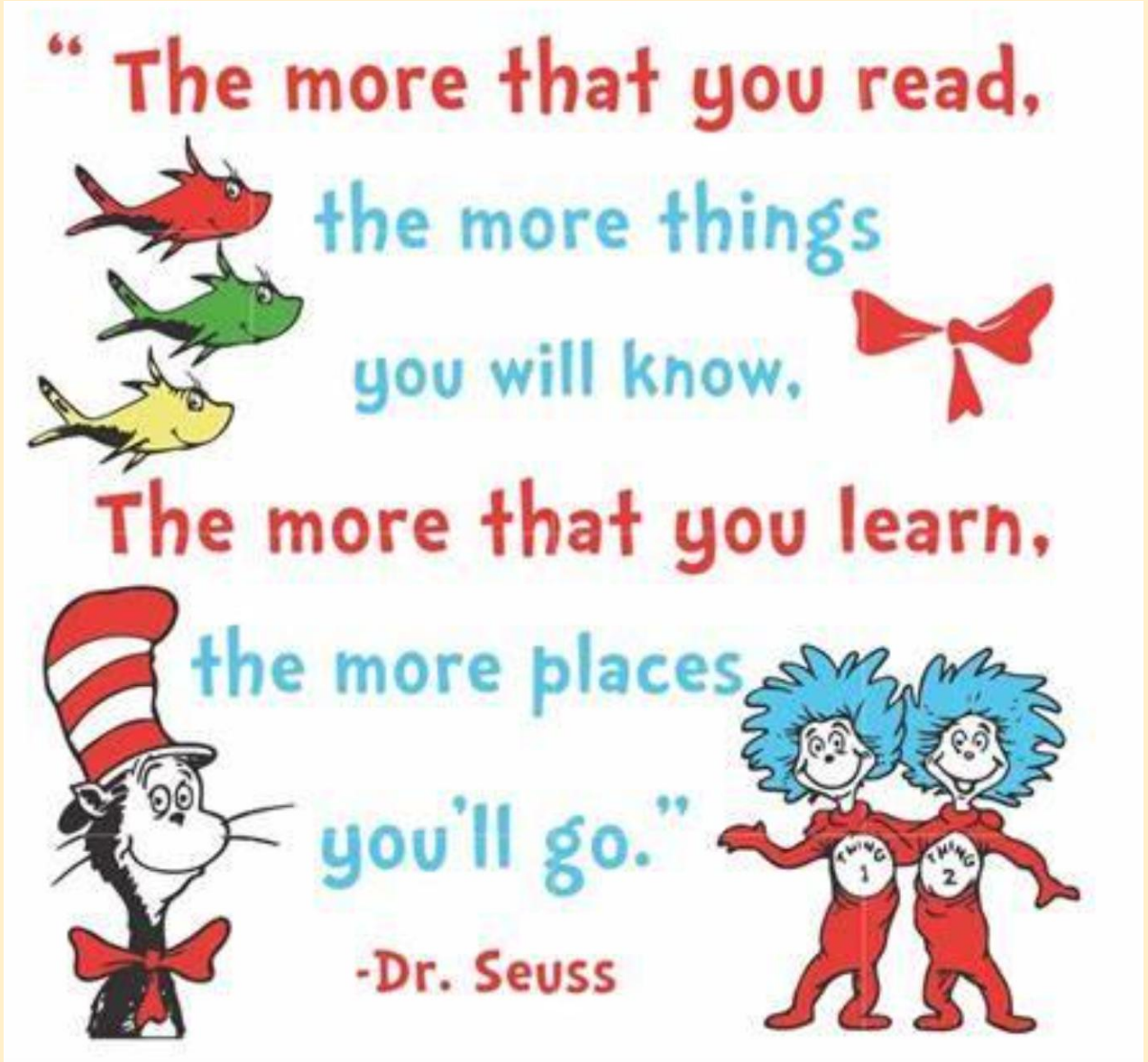
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Phonics & Reading

Please scan the QR code above to visit the Little Wandle Parent Support.

Phonics & Reading



Phonics & Reading

statistics about the impact of parents reading with, and to their children: Here's how many words a child would have heard by the time they were **five years old:**

- ***Never read to:*** *4662 words*
- ***Read to 1-2 times per week:*** *63 570 words*
- ***Read to 3-5 times per week:*** *169 520 words*
- ***Read to daily:*** *296 660 words*
- ***Five books per day:*** *1 483 300 words*

Phonics & Reading

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Phonics & Reading

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Literacy is a **SPECIFIC AREA.**

Phonics & Reading

How do we teach Reading?

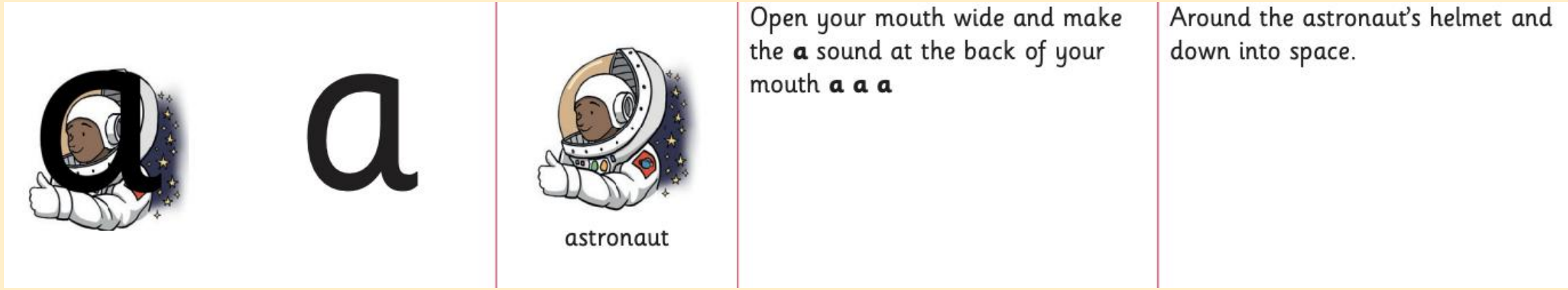
- Playing listening games – Phase 1.
- Through an approved Systemic Systematic Synthetic Phonics (SSP) Programme (SSP) called Little Wandle.
- Daily lessons with a consistent format.
- Decodable books to go home linked to phonics knowledge.
- Group Guided Reading sessions 3 per week.
- 1:1 Reading sessions in school.
- Independent access to phonics-linked reading and writing activities through continuous provision in class.
- Lots of teacher-led poetry and story-time opportunities.

Phonics & Reading

Little Wandle - Phonics

- Daily Phonics lessons following a very set structure.
- Teaches the pure sounds (phonemes) of each lower-case letter in the alphabet.
- Teaches how our mouths make each sound (phoneme).
- Teaches a 'ditty' for how to write each letter (graphemes).

e.g.



Phonics & Reading

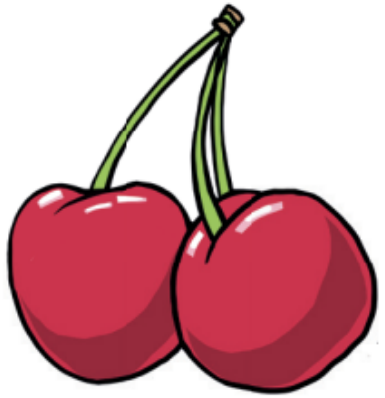
Little Wandle - Phonics

- Teaches sounds (phonemes) that are made from 2 letters but make 1 sound.

e.g.



ch



cherries

Pucker your lips and show your teeth; use your tongue as you say **ch ch ch**

ch Chew the cherries, children.

Phonics & Reading

Little Wandle - Phonics

- Teaches sounds (phonemes) that are made from 3 letters but make 1 sound.

e.g.



Phonics & Reading

Little Wandle - Phonics

- Teaches Phase 2 & Phase 3 sounds in Reception.
- Teaches Phase 5 sounds in Year 1.
- Teaches the bridge between Phonics & Spelling in Year 2.
- 44 different graphemes overall.



Phonics & Reading

Little Wandle – Phonics

- Teaches decoding (translating written letters (graphemes) into speech sounds) of words.

c-a-t sh-ee-p ch-o-p

- Teaches blending (pushing individual sounds (phonemes) together to form a recognizable spoken word).



c-a-t sh-ee-p ch-o-p

- Teaches segmenting (pulling a spoken word apart into its separate sounds (phonemes) & helps children write each sound (grapheme) as a words.

c-a-t sheep chop

Phonics & Reading

Little Wandle – Phonics

- Teaches how we read 'Tricky Words' – words that we can't read Phonetically. E.g.

I
is
the
into
put
pull
full
as
and
has
his
her
go
no
to

into
she
push
he
of
we
be
me
was
you
they
my
by
all
are
sure
pure

said
so
have
like
some
come
love
do
were
here
little
says
there
when
what
one
out
today

Phonics & Reading

Little Wandle - Phonics

- A typical Little Wandle lesson:

t **t**iger	s a	Open your lips; put the tip of your tongue behind your teeth and press **t t t**	teddy toast teeth tiger	t tiger 	Down the tiger and across its neck.					**What's that noise?** What sound does: a d-u-ck make? a f-r-o-g make? a d-o-g make? a s-n-ai-k (snake) make?
r **r**ainbow	a p i m d g o c k ck e u	Show me your teeth to make a **rrrrr** sound **rrrrr**	rocket rabbit rice rainbow	r rainbow 	From the cloud to the ground and over the rainbow.	**Review:** m-u-m d-u-ck c-u-p **New:** r-e-d r-i-p r-a-n	**Teacher-led blending:** mum duck pet nap red **Independent:** cap tap	**New: I** **Review:** is	**Can you do the actions?** p-a-t your shoulders n-o-d your head f-l-a-p your arms (like the chicken dance) r-ea-ch up high w-i-gg-le	
ur **fur**	ai ee igh oa oo **oo** ar or	look deep born torn	was you they into	 ur curl the fur	f-ur s-ur-f c-ur-l	**Teacher-led:** surf **Independent:** surf fur curl hurt turn burp	**fur** Lots of animals – like rabbits, foxes and bears – have fur. **curl** My cat likes to curl up on my lap and sleep. **surf** The white foam on waves. Also, the sport of standing on a board and riding the waves.	**my**	We curl and turn in the surf.	turn hurt + my

Phonics & Reading

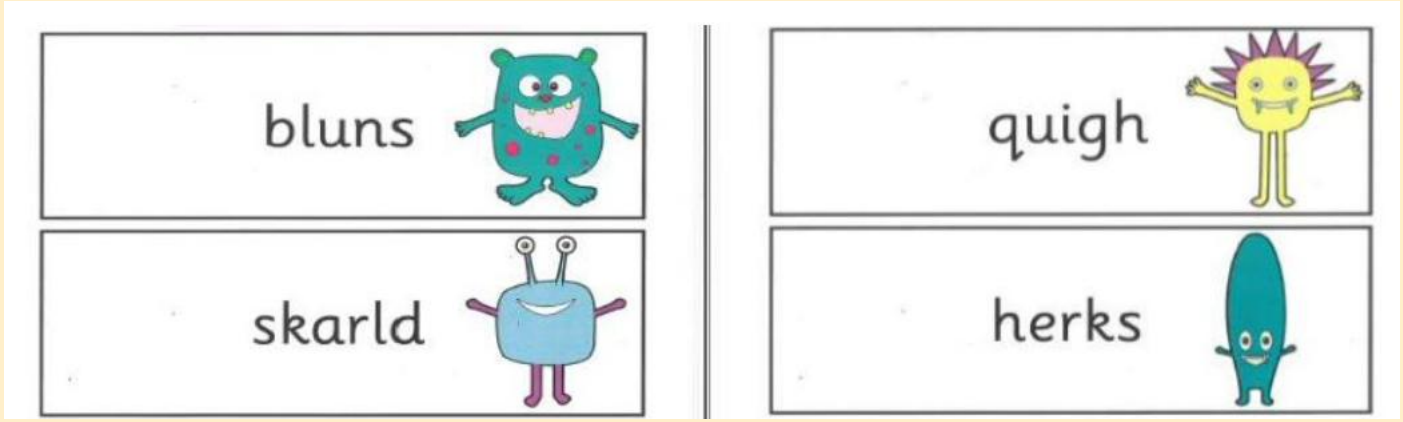
Little Wandle – Phonics in Year 1

- Children will learn Phase 5 sounds in Year 1 – many more graphemes!

e.g.

ai ay a-e ey ea

- 'Alien Words' (no real words) will be practised. These ensure that children can confidently decode and blend sounds that they read.



- At the end of Year 1, children take a statutory Phonics Screening Assessment – this includes reading both real and alien words. More information on this next year!

Phonics & Reading

Little Wandle – How Can You Help?

- Your child will come home with a LILAC (wordless) school reading book on Friday 25th September.
- Spend time with your child 'reading' these wordless books:
  - Read the title
  - Show how to turn the pages
  - Talk about the pictures and what is going on – make up
  - the story
  - Ask questions e.g. how a character is feeling, what is happening in the picture or what might happen next?
- Read your school reading book with your child 4x per week & sign their green bookmark each time.

Phonics & Reading

Little Wandle – How Can You Help?

- Your child will come home with a PINK (with words) school reading book towards the end of this first half term when they have learnt some sounds and are starting to decode & blend.



Phonics & Reading

Little Wandle – How Can You Help?

Reading 4x per week (it doesn't have to be the whole book each time) because...

- The first time a child reads a book they are just sounding out and blending words, focusing on the word reading.
- They need time to develop their fluency and comprehension skills.
- A child should be able to **fluently read** their PINK book by the time
- it is changed at school **and talk** about what the story is about.
- We aim to change books/reading bookmarks on a Monday.
- Bookmarks signed at least 4 times a week go in the reading prize box. Half-termly draws to win a reading badge!

Phonics & Reading

Little Wandle – Reading Progression in Reception:

LILAC

PINK

RED

YELLOW

BLUE

- All children learn at different rates.
- It is a skill that takes time, effort and repetition.
- Level envy - it is not a competition.
- Importance of comprehension and building vocabulary.
- Enjoy sharing other books with your child – especially at bedtime.
- IS IT NOT A RACE.



Phonics & Reading

Little Wandle – How Can You Help?

- Tricky Words

EY1. Name: _____ Date: _____

I can **read** these words...

I can **find** these words in my reading book...

I can **write** these words (use sand, glitter, pencils, pens, paint, tracing etc)...

is	I	is
I	is	I

Phonics & Reading

Little Wandle – Writing

- Teaches handwriting – how we form each lower-case letter.
- Teaches handwriting – how we form each upper-case letter.

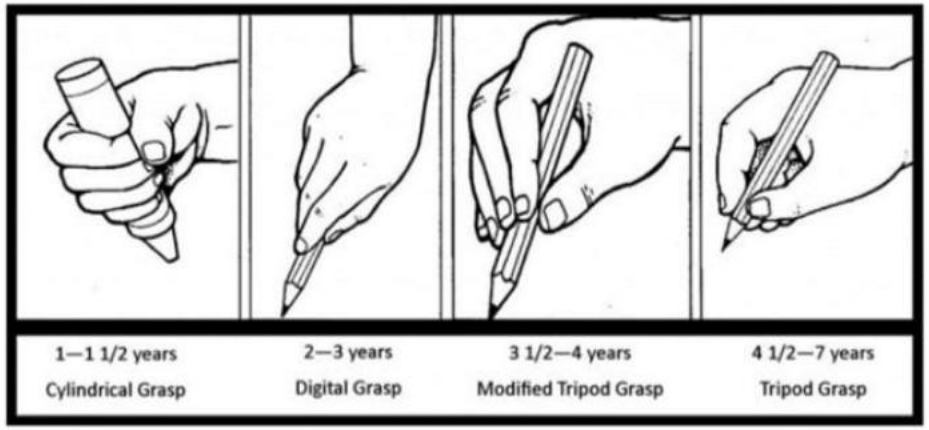
However...

- Children need physical strength for writing.
- The skill of holding and controlling a pencil is hard.
- Developing gross motor skills–big movements! E.g. P.E. & outdoor learning.
- Developing fine motor skills–smaller movements! E.g. Dough Disco (playdough, using small beads etc...)





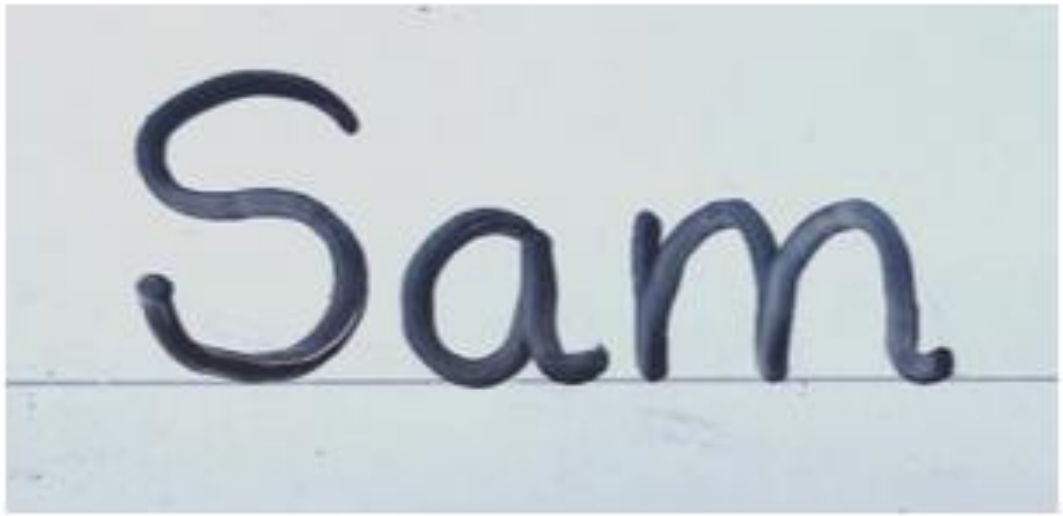




Phonics & Reading

Name Writing





Any Questions?



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Maths

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- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Maths

Mathematics

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Number – covered through 'Mastering Number'.

Numerical Patterns – covered through 'White Rose'.

Maths is a **SPECIFIC AREA.**

Maths

4 main areas within Number...

- **Subitising** – just seeing the number e.g. spots on a dice or holding up 3 fingers without counting the fingers.
- **Counting** – 1:1 correspondence, seeing that each number is one more than the previous number.
- **Composition** – what a number is made up of e.g. 5 is made up of 4 and 1, 5 and 0 or 2 and 3, comparing numbers (odd and even) and thinking about doubles.
- **Comparison** – comparing more than or less than and ordering numbers.

Maths

- We go into huge depth of each number from 0 to 10 focusing on the 4 previous areas (subitising, counting, composition and comparison).
- We verbally count to 20 forwards and backwards.
- We teach shape within number e.g. the number 4 and a square having 4 sides.
- We teach in a very practical way using concrete objects for the children to interact with.

Maths



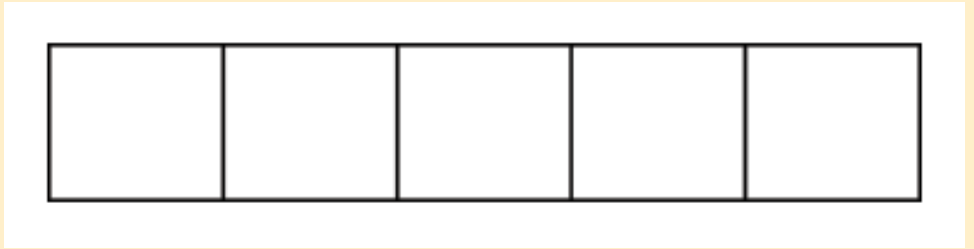
Maths

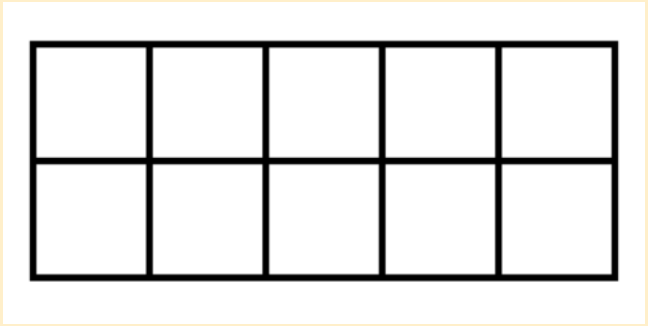


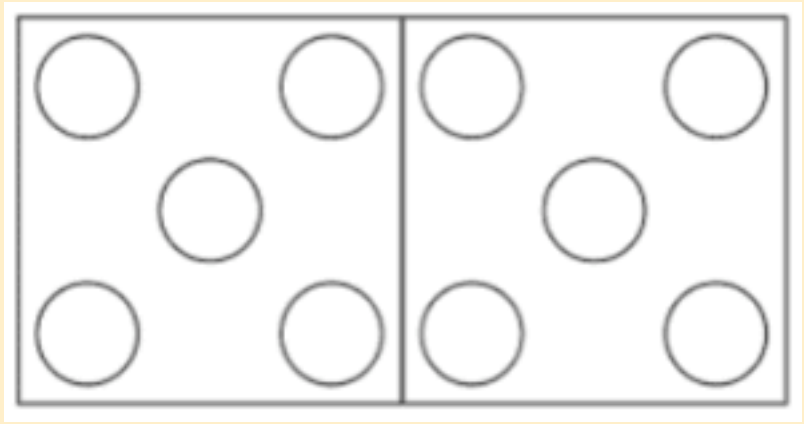


Addition & Subtraction...

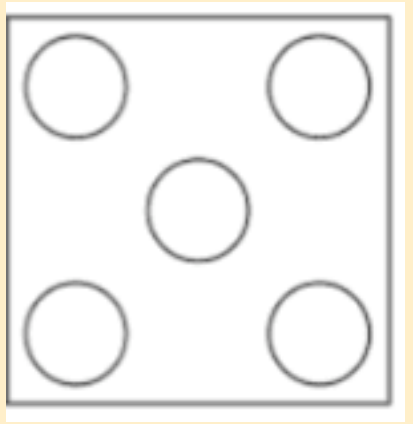
- Use practical materials e.g. cubes, teddy bears, double sided counters.
- Use 5 frames.
- Use 10 frames.
- Use dice frames (single and double)











Maths

Addition & Subtraction...

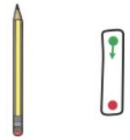
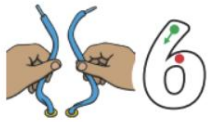
- Vary language – 'adding' 'total' 'how many altogether' 'makes' 'equals'
- Recognise that addition can be done in any order.

E.g.
5 + 3 = 8
3 + 5 = 8

AND
Swapping the number sentence around: 8 = 5 + 3
8 = 3 + 5

Maths

Formation Rhymes

 0	**zero**	Make a loop, just like so, Now you've made a 0.
 1	**one**	Straight line down and then you're done! 1 is fun.
 2	**two**	Half a heart will never do, Slide to the right, make a 2.
 3	**three**	Around the tree, around the tree, That's the way to make a 3.
 4	**four**	Down and across, down some more, That's the way to make a 4.
 5	**five**	First of all, make five's back. Then make his round tummy and add his hat.
 6	**six**	Make a 'C' then in you go, Now you've made a 6, you know.
 7	**seven**	Across the top and drop down low, you've made a seven, there we go.
 8	**eight**	Make an 's', then shut the gate, That's the way to make an 8.
 9	**nine**	Number 9- Circle and line, That's the way to make a 9!

Maths

Books

Maths Through Stories

Title and Author	Mathematical Concept
The Shopping Basket by John Burningham	Counting, subtracting, concept of 1 less
Six Dinner Sid by Inga Moore	Counting, sharing
Goldilocks and the 3 Bears (traditional tale)	Counting, size, ordering
Ten Little Dinosaurs by Mike Brownlow	Counting through rhyme
Kippers Toybox by Mick Inkpen	Counting
Handas Surprise by Eileen Browne	Ordinal numbers, subtraction
The Very Hungry Caterpillar by Eric Carle	Numbers, counting, days of the week
The Bad Tempered Ladybird by Eric Carle	Size, Time
Bear in a Square by Stella Blackstone and Debbie Harter	Shapes

Maths



Maths



Keep maths practical and have fun!

- Bath-time - filling and emptying containers, counting and timing how long it takes to fill the bath.
- Counting songs – 5 little men in a flying saucer.
  Talk about numbers in the environment – front door numbers, number plates, road signs etc...
- Help with the cooking - measuring, weighing, ordering the recipe.















Maths

Keep maths practical and have fun!

- Setting table places - how many plates/cups etc...
- Paying in shops - including change. ?
- Estimating amounts - how many apples/sweets?
- Shopping – helping to count out varying amounts of fruit and vegetables.
- Tidying up – can you put 3 toys away for me?









Any Questions?

