



Reception Maths, Phonics and Reading Impact Afternoon







In Reception, the children will:

 Learn Phase 2 and Phase 3 sounds following the Floppy Phonics scheme. They will have 4 Phonics lessons per week and learn 2 sounds per week.

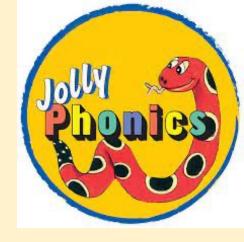




In Reception, the children will:

 Learn an action to go with each sound following the Jolly Phonics actions.





In Reception, the children will:



• Learn to form each letters using the Read, Write Inc. letter formation rhymes. Down Maisie, mountain mountain.

In Reception, the children will:

- Learn to read words by blending sounds together.
- Be taught to blend words by sounding out the individual sounds using their 'robot arms' and then blending them together.

E.g. s a t sat queen



In Reception, the children will:

 Learn to write words by saying the sounds and writing the graphemes. A grapheme is 1 letter or a group of letters used to write one sound.

E.g.

the sound 'f' can be written with the graphemes:

f (fun) ff (huff) ph (phone)



In Reception, the children will:

 Learn to spot digraphs (2 letters that make 1 sound) and trigraphs (3 letters that make 1 sound).

E.g.

ee	ai	sh
igh	ear	air

 Once a sound has been taught, it is practised over and over again until children can read words by blending the sounds they have learnt.



• Children are taught to blend words by sounding out the individual sounds using their 'robot arms' and then blending them together.

E.g. s a t sat sat qu ee n queen

• Children are taught to spell words by hearing and saying the sounds in the word using their 'robot arms' and then writing down the word.

<u>Tricky words – common exception words</u>

- These are words that CANNOT be sounded out.
- Go against all rules that children are learning!
- No other way to read/write them other than just memorising.

Phase 2 Tricky Words	Phase 3 Tricky Words
the	he
to	she
I	we
no	me
go	be
into	you
	all
	are
	her
	was
	they
	my

Tricky words – common exception words

- They will be able to practise them on the **word walls** that get sent home in their reading packets.
- The children need to practise these tricky words over and over again in different ways:
 - sand
 - glitter
 - chalk
 - paint
 - felt tip pens
 - pencils

• Children will hear lots of stories being read to them at school.

E.g.

- The Very Hungry Caterpillar
- The Colour Monster
- Elmer
- Farmer Duck
- Six Dinner Sid
- Julia Donaldson books
- We encourage you to read with your child as much as possible to support the development of their vocabulary and understanding.

- Your child will now have a LILAC banded wordless book.
- It is very important that you spend time with your child 'reading' these wordless books.
- When we say read, we mean learning how to hold a book, spot the title, how to turn the pages and looking at the pictures.
- When looking at the pictures with your child, talk about what they can see and ask them questions e.g. how a character is feeling, what is happening in the picture or what might happen next?
- This encourages children to use pictures to support their reading when they have books with words in later on. They can gather clues from the pictures.
- Lots of children rely on pictures rather than words. This is not incorrect because they are using their skills to decode what is happening in the story and this will help with their comprehension skills.

- Your child will have a PINK banded book when they have learnt some more sounds and are learning to blend them together.
- It important that you read the PINK books at least 3 times before the book is changed.
- Why?
- Because the first time a child reads a book they are just sounding out and blending words and focusing on the word reading.
- They need to read the book several times 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.

E 'facile leggere una lingua una volta che hai imparato le regole, ma questo non significa che si capisce quello che avete letto.

- It is easy to read a language once you have mastered the rules, but that doesn't mean you understand what you have read.
- This is why we encourage the children to read and enjoy their school reading books several times before we change it.

What can you do to help...

- Read at least 4 times per week with your child.
- Record their reading in their reading record.
- Read little and often it doesn't have to be the whole book every night.
- Practise the Word Walls with your child so that we can test them on the words. We will tick them off and give out a new Word Wall when they have completed it.
- Enjoy reading story books too so your child can hear you read too.

At school...

- We will hear your child read at least once a week.
- We will change their book when their current book has been read 4 times.
- We will change their book when we have heard them read Monday or Tuesday usually.
- If they have read it 4 times by Thursday, they will have a new book for Friday and the weekend.
- We will send a new Word Wall in their reading folder when they can read each word without hesitation.

Writing...

 Children need to have core strength and stability to be able to write.

• When we learn to write we use new muscles and it can be painful. If done daily, it compounds the issue and the memory stays.

• We want to avoid this!

• There are ways we can!

Physical strength for writing

• Developing gross motor skills – big movements! P.E. and outdoor learning.



 Developing fine motor skills – smaller movements! Dough disco (playdough, using small beads etc...)



What can you do at home...

• Develop their gross and fine motor skills first.

• Practise writing letters of the alphabet.

• Practise writing your child's name.

• Practise writing numbers 0-9.

Don't forget, for most children, we are just **beginning** to learn to read and write.

Everything is new and hopefully exciting!

Please be patient.

Every child is an individual and will learn at their

own pace.

Maths...

 In the Early Years Foundation Stage, we teach using the DFE Statutory Framework for the Early Years Foundation Stage and the Development Matters Guidance.

- The teaching of Mathematics in the Early Years Foundation Stage (EYFS) is split into 2 areas:
 - •Number
 - •Numerical Patterns

By the end of the Reception year, it is expected that *most* children will be able to achieve *most* of the following:

- 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...

- By the end of the Reception year, it is expected that most children will be able to achieve most of the following:
- 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.

- **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.

- 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.

Addition...

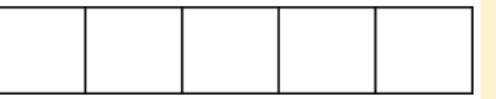
- Use practical materials e.g. cubes, teddy bears, counters.
- Use 5 frames and 10 frames.
- Use part-part whole models.
- Vary language 'adding' 'total' 'how many altogether' 'makes' 'equals'
- Recognise that addition can be done in any order.

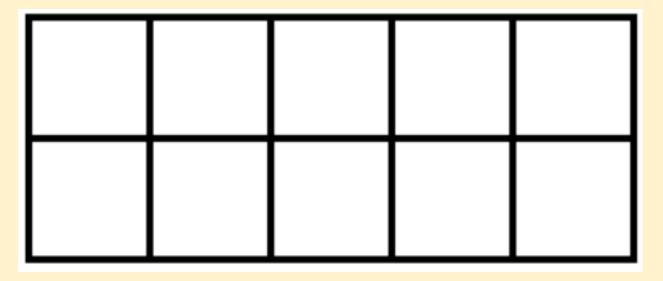
E.g. 5 + 3 = 8

- AND 3 + 5 is also = 8
- AND
- Swapping the number sentence around so:
- 8=5+3
- 8+3+5









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

Mathletics

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.
- 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?

Thank you for listening!

