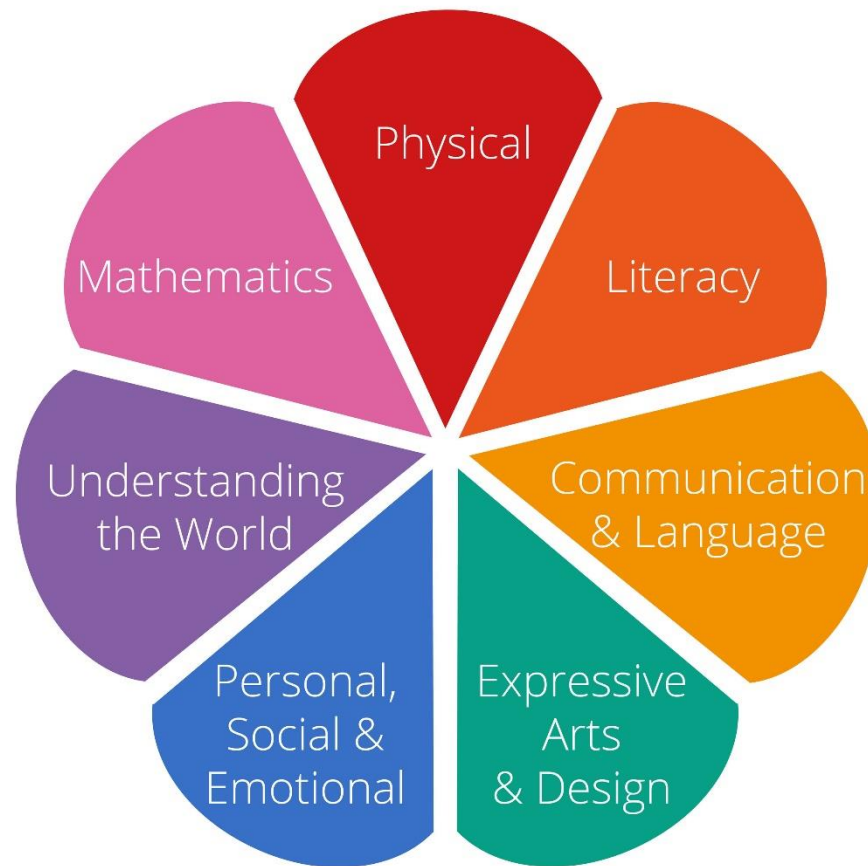




Early Years Curriculum Workshop – Focus on Phonics and Reading

Areas of Learning in the Early Years Curriculum



ELG's

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.

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.

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.

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.

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.

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.

RECEPTION TIMETABLE Autumn 2023

CIL – Child Initiated Learning, EAD – Expressive Art Design, PSED – Personal, Social & Emotional Development, UW – Understanding the World

PE – Physical Education/Development

The timetable remains flexible depending on the needs of the children

RECEPTION TIMETABLE Autumn 1 2023

	8.50–9.00	9.00–9.20	9.20–10.10	10.10– 10.30	10.30–10.50	10.50–11.50	11.50–1.10	1.10–2.00	2.00–2.50	2.50–3.20
MONDAY	Self Registration	Understanding the World/PSHE/CIL			P L A Y T I M E	Phonics 2 groups/ Guided Reading	L U N C H A N D P L A Y	P.E./Music		Story time/Poetry Basket
		10.00-10.15 Snack & Drawing Club								
TUESDAY	Self Registration	Maths / CIL				Phonics 2 groups/ Guided Reading		EAD/Computing	Story time/Poetry Basket	
		10.00-10.15 Snack & Drawing Club								
WEDNESDAY	Self Registration	Maths / CIL				Phonics 2 groups/ Guided Reading		Guided Writing(Literacy)/CIL	Story time/Poetry Basket	
		10.00-10.15 Snack & Drawing Club								
THURSDAY	Self Registration	Maths / CIL			Phonics 2 groups/ Handwriting	Guided Writing(Literacy)/CIL	Story time/Poetry Basket			
		10.00-10.15 Snack & Drawing Club								
FRIDAY	Self Registration	Phonics			Maths/CIL	UW	Story time/Poetry Basket			
		10.00-10.15 Snack & Drawing Club								

Class Dojo

















Did you know?

The English language has:-

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds



						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air

What is Phonics?

- Phonics is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language

How we teach phonics

Daily short sessions

Specific order of teaching

Synthetic phonics

m-u-s-t

Correct pronunciation is vital - Videos on LW

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Repeated practice

Revisit previously
taught sounds at
start of each lesson

- We use a scheme called Little Wandle

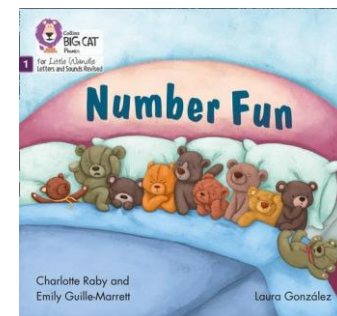
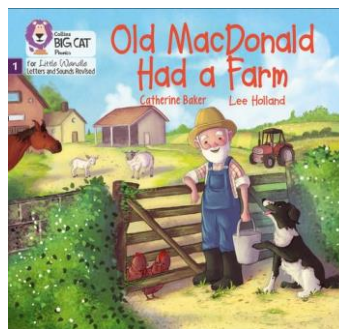
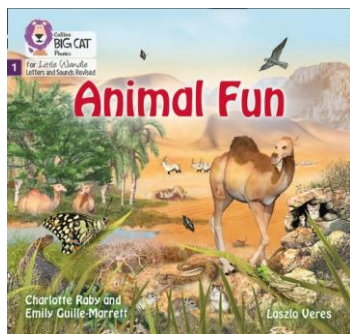


Jargon!

- **You may hear your children say....**
- **phonics** (also known as 'synthetic phonics') – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.
- **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. E.g-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 sounds in order to spell them, e.g. 'frog, f – r – o – g'
- **Digraph**- 2 letters making one sound
- **Trigraph**- 3 letters making one sound

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books





How we teach reading

Reading practice sessions are:

Timetabled 3 times a week

Taught by trained teacher or teaching assistant

Taught in small groups

Books are:

Matched to children's secure phonic knowledge and word reading

Read three times

Sent home electronically

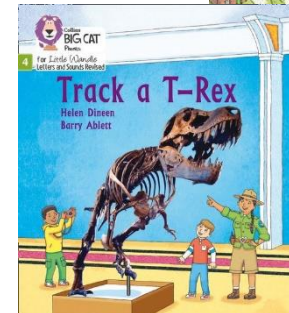
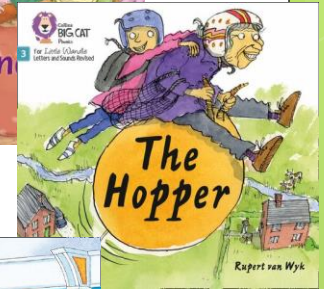
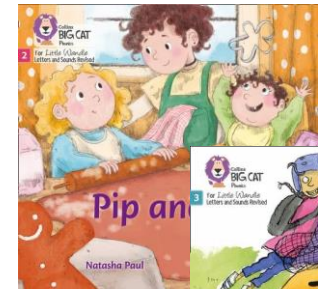
How do we decide which books children read?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

Children will be allocated their Reading Practice Book (after reading it 3 times in school)

Share the front cover page before reading – this cover sounds and words contained in the book.

Celebrate, praise, talk about the book with you child.



Before reading

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

- Read the words together.

feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

- Ask your child:

- What do these words mean?

coax hoots cavort talons curl
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park keeper does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (camels)
- Now read the book. Enjoy looking at the pictures and talking about them.

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding
2. Prosody
(intonation, expression)
3. Comprehension

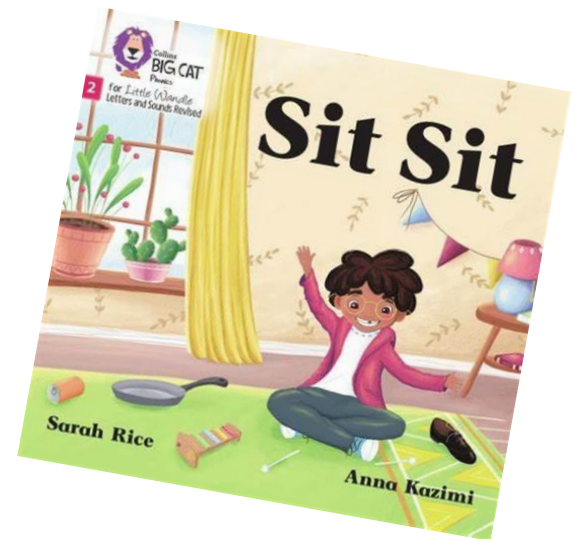
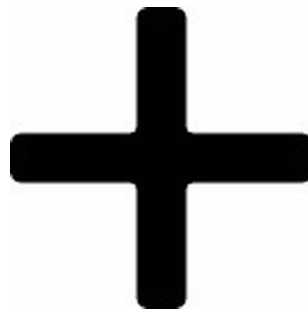
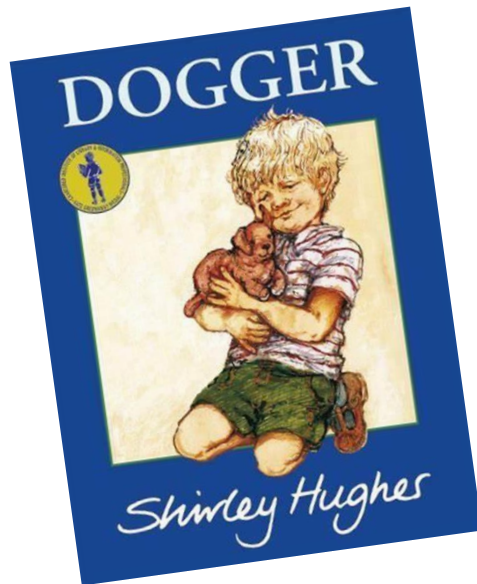


When children take their book home to read they should be 95% fluent. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

2 parts to becoming a confident reader:

- At school we put emphasis on both reading for enjoyment and teaching the methods of how to get there (phonics and guided reading)



Supporting at home.

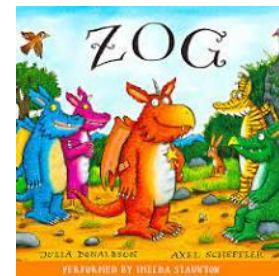
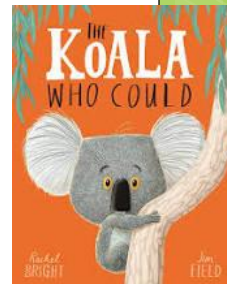
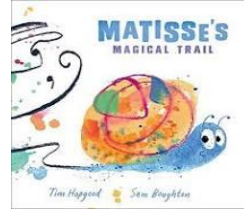
Reading for pleasure books

Children will also bring home a 'reading for pleasure book' from our class library each week.

To become lifelong readers, it is essential that they read for pleasure

Children **may not** be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together and foster a love of reading



Ebooks – Collins Big Cats



Collins
BIG CAT

What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

Check on our ClassDojo site for updates on what has been taught

