



# How We Teach Children in Reception

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26.9.24





# Maths

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We LOVE maths!!!



# National End of year expectations

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|--------------|---------------------------|--|
| <b>Maths</b> | <b>Number</b>             | <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• 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.</li></ul>                                      |
|              | <b>Numerical Patterns</b> | <ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul> |

# What does maths look like in Reception?

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- We follow the White Rose Maths Hub scheme of learning
  - Children work in small groups with adults in school to complete focused challenges
- We teach Number Detectives lessons daily
  - These are short snappy lessons which are highly engaging for the children and focus on the teaching of each number for two weeks at a time to develop mastery
- We provide lots of opportunities for mathematical thinking and problem solving in areas of provision accessed during free flow

# What is maths mastery?

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- Mastering maths means that children acquire a deep, long term, secure and adaptable understanding of maths. This develops a solid foundation for children to move onto more advanced concepts.

# What does this include?

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- It is important for children to understand the link between numbers and quantities (representing numbers in lots of different ways)
- Investigating how quantities are composed of smaller parts (eg 6 can be two 3s or three 2s or 4 and two 1's etc)
- Knowing how numbers relate to one another and being able to compare them
- Exploring how quantities change when you add more items or take items away
- Children may already be able to recite number names to twenty and beyond but a sense of what those numbers really mean develops gradually with repeated experiences in different contexts

# Number Detectives

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- Daily sessions which focus on the mastery of a number
- 2 weeks per number to ensure that this is deeply embedded and children have a real understanding of each number
- Daily KIRF practice to support the development of key skills



Number Detectives

# How you can help at home -

*“Together we can make a difference.”*

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- Talk about maths as you are out and about. What numbers can you spot in the environment? How many flowers are in the flower bed? Which tree is the tallest? What shapes can they see on a house?
- Count everything! How many plates are on the table? How many socks do we need to pair up? How many bananas are in the bunch?
- Spot patterns. Can you see a pattern? Tell me about it! What will come next? What mistake have I made?





# Writing

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Children need to learn to write so they can communicate and express themselves.



# National End of Year Expectations

## 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.

## 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.

## 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.

# Physical Development - Why is it important?

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- Children have to learn skills such as walking, balancing and not bumping into things.
- Children also need to develop control of all the smaller muscles which move when we pick something up or put it down – these take time to develop.
- Children need to develop their core strength; Lying on their tummies to complete puzzles, read books or draw pictures is a great way to strengthen the back muscles.
- As children develop, the skills expected of them increase, core muscles become exceptionally important.
- Without sufficient core control it is difficult for children to balance, coordinate movements, sit in a chair at a desk or on the mat, develop mature pencil grasp and additional fine motor skills such as cutting, typing and drawing.

# Fine motor control

## Typical Development of Pencil Grasp in Children



10 months  
Pincer Grasp



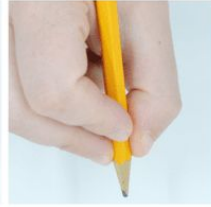
12-15 months  
Palmar Supinate  
Grasp



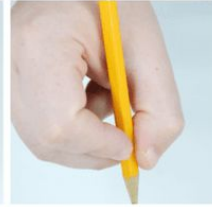
2-3 years  
Digital Pronate  
Grasp



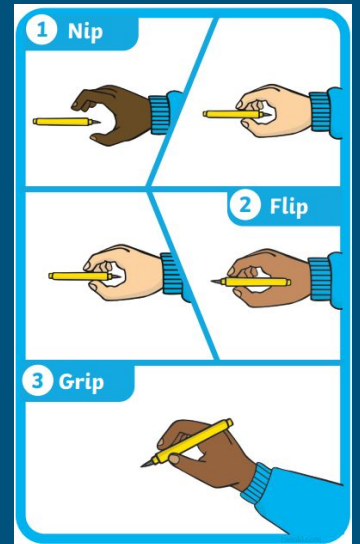
3-4 years  
Quadruped Grasp



5-6 years  
Tripod Grasp



# Nip, flip, grip



# Emergent writing

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- Emergent writing means that children begin to understand that writing is a form of communication and their marks on paper convey a message.
- Reading and writing develop simultaneously and are interrelated.
- The manual act of producing physical marks (mechanics).
- The meanings children attribute to these markings (composition).
- Understanding how written language works (orthographic knowledge – information stored in memory that tells us how to represent spoken language in written form).

# Key knowledge for writing development

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- Print goes from left to right.
- Speech can be represented by individual sounds.
- Sounds can be written down using letters.
- Letters are written by following a sequence of movements.

# Progression of skills in writing

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- Making marks in a variety of different ways.
- Giving consistent meaning to the marks they make.
- Give meaning to the marks they see in the environment.
- Make letter like marks in their pictures.
- See a difference between writing and drawing.
- Writing their names.
- Formal writing

# Formal writing

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- Children begin by labelling pictures, writing lists and captions to pictures and photographs. These are normally phonetically plausible for example, ch-oo-s-d-ai, j-oo-s, a-p-l. They then progress to writing simple sentences linked to themselves or a topic, theme etc and simple 'story like' sentences with illustrations. These sentences may need mediation (reading aloud by the child / teacher). Finally children begin to write a group of sentences about a theme or heading given to them. At this stage children's writing can begin to become organised and the process of developing sentence structure, composition and effect starts.



# How you can help at home - *“Together we can make a difference.”*

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- Let your child see you writing, and involve them in it. For example, you could sit down together and write a birthday card for Grandma, or a message for Daddy saying you've gone to the shops.
- As your child becomes more interested in writing, you can engage them in more structured activities. If you go on holiday, for example, your child could make a scrapbook, and you could write down what they say about the things they stick in.
- Help them develop their storytelling abilities, even if they can't yet write their ideas down, by getting your child to tell you a story and writing it down for them.
- Remember that learning to write takes time. If your child writes something that you simply can't read, don't try to correct them, but say, 'That's a lovely piece of writing – you tell me what it says, and I'll write it down too.'
- Physical development activities: large scale mark making (chalking on the pavement), throwing and catching balls, digging with spades, pegging out the washing, completing jigsaw puzzles, doing up the buttons/zip on clothing etc.



# Reading

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Research shows that being able to read accurately at the age of six has a strong correlation with future academic success.

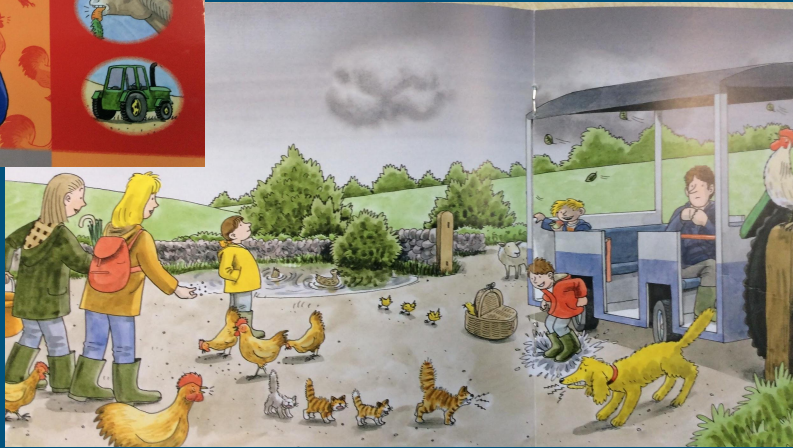
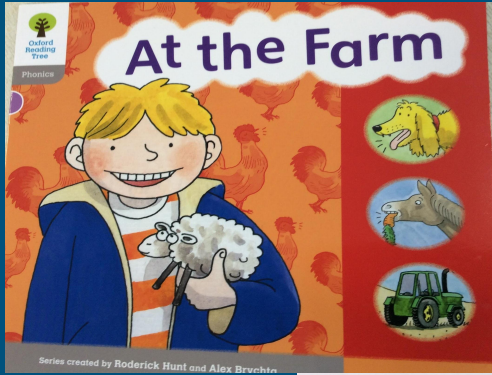


# National End of Year Expectations

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|                      |   |
|----------------------|---|
| <b>Comprehension</b> | <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul> |
| <b>Word Reading</b>  | <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>  |

# Comprehension



Picture books support 'reading' the information in a story. Making up stories. Applying new vocabulary. Speaking in a sentence.

# Wordless books

## Floppy Phonics Wordless Books Information

Floppy's Phonics Wordless Books are part of the Floppy's Phonics reading program, designed for children in the Early Years Foundation Stage (EYFS). These books are intended to introduce young learners to the concept of storytelling and book handling before they begin reading text.

### Key Features:

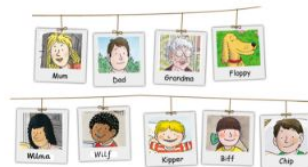
- **No Text.** The books contain no written words, focusing instead on illustrations that encourage children to tell the story in their own words, encouraging creativity and language development.
- **Engaging Illustrations.** The vibrant, detailed pictures help children understand events in the story and sequencing without relying on text.
- **Developing Oral Language Skills.** Children are encouraged to describe what they see, predict what might happen next, and discuss the characters and settings, which supports vocabulary growth and comprehension.
- **Preparation for Reading.** These books prepare children for phonics instruction by developing their understanding of story structure and the left-to-right directionality of text.

### Purpose in EYFS:

Floppy's Phonics Wordless Books are used to help prepare children for the wide range of skills involved in learning to read. They help children become familiar with the concept of books and storytelling, which is essential for their future literacy development. They are an important part of early childhood education, supporting communication, language, and literacy goals in the EYFS curriculum.

### Top Tips For Supporting at Home:

1. Begin by looking at the cover. What can you see? What clues to the story does the cover illustration show?
2. Read the title. Does the title give you any ideas of what the story might be about? Make predictions about the story based on the cover and title.
3. Take a picture walk. Look through the pages of the book with the sole purpose of enjoying the pictures. Talk about anything that captures your attention.
4. "Read" the story. You might go first, inviting your child to add to your story as they see fit. Don't be afraid to tell your story with dramatic flair. Add sound effects and interesting voices that suit the characters of your tale.
5. Encourage your child to take a turn telling their own version of the story, using the pictures and turning the pages as they go.
6. Ask questions about the book — which is your favourite illustration? Do you have a favourite part of the story or a favourite character? Can you tell about a time you have felt like the main character or found yourself in a similar situation?



# Read Aloud at Home

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- Reading for enjoyment; sharing a book; developing ideas linked to characters, settings and own experiences. Re-telling stories.
- **We lend children a book for a weekend to support our ethos of reading for enjoyment. The books are carefully chosen and support learning in class. Over the course of the school year your child can borrow at least six books.**
  - We request an adult reads the story.
- We also recommend borrowing books from your local community library.

# What is phonics?

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**Systematic Synthetic Phonics - gives pupils a reliable method to decode any unfamiliar word they come across.**

Children are taught:

- Letter sound correspondences
- To read words by blending, or synthesizing the sounds
- To spell by identifying sounds in spoken words (segmenting) and choose the right letter to sound correspondence to write down.

Synthetic phonics is NOT:

- Memorising whole words without knowing the sounds (sight words) only works in books which encourage children to guess so therefore not an effective long term method
- Reading by guessing (visual and context cues) - only successful in about 10% of instances
- Mixed strategies (picture cues and phonics)

# Key vocabulary

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- **Phoneme** – the smallest unit of sound in speech
- **Grapheme** – the smallest unit of written language
- **Digraph** – two letters making one sound
  - For example sh, ch, th
- **Trigraph** – three letters making one sound
  - For example igh, ear, air
- **Blending** – stringing together sounds to make words
  - h o p -> hop
- **Segmenting** – breaking words down into individual sounds
  - sit – s i t



# Important!!

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- Pure Sounds
  - When supporting children with reading it is very important that we are saying pure sounds. This means saying the sounds without adding an extra 'uh' sound to the end. This helps support children as no extra sounds are accidentally inserted into words.
- Finger Tracking
  - Finger-track under the graphemes of each word from left to right with the index finger of the child's writing hand whilst saying the sounds. After saying the sounds one at a time run the finger under the whole word whilst saying the whole blended word.

# Floppys Phonics

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- Session 1
  - A big focus on vocabulary, speaking in full sentences, looking at labels, talking about where in sounds we can hear words
- Session 2
  - More of a focus on reading and writing with the newly introduced sounds
- Consolidation
  - Focused on the sounds that have been introduced that week and opportunities to apply them.
- Phonics challenges in provision
  - A focus on recently introduced sounds or planned in to support

# Session 1

Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

Level 1+: Book 5

B b



bone

bat  
big  
bed  
bump



t p i n m d g o c k -ck e u r h b

B b



bone  
bat  
big  
bed  
bump

t p i

Snipping To

# Session 2

25.11.21

Say the sound. Trace the letter. Say the word. Listen for the /b/ sound.

big bun bed bag back  
bits bobs bats bend  
bump crab bags rabbit

Sound out and blend to read the words.

**b b b b**



Say the sound. Trace the letters. Write the letters.

Say the words. When can you hear the /b/ sound? Draw something beginning with b.

 g o c k -ck e u r h b

25.11.21

Say the sound. Trace the letter. Say the word. Listen for the /b/ sound.

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A big bug hops on a stick.

# How you can help at home - *“Together we can make a difference.”*

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- When your child brings pictures/books with no words, support their story-telling and use of language.
- When your child brings home books with words you should encourage them to use their phonics skills to sound out unfamiliar words.
- Once they have sounded out and blended each word you should then encourage them to reread the sentence. This will help develop their understanding.
- As words are repeated through the book. children should be encouraged to read them by sight.
- Children should be encouraged to read books more than once to develop their fluency.
- Don't forget to ask your child questions as they are reading to you.