

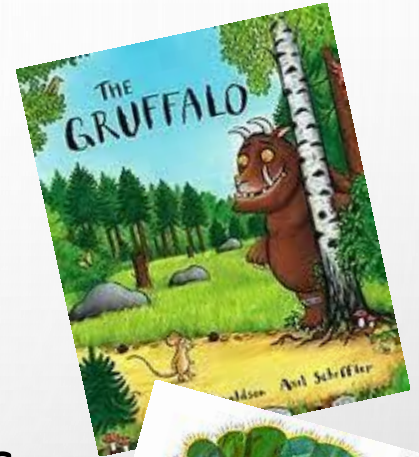
Reception Curriculum Meeting



THE PEGASUS ACADEMY TRUST

Good Books to Read With Your Child:

- Look for books that are predictable with a repetitive pattern
- Stick to what they know
- Pick books with a good balance of pictures and text
- Look for books with rhyme and rhythm
- Choose stories with familiar sequences
- Seek out non fiction information books



Top 10 Tips to Help During Reading Time:

- Choose a quiet time
- Make reading enjoyable
- Maintain the flow
- Be positive and encouraging
- Start with your child's interests

Top 10 Tips to Help During Reading Time:

- Visit the library
- Regular practise
- Communicate
- Talk about the books
- Variety of important

End of Year Expectations

Literacy – Comprehension

Children at the expected level of development will:

- 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 discussion about stories, non-fiction, rhymes and poems during role-play.

End of Year Expectations

Literacy – Word Reading

Children at the expected level of development will:

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

End of Year Expectations

Literacy – Writing

Children at the expected level of development will:

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

What is Phonics?

- Phonics is a way of teaching children to read quickly and skillfully. They are taught how to:
 - Recognise the sounds that each individual letter makes
 - Identify the sounds that different combinations of letters make
 - Blend (putting sounds together to read a word)
 - Segment (to aid the spelling of words)



The Teaching of Early Reading

- All the schools in the Pegasus Academy Trust use the validated Little Wandle Letters and Sounds Revised programme.

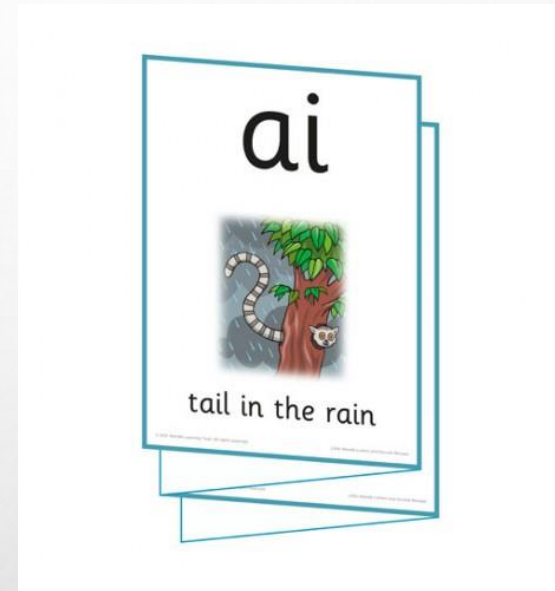


- It is a complete early reading programme including the teaching of systematic synthetic phonics and the practice of phonics skills in decodable books to support the development of children's reading.



Daily lessons – Repeated Practice

- Reviewing and revising sounds and words previously learned
- Learning new GPCs – grapheme phoneme correspondences (letter – sound correspondences)
- Practising by reading sentences
- Learning to spell words
- Learning to read and write tricky words by learning which parts are tricky, for example 'could'
- Practising the phonics and tricky words in fully decodable books – Teacher Choice/ Golden Books that come home for repeated practice



Words You May Hear Your Child Use and What They Mean!

Phoneme – A phoneme is the smallest unit of sound in speech and represents a single sound. For example the word 'hat' has three phonemes – 'h' 'a' and 't'.

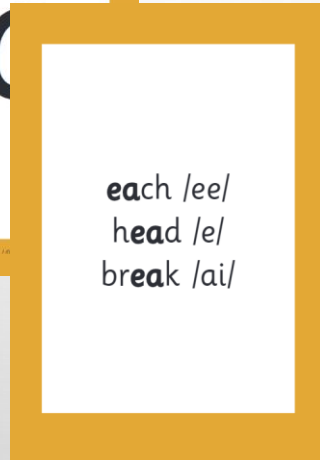
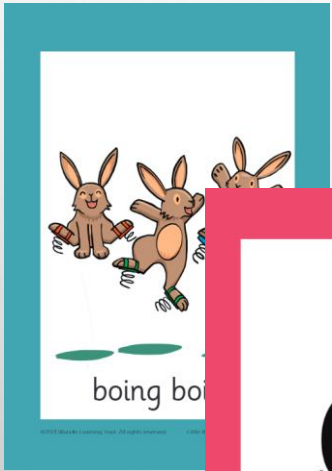
Digraph – A combination of two letters representing a single speech sound. For example the 'sh' in 'shape' or the 'ee' in 'tree'.

Trigraph – A group of three letters representing a single speech sound. For example the 'igh' in 'light' or the 'ear' in 'near'.

Grapheme – A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. An example of a one letter grapheme is the 's' sound in sat is represented by the letter s, for a two letter grapheme the 'ee' sound in leaf is represented by the letters ea.

Split digraph – This is where another letter comes in between the two letters of the grapheme, changing the sound of the vowel. An example is 'a-e' which when used in such words as make or take; the k letter separates the digraph resulting in an 'ai' sound being formed.

HOW WE MAKE LEARNING STICK



Examples of Words That Can Be Sounded Out

big

back

is

mum

it

dad

cat

dog

Counting Phonemes

- cat 3 c-a-t
- Sheep 3 Sh-ee-p
- fish?

How many sounds are in each word?

Things You May Be Concerned About:

- “My child cannot recognise any words.”
- “My child lacks the confidence to try to read.”
- “My child mixes up letters like b and d.”
- “When my child reads they seem to be reading from memory.”
- “My child is unsure of sounds.”

FURTHER SUPPORT FOR PARENTS

- Little Wandle provides excellent support to parents via the parents page. The Link can be found here:
- [Reading | Pegasus Academy Trust](#)
- There are videos on how to support with the pronunciation of the sounds and how to support with blending.



What You Can Do To Help

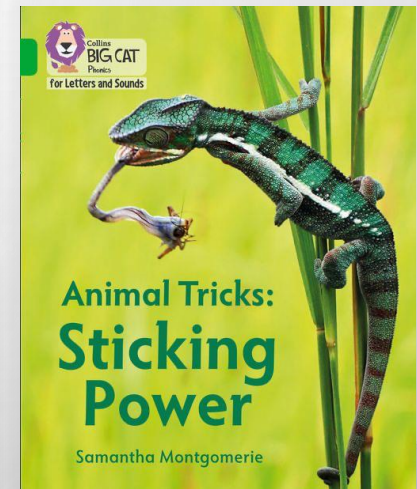
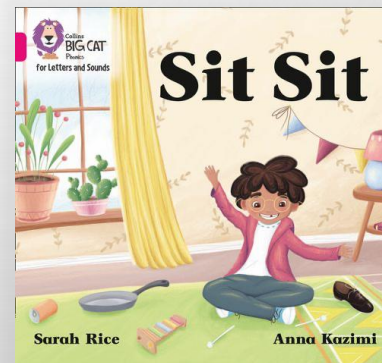
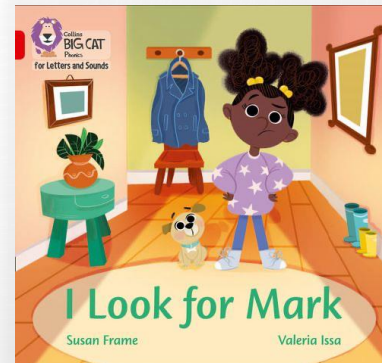
- Introduce lower case letters first, only using capital letters where appropriate e.g. names;
- Be aware of your own pronunciation of the sounds;
- Try not to teach the letters in alphabetical order;
- Help your child to be confident with the vowel sounds. These sounds are often the most difficult to hear.

**READING PRACTICE SESSIONS
ARE:**

TIMETABLED THREE TIMES A WEEK

TAUGHT BY A TRAINED
TEACHER/TEACHING ASSISTANT

TAUGHT IN SMALL GROUPS.



WE USE ASSESSMENT TO MATCH YOUR CHILD THE RIGHT LEVEL OF BOOK

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



READING A BOOK AT THE RIGHT LEVEL

THIS MEANS THAT YOUR CHILD SHOULD:

KNOW ALL THE SOUNDS AND TRICKY WORDS IN THEIR PHONICS BOOK WELL

READ MANY OF THE WORDS BY SILENT BLENDING (IN THEIR HEAD) – THEIR READING WILL BE AUTOMATIC

ONLY NEED TO STOP AND SOUND OUT ABOUT 5% OF THE WORDS BY THE TIME THEY BRING THE BOOK HOME – BUT THEY SHOULD BE ABLE TO DO THIS ON THEIR OWN.



Maths in the Early Years Foundation Stage

Maths is split into 2 aspects:

- Number
- Numerical pattern

End of Year Expectations

Maths – Number

Children at the expected level of development will:

- 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.

End of Year Expectations

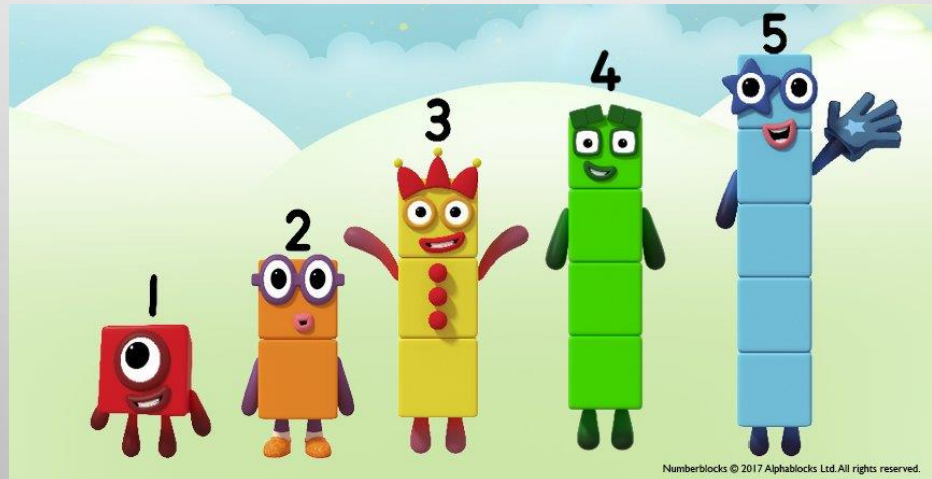
Maths – Numerical Patterns

Children at the expected level of development will:

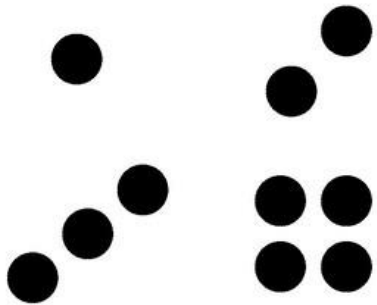
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity;
- Explore and represent patterns within number up to 10, including evens and odds,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

Teaching Small Numbers (Creating Maths Masters)

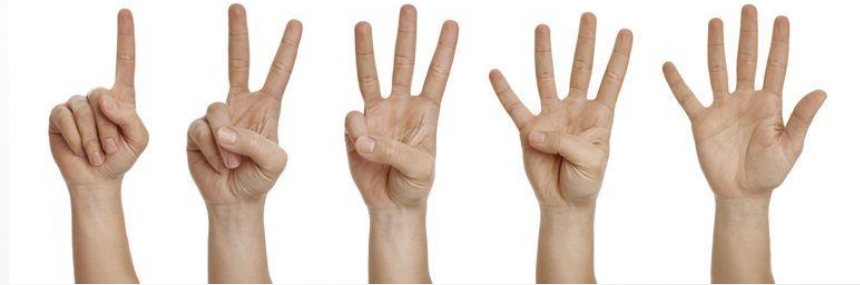
- Teaching up to Christmas will focus on numbers 1-5, Spring 1-10 and Summer we deepen our knowledge of numbers to 10 focusing on odds and evens, doubling and halving;
- We will be teaching all the aspects within these numbers to make sure that the children are confident mathematicians and that their number knowledge is strong;
- This will create fluent Maths Masters who will have the confidence to tackle maths problems and explain their reasoning with competency;
- We will concentrate on using mathematical language to justify their answers.



What Do We Teach Within These Numbers?



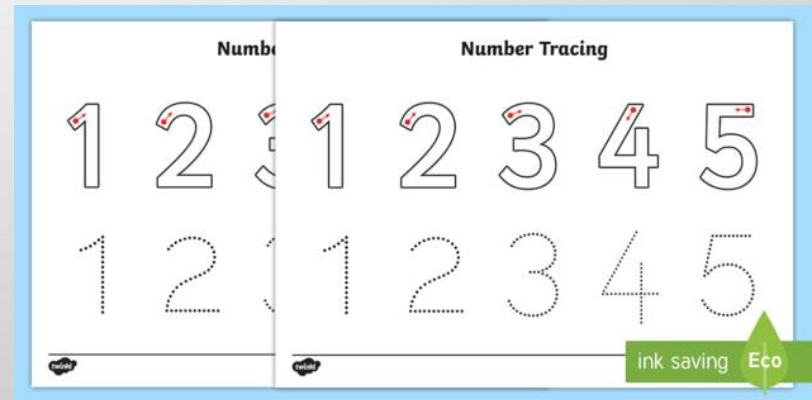
Subitising



Counting and ordering numbers



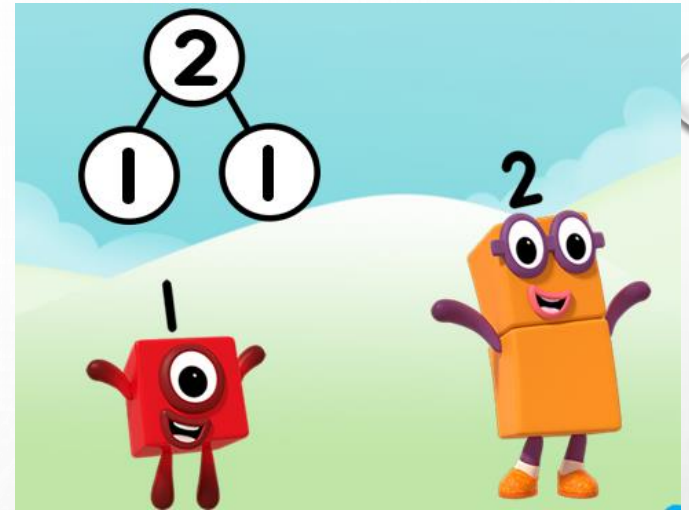
Regular and Irregular arrangements



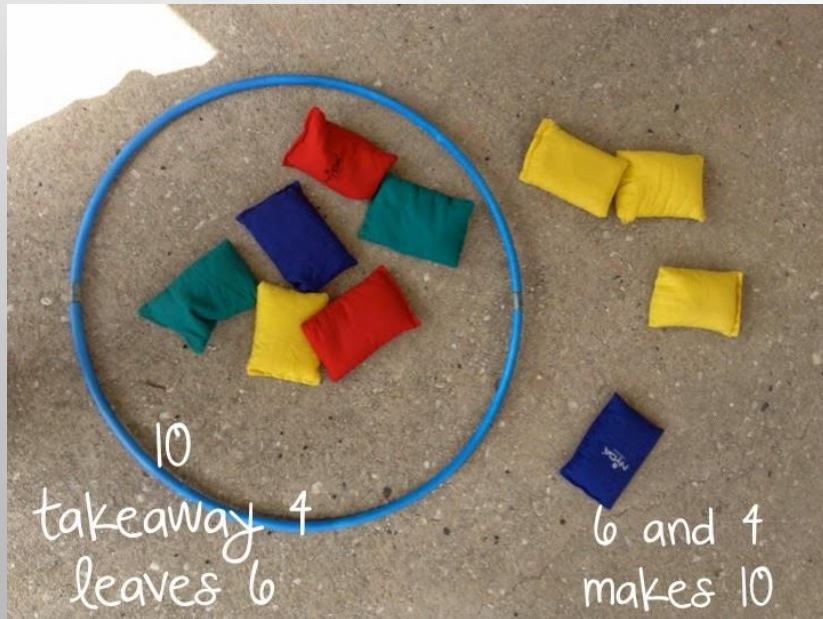
Recognising and writing numerals



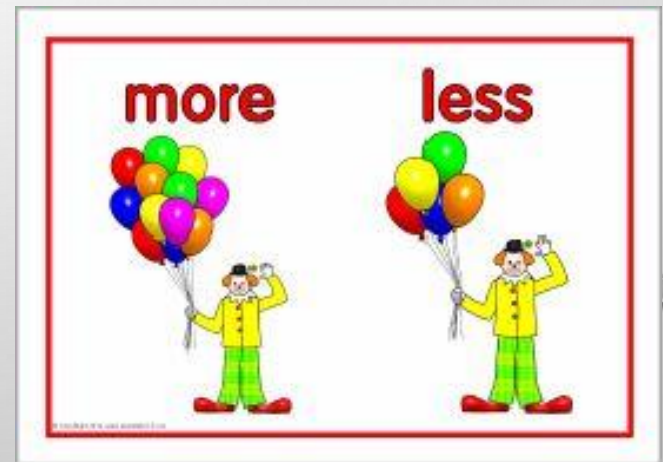
How to use Ten Frames



Using number sentences to make numbers



Finding parts of a whole number



Sharing



Double facts

Maths Songs: Addition HD

$0+0$ 0	$1+1$ 2	$2+2$ 4	$3+3$ 6
$4+4$ 8	$5+5$ 10	$6+6$ 12	$7+7$ 14
$8+8$ 16	$9+9$ 18	$10+10$ 20	$11+11$ 22

Memorise maths through music!

Maths Songs: Addition HD

Odds and evens

Even numbers

Odd numbers

Number bonds

Number bonds to 10 jigsaws

10	0
9	1
8	2
7	3

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Ways You Can Support Maths Development

- Practise **counting** when walking up steps, looking for red cars, fastening buttons or using bricks to build a tower. Focus on counting slowly and giving each object/action a number
- Sing number rhymes and songs- focus on one less e.g. 5 green bottles "one has fallen off so we have one less. How many do we have left?"
- When counting, vary the amount you are counting to. Try counting to 7, 10 or 5. Does your child remember when to stop? Vary your voices! Count in a whisper, squeaky voice or giant's voice to make it fun for your child
- Talk about adding and taking away in everyday situations. Ask questions like 'if I took one away, how many would I have left?' Or 'if I add one, how many have I got now?'

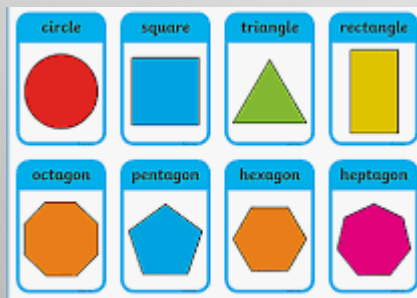
Ways You Can Support Maths Development

- Use magnetic numbers (place in order from 0-20)
- Ask questions whilst your child plays i.e. How many dinosaurs have you got **altogether**? What if you had 2 **more** dinosaurs? How many would you have then?
- Collect natural resources such as leaves, shells and stones to count, sort and group
- Read numbers in their surroundings e.g. shops, buses, number plates and door numbers

Remind them that maths is used in our everyday life and is not just for maths sheets.

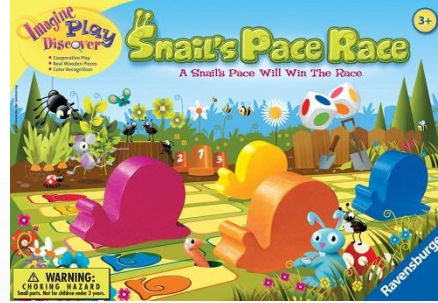
Shape, Space and Measure

- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes
- Continue, copy and create repeated patterns
- Compare length, weight and capacity



Games To Play At Home

- Snakes and Ladders
- Number Bingo
- Card games (from Snap to higher / lower)



- Dominoes
- Draughts
- Connect 4



Please remember...

- Keep learning fun and engaging
- Don't work for too long – little and often works best
- Keep maths **practical** and hands on – less worksheets and activity books
- Encourage your child to talk about what they are doing and model the use of mathematical vocabulary

STUDYBUGS

