




**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



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**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.

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**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.

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## 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.

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## 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)

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## 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.



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## 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



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## 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'.

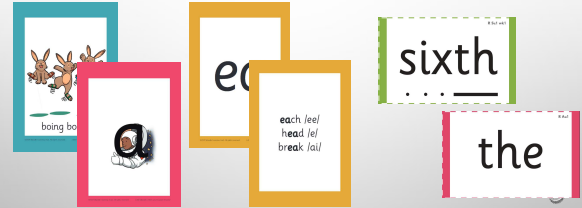
**Trigraph** – A group of three letters representing a single speech sound. For example the 'igh' in 'light' or the 'ear' in 'near'.

**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.

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## HOW WE MAKE LEARNING STICK



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## Examples of Words That Can Be Sounded Out

big

back

is

mum

it

dad

cat

dog

DM

## Counting Phonemes

- cat            3        c-a-t
- bird           3        b-ir-d
- fish?

How many sounds are in each word?

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**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."

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**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.



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**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.

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**READING PRACTICE SESSIONS ARE:**

TIMETABLED THREE TIMES A WEEK  
 TAUGHT BY A TRAINED  
 TEACHER/TEACHING ASSISTANT  
 TAUGHT IN SMALL GROUPS.



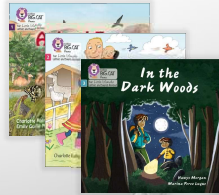
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## WE USE ASSESSMENT TO MATCH YOUR CHILD THE RIGHT LEVEL OF BOOK

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				



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## 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.



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## Maths in the Early Years Foundation Stage

Maths is split into 2 aspects:

- Number
- Numerical pattern

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## 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.

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## End of Year Expectations

### Maths – Numerical Patterns

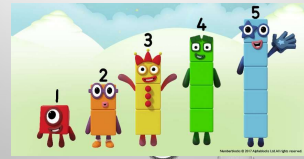
Children at the expected level of development will:

- 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.

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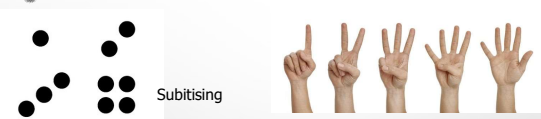
## Teaching Small Numbers (Creating Maths Masters)

- 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.



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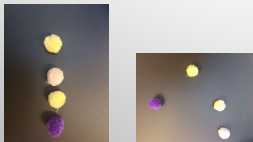
## What Do We Teach Within These Numbers?



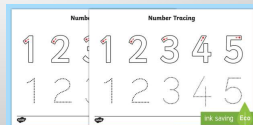
Subitising



Counting and ordering numbers



Regular and Irregular arrangements

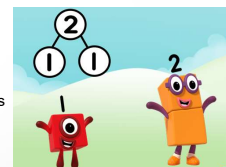


Recognising and writing numerals

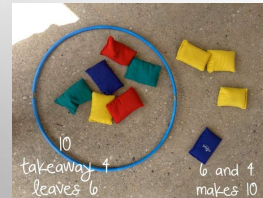
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How to use Ten Frames

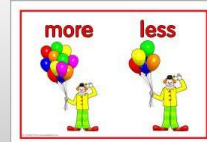


Using number sentences to make numbers




10  
takeaway 4  
leaves 6

Finding parts of a whole number




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Sharing




Odds and evens

Even numbers



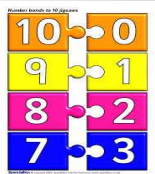
Odd numbers



Double facts

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

Number bonds



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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?'

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### Ways You Can Support Maths Development

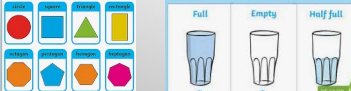

- Use magnetic numbers (place in order from 0-20)
- Ask questions whilst your child plays i.e. How many dinosaurs have you got **altogether**? What if you had 2 **more** dinosaurs? How many would you have then?
- Collect natural resources such as leaves, shells and stones to count, sort and group
- Read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

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### 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

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## Games To Play At Home

- Snakes and Ladders 
- Number Bingo 
- Card games (from Snap to higher / lower) 
- Dominoes 
- Draughts 
- Connect 4 

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## 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

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## Maths at home workshop

There will be a maths at home workshop on Monday  
**30<sup>th</sup> September from 9:15am**  
 This will be a chance to play some maths games with  
 your children and start bringing learning packs home.  
 We would love to see lots of you there!

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Studybugs 

STUDYBUGS

