



Welcome to  
Deerhurst and Apperley  
Church of England School

Reception 2021- 2022

Wednesday 8<sup>th</sup> September 2021

# Reception Team 2021- 2022

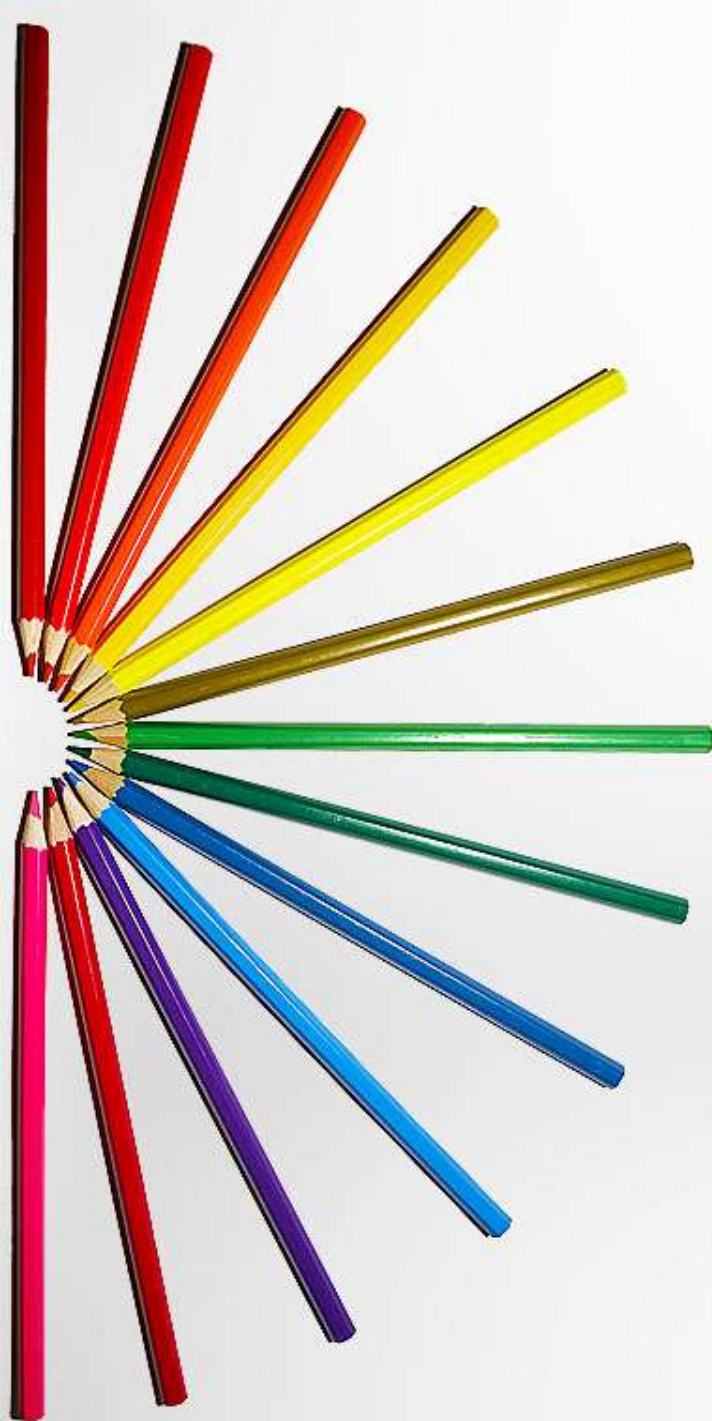


Miss Robinson  
Class Teacher



Mrs Cane  
HLTA







# Our typical day for Autumn 1 2021

Soft entry from 8:40 am - 9:00 am

9:00 - 9:30 : Handwriting (Fine motor skills/Dough Disco)

9:30-10:30: Literacy activities and continuous provision

10:30-10:45: break time

10:45-11:00: Phonics

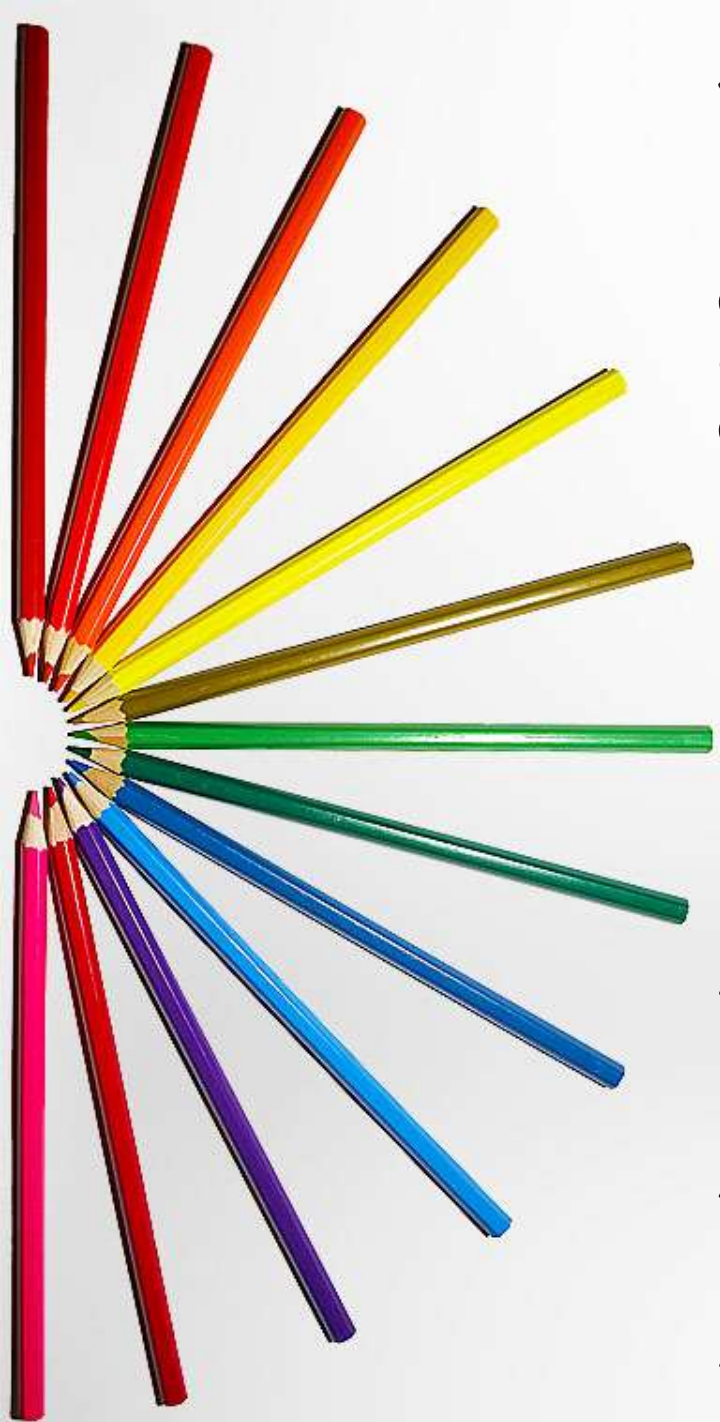
11:15-12:30: Maths activities and continuous provision

12:30 - 1:30: lunch time

Afternoons - mixture over the week of topic, science, music, R.E, computing and PE

Short teacher led input and continuous provision activities before the end of the school day finish from 2:50 pm - 3:00 pm)





Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first.

These are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

4. Literacy;
5. Mathematics;
6. Understanding the world;
7. Expressive arts and design.

Starting in Early Years, children are taught phonics; the journey of learning to read, write and spell. These vital skills, are the beginning of a lifelong literacy journey. Phonics, which can also be referred to as 'Letters and Sounds' is the process of children learning to read.

Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing.

Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.



## Why is it important to have good language skills?

The NELI programme targets children's understanding of the meaning of words, their ability to understand coherent spoken language, and also their ability to use language to express ideas, skills that are often referred to as narrative skills.

There is now a huge body of evidence that shows that oral language skills form the foundation for formal education. We know that language skills are critical foundations for the development of literacy.

The ability to read aloud, comprehend what you read, and learn how to spell all depend on having good levels of oral language. We also know that language skill is critical for many other aspects of children's development, particularly social and emotional development, the ability to build and sustain friendships and express and manage emotions.

Additionally, there's growing evidence that behaviour regulation itself depends on the ability to use language to guide your actions. Improved language skills would then logically transfer to improved behavior.





By the time children enter school, we have high expectations of their oral language.

We expect them to:

be able to listen to what people say  
follow instructions without stopping to look at the teacher  
speak clearly  
express themselves  
share their thoughts and ideas with the whole class.

At the age of four or five years, children's language skills are still developing and rates of development vary between children. This is perfectly normal but it is important to identify children whose oral language skills are not developing within the typical range.

Without age-appropriate language skills, children will struggle not just with their learning across the curriculum but also with their social and emotional development; children need to communicate to make friends, join in with activities, and to 'belong'. Language helps to regulate behaviour and is needed to express emotions.





But language is complicated! When we speak, we are juggling:

- which words to use (vocabulary)
- the sounds in those words (phonology)
- the order we put the words in and their form (grammar)
- what words and sentences mean (semantics)
- how we choose to express that meaning (pragmatics).

Let's take a closer look at the terms set in brackets and use them to describe sorts of errors children make.

Boy playing with toy car on the floor

"The lello car goed really fast." (The yellow car went really fast.)


Phonology and grammar: The child has struggled to make the /y/ sound for yellow. Has he heard it correctly? He also doesn't know the irregular past tense of the verb to go.





# What is phonics?

- Phonics is a way of teaching children how to read quickly and skilfully.
- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.



## Why is phonics the best method for teaching my child to read?

Phonics makes learning to read easier, simpler and crucially gets children reading quicker. This helps to increase a child's confidence and instill a love of reading from an early age. Rather than memorizing 1,000's of words individually, children are instead taught a phonics 'code'. This code helps children work out how to read 95% of the English language.

If you didn't learn to read using phonics it can seem very complicated, but once the concept of words being made up of just 44 sounds is understood, children are able to make remarkably quick progress in their reading.



Of course phonics is not that simple!

There are more than 26 sounds in English language, in fact there are 44 sounds in total. Some of these sounds are made up of 2 or 3 letters. 2 letter sounds are called digraphs and three letter sounds are called trigraphs.

## Digraphs

- Two letters which make one sound.
- A consonant digraph contains two consonants next to each other, but they make a single sound.
- e.g. sh, ck, th, ll
- A vowel digraph contains at least one vowel but the two letters still make a single sound
- e.g. ai ee ar oy

### *Examples of consonant digraphs*

*ll ss ff zz*

*hill mess puff fizz*

*sh ch th*

• *ship chat thin ck ng qu*

• *chick sing quick*

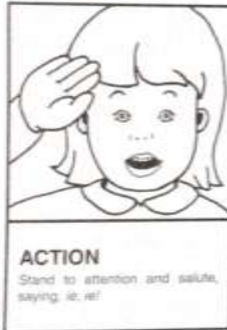


# Trigraphs

Three letters, which make one sound.



## igh



high light

fight night



igh igh igh



It gets a bit more complicated than that too!

For example the 'n' sound, like in 'nail' is also spelt 'kn' like in 'knot' or 'gn' like in 'gnome'





# Phase 1

## Ways You Can Support Your Child at Home

Share a range of rhymes.

Practise oral blending in and around the home. You can do this by talking in the following way:

c-a-t, cat

Can you put on your s-o-ck?

Initially, the children will just listen and then with time, they will be able to join in, hearing the words the sounds create.



# Phase 2

This phase builds upon the oral blending and segmenting of the previous phase. Children must continue to practise what they have learnt. They will also then be taught the grapheme-phoneme representations (letters) for 19 letters. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter. E.g. **fin**, **huff**

## Sounds

The suggested order for teaching the sounds, is as follows, with one set being taught each week:

Set 1	Set 2	Set 3	Set 4	Set 5
s a t p	n m d	g o c k	<u>ck</u> e u r	b <u>f,ff</u> <u>l,ll</u> <u>ss</u>



## Phase 2

### Useful Tip

Pure sounds should be used when children are saying sounds. This means, where possible, the 'uh' sounds after consonants should not be said.

E.g. the sound 'f' should be pronounced ffff rather than fuh.

### Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

the

to

I

go

no





## Phase 2

### Ways You Can Support Your Child at Home

Using the sounds the children have been exposed to, the following games and activities can be done.

Using flashcards, expose children regularly to the sounds they have learnt.  
Remember to use pure sounds.

Magnetic letters - Using magnetic letters on the fridge or any type of magnetic surface, children can practise making words.

Make words using letter cards or magnetic letters. Ask the children to blend the sounds together to make the words.

Ask children to spell out CV and CVC words both orally and on paper.



## Before reading the book:

Encourage the child to handle the book and hold it the correct way around.



Can you find the front cover?

What can you see on the front cover?



What might this book be about?

Can you find/point to the title?

What might happen in the story?



## During the reading of the book:

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.



What is happening on this page?

What might happen next?



What does this word mean?

Do you like ...?

What might happen at the end of the story?



Can you turn to the next page?



## After reading the book:

Encourage the child to talk about what happened in the book.



What happened in the story?

What happened to this character?



What did you find out?

Did you like this book? Why?

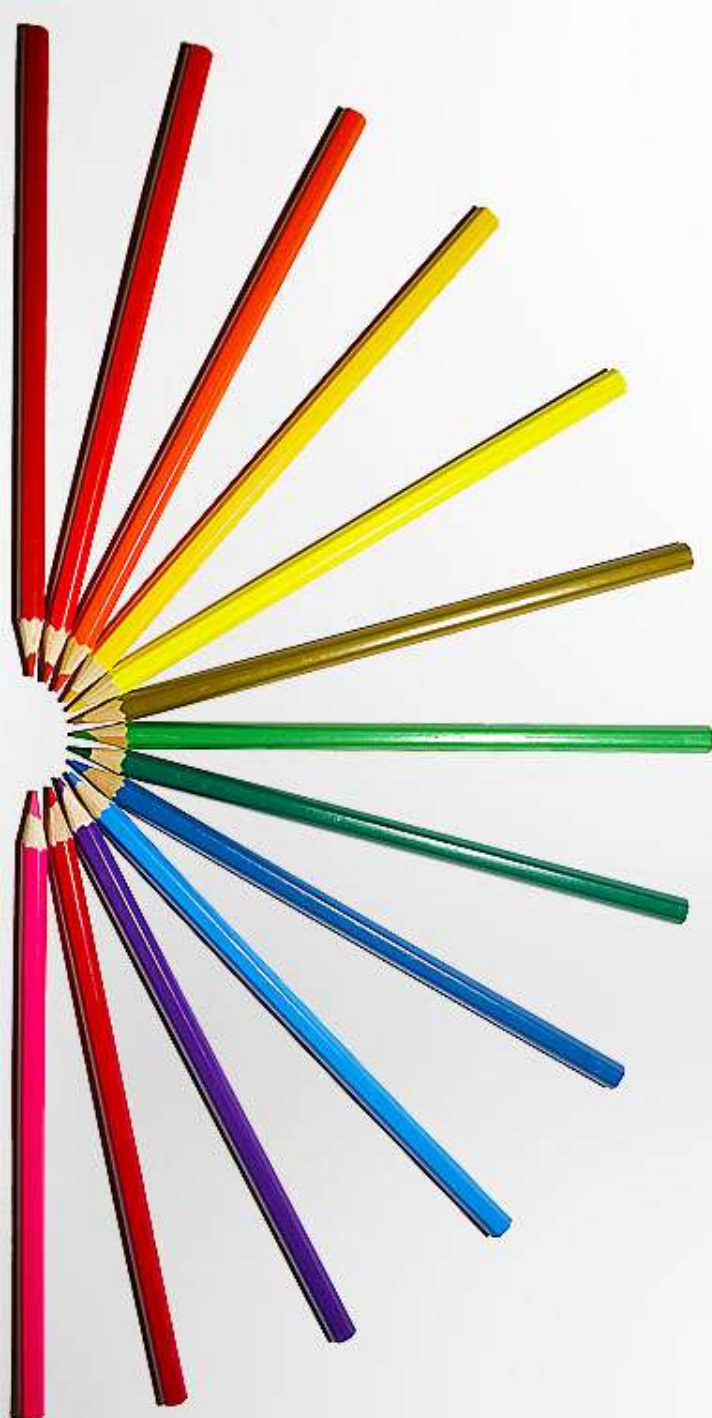
What was your favourite part?



Who was your favourite character?







### Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



### If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

### If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



### Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



### Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



### Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.





### **Chat**

Discussing the content and meaning of books is an important part of reading. Chat about the book before, during and after reading. Encourage your child to share their ideas and to ask questions about the book.

## **What You Can Do as a Parent**

### **Read Together Every Day**

Read to your child every day. Make a routine, for example, read after a bath or before bed. Allow your child to read a book to you (tell the story by the pictures), then you can read the story back to them.

### **Involve the Family**

The more people that read to your child, the more literacy experiences they will be exposed to. Everyone tells a story in a different way (e.g. character voices). Have siblings, grandparents, aunts and uncles read to your child.

### **Read a Range of Texts**

Recipe books, nursery rhymes, leaflets from the mailbox or classic stories. The possibilities are endless.

### **Use Audiobooks**

Your local library offers a loan facility for you to borrow children's books that contain a CD. Put this on while going on long drives in the car or make a cubby out of sheets where you and your child can sit quietly and listen to the audiobook.

### **Model Your Reading Enjoyment**

Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favourite part of your day. Read books for your own enjoyment in view of your child.

### **Give Your Child a Wide Variety to Choose From**

Use the library and allow your child to pick out the books that interest them. Make sure they have many text types and genres to choose from.

### **Read It Again and Again**

Go ahead and read your child's favourite book for the 100th time!



# Ways You Can Support Your Child at Home

- Promoting a love for reading is paramount. There are many different ways this can be done from an early age.
- Sing nursery rhymes from an early age. When your child is old enough, they can join in.
- Share books regularly. Buy books or go to the local library. Read books by the same author and reread your child's favourites.
- Listen to your child read and remember to continue to read to them. It is important they are exposed to vocabulary beyond their reading ability.
- Allow your child to see you reading for pleasure. It may be fiction or non-fiction.
- Allow your child to practise their reading skills. Encourage blending aloud, as well as in their heads.
- Talk about books. Ask the children what is happening, how the characters are feeling and what they have enjoyed.
- Use props and puppets to tell stories. Allow their imaginations to run wild!
- Use ambitious vocabulary, explaining its meaning.
- Listen to songs and add actions.
- Read rhyming books together. Ask the children to fill in missing parts and join in with repeated refrains.
- Make reading a pleasure not a chore!





# Help Your Child with Maths

## Counting

Practise counting out objects, such as buttons, toys or sticks collected on a walk. Encourage your child to point to each object as they say the number name.



## Songs and Rhymes

Songs and rhymes are great for helping young children learn to count. Focus on numbers 1-5 and then 1-10. Try 'Five Little Ducks Went Swimming One Day' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.



## Matching

Dominoes can be a great way to understand that a number refers to an amount of objects. Matching games can also help your child to understand 1:1 correspondence.

## Talk

Talk to children about the different uses of numbers. Talk about numbers you see all around you. For example, 'Look, there are three cats on the wall' or, 'Can you see the number 5 on the gate?' Play games and talk about the numbers on the dice (board games are great for this).

## Cooking

Measure ingredients and bake something yummy together and set the timer for it to cook.



## Number Spotting

Try and spot numbers wherever you go – on a menu at a cafe, on the bus, at the shops or people's front doors on a walk.



## Shapes

Understanding shape helps us to make sense of the world around us. Go on a shape hunt around your house. See if you can find circles, squares, rectangles or triangles.

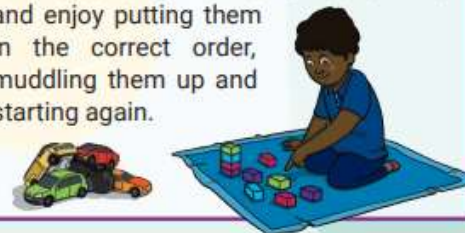
## Sorting

Anything can be sorted into groups! Sorting objects into sets of things with similar characteristics is important for beginning to understand what things have in common. This could be snacks, buttons or toys and can be extended to talk about how many are in each group. You could ask, 'Which has more? Which has less? Let's count and check!'



## Ordering Numbers

Once your child has become familiar with counting then they can start ordering numbers. You could label blocks, cars or dinosaurs with numbers 1-5 then 1-10 and enjoy putting them in the correct order, muddling them up and starting again.



## Every Day

Do maths every day! You might not think it but you will be doing maths every day. Helping your child get dressed, going to the shops, singing counting songs, counting the steps on the stairs, following a daily routine – most activities we do with our child involve maths.

## Play

Play with objects, such as shells, bottle tops, beads or building blocks. These can be sorted into sets, used to make simple patterns or pictures (like a face or boat) or used to prompt discussions about shape.



twinkl





Reception  
Number Passport

Home Copy

Children have their own copy in school and will  
get to show off these skills on a Friday

Name:



Deerhurst & Apperley  
C of E School



England



Recite numbers from 1 to 10

Count up to 5 objects

Order numbers to 5

Match numerals 1 to 5 to quantities  
without counting

Recognise arrangements of 1–3  
dots without counting

Cheeriol




# Questions?

Any worries or concerns please contact the Admin Office for an appointment or Available at the Gate after school.

Best Wishes,  
Miss Robinson and the Reception team at  
Deerhurst and Apperley.

