

Learning and living as children of God

(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)



**Welcome to
Deerhurst and Apperley
Church of England School**

Reception 2022- 2023

Wednesday 14th September 2022

Reception Team 2022- 2023

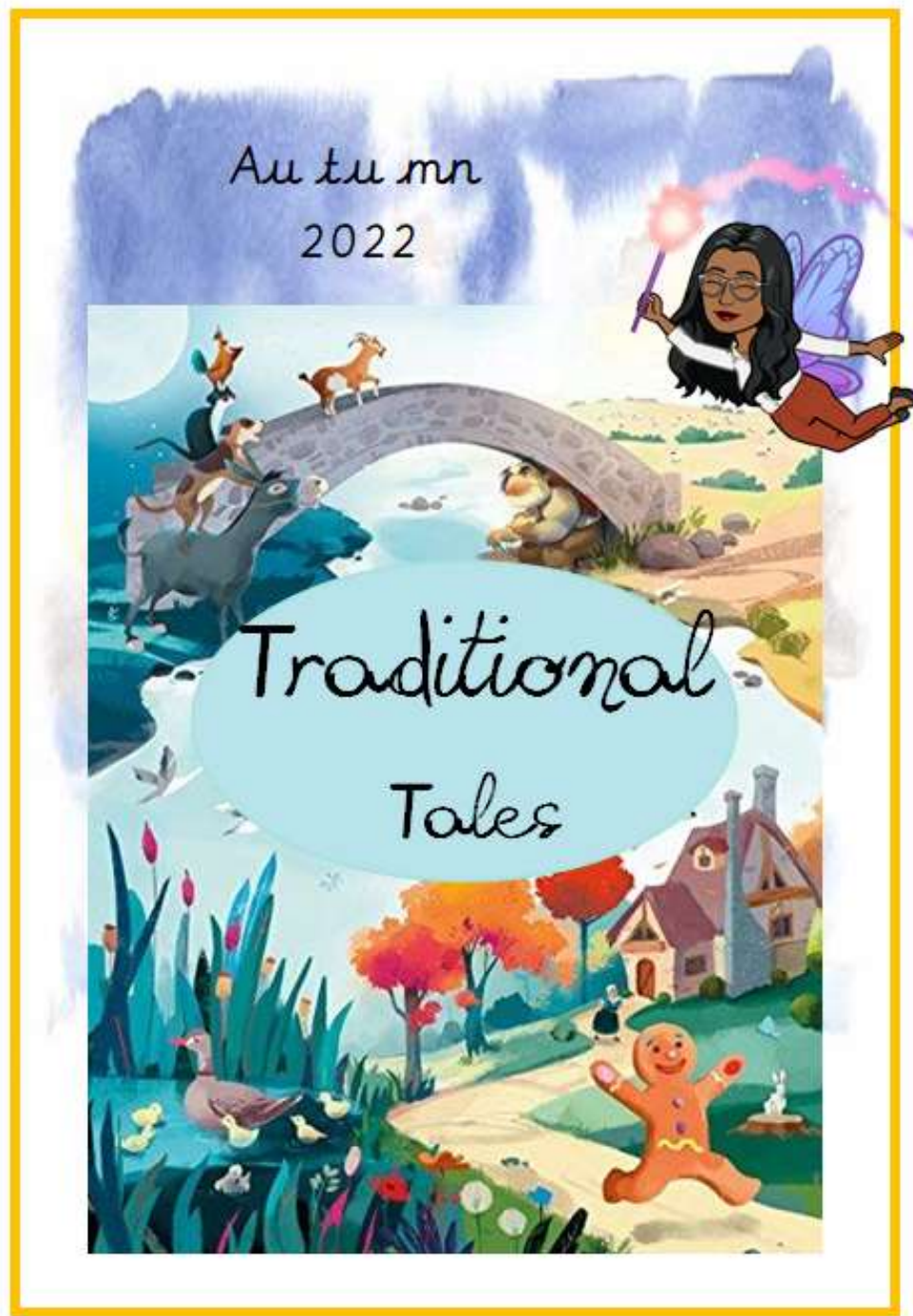
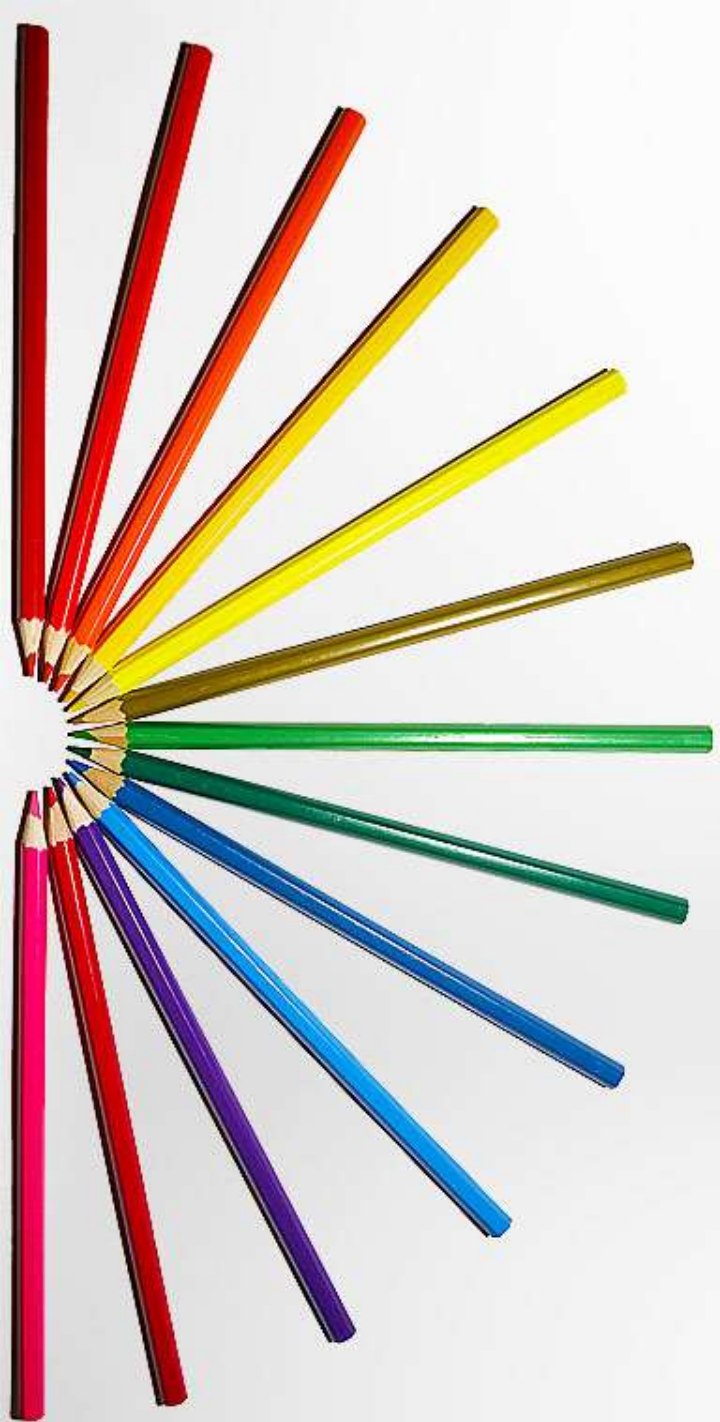


Miss Robinson
Class Teacher



Mrs Cane
Forest School
Lead and PPA
Cover





Our typical day for Autumn 2022

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

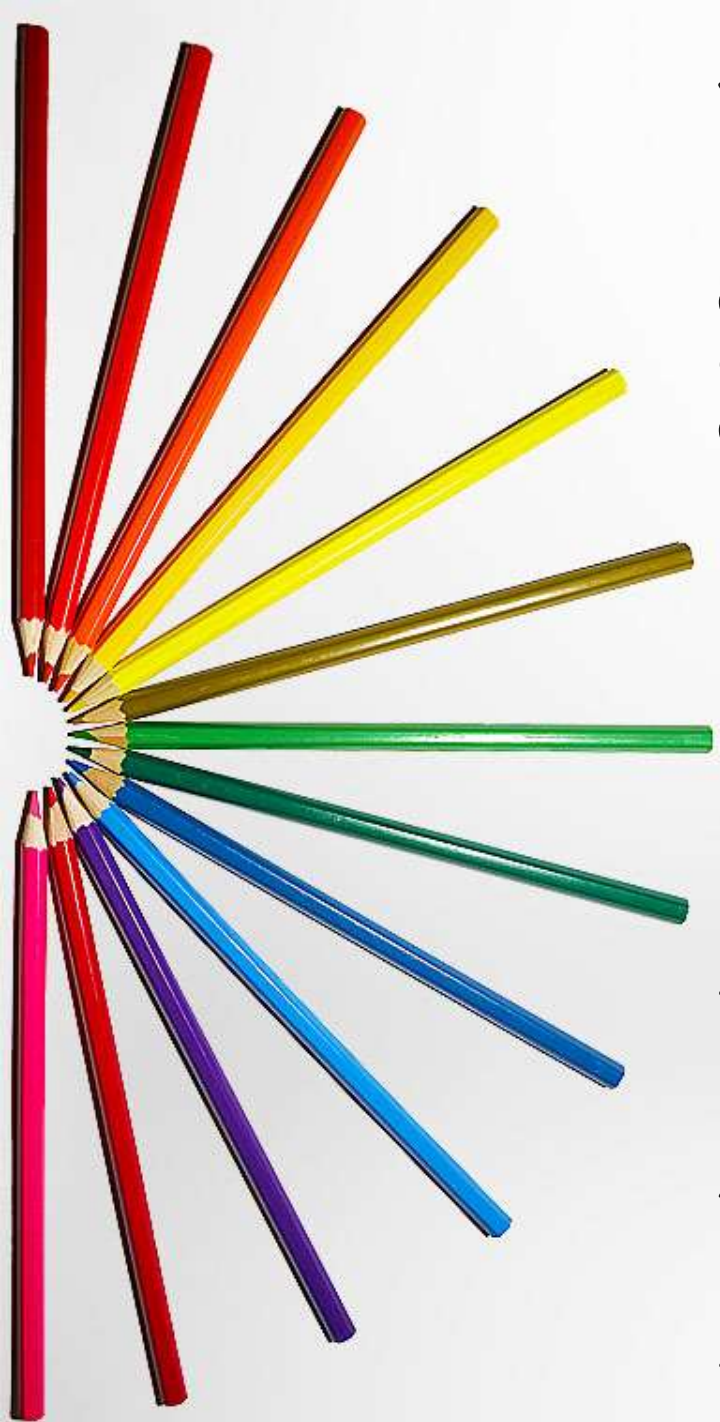
10:45-11:00: Phonics

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 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?

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.





A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading: change lives

Parent workshop: Phonics and early reading





“

**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

How many times have you
already read today?



Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





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Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

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Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Teaching order










Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonics | Picture card | Pronunciation phrase | Formation phrase |
|---|---|--|---|
| s s  |  | Shave your teeth and let the s box cut ssssss | Under the snake's chin, slide down and round its tail. |
| a a  |  | Open your mouth wide and make the 'a' sound at the back of your mouth aaaa | Around the astronaut's helmet, and down into space. |
| t t  |  | Open your lips, put the tip of your tongue behind your teeth and push ttt | From the tiger's nose to its tail, then follow the stripe across the tiger. |
| p p  |  | Bring your lips together and push them open and say ppp | Down the penguin's back, up and round its head. |
| i i  |  | Put your lips back and make the 'i' sound at the back of your mouth. iii | Down the iguana's body, then draw a dot for the tail at the top. |
| n n  |  | Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn | Down the stick, up and over the hat. |

Phase 2 grapheme information sheet

Autumn 2

| Grapheme and mnemonics | Picture card | Pronunciation phrase | Formation phrase |
|---|---|---|---|
| j j  |  | Pucker your lips and show your teeth as you tongue in you say jjj | All the way down the jellyfish. Cut at its head. |
| v v  |  | Put your teeth against your bottom lip and make a buzzing vvvvv | Down to the bottom of the volcano, and back up to the top. |
| w w  |  | Pucker your lips and keep them small as you say ww | From the top of the wave to the bottom, up the wave, down the wave, then up again. |
| x x  |  | Mouth open then push the side sound through as you close your mouth xx xx xx (x x x) | Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. |
| |  | Smile, tongue to the top of your mouth, say oo | Down and round the piggy, then follow the circle round. |

Gradually your child learns the entire alphabetic code:



Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

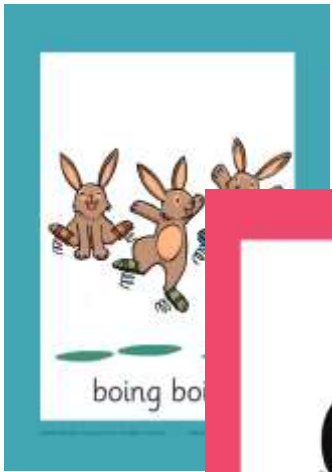
Reception

| Autumn 1 Phase 2 graphemes | New tricky words |
|---|---|
| c a t p i n m d g a c k c t e u r f b l | a I te |
| Autumn 2 Phase 2 graphemes | New tricky words |
| ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /t added at the end (bats sits) * words ending -a /e /i (hat) and with -s /t added at the end (bags) | put* pull* full* an and has his her go no to into she push* he of we me he |
| *The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such. | |
| Spring 1 Phase 3 graphemes | New tricky words |
| ai ee igh oo oo ee ar or ur ow ai ear air or * words with double letters * longer words | was you they my by all one sure pure |
| Spring 2 Phase 3 graphemes | No new tricky words |
| Review Phase 3 * longer words, including those with double letters * words with -s /t in the middle * words with -es /t at the end * words with -s /t and /t at the end | Review all taught so far |
| Summer 1 Phase 4 | New tricky words |
| Short vowels with adjacent consonants * CVCC CCVC CCVC CCVC CCVCC * longer words and compound words * words ending in suffixes -ing, -ed /t, -ed /t /ed, -est | said so have like some come love do were here little says there when what one not today |

Year 1

| Autumn 1 | Review tricky words Phases 2-4 |
|---|---|
| Review Phase 3 and 4 Phase 5 /ai ay play /ow ou cloud /oi oy toy /ea ea each | Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by rare pure said have like so do some come love were there little one when out what says here today. |
| *The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such. | |
| Autumn 2 Phase 5 graphemes | New tricky words |
| /ai in bed /igh in pie /oi /yoel ur blue rescue /yoel n unicorn /oa o go /igh i tiger /ai a paper /ee e he /ai a-e shake /igh i-e time /oi o-e home /oi /yoel u-e rule rule /ee e these /oi /yoel ow chem new /ee e shield /oi ow slow | their people oh your Mr Mrs Ms ask* could would should our house mouse water want |
| *The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such. | |
| Spring 1 Phase 5 graphemes | New tricky words |
| /ee y funny /el ea head /el sh wheel /oi or os the shoulder /igh y fly /oi ow slow | any many again who whole where two school call different thought through friend work |

How we make learning stick



Reading and spelling

ea

each /ee/
hea**d** /e/
brea**k** /ai/



And all the different ways to write
the phoneme sh:

shell

chef

special

caption

mansion

passion

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.





Reading at home

The most important thing you can do is read with your child

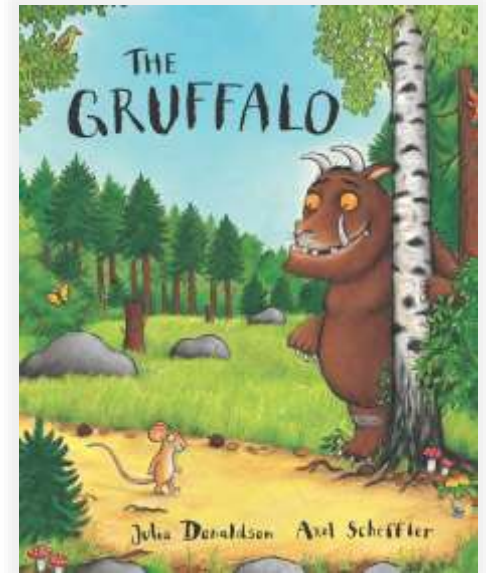
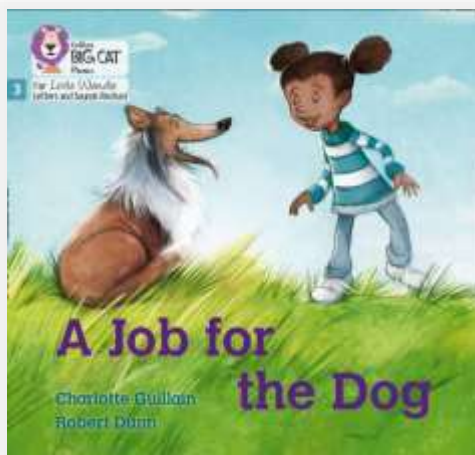
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.





“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”

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

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



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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.

