

Parent
Workshops
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phillipmartin.info



"At the end of the day the most overwhelming key to a child's success is the positive involvement of parents."

Working with the revised Early Years Foundation Stage: Principles into Practice

Julian Grenier



- The Revised Early Years Curriculum 2021.
- “Development Matters” written by Julian Grenier
A new aspect of EYFS is the need for self-regulation and executive functioning. This includes the child's ability to
 - Hold information in their mind
 - Focus their attention
 - Regulate their behaviour
 - Plan what to do next
- More focus on number sense and understanding.
- No longer an exceeding assessment at the end of the year. More of a focus on those children who may not reach ELG.



Reading and phonics

Word reading

By the end of their Reception year the children should be able to:

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 sentences and books that are consistent with their phonic knowledge, including some common exception words.



What do we do in school to teach a love of books and stories?

Read books daily with the whole class and talk about the stories. Children then have opportunities to access these books individually.

Role play activities to act out stories, reading books with individuals, listening station with story CDs, trips to the school library with older children, reading books at home.

Daily phonics teaching and guided reading.

Letters and Sounds

Sessions are fast paced, active, fun and engaging with lots of follow up in child led time.

Daily session.

Articulation of phonemes <http://www.highercallprimary.co.uk/>

Phase 1 – sound discrimination, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Phase 2 – letters s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Phase 3 – ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4 – tricky words, building CVC, CVCC, CCVC words.

High frequency words (e.g dad, the) will be taught through all phases.

<https://www.phonicbooks.co.uk/2011/01/17/what-is-a-phoneme/>

Phonic terms your child will learn at school.

Phonemes: The smallest units of sound that are found within a word.

Grapheme: A grapheme is a letter or a number of letters that represent a sound (phoneme) sh ch.

Digraph: Two letters that make one sound when read.

Trigraph: Three letters that make one sound.

CVC: Stands for consonant, vowel, consonant.

Segmenting: breaking up a word into its sounds.

Blending : Putting the sounds together to read a word.

Tricky words: Words that cannot easily be decoded.

Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

Tricky Words

There are many words that cannot be blended or segmented because they are irregular.

the to said you go

We use phoneme frames and sound buttons

c	a	t
----------	----------	----------

f	i	sh
----------	----------	-----------



Put these words in a phoneme frame

log

duck

fill

church

l	o	gg
---	---	----

f	i	ll
---	---	----

d	u	ck
---	---	----

ch	ur	ch
----	----	----

Guided reading - how does it work?

In small groups differentiated by ability.

Adult led and in a quiet time in class.

Focusses on the phonemes the children have learnt so far.

Those who are not working with an adult are reading books independently, listening to story CDs or playing simple phonics games.

Book bags - what should we do to support?

- Try to read at least 5 times a week.
- They will bring home a reading book which features the phonemes they have been learning.
- Make comments and let us know how our child is doing. It does not need to be lots of information, just an overview of any “wow” moments and child’s voice.
- Phonics Bug - <https://www.activelearnprimary.co.uk/login?e=-1&c=0>

What you can do at home.



Read as part of your daily routine.



Model reading as something enjoyable, important and useful – newspapers, magazines, menus, recipes, instructions, comics, signs, labels, information, timetables etc.



Look for print in the environment – signs, labels etc.



Visit the library.



Read books from your own collections and favourites at home.



Any questions?

Writing





As soon as your child starts to make marks, they are writers.

Writing is a developmental process; a journey.

Some children find this easy, and others take a while to develop the strength and control to form letters correctly.



There is a strong emphasis on the physical development of children in writing and mark making.

They need lots of gross motor activities to strengthen their shoulders and arms to support a firm pencil grip.

Lots of running, jumping, swimming, climbing, bike riding, rolling and large mark making.

By the end
of their
Reception
year
children
should be
able to:

Write

Write recognisable letters most of which are correctly formed.

Spell

Spell words by identifying the sounds in them and representing the sound with a letter or letters.

Write

Write simple phrases and sentences that can be read by themselves and others.

What do we do in school to encourage mark making?

Mark making materials available to all children

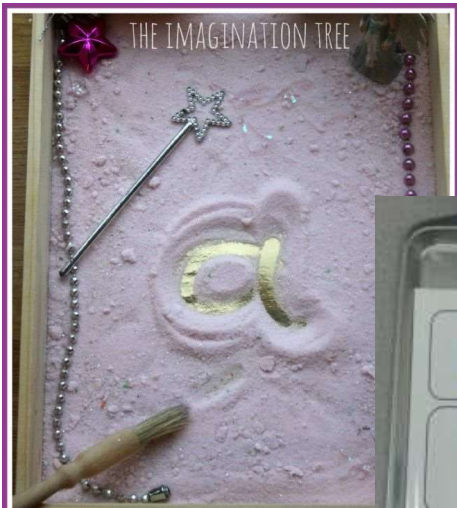
Challenges every few days based on the learning and lots of praise and reward.

encourage mark making?

Drawing and writing as part of our literacy sessions.

Phonic cards with correct letter formation.

Easel, paint, chalks, pens, pencils, clipboards etc.



Fairy Dust

sensory writing tray

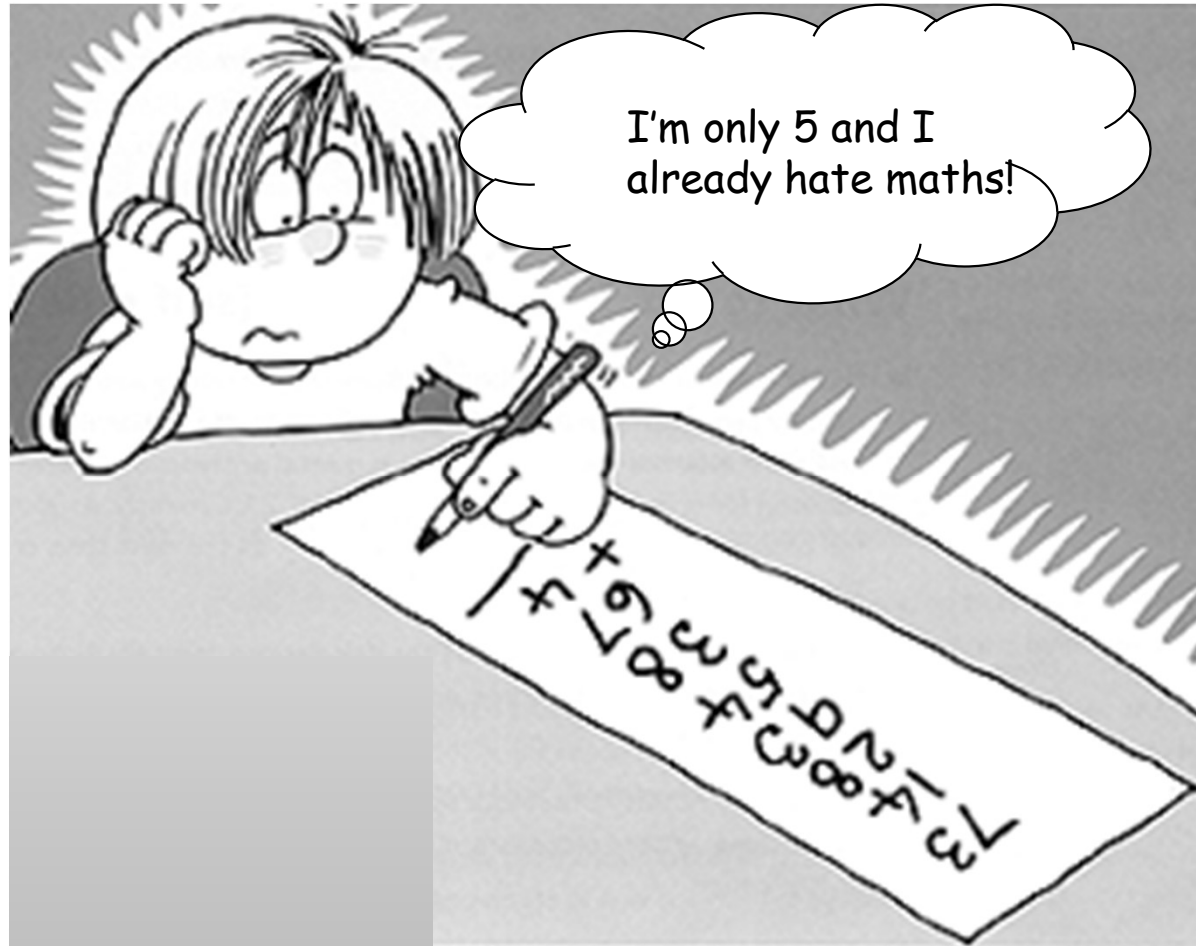




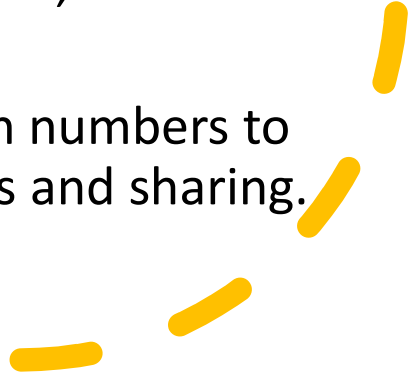
Any questions?

Maths





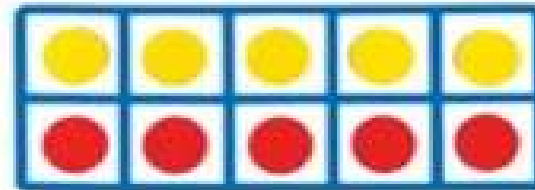
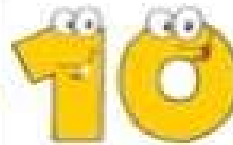
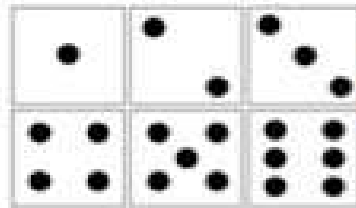
By the end of their reception year children should be able to :

- Have a deep understanding of number to 10, including the composition of each number.
 - Subitise (recognise quantities without counting) to 5.
 - Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10.
 - Verbally count beyond 20, recognising the pattern of the counting system.
 - Compare quantities up to 10 in different contexts and be able to say which is greater than, less than or the same.
 - Explore and represent patterns within numbers to 10, including odds and evens, doubles and sharing.
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Number

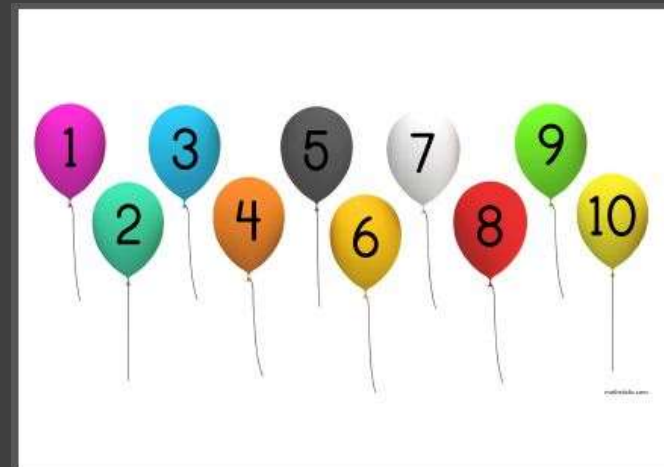
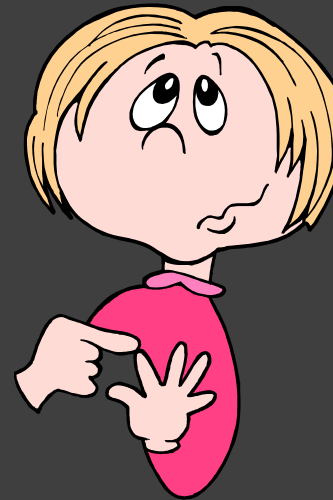


Early Number Sense





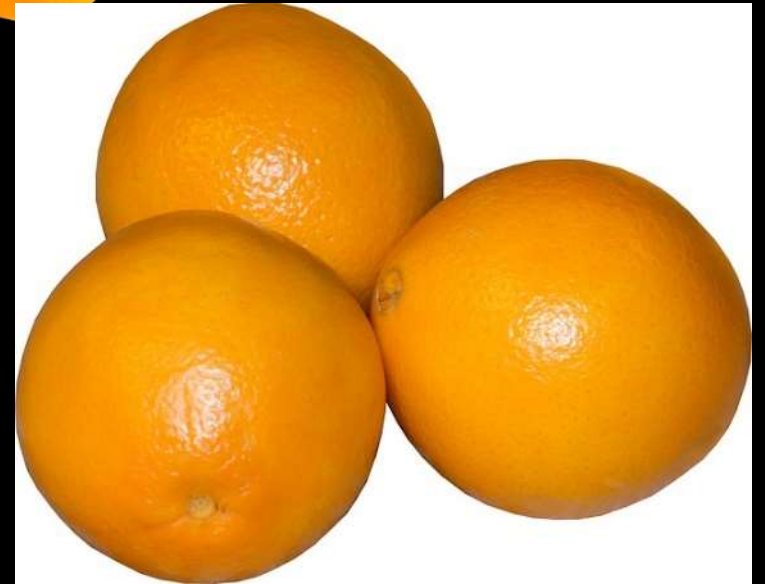
They need to experience lots of counting of real objects and counting out loud forwards and backwards.



They need lots of opportunities to play with number and real objects. They need to use and understand language like 1 more and 1 less/fewer.



Once they understand
the concept of number
the children can begin
to combine groups.



Then they can take objects away and see how that effects the number.

I had 5 biscuits. I ate 2. How many were left?



The children can then learn some useful number facts like number bonds to 10....

$1 + 9 =$

$2 + 8 =$

$3 + 7 =$

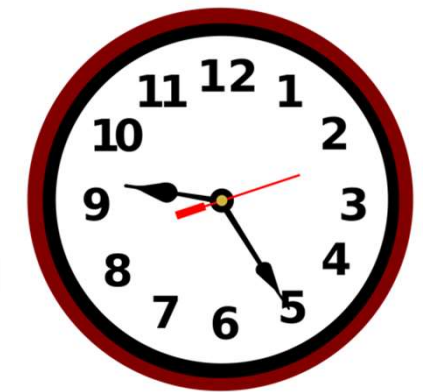
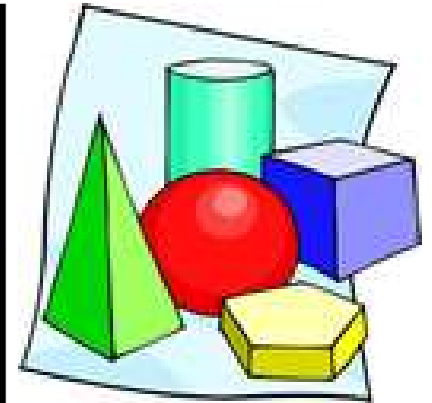
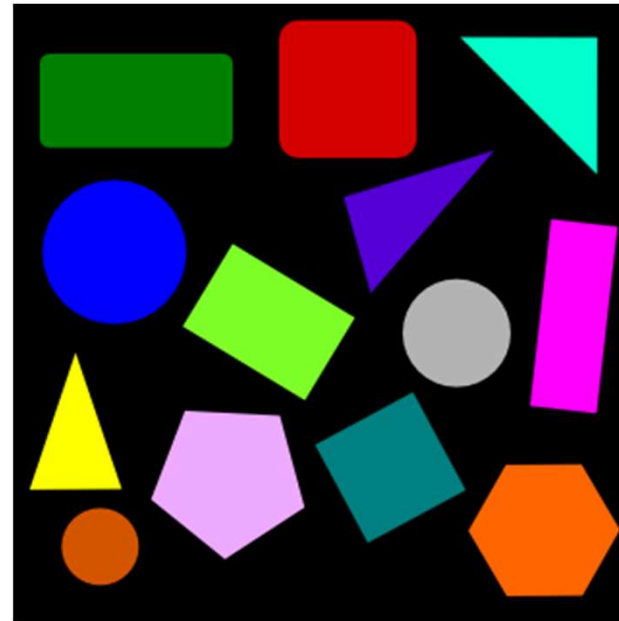
$4 + 6 =$

$5 + 5 =$

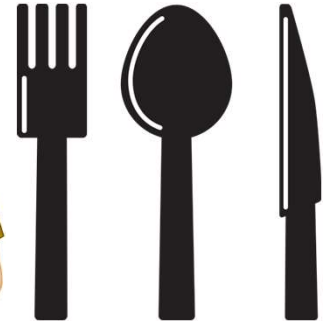
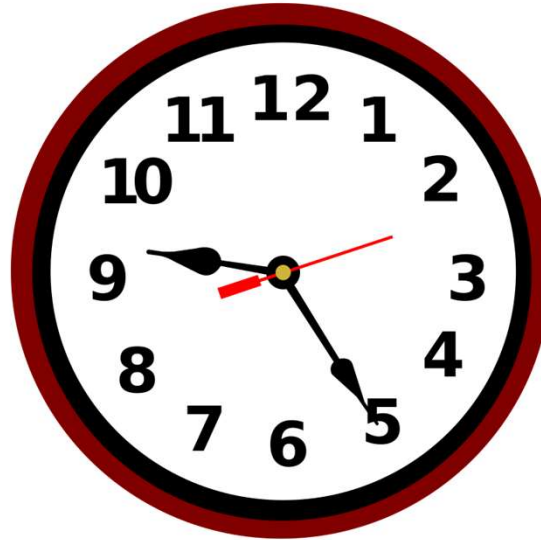
Counting
beyond 10....

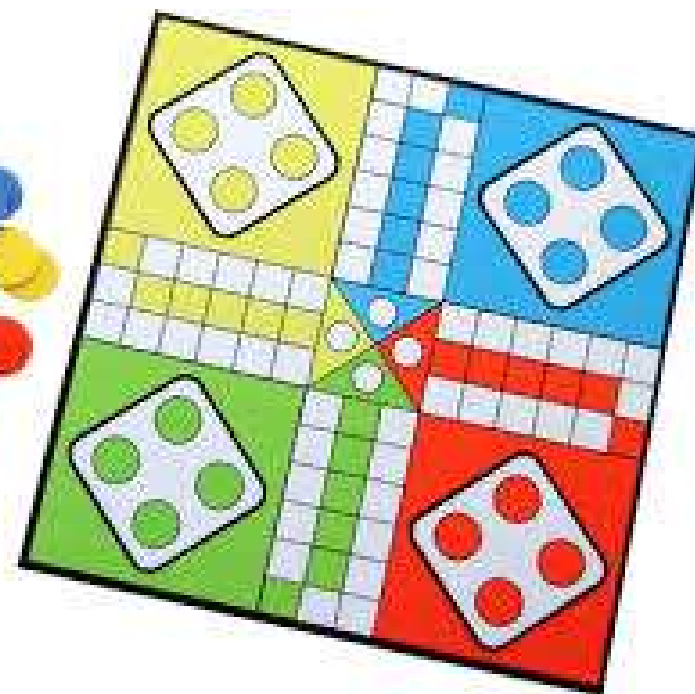
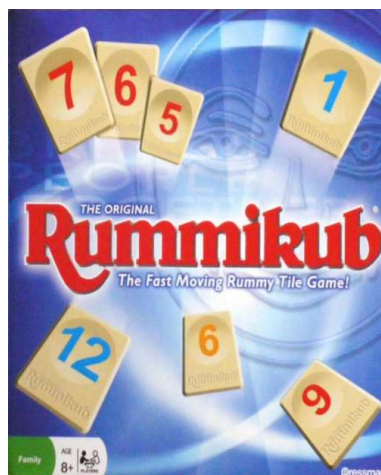
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

They also need
experience of
shape, measure and
space.



What can you do at home?





Any
questions?





- Thank you for coming.