

Welcome to Lea Endowed C.E Primary School

Reception Parent's Meeting September 2019

Our School Vision

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children.
We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in
their own special way.

"Let your light shine."

Matthew 5:16



Welcome

- *Early Years Foundation Stage*
- *Assessment in EYFS*
- *Phonics*
- *Reading*
- *Questions*



Early Years Foundation Stage

In Reception children learn through:

- Playing and exploring- children investigate and experience things and are not afraid to have a go.
- Active learning- children concentrate and remain on task and keep on trying if they face problems and difficulties.
- Creating and thinking critically- children have their own ideas and develop these as they make links and strategies on how to carry out their learning.



Early Years Foundation Stage

In Reception children learn through 7 different areas:

- Communication and Language
- Literacy
- Mathematics
- Physical Development
- Personal, Social & Emotional Development
- Understanding the World
- Expressive Arts and Design



Communication and Language

- ✧ Listening and attention- listening to stories, discussions and responding to what is happening. Ask questions about what they have heard.
- ✧ Understanding- following instructions involving more than one step. Answering questions such as how and why in response to stories and events.
- ✧ Speaking- using past, present and future terms correctly, making own stories and explaining ideas and events.

Literacy

- ✧ Reading- using phonic knowledge to read simple sentences, be able to talk about what they have read.
- ✧ Writing- using phonics knowledge to write words, writing key words and tricky words (I, the), be able to write simple sentences.



Mathematics

- ✧ Numbers- count and order numbers to 20, find one more and one less than a number to 20, add and subtract two numbers, solve problems, be able to half, double and share numbers and objects.
- ✧ Shape, space and measures- use language to talk about size, weight, capacity, position, distance, time and money. Making and talking about patterns, talking about and describing shapes.



Physical Development

- * Moving and handling- good control and co-ordination in large and small scale movements. Moving confidently in a range of ways.
- * Health and self-care- keeping healthy, dressing and undressing independently.

Personal, Social & Emotional Development

- ✧ Making relationships- forming good relationships with adults and their peers and working together
- ✧ Self confidence and self awareness- independent and confident learners, confident to talk to other people in a variety of situations.
- ✧ Managing feelings and behaviours- understanding what is right, wrong and why, work as part of a group or class taking turns and sharing, show own feelings in appropriate ways.



Understanding the World

- ✧ People and communities- be able to talk about past and present events in their own lives, understand there are similarities and differences between people, families, communities and traditions.
- ✧ The world- to know about similarities and differences in places, objects, materials and living things. To make observations of animals and plants and talk about the changes.
- ✧ Technology- children use technology for a range of purposes.



Expressive Arts & Design

- ✧ Exploring and using media and materials- children sing songs, make music and dance. To safely use and explore a variety of materials, tool and techniques safely.
- ✧ Being imaginative- children represent their thoughts, ideas and feelings through design and technology, art, music, dance, role play and stories.

Play in the Early Years Foundation Stage

- * Play is an important part of the daily routine in the foundation stage.
- * Play in the foundation stage is well planned by the reception team and is aimed at developing the children's ability to explore creatively.
- * The play that the children engage in helps to enhance the children's learning as they are continually learning through a wide variety of activities.

Assessment in the Early Years

Foundation Stage

- * Staff observe children in a range of activities and these observations help us to understand your child and provide for their next steps.
- * We use this information to carefully plan the learning activities that are then offered during the focus activities and environment.
- * Throughout the year your child's progress will be communicated with you in relation to the end of year learning goals.

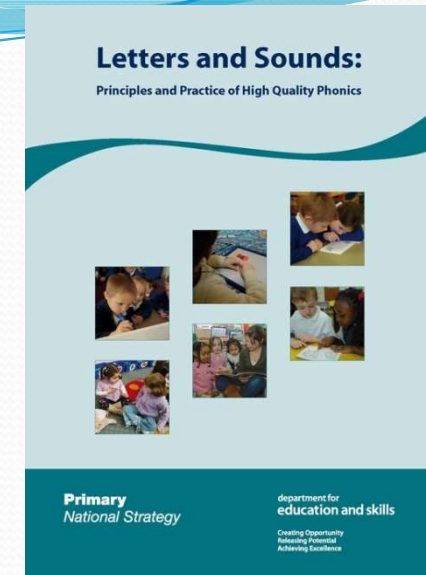
Daily Routine

Each day there will be a mixture of:

- * Exploration and Play
- * Whole Class Work(number rhymes and songs, counting, games, listening to stories, learning and talking about number facts, watching shared writing)
- * Taught Group Work(working with other children and a teacher)
- * Independent Group Work (working with other children alone)
- * Some afternoons are shared with some children from Year 1 and some are spent with just Reception.

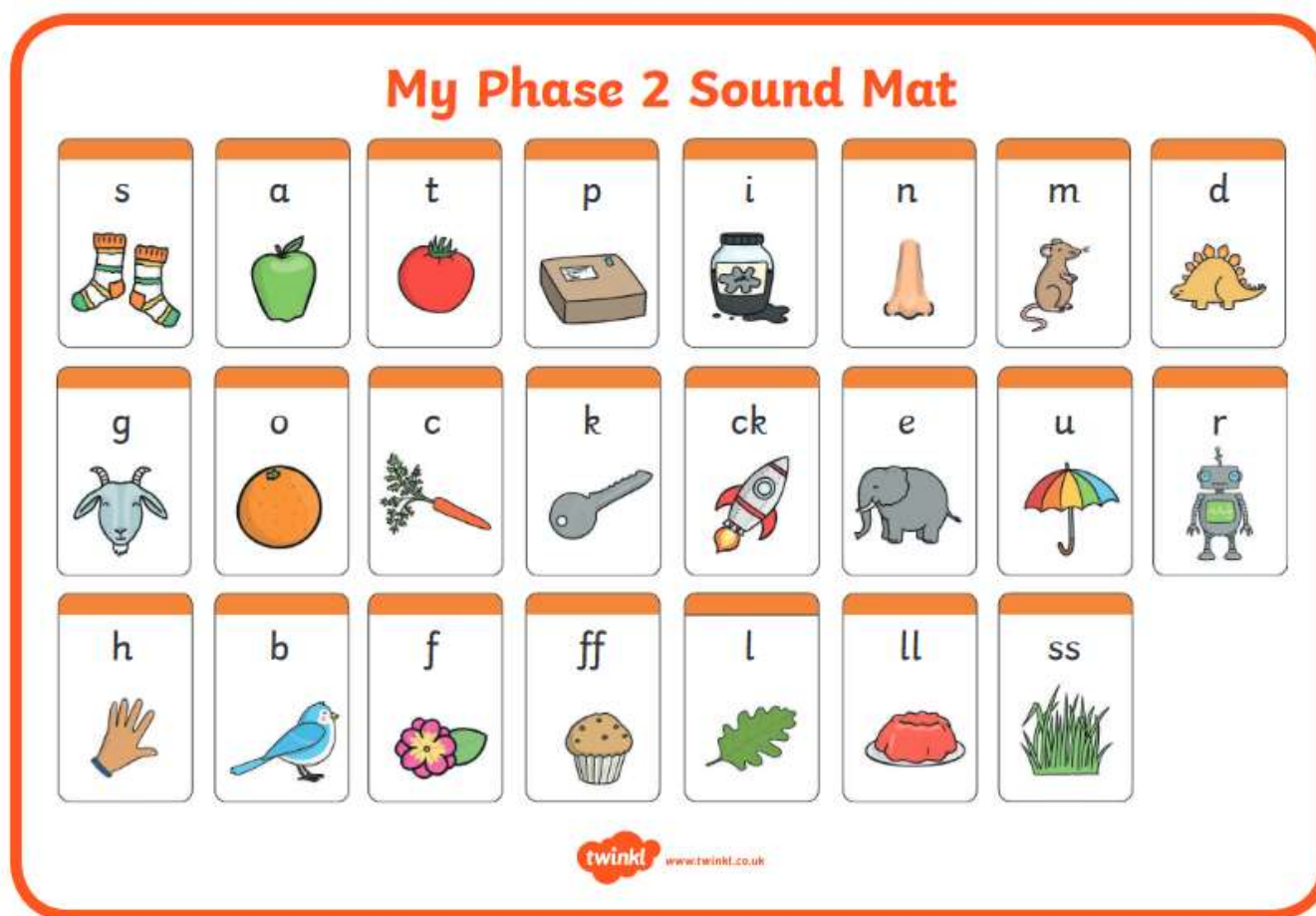
Phonics

- We follow the 'Letters and Sounds' document to teach Phonics.
- Phonics is taught daily and a new letter set is taught each week.
- Phonics helps children to segment words (split the word up into the individual sounds) and blend them (put the sounds together) together to read and spell, such as c-a-t- *cat*
- We teach the children to write in a precursive style.



Phonics




























- We will begin with Phase 2 sounds



Phonics

- Then move onto Phase 3 sounds

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

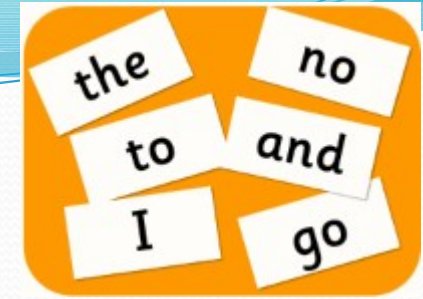
twinkl

*Pure

Phonics

- Then Phase 4 sounds towards the end of the school year.
- Phase 4 is a consolidation of all the sounds covered this year and we begin to look at adjacent consonants such as tr, st and bl in words such as train, stop, blow.

High Frequency Words



- We refer to some of these words as ‘tricky words’ in school.
- They are mostly words that cannot be sounded out.
- During phonics teaching time children will learn to read some new tricky words.
- Children learn to read the tricky words using the ‘Look and say’ method. Using flashcards, playing pairs, snap or bingo all help children to remember these words.
- If a child attempts to sound out a tricky word you can say to them “This is a tricky word and we can’t sound it out.”

High Frequency Words

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could



Individual reading at home

- Should be at least 3 times a week as it is key for your child's development as a reader, a speaker, a listener and a thinker.
- *The more print children are exposed to, the more quickly they are likely to learn to read.*
- Spending **quality talking time** with your child is also a significant factor in supporting their future reading attainment.
- Reading books will be changed in school on a **MONDAY, WEDNESDAY** and **FRIDAY**.



Home reading

- Children begin by reading books with no words or a few first words. Look at the pictures and discuss what you can see.
- As they begin to progress in phonics, children will begin to read books which practise sounding letters out and blending them together to read words. In the early days, read the book to your child before expecting them to read it to you.
- When they begin to read, encourage them to point to the words and pick out any they remember.
- When you share a book with your child at home, please remember to record it in the reading diary.



Reading at home

- Find a time and place where your child feels relaxed and comfortable.
 - Turn the TV/radio off.
- Encourage your children to be independent and get out their own books and reading diary.
 - Keep each reading session short and fun!
- Vary the reading activities that you do together.
 - Give lots and lots of praise!



Any questions?