

RECEPTION CURRICULUM EVENING



PPA Staff

Class
RW



Mrs FLETCHER

Every other Wednesday

Class
RA



Mrs TUCKER

Every Wednesday

Our Intent

At Warden Hill we aim for all pupils in Reception to:

- become caring, confident, and curious learners.
- to be independent, enthusiastic learners who thrive and reach their full potential
- In close partnership with parents, we will continue to create the foundations for each child's personal, social and emotional development, as well as their academic skills, knowledge and understanding
- Develop a passion for reading and furnish each child with a rich and wide vocabulary, in order for them to express themselves confidently
- It is our intent that children who enter our EYFS begin their lifelong journey of physical, verbal, cognitive and emotional development.

Our ultimate goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey into KS1 and embed creative, geographical, historical, computing and scientific building blocks, through our 'Explorer' subjects.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I Wonder...	I wonder what makes me unique?	I wonder how people celebrate in different countries?	I wonder who would have lived in buildings like these?	I wonder how living things grow?	I wonder what is beneath the ocean?	I wonder what our super powers are?
End Outcome	To create a page for the class 'Marvellous Me' Book.	To have experienced some of the traditions of specific celebrations and talk about what they have learnt.	To plan for an end of term Royal Ball.	To present as an explorer what the children have learnt about a specific lifecycle.	To design a poster illustrating some of the ways that we can help to look after our ocean and send to David Attenborough.	To design, create and evaluate a Superhero cape.

What makes up the curriculum?

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
Communication and Language	Mathematics
Physical Development	Understanding the World
	Expressive Arts and Design

Three Prime Areas

Communication and Language

- ▶ Listening, Attention and Understanding
- ▶ Speaking

Personal, Social Emotional Development

- ▶ Managing Self
- ▶ Self Regulation
- ▶ Building Relationships

Physical Development

- ▶ Gross Motor Skills
- ▶ Fine Motor Skills

Four Specific Areas

Literacy

- ▶ Comprehension
- ▶ Word Reading
- ▶ Writing

Mathematics

- ▶ Number
- ▶ Numerical Patterns

Understanding of the World

- ▶ Past and Present
- ▶ People, Culture and the Communities
- ▶ The Natural World

Expressive Art and Design

- ▶ Creating with Materials
- ▶ Being Imaginative and expressive

Curriculum Intentions

Confident
Communicators

Independent
Individuals

Thoughtful Friends

Marvellous Movers

Talented Tool Users

Reflective Readers

Wonderful Writers

Masters of Maths

Compassionate
Citizens

Exceptional Explorers

Dynamic Designers

Proud Performers

Assessments: EYFS

Baseline – Government Baseline

- ▶ Statutory September 2021
- ▶ Focusing on communication, language, Literacy and Mathematics

Early Learning Goals – End of the Reception Year





Phonics and Early Reading

We Love Reading

- ▶ Reading for pleasure
- ▶ Finding out information
- ▶ Reading the world around them
- ▶ Understanding forms and official documents
- ▶ Accessing learning



Phonics and Early Reading































What is Phonics?

- ▶ Link between the words we say and the letters that represent each sound
- ▶ Grapheme – the written letter or groups of letters
- ▶ Phoneme – the sounds that the grapheme makes



What is Phonics?

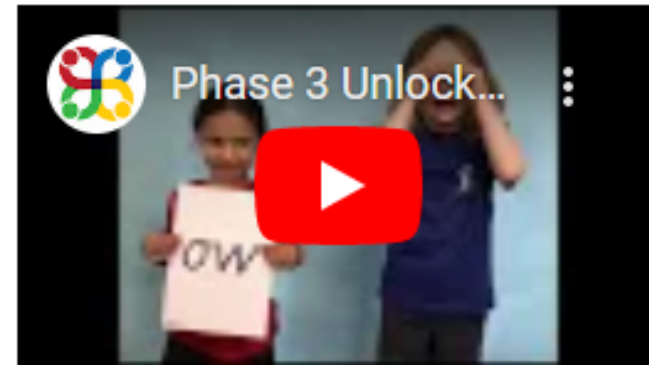
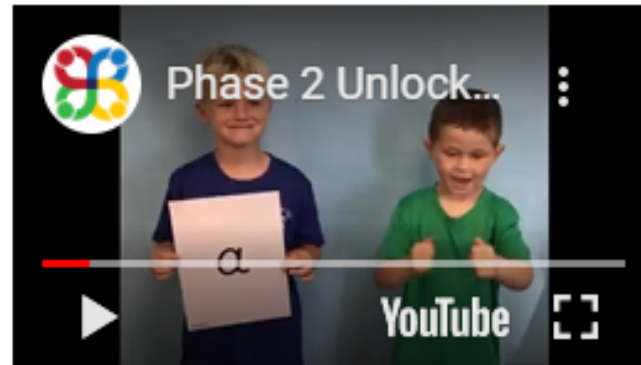
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The teaching of Phonics

- ▶ <https://wardenhill.gloucs.sch.uk/the-teaching-of-phonics/>

See our actions
come to life



What is Phonics?

44
phonemes

Simple Code

Complex Code



Common Exception Words

the	to	into
no	I	go



Reading in reception

Reading at Home

- ▶ 5 – 10 minutes
- ▶ Choose a time that works for you
- ▶ Be positive and celebrate successes
- ▶ Encourage them to point to the graphemes
- ▶ Encourage them to say the sounds and blend them together
- ▶ Be patient and let them try and work it out
- ▶ Read common exception words by sight.

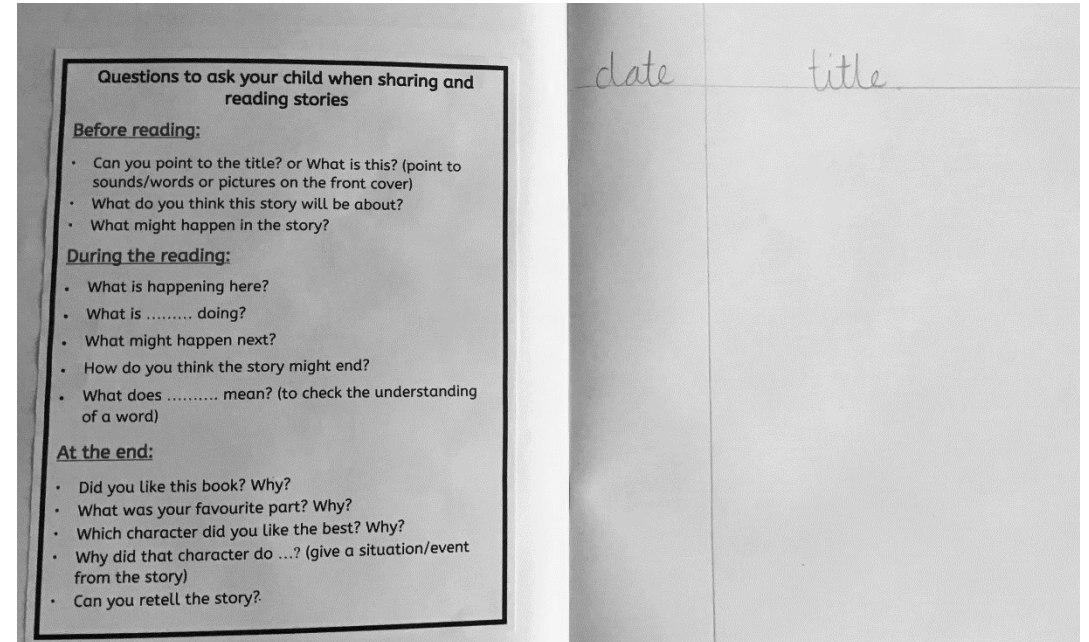


Reading at Home

- ▶ Continue to read to your child.
- ▶ Model how to read a book – left to right, turning pages
- ▶ Ask questions about what has happened and characters' feelings
- ▶ Support vocabulary
- ▶ Predict what will happen next
- ▶ Make connections
- ▶ Model your love of reading!

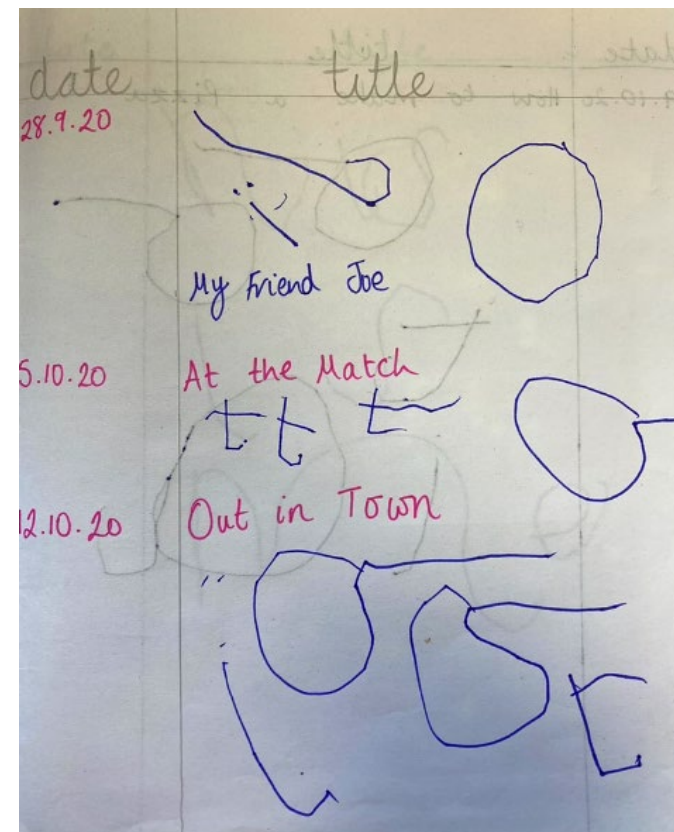
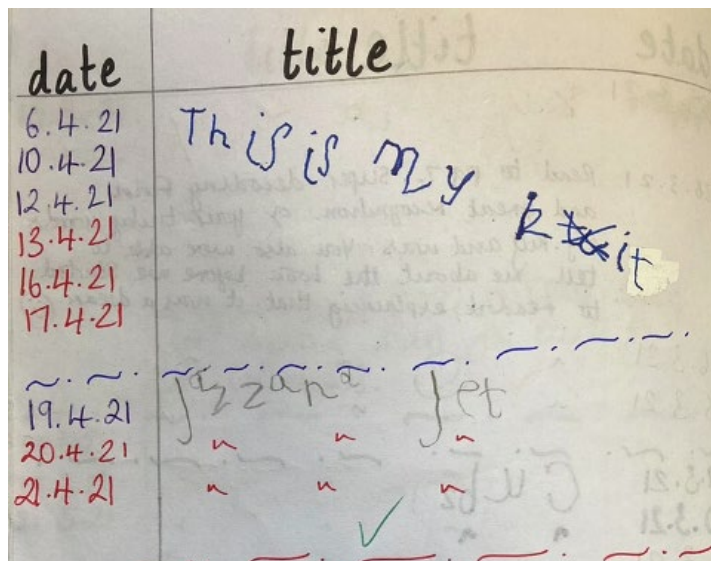
Reading Journal

- ▶ Pink Reading Journal sent home on Monday 18th September
- ▶ This should contain a record of anything the children have read that is sent home from school e.g. non word books, story packs
- ▶ Encourage your child to write the title of the book they bring home



Recording their reading

- ▶ Please encourage your child to record their own reading in their reading journal. This is to give them ownership
- ▶ It would be great if they could also note down how many times they have read the book



Three Reads

- ▶ Refer to the front of your child's pink reading journal for the reading focus for each day

Reading With Your Child

Choose the time carefully and sit together comfortably

Before you read Talk about the book before you start. Look at the front and back cover. Ask your child to make predictions as to what the book could be about using the illustrations. Are there any clues from the title?

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

When your child starts to bring home reading books from our scheme Use the 'practising phonics' section in the front of the reading book to practise reading each of the sounds and words that are listed and check your child's understanding of the words suggested.

First Read Focus Day 1
Practise decoding skills (sounding out), reading phonically regular words and recognising common exception words.
Encourage your child to 'sound out' words that are unfamiliar. If word building, please remember that in English, not all words are able to be 'sounded out' and some words are to be learnt by sight e.g. the, she, some.
Tell your child the words that they hesitate on to keep some fluency. At the end of the page go back and try to work out the difficult words again.

Second Read Focus Day 2
Build on developing your child's understanding of what the text is about.
Ask your child questions linked to the 'Reading VIPERS' (please turn over to see examples of Reading VIPERS questions).
When your child is reading a fiction book ask them to retell the story, picking out the key events in the correct order.

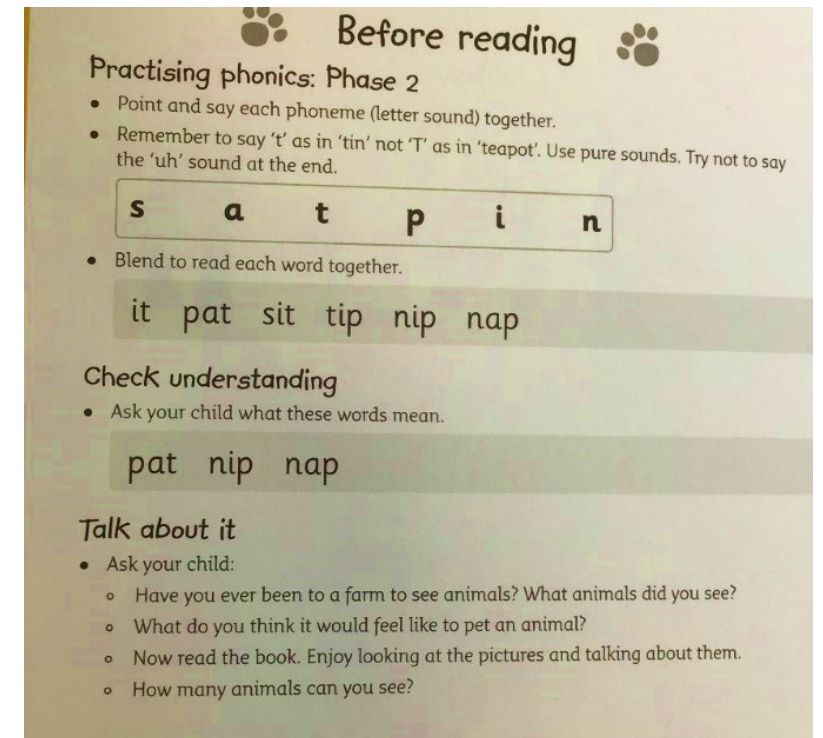
Third Read Focus Day 3
Develop reading fluency and explore using expression.
To help encourage expression when reading you could model reading a few sentences/paragraph expressively for your child to then repeat in the same way.
Encourage your child to read their book to a different family member or friend so that they can feel proud of their reading.

Please return the book every day, even if you have not read with your child.

The First Read

Before Reading

- ▶ This will help the children identify the phonemes that they will come across in the book, as well as practising blending of three letter words and checking the understanding of certain words that appear in the book.
- ▶ The first read focuses on getting to grips with blending the words



Before reading

Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together.
- Remember to say 't' as in 'tin' not 'T' as in 'teapot'. Use pure sounds. Try not to say the 'uh' sound at the end.

s a t p i n

- Blend to read each word together.

it pat sit tip nip nap

Check understanding

- Ask your child what these words mean.

pat nip nap

Talk about it

- Ask your child:
 - Have you ever been to a farm to see animals? What animals did you see?
 - What do you think it would feel like to pet an animal?
 - Now read the book. Enjoy looking at the pictures and talking about them.
 - How many animals can you see?

The Second Read

- ▶ The second read focuses on their understanding of what the text is about
- ▶ Either during the read, or at the end ask them some questions

Reading With Your Child

Questions to ask your child when sharing and reading stories

Before reading

- Can you point to the title? or What is this? (point to sounds/words or pictures on the front cover)
- What do you think this story will be about?
- What might happen in the story?

During the reading

- What is happening here?
- What is doing?
- What might happen next?
- How do you think the story might end?
- What does mean? (to check the understanding of a word)

At the end

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did that character do ...? (give a situation/event from the story)
- Can you retell the story?

The Third Read

- ▶ By the third read the child will feel like an expert and enjoy sharing the story with fluency and explore using expression.
- ▶ This is often a nice time to read to somebody different. They can show off how superbly they can read this story. We want them to feel really proud of themselves and confident readers.
- ▶ The third read focuses on their fluency of reading

Non-worded books - 18th September

- ▶ Non-worded books are sent home to help with story telling and getting used to books
- ▶ We will send them home Monday and ask that you bring them back in, in your child's book bag, on Friday, of the same week



Story Packs – 18th September

- ▶ Story packs get sent home on Monday, every other week
- ▶ We collect them back in the following Monday
- ▶ We usually stop sending home a story pack once your child can read and has a book

Reading – Segmenting and Blending

- ▶ Once the children are ready we will send home a picture/word, match activity, containing words which can be blended to make a simple regular word
- ▶ These words are not for the children to be able to read and remember, but for them to blend single sounds together in order to hear a complete word, such as m-o-p
- ▶ Your child may know all of their sounds but not be ready to blend. It is important therefore that the children recognise the letter shapes by the sound they make rather than their name

pin



pan



nap

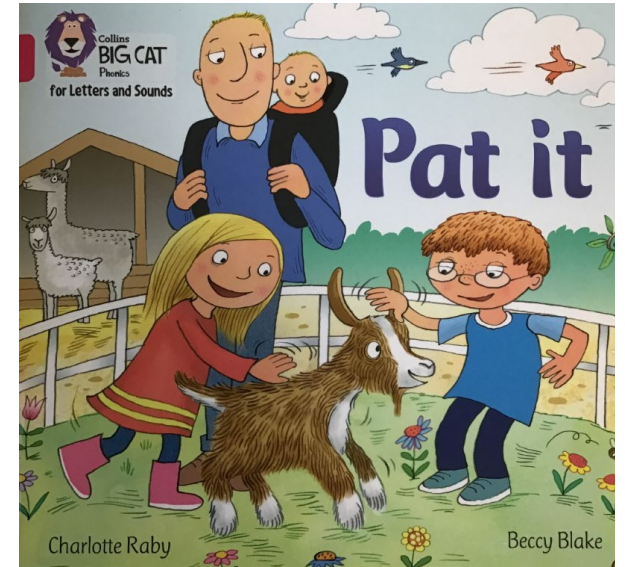


sit



Reading Scheme

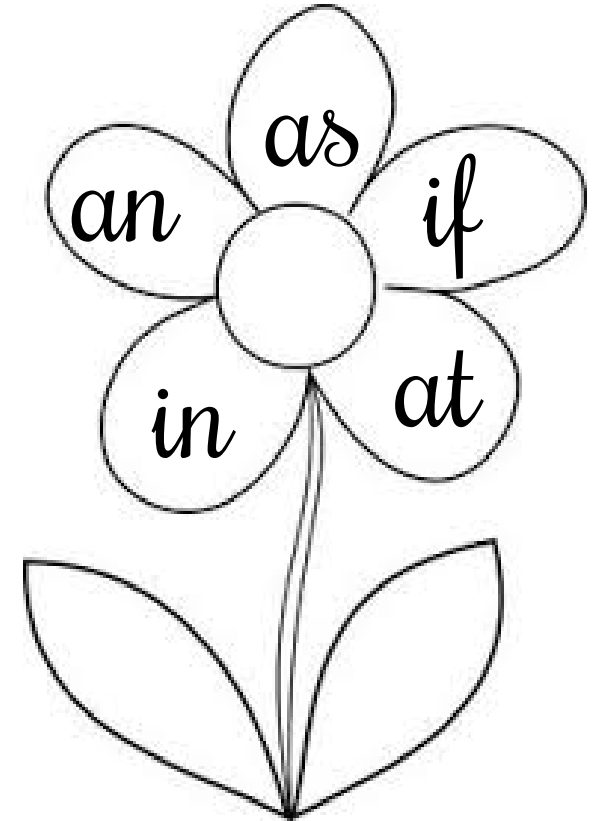
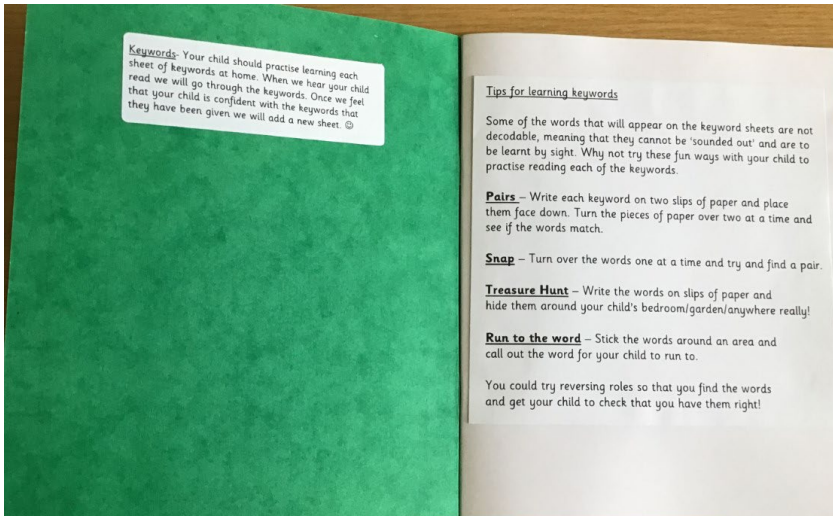
- ▶ When we feel your child is ready we will send home a reading book from our wonderful scheme of books (Collins Big Cat)
- ▶ These books link to the sounds the children have been learning
- ▶ Two books will be put in on Monday. They will be changed the following Monday if they have each been read and recorded three times. They should read the same book three times, before moving onto the next one



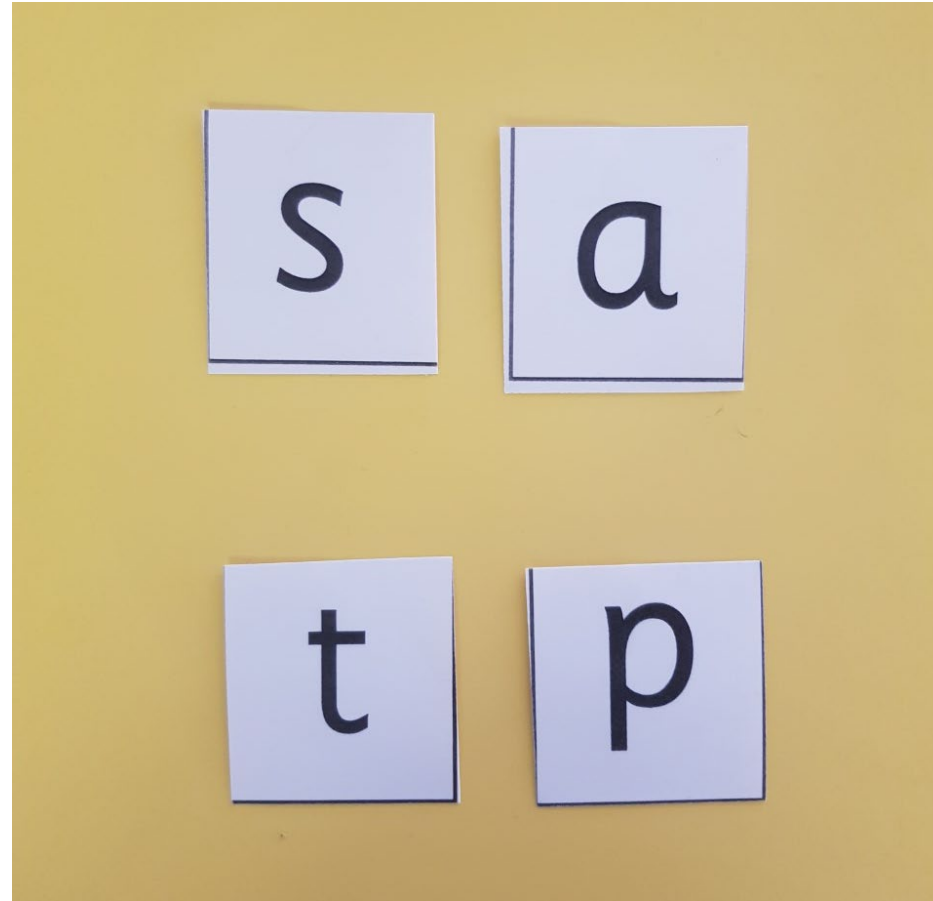
Common Exception Words

Examples of common exception words that cannot be sounded out:

- ▶ the, I, no, go, to, into
- ▶ me, she, he, be, my, you, are, all



Sound Cards





Writing in Reception

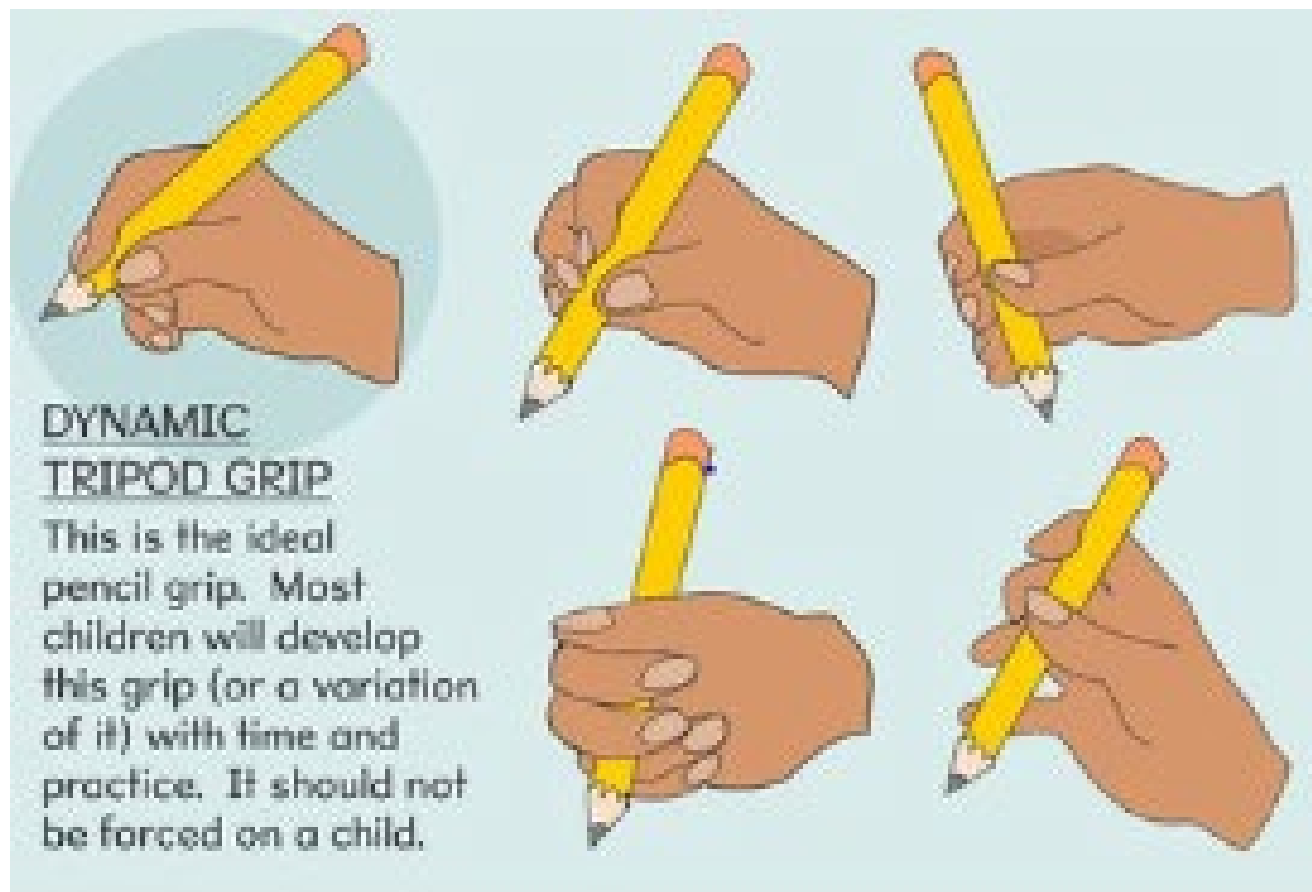
Mark making into early writing



- ▶ Children begin mark making before they can write letters and words.
- ▶ Encourage your child to use a range of different tools such as paintbrushes, chalks etc. to build up the different arm movements that are needed for writing.
- ▶ We also do something called 'Squiggle whilst you wiggle' which helps to build up the muscles in the children's arms and the movements they can make. This then gets transferred onto paper.
- ▶ Children need to be working on their gross and fine motor abilities to be able to write.

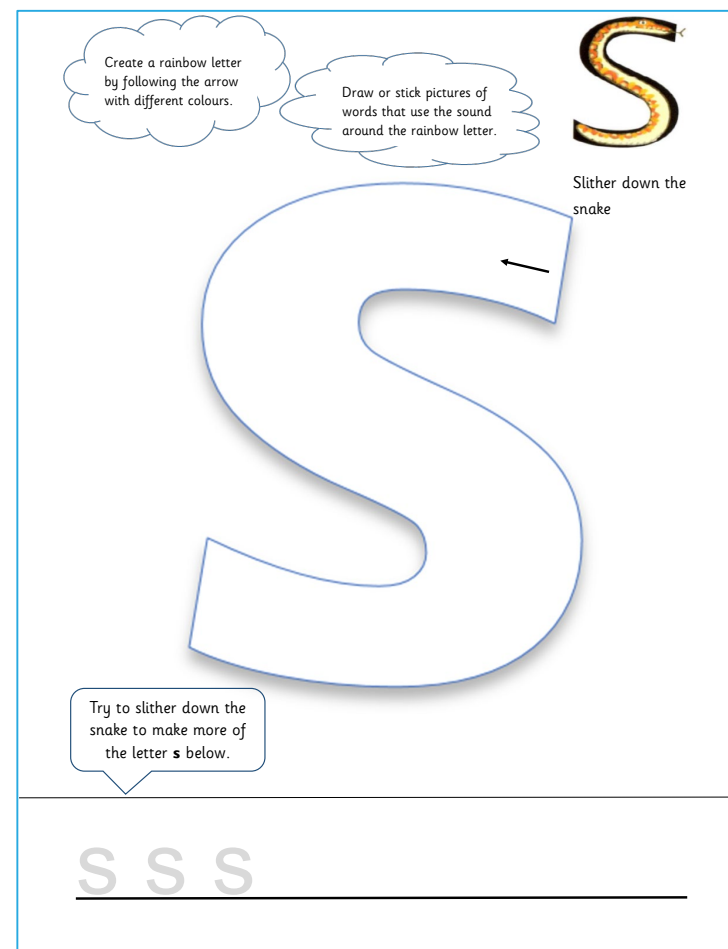
Pencil Grip

- ▶ We encourage children to use a 'tripod' grip when writing. Our fine motor 'Funky Finger' sessions help the children to develop this.

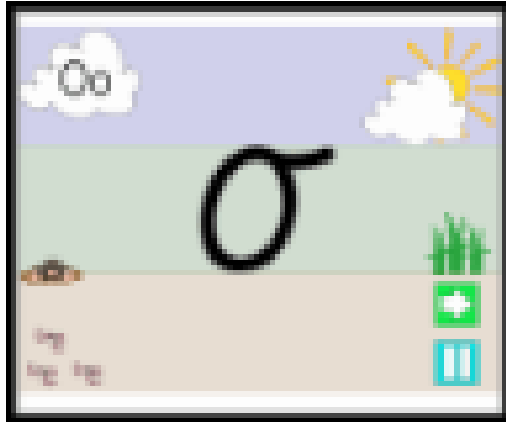


Rainbow Letters

- ▶ 'Rainbow Letters' will be sent home Monday-Thursday to help consolidate the formation of the letters.



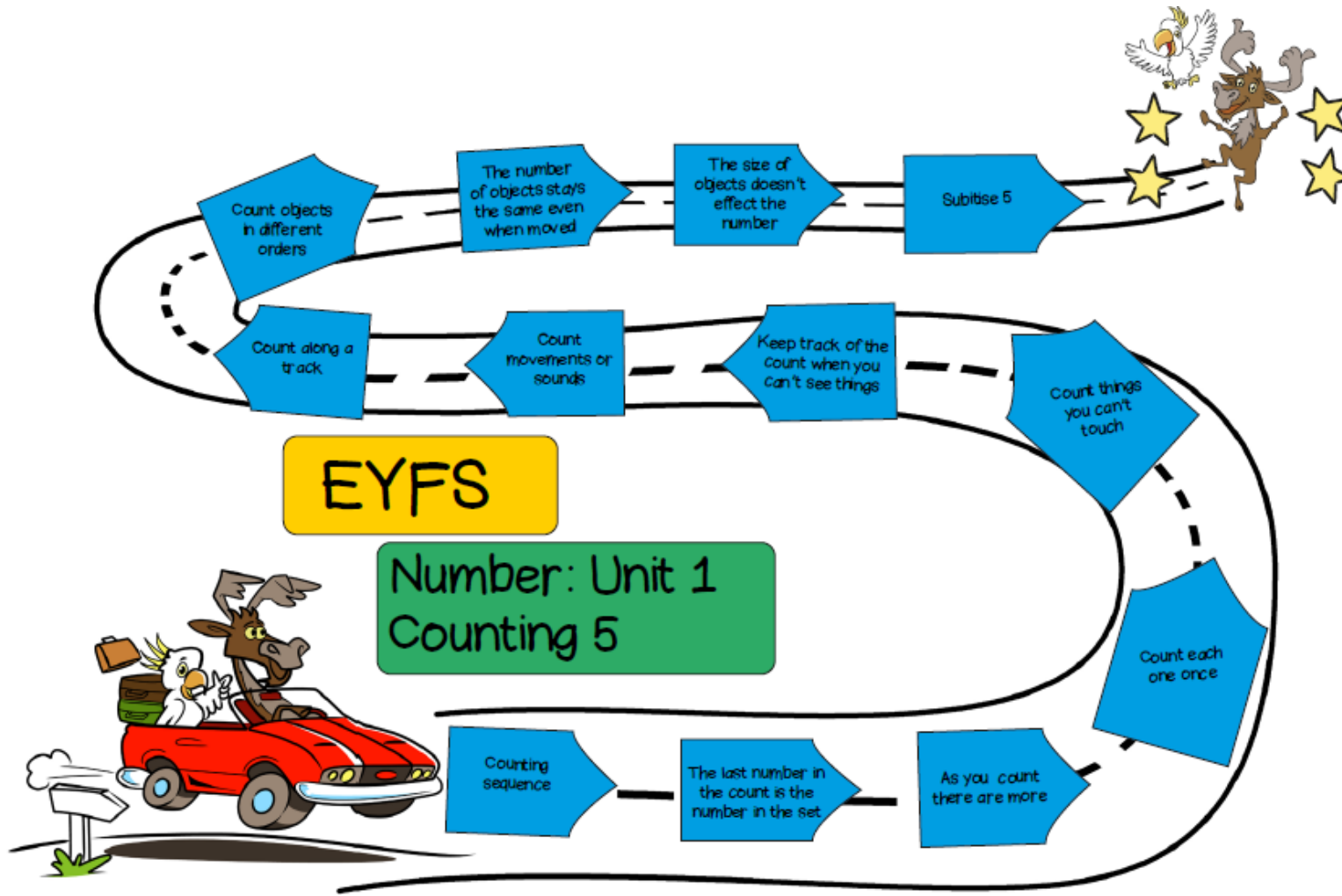
Encourage 'feeders' on the letters...





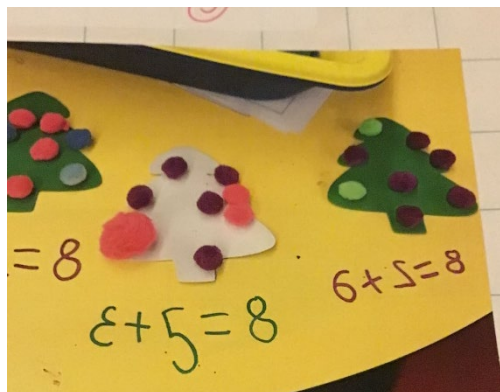
Maths in Reception

“Cando” Maths



Maths

- ▶ Mathematical development, as with the other areas of the foundation stage, is covered through practical experiences
- ▶ Play is planned, structured and supervised with lots of adult intervention and questioning when appropriate. Sometimes it will be child initiated



Ideas to help your child with mathematical concepts at home



Encourage lots of counting/number recognition in and around the home, including number songs and rhymes.

In the street

- ▶ Recognising bus numbers
- ▶ Number plate hunt. Who can find a 7?
Add the numbers up.
- ▶ Comparing door numbers
- ▶ Counting – How many lampposts on the way to school?

Doing the washing

- ▶ Counting in 2s – matching shoes
- ▶ Sorting by colour and size
- ▶ Matching/pairing up socks

In the kitchen

- ▶ Can you cut your toast into 4 pieces?
Can you cut it into triangles?
- ▶ Setting the table. Counting the right number of plates etc. How many more do we need?
- ▶ Helping with the cooking by measuring and counting ingredients.
- ▶ Positional language at dinner time: what is on the rice, where are the carrots/what are they next to? Etc.

Tapestry

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Observations Assessments



[+ Add Observation](#)




Select Items **None** ▼






At the farm

02 Mar 2018 07:55 AM by [Charlotte Rand](#) **Relative**

In half term we went to the farm and saw lots of adult animals and their offspring. Charlotte knew the names of each of the baby animals.


 [Charlotte Rand](#)  1  1



 Edit  ☐



Snow!

02 Mar 2018 07:36 AM by [Charlotte Rand](#) **Relative**

 [Charlotte Rand](#)

 Edit  ☐

Summary of activities sent home

Non-worded books	Sent home Monday	Return Friday of the same week
Rainbow letters	Sent home Monday to Thursday	Return each day if possible
Story Packs	Sent home Monday (every other week)	Keep until following Monday
Sound flashcards	Added to your child's 'sound wallet' at the end of each week	Please could you try to make sure the sound wallet is in your child's book bag on a Friday
Sound book	to practise recognising the sounds	Please could you keep these in book bags at all times. We will take them out on Fridays to add the new sounds in, and put them back in on Monday