

Learning in Reception



Personal, Social and Emotional Development

Sharing, taking turns, making friends, managing feelings and emotions, being confident, resilient independent, trying new things, being aware of others

Physical Development

Gross motor - Playing safely, navigating equipment and space, balancing, climbing, being active,
Fine motor - holding and using writing equipment, using scissors and paintbrushes, taking care when drawing

Communication and Language

Listening to others, responding with comments and questions, speaking in full sentences, talking about stories, talking about things that are important to them

Literacy

Enjoying and understanding stories and rhymes, reading, writing, phonics

Mathematics

Counting, number, shape, measures

Understanding the World

Being aware of the past, exploring their immediate environment, observe and record, be aware of changes in seasons, explore differences and similarities between different cultures and religions,

Expressive Arts and Design

Use equipment safely, act out stories, role play, design and create models, painting, representing ideas, music and singing

A typical day in year R



Register



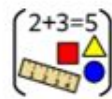
Continuous provision



Carpet time



Phonics



Number time



Continuous provision



Guided reading



Lunchtime



Home time



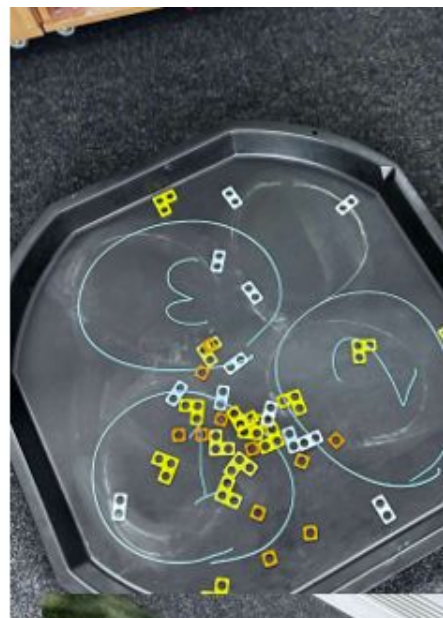
Snack



Handwriting

What is Continuous provision?

Continuous provision is purposeful play



A word cloud featuring various skills and concepts for early childhood development. The words are arranged in a circular pattern, with larger words in the center and smaller words towards the edges. The colors of the words are primarily blue, green, and purple. The words include:

- perseverance
- independence
- confidence
- movement
- resilience
- reading
- problem-solving
- writing
- play
- colour
- fine-motor
- gross-motor
- climbing
- coordination
- jumping
- segmenting
- dressing
- cooperation
- growth
- painting
- world
- traditions
- animals
- turn-taking
- balance
- life-cycles
- seasons
- sorting
- modelling
- number
- empathy
- curiosity
- people
- kindness
- responsibility
- technology
- remembering
- letter
- weather
- strength
- families
- spelling
- choices
- cutting
- sculpture
- nature
- materials
- matching
- catching
- control
- plants
- cultures
- singing
- maths
- collage
- understanding
- planning
- thinking
- drawing
- rules
- decision-making
- mixing
- maps
- sounds
- motor
- counting
- friendships
- rhyming
- manipulating
- socialising
- investigation
- sharing
- comparing
- emotions
- art
- formation
- communities
- habits
- exploration
- dancing
- imagination
- music
- phonemes
- teamwork
- cognition
- self-regulation
- consistency

MON



TUE

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THU



FRI



Days vary with each class

Phonics



Phonics is...

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

By the end of the year

Reading

Children need to be able to recognise all single sounds and most digraphs

Children need to be able to read simple sentences

Writing

Children need to be able to write correctly formed letters

Children need to be able to use their phonics to write simple words

Children need to be able to write a sentence that can be read by others.

Terminology

- **Phoneme:** The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.
- **Grapheme:** A letter or group of letters used to represent a phoneme in writing.
- **Decode:** To break down ('sound out') a written word into sounds then blend the sounds together to read the word.
- **Digraph:** A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'.
- **Trigraph:** A grapheme made of three letters that represent one sound. An example is the 'igh' in 'night'.

A Typical Phonics Session

- We start each phonics session with a recap of the sounds learnt so far.
- Then we learn the new phoneme for the day and look at the grapheme and mnemonic
- What's in the box? We look at pictures beginning with the new sound.
- Oral blending - children copy and say the word (my turn, your turn)
- Teacher led blending
- Tricky words
- Writing the new grapheme on a whiteboard.
- Segment the sounds and write a word
- Oral blending game

This will change slightly over the year as the children become more familiar with the phonemes

<https://www.littlewandle.org.uk/resources/for-parents/>

Sounds

How we teach blending

Reading



Research has shown that being able to read fluently by the age of 6 has a strong correlation with future academic success.

If children can read fluently, they are better able to access all areas of the curriculum.

‘If we learn to read, we can read to learn.’

Decoding using phonics is the most reliable method to work out unknown words which is why automatic decoding is the ultimate aim of the programme.

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.



Wordless Books

- If your child is not yet secure in their letter recognition then they will bring home a wordless book.
- Before looking at the book please practise saying the sound that each of the graphemes makes.
- Then look at the book together with your child, getting them to talk about the front cover first.
- Ask questions like – what do you think the book is about?
- Then look through the book together talking about the pictures and making up a story.
- Choose a page in the book where there are lots of things and do an initial sound hunt.

Word Books

- Practise the sounds that are in the book first
- Practise some of the key words in the book through oral blending and blending with letters this becomes word cards with sound buttons. Practice any tricky words in the book.
- We will look through the books together then children will be encouraged to work at their own pace while the adult moves around the group supporting each child individually and within the group
- Time will also be spent on comprehension and developing the children's understanding of what they have read through questions and discussion.

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

This will develop their...

- Understanding of words and sentences
- range of vocabulary
- listening and comprehension skills



Read to your child

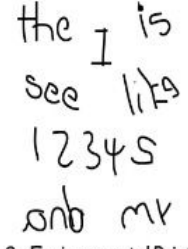
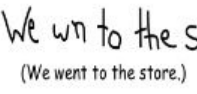
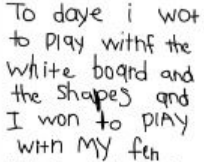
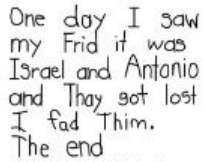
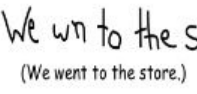
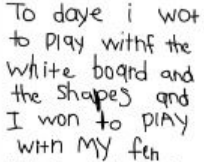
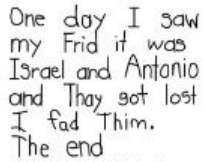
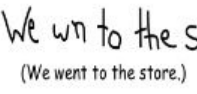
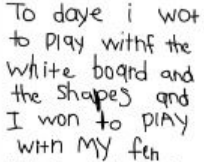
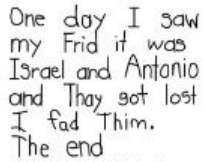
The library book is for YOU to read:

- 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



Writing

Stages of writing

 1. Pictures	 2. Random Scribbling	 3. Scribble Writing (Written in linear fashion to mimic real writing.)	 4. Symbols That Represent Letters	 5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	 6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)	 7. Letter Groups (The groups have spaces in between to resemble words.)	 8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)				
<table border="1"> <tr> <td data-bbox="477 644 701 1016">  9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.) </td> <td data-bbox="701 644 925 1016">  10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.) </td> <td data-bbox="925 644 1149 1016">  11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.) </td> <td data-bbox="1149 644 1371 1016">  12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear). </td> </tr> </table>								 9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)	 10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)	 11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)	 12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear).
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Writing everywhere...

Indoors and outside

writing at tables, on the floor, on easels, on clipboards

Big paper, small paper,

Labels for models, writing names, drawing patterns and shapes, writing lists as part of role play,
drawing the design for a model,

Chalk, pencil, crayons, felt pens, whiteboard pens, paintbrushes and water on walls and floor as
well as painting on paper

Writing modelled by adults

Writing guided by adults

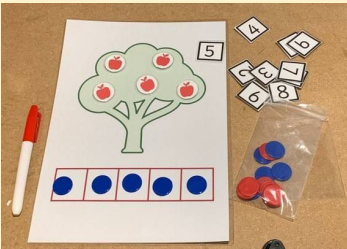
Maths in reception



Everywhere:
Indoor
Outdoor
Class based
Continuous provision

At the end of Reception...

Exploring numbers within 10 (having a deep knowledge)

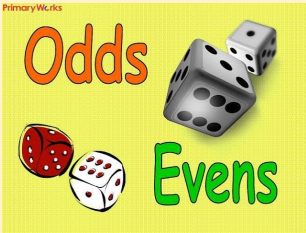


Number bonds to 5
 $2 + 3 = 5$
 $5 - 3 = 2$

●				
●	●			

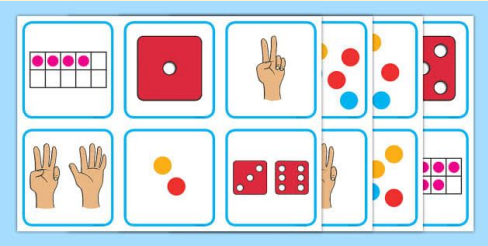
Counting beyond 20

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



Odds and evens

Subitising



Doubles to 10

Double 1 = 2
 $1 + 1 = 2$

Double 2 = 4
 $2 + 2 = 4$

Double 3 = 6
 $3 + 3 = 6$

Double 4 = 8
 $4 + 4 = 8$

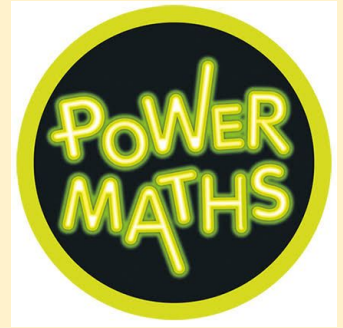


Comparing amounts (greater/less than/more/fewer)

Whole school approach

Consistency with:

- Language
- Methods
- Manipulative

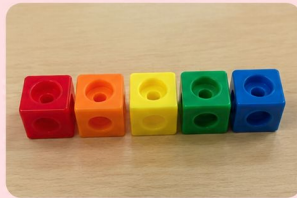


Concrete – Pictorial – Abstract (CPA)

In Reception, we use a concrete, pictorial and abstract approach to help children develop a deep understanding of number and mathematical concepts.

Concrete

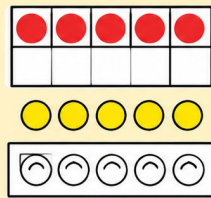
Children use real objects and manipulatives to explore and solve problems.



5 cubes

Pictorial

Children represent the problem using pictures, drawings or mathematical representations.



A picture of 5

Abstract

Children then use numerals and mathematical symbols to show their understanding.

5

The number 5

Number Time: What do we do?

Discover



How many  are there?

3

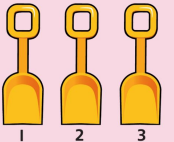


Share

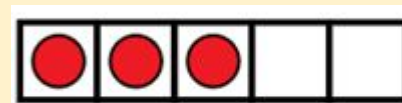
How many  are there?

I will put real  in a line.

I will touch each as I count.



There are 3 .



Think together

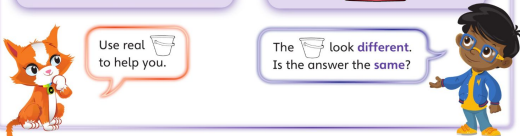
1 How many  are there?

2 How many  are there?




Use real  to help you.

The  look different. Is the answer the same?



Challenge

Which pictures show 3?



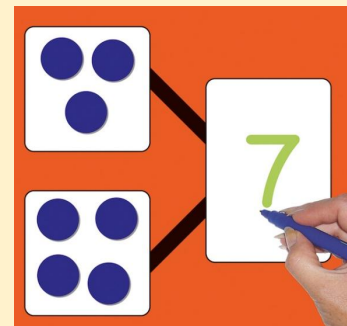
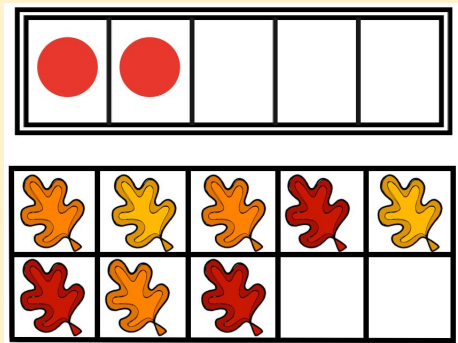
I will count them.



Models and manipulatives

Part, part, whole Part-part-whole

Five and Ten Frames



Reasoning and problem solving



Who has more sweets?
Who has fewer? How do
you know? How many more?
Can you show me? Can you
draw it? What if Flo got 1
more? What if Dexter
started with 5?

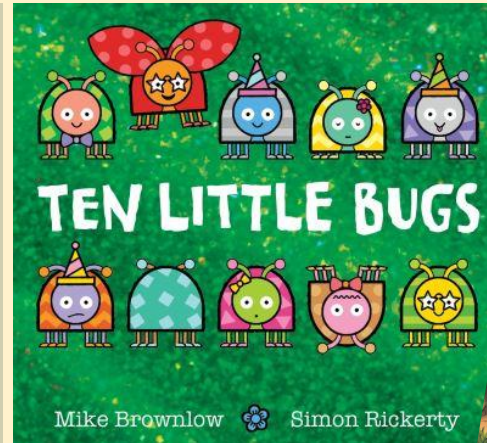
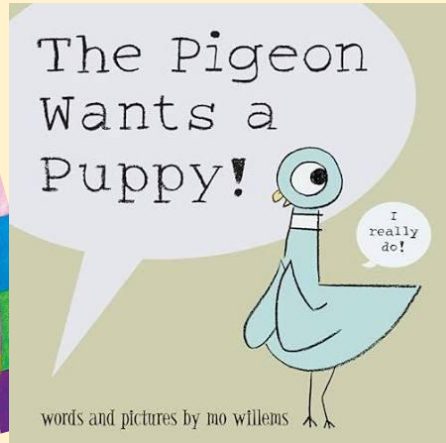
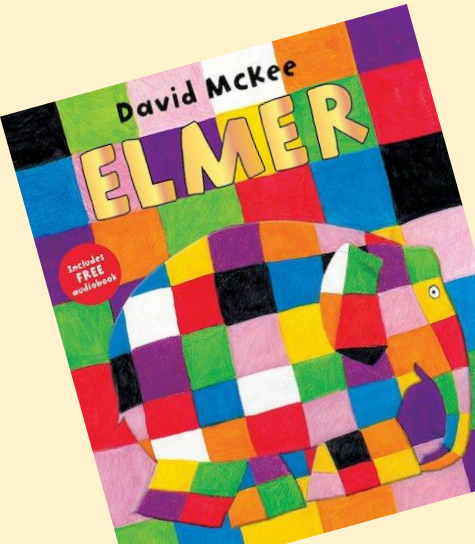
How can you help at home?

Sharing stories with your child.

Talk about their tapestry posts.

Share details of your own day.

Ask simple questions about your child's day.



How can you help at home?

Help with independent skills such as:

Recognising their name.

Fine motor skills - pencil grip, how to handle scissors.

How to put on their coats and do them up.

How to undo buttons and take jumpers off.

How to use a knife and fork.



name



pencil grip



scissors



zips



jumpers



cardigans

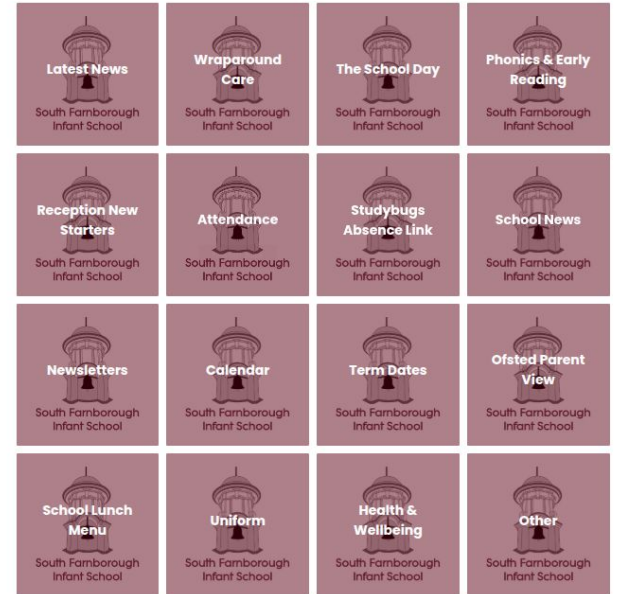


knife and fork

How can you help at home?



Parents



How can you help at home?

Phonic sounds and tricky words are uploaded to Tapestry every Thursday.

You can help your child:

- To recognise the sounds
- With letter formation
- Writing and saying the tricky words

s

a

t

p

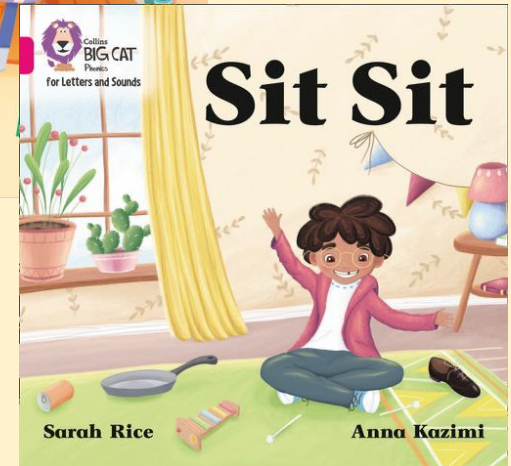
is

I

the

Listening to your child read their phonics book

- Your child will bring a reading wallet home every Friday after half term.
- Books may vary - some may have wordless, some may have simple words and some may have short sentences.
- 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.

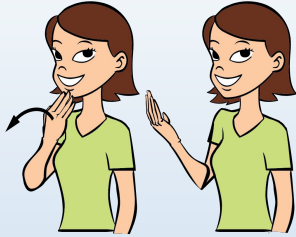




Tapestry is award-winning software with tools to help educators work in partnership with families, document children's learning and development, and develop a child-centred approach to planning and assessment.

Each child has their own online learning journal on Tapestry. This journal enables us to follow your child's learning and development, and to plan experiences to help them to make progress. Through the journal we will share wow moments of learning with you, which can be words or pictures about your child's time here. You will also be able to use Tapestry to add pictures and videos of learning and experiences that happen at home. These will help us to get to know your child better - getting to know each child is at the heart of our good practice.

Please note that whilst home and school will be able to comment on observations, Tapestry is not a direct messaging service to staff, so please do continue to liaise with teachers in person or via the school office.



**THANK
YOU
FOR
LISTENING
TO US**

Thank you for coming this evening.
We hope you have found this information helpful
in supporting your child through their first year at
school.

Any questions?