

Early Years Foundation Stage

How do children become
confident readers?

Your role is vital!

- Talking to your children and developing their language gives them the means to develop good social and academic skills.
- Children learn by copying behaviour. If they see you reading and writing, they will want to read and write.
- Reciting nursery rhymes and songs together is important.
- Reading a story to your child every day.



How to help at home

- If children see print around them and realise the purpose of it, it will help them see why reading and writing is important and encourage them to want to learn it.
- Point out to them labels, signs, headlines, adverts, newspapers, comics etc.



Sharing books.

- Read to your child whenever you can - bedtime is a great time for this.
- Try to make it a special time in a quiet setting.
- Read and re-read a range of texts.
- Choose texts that will interest your children.



Pre-reading skills

- Before children begin to read a book by themselves they need to know:
 - the difference between the pictures and the words
 - print moves from left to right.
 - left page comes before the right.
 - the difference between letters and words.
 - there are spaces in between words.
 - to point to the words with their finger.

Reading Skills

- There are lots of skills for your child to learn.
- We teach these skills in school but the most successful children are those who are supported with reading and writing at home.
- You can help by reading to and reading with your child.
- Helping them to learn letter names and sounds.
- Providing opportunities for children to write e.g. cards, notebooks, envelopes also supports learning
- Encourage your children to work out words for themselves.

Reading at school

- Children listen to a wide range of fiction, and non fiction books on a daily basis.
- Reading areas are in every class.
- Puppets and objects are available to encourage children to talk and to retell the stories.
- Reading is part of every phonics lesson every day.
- We share books with children individually.
- Children read in small groups- guided reading.

Reading at home is vital.

- Your child will bring home a selection of books to share with you.
- Some books will be for you to read to them; while others will be for the child to read to you.
- Most of all have fun and keep it enjoyable. This will help them develop a lifelong love of reading.
- Please send the Reading Log and reading book into school everyday in the zippy packet.
- Please sign every evening when your child has read and comment if you wish, on how your child read.
- Books initially changed weekly - gradually increasing to daily as year progresses.

By the end of the Early Years Foundation Stage there is an expectation that children will be able to;

- Read and understand simple sentences
- Use their phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words (eg he, she, we, the, to,)
- Demonstrate understanding when talking with others about what they have read
- Use their phonic knowledge to write words in ways which match their spoken sounds
- Write some irregular common words
- Write simple sentences which can be read by themselves and others
- Some words are spelt correctly and others are phonetically plausible.

How do we get there?

What is Phonics?

- Phonics teaches children the sounds that individual letters or groups of letters make.
- Research shows that when phonics is taught in a structured way it is the most effective way of teaching young children to read.
- It helps children to develop good reading and spelling skills enabling children to go on to become fluent readers.



Phonics Lessons

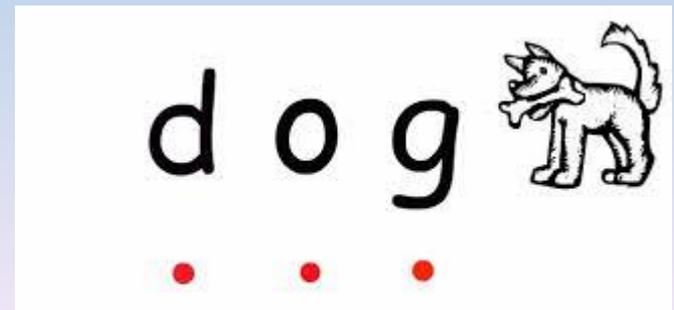
- Lessons are daily for 15-20 minutes in YR
- We revise old sounds and teach new sounds each week as well as high frequency words
- Children are given lots of opportunities to practise their sounds in both reading and writing in both indoor and outdoor play
- We use real objects to support learning as well as flashcards with pictures to help children remember
- We teach the letter sounds first and then letter names as sounds help children to read and spell

Phase 1

- Is usually introduced in nurseries and preschools. Phase 1 involves sound discrimination, rhyme, rhythm, alliteration and oral blending.
- These skills are crucial for your child's development as a reader, writer and speaker.
- You can help by sharing nursery rhymes, singing simple songs, playing alliteration and rhyming games.
- Phase 1 continues throughout Early Years and KS1.

Phase 2

- The aim of phase 2 phonics is to recognise letters and their sounds.
- Children are introduced to single sounds. Each sound is introduced with a song, story and action to make it memorable.
- Children are taught to **blend** these sounds to be able to read simple words. c a t "cat".
- We use sound buttons to help children to **blend**. Each sound is said individually, then we "push" all of the sounds together in a word to hear the whole word.



Phase 3

- The aim of phase 3 phonics is to recognise digraphs (this is when 2 letters make one sound) and use them when they are reading and writing more complex words e.g. **toad**, **feet**, **boat**, **farm**
- Children will read and spell these words in simple sentences.

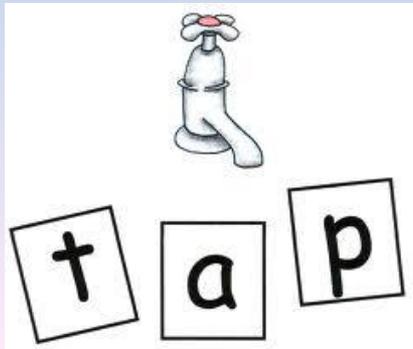


Segmenting

This is the opposite of blending.

Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

We encourage children to segment words using their fingers to help to identify individual sounds within words.



How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sounds may well be different from when you were at school
- We say the shortest form of the sounds
- www.oxfordowl.co.uk website has clips showing how to say the sounds

Common or irregular words

- Not all words can be “sounded out”.
- Common high frequency words are taught in school as tricky words - words we just need to know e.g. the, on, in, and, went.
- We would hope that children would be able to read and write phase 2 and phase 3 words by the end of the Reception.
- You can help by practising these words with your child at home every day.



Additional Resources and Information

- Good phonics activities can be found on a variety of websites e.g.
- www.phonicsplay.co.uk
- www.oxfordowl.co.uk
- www.literacytrust.org.uk

Jolly Phonics books and flashcards may also be useful to your child.

Mathematics

Number



Shape, Space & Measure



Mathematics through play and practical experiences

- Before we can embark on any kind of formal calculating there are vital practical processes the children need to experience.
- Role play- shops, maths market
- Opportunities to count objects, see and use numbers
- Outdoor play- sand, water, games, coins
- Rhymes and songs
- Stories
- Games



How is learning achieved in Early Years?

- Through structured play, adult led activities and child initiated learning.
- Specific whole class teaching activities.
- Using counting rhymes, stories and games.
- We encourage the use of objects such as sorting objects, compare bears, fingers, number fans, and number lines up to 10 and 20.



At the end of the Early Years Foundation Stage, children are expected to:

- Count to 20.
- Order numbers to 20.
- Count objects accurately.
- Recognise numbers to 20.
- Say the number that is one more and one less than a given number.
- Add by combining two groups of objects.
- Count how many are left when some objects are taken away.
- Begin to solve problems including doubling, halving and sharing.



How can I help at home?

- **Counting** : practise counting in ones, forwards and backwards to twenty. Sing counting songs and rhymes. Count objects and things that are not objects.
- **Numbers**: Number hunt, recognise important numbers, use number names and talk about important numbers.
- **Games** : play board and dice games, snap, pairs, dominoes, hopscotch, skittles.
- **Sharing books**: talk about the number, position and shape of things in the pictures.
- **Money**: begin to recognise and sort coins and practise counting it in the shops.

At the end of the Early Years Foundation Stage, children are expected to:

- Use mathematical names for 3D and 2D shapes and describe them.
- Use positional language.
- Use language for and order two or three items by length or height.
- Use language for and order two items by weight or capacity.
- Use objects and shapes to create and describe patterns.
- Order and sequence familiar events e.g. today, tomorrow, yesterday, morning, afternoon.
- Use language related to money.
- Use language related to time e.g. o'clock.



How can I help at home?

- **Patterns:** point out patterns in everyday situations e.g. tablecloth, wallpaper, books. Create your own with paints, crayons.
- Model the language for shape, position and measures e.g. sphere, inside, under, shortest, heavy.
- Use mathematical names for shapes and encourage children to talk about the shapes that they see.
- **Time:** look at clocks, point out the time throughout the day, think about calendars and dates. Days of the week and months of the year.
- **Cooking:** encourage children to help in the kitchen by weighing, comparing ingredients using heavier and lighter, measuring liquids.
- **Sharing:** Help children to understand that one thing can be shared by a number of pieces e.g. pizza, cake