

Early Years Parent meeting

Reception 2023

Early Years Foundation Stage

- The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.
- All schools and Ofsted registered early years providers in England must follow the EYFS.
- Also included in the EYFS are the seven Areas of Learning. They are:
 - Communication and Language
 - Personal, Social and Emotional Development
 - Physical Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

Key changes 1

1. Reduced the amount of unneeded written recordings and assessment of children by staff.

- This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
- Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
- This frees up more time for staff to spend directly with the children.
- By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.

Key changes 2.

2. There is more of an emphasis on the importance of developing communication and language skills.

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Encourage more conversations between adults and children, but also children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.

Key changes 3.

3. There is a focus on how reading stories is important to help children develop in all of Areas of Learning.

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play.

Reading changes everything

Teach a child to read and keep that child reading and we will change everything.

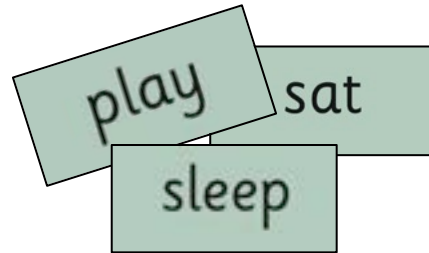
And I mean everything.

Jeanette Winterson



- At Horndale Infant and Nursery School we have a whole school approach to phonics. We follow the Read Write Inc. scheme across the whole school.
- Every day, the children have a phonics session.
- Fast paced approach.

Read Write Inc. Phonics daily lessons



What is phonics?

Sounds

Graphemes

English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)
- One of the most complex alphabetic codes in the world.

Sound pronunciation guide

Name the pictures



Set 1 speed sounds



You will receive your own set of speed sound cards. Each sound is drawn in the shape of a picture.

1. Ask your child to say the name of the picture. E.g. *a-a-apple*, *sssssnake*, getting quicker each time.
2. Say the sound hidden behind the picture. E.g. the 's' is behind the snake.
3. Help your child say the sounds on the letter side, getting quicker each time. Turn back to the picture side if they forget. When your child can say the sounds without looking at the picture, increase the speed.

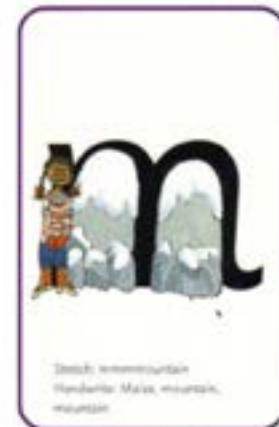
Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



Sounds + blending = reading



+

sat

Fred



Fred Talk routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



Fred games and Fred talk throughout the day

- Shall we have some **l - u - n - ch** ?
- What would you like to **p - l - ay** ?
- Let's put on your **c - oa - t** .



Reading with Fred Talk

m a t

mat

What can I do?

1. Use pure sounds, not letter names
2. Use Fred Talk to read and spell words
3. Listen to your child read their Storybook every day
4. Read stories to your child every day

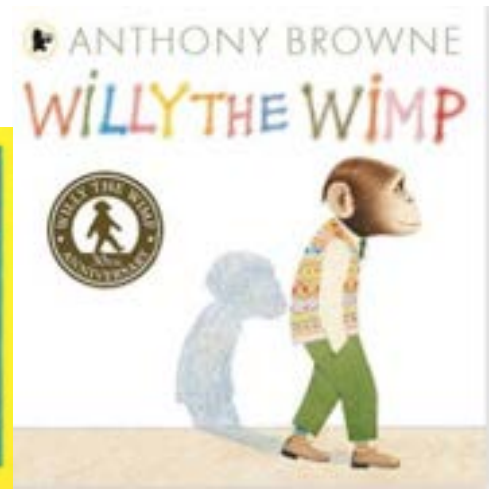
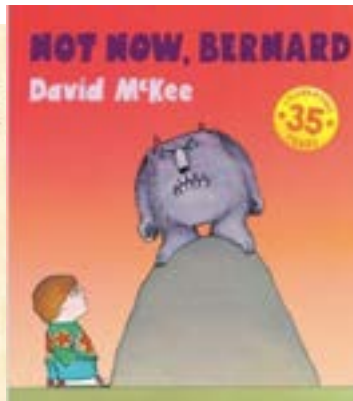
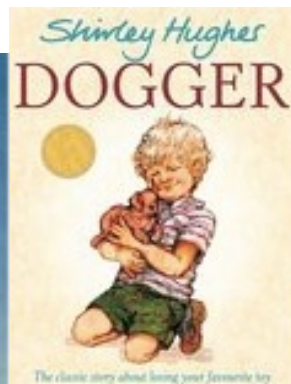
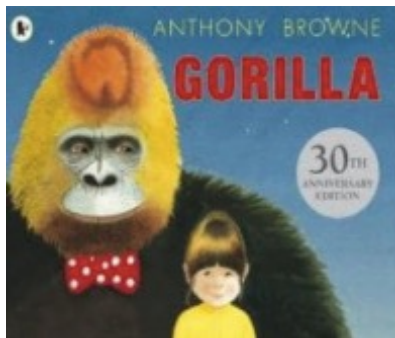
What makes children happy?

- Read for fun on most days
- Share meal times and talk together
- Cut down on TV viewing
- Do things together – visit local places: farms, parks, museums
- Teach their children new skills and knowledge - cooking, drawing, music, sport
- Listen to each other

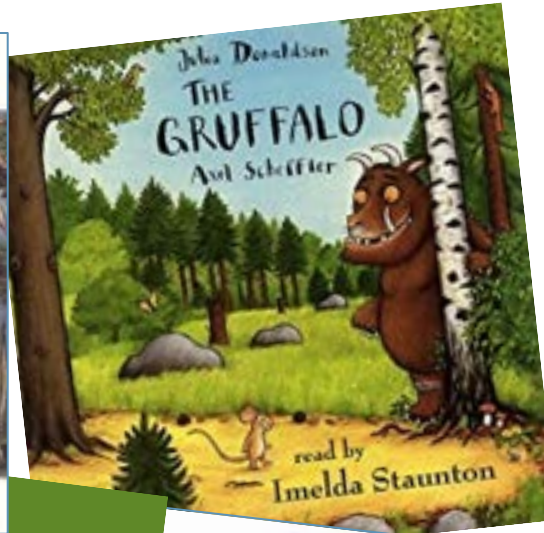
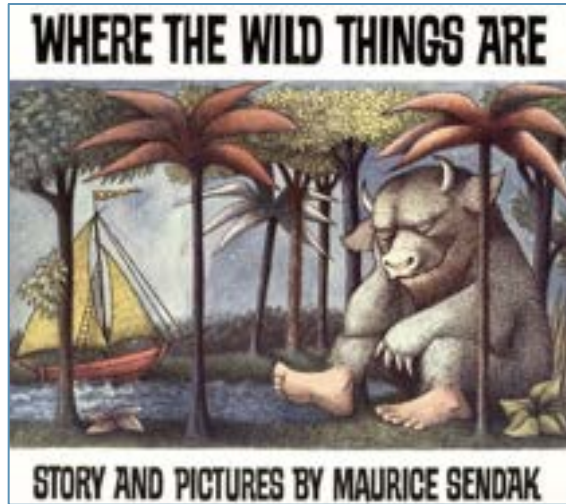


Repeated readings Again! Again!

- Children are wired to thrive on **repetition**



Storytimes



What can I do?

- 1. Read the same stories aloud again and again
- 2. Read with enthusiasm – love each story
- 3. Use a range of vocabulary with your child

Homework

- Homework books and sound cards will be sent home on a **Friday**. The new sounds that have been taught that week will be stuck into your child's homework . **(5 each week)**
- Please return your child's homework book every **THURSDAY** so that the new sounds can be added.
- Speed sound cards can be kept at home during the week to practice with. Please return them on a **THURSDAY** so that the new sounds can be added.
- Reading/blending books will be sent out in due course.

What can I do?

You can help by encouraging your child to:

- Dress and undress themselves
- Go to the toilet themselves
- Wash and dry their hands after the toilet
- Use a knife and fork
- Fasten their shoes
- Tidy up their toys
- Say please and thank you
- Recognise their own name
- Sing some nursery rhymes
- Count objects to 5.
- Use their fine and gross motor skills
- Foster a willingness to try!

Free Video Tutorials (ruthmiskin.com)



Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



Online resources available

- Ruth Miskin Parents' Page:
 - <http://www.ruthmiskin.com/en/parents/>
- Ruth Miskin Facebook:
 - <https://www.facebook.com/miskin.education>
- Free e-books for home reading:
 - <http://www.oxfordowl.co.uk/Reading/>

Mathematics

- Bigger emphasis on numbers 1-10, understanding how to count and compare quantities and the composition of each number.
- It may seem very basic and all we are doing is playing.
- Children need a deep understanding of numbers to help them with more complex numbers as they get older.

Counting

- Many children can say the numbers in order, but do they understand what this means?
- Children have the opportunity to count real objects and explore what these numbers really mean.
- The handling and counting of physical objects is crucial to understanding the value of these numbers. Through play and games we support children in handling quantities 1-10.

Counting principles

- **One- one.** Count each object once.
- **Stable order.** Say the numbers in the correct order.
- **Cardinality.** The last number tells us how many.
- **Conservation-** The number doesn't change even if we move them.
- **Abstraction.** Anything can be counted.



Patterns and relationships

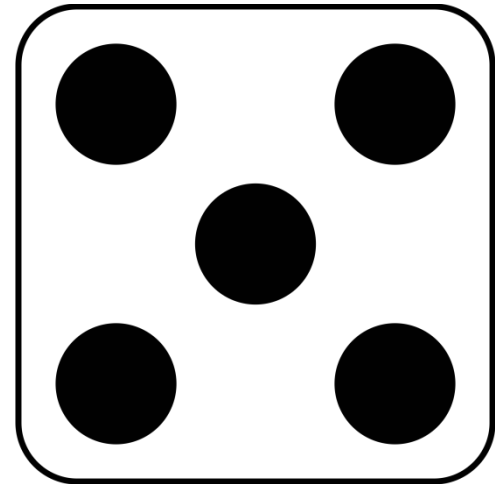
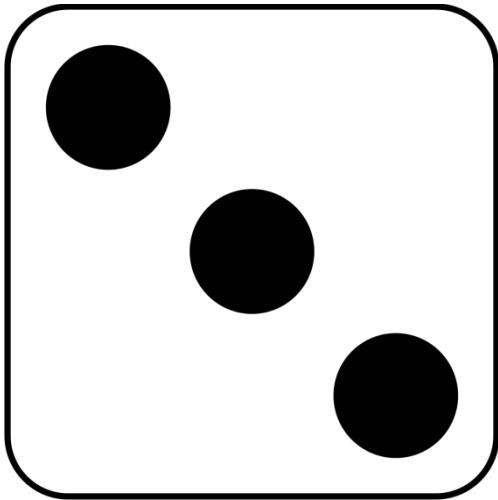
- It is important that children have a deep understanding of the composition of numbers 1-10.
- Our whole number system is designed around the number 10.

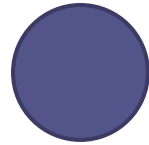
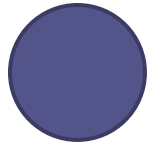
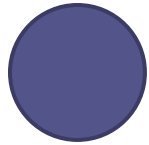
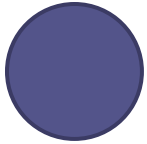
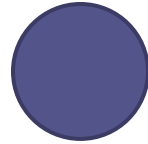
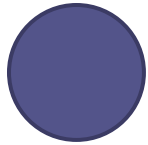
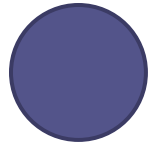
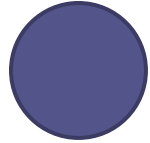
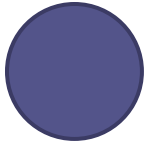


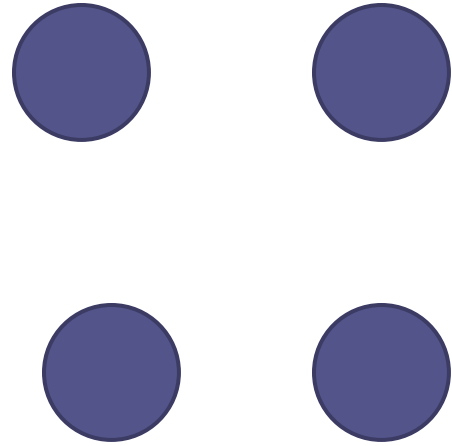
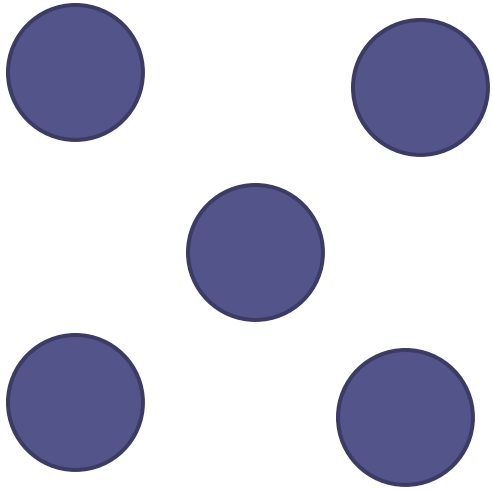
- Children might be able to count beyond 10 but need help in understanding the meaning of these numbers.

Subitise

- See number patterns without counting.
- How many do you see?

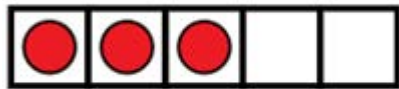






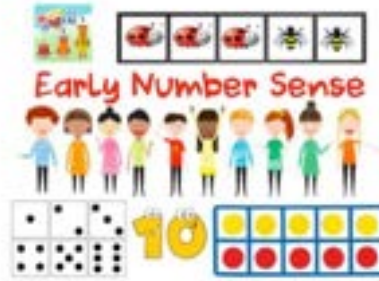
5 and 10 frames

- We use 5 frames to represent number and show children how they relate to benchmarks , such as 5/10.



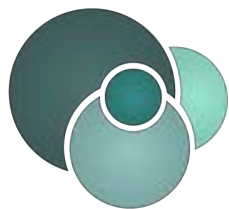
- They start to see patterns and it helps them work out more complex calculations.

Resources



- Early Number sense – YouTube
- 1 minute maths app
- Busy Things
- Jack Hartman – YouTube
- NECTM

Busy Things
Teach • Laugh • Learn



NCTM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS





Seesaw

- Photographs.
- Observations.
- Fun activities.
- Home observations.

General information

- All children are encouraged to wear school uniform. **Please ensure everything is clearly named.**
- Appropriate clothing must be worn at all times as the children go outside in all weathers.
 - Warm coat, hat, scarf, gloves in winter.
 - Sun hat, sunglasses and sun cream in summer.
- As part of the curriculum the children will be encouraged to take part in a variety of messy activities to enable them to have a wide variety of learning experiences.

PE

- PE Kit – White T-Shirt, Red Shorts, Plimsolls (optional) – **ALL NAMED**.
- PE Kits are sent home every half term to be washed. Please return to school on the first day back.
- This term we have PE on a Tuesday and Friday.
- Children are encouraged to dress and undress themselves.

And finally...

If you have any worries or concerns please come in and see Mrs McDonald or Mrs Anderson and we will do our best to help you 😊



Thank you for coming...
Do you have any questions ?