Reception Phonics & Maths Information Session

Wednesday 2nd October 2024

Phonics Agenda

* Partnership with parents & carers
* Key Terms & Techniques
* What to expect, how you can support your child & expectations in:
  * Sound Books
  * Reading Records
* Experience a Phonics lesson

Partnership with parents & carers

* Reading is a top priority in Reception
* Together we can help children to engage confidently with text
* Regular daily reading sessions are proven to make a positive impact
* Adult role models are important, particularly for boys
* Any reading material counts
* Children learn best when they are enjoying what they are learning

Key Terms & Techniques

* **Phoneme** - the sound a letter makes

(e.g. s =“sssssssss”)

* **Grapheme** - the written letter representation of the phoneme
* **Digraph** – “2 letters making 1 sound” (e.g. ck, sh, th)
* **Trigraph** – “3 letters making 1 sound” (e.g. igh, air)

Key Terms & Techniques

Blending

We teach the children how to blend or merge phonemes together to read each word, in the right order, to read a word. E.g.

Blending words ending with –s:

Cover the –s, blend the root word & add –s at the end:

e.g.

naps → nap–s

Key Terms & Techniques

* **Segmenting:**

The breaking down of a word into its individual sounds (e.g. the phonemes in 'pin' are "p-i-n")

* **Phoneme Fingers**

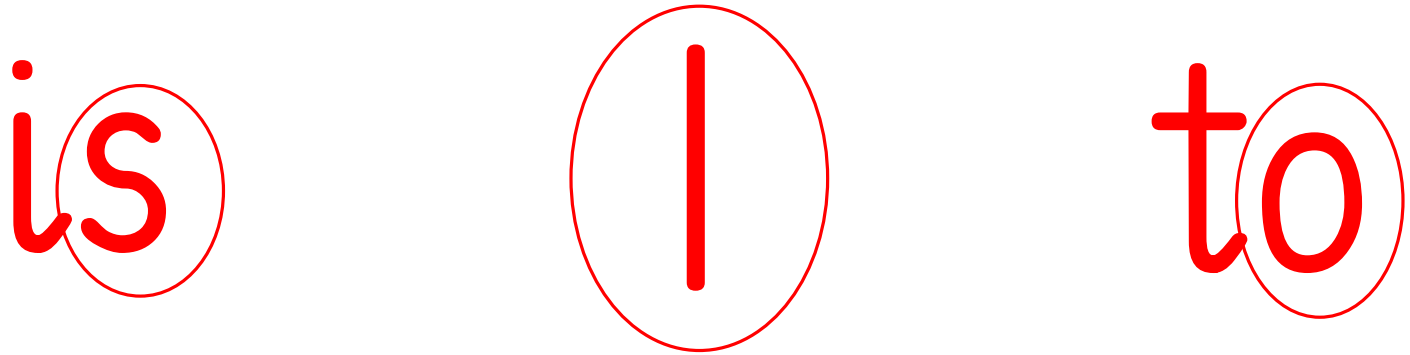
Technique to help count out the number of phonemes in a word.

bag = b a g

lock= l o ck

Key Terms & Techniques

Tricky Word: Words that cannot be sounded out and just need to be sight read. E.g.



We highlight the 'tricky' part to the children.

Sound Books

* Mon – Thurs you will get a new phoneme to learn. This phoneme has been taught at Phonics time earlier that day. Practice saying the phoneme and write the grapheme using the 'formation phrase' underneath 3-5 times.
* On Friday, revise all the graphemes from the week.

Sound Books

* We do not teach the sounds in alphabetical order. We begin with s, a, t, p, i, n
* Each sound corresponds to a picture: f for flamingo, b for bear . . .

Sound Books

Pronouncing the sounds:

Autumn 1 sounds:

https://www.youtube.com/watch?v=-ZtjFIvA_fs

Autumn 2 sounds:

https://www.youtube.com/watch?v=qDu3JAjf-Uo

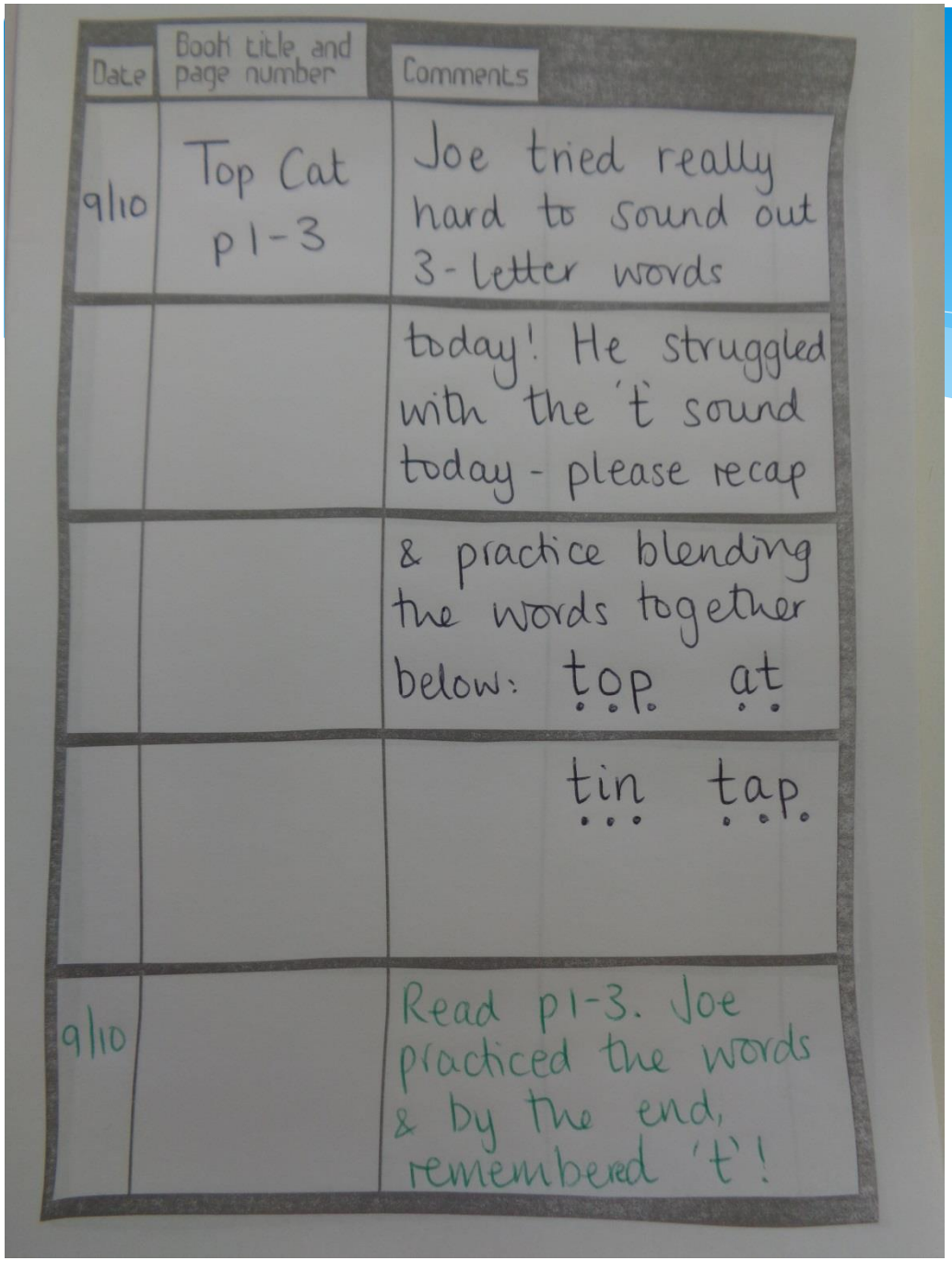
Reading Records

* Reading at home every night for 5-10 minutes
* No need to rush through a book! Our phonics scheme states that a child will have the same book all week (typically 2-4 pages to read). Each time we will advise you on different skills to practice.
* Comprehension is a vital skill to practice daily. Please use the suggested questions at the front of the Reading Records.

Skill	Example Question/Task
Retrieval (asking child to pick information out of the text that they have just read)	What was the character's name? What did _____(character) just do? What happened at the beginning/middle/end of the story? Where did this story happen? Who are the characters in this story? What does he/she look like? What is the picture showing us? Where did it say that in the story? Non-fiction: Where would you find information about . . ? Activities: Re-enact a story Sequence a story using props/pictures Draw a picture of what happened in the story.
Prediction (making a sensible guess about what might happen, based on their knowledge of the text so far)	Looking at the cover/title, what do you think this story is about? What do you think will happen next? What do you think this story is about? Can you guess might happen at the end? What characters do you think might be in this story? What do you think _____(character) is like? Was your prediction right/wrong?
Inference (children interpret what they have read – they go beyond the literal information given)	Why do you think they did that? Were there any bad/good characters in the story? Who were they? How do you know they are bad/good? Were there any heroes in the story? Who were they? How do you know they are heroes? Is _____(character) friendly/ nice/ mean? Why do you think they did that? Is _____ (character) feeling happy or sad here? Why? How would you feel if you were _____ (character)? Why do you think _____(character) did that? (give a situation/ event from the story)? Would you do the same as _____? Why/Why not? Look at the picture: why is that man angry? What might he say?

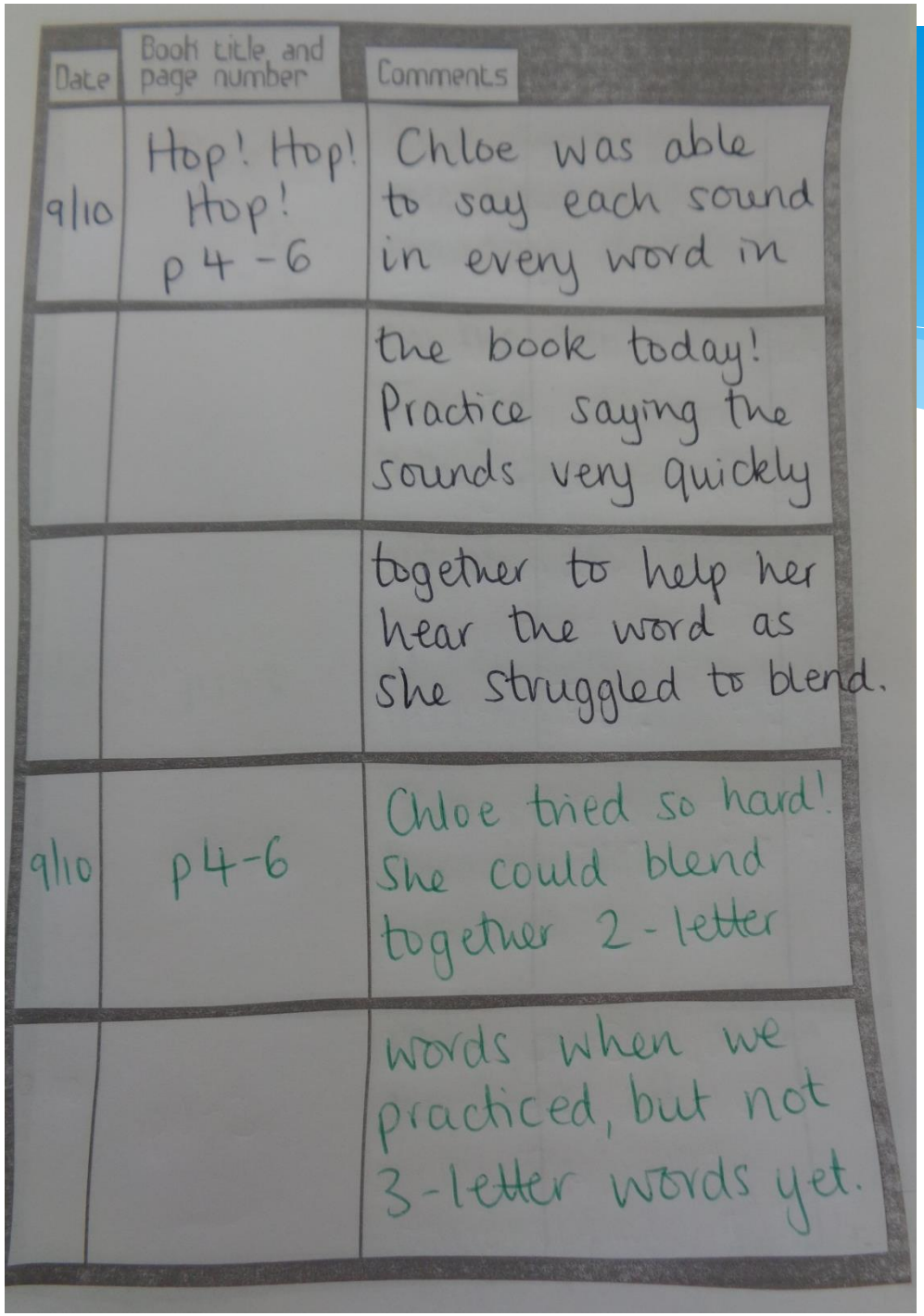
Reading Records: parent comments

* Parent comments are a really vital part of our assessment process so it is really important that you follow the advice given by the teacher or LSA and then write a response comment about how your child got on with their reading.



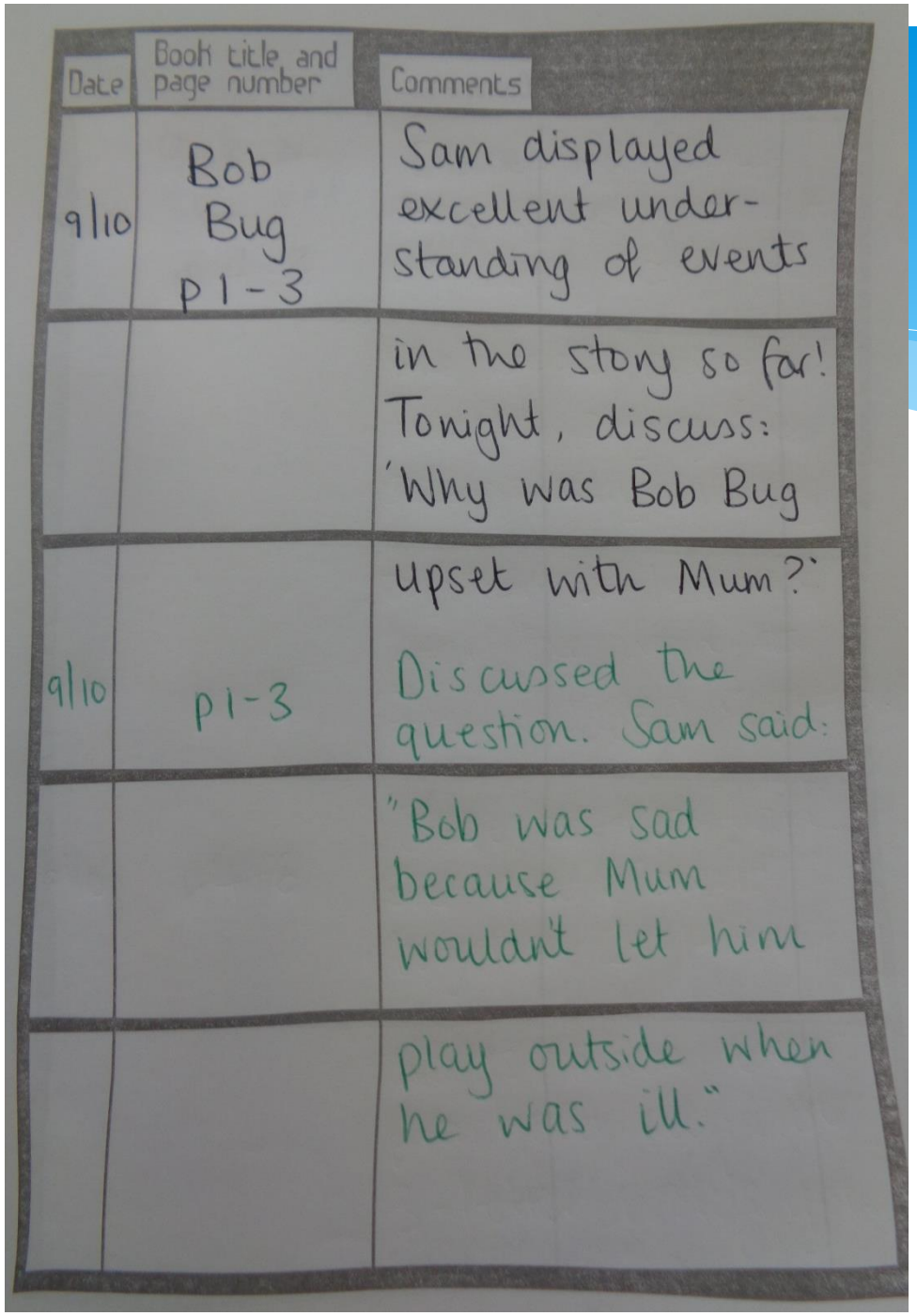
Date	Book title and page number	Comments
9/10	Top Cat p1-3	Joe tried really hard to sound out 3-letter words
		today! He struggled with the 't' sound today - please recap
		& practice blending the words together below: top at
		tin tap
9/10		Read p1-3. Joe practiced the words & by the end, remembered 't'!

Reading Records: helpful parent comment examples



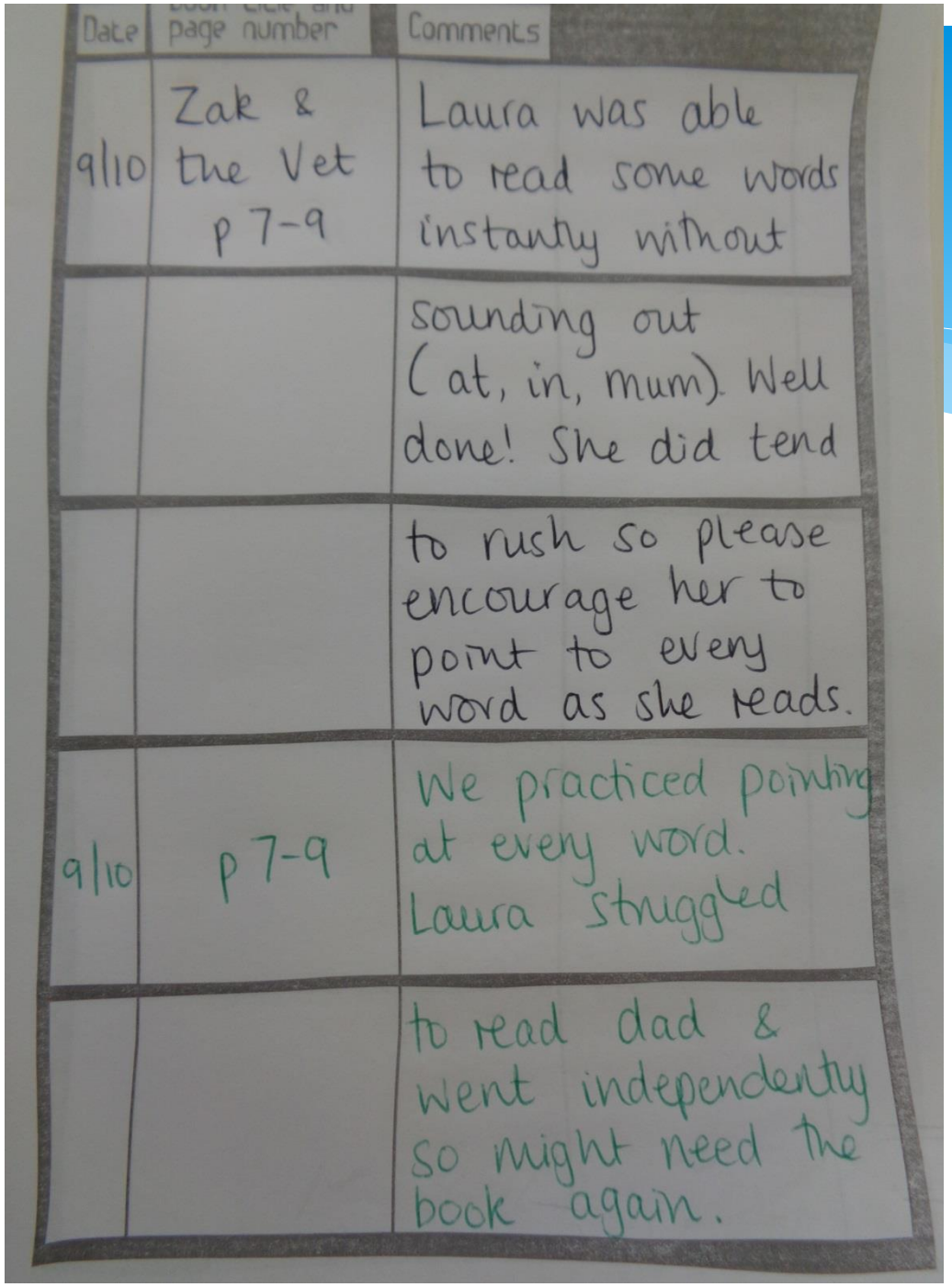
Date	Book title and page number	Comments
9/10	Hop! Hop! Hop! p 4 - 6	Chloe was able to say each sound in every word in
		the book today! Practice saying the sounds very quickly
		together to help her hear the word as she struggled to blend.
9/10	p 4-6	Chloe tried so hard! She could blend together 2-letter
		words when we practiced, but not 3-letter words yet.

Reading Records: helpful parent comment examples



Date	Book title and page number	Comments
9/10	Bob Bug p1-3	Sam displayed excellent understanding of events in the story so far! Tonight, discuss: 'Why was Bob Bug upset with Mum?'
9/10	p1-3	Discussed the question. Sam said: "Bob was sad because Mum wouldn't let him play outside when he was ill."

Reading Records: helpful parent comment examples



Date	page number	Comments
9/10	Zak & the Vet p 7-9	Laura was able to read some words instantly without
		sounding out (at, in, mum). Well done! She did tend
		to rush so please encourage her to point to every word as she reads.
9/10	p 7-9	We practiced pointing at every word. Laura struggled
		to read dad & went independently so might need the book again.

Reading Records: helpful parent comment examples

Phonics lesson

* Yesterday we taught the phoneme n for net:

Here's how we taught it! . . .

Lesson focus	Revisit and review	Teach and practise							Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
n **n**et	s a t p i	Open your lips a bit, put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	nurse nose nest net	n net 	Down, up and over the net.	**Review:** s-a-t s-i-t t-a-p **New:** s-i-p n-a-p p-a-n	sat sit tip nap		**What is making the sound?** A c-ar goes zoom! A horn on a v-a-n goes beep beep! The bell on the b-u-s goes ding ding!

Maths Agenda

* Play & activity-based Maths to make maths meaningful
* What should I expect to see my 4-5 year old child doing in Maths:
* End-of-Year expectations
* Development of Counting & Calculation Skills
* Composition of numbers to 10
* Website: Ideas to help your child at home

Maths in EYFS

* Philosophy behind in all subjects in the Early Years:

'Children's play reflects their wide-ranging and varied interests and preoccupations. In their play children learn at their highest level'

(DFE)

- We provide opportunities where children can explore mathematics through play and in personally meaningful ways.
- Activities & play through a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

Play & activity based Maths

* **What mathematics do you think the children are exploring here?**

* **Counting number of cups poured**
* **Adding extra cups**
* **Using language of more & less**
* **Sharing**
* **Language surrounding capacity** (full, empty…)
* **Solving problems** (How many more? Not enough water?…)
* **Shape** (e.g. noticing 2d and 3d shapes)

What should I expect to see my 4-5 year old child doing in Maths:

4 & 5-year olds: Mathematics

- I can count objects, actions and sounds.
- I can quickly recognise a group of up to five objects without counting. This is called 'subitising'.
- I can match the correct numeral (number symbol) to the right amount, e.g. I can play 'snap' where some cards have numerals, and some have dot arrangements.
- I can count beyond ten.
- I can compare numbers of items.
- I understand the 'one more than/one less than' relationship between consecutive numbers.

What should I expect to see my 4-5 year old child doing in Maths:

4 & 5-year olds: Mathematics

- I am learning about how numbers are made up of other numbers up to 10, e.g. 3 and 3 makes 6. This is called composition of number.
- I know and can say number bonds for numbers 0-5 and some to 10.
- I can select and rotate shapes, this helps me to learn spatial reasoning skills.
- I am learning about how shapes can be combined to make new shapes, e.g. two triangles can be put together to make a square. This helps me to recognise a shape can have other shapes within it, just like numbers can.
- I can continue, copy and create repeating patterns.
- I can compare length, weight and capacity, e.g. "This is heavier than that."

End-of-year expectations

* At the end of Reception, we make an overall judgement of each child's attainment in Maths against an Early Learning Goal (ELG).

Maths (M)	Number	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Development of counting skills

1. Reciting numbers spontaneously

2. Saying numbers whilst passing their finger over objects

3. 1:1 correspondence

4. Counting an irregular set of objects accurately

Counting skills

For a secure understanding of counting, children need to understand:

* **One-to-one correspondence –** matching a number to each object they are counting
* **The same order** –number words must always be said in the same order
* **Anything can be counted** – not just the objects in front of them. (e.g. claps, jumps . . .)
* **It does not matter which object you start with when counting**

Calculation in real-life contexts

Once children have begun to develop a strong sense of number, they begin to calculate:

* counting 2 groups altogether using 1 to 1 correspondence – early addition
* using one-to-one correspondence to find the difference – early subtraction
* share objects equally by counting how many in each group – early division
* count groups of the same number of objects and add them together – early multiplication

* count back from a fixed number when taking away – **subtraction**
* count on from a fixed number when combining two groups of objects – **addition**

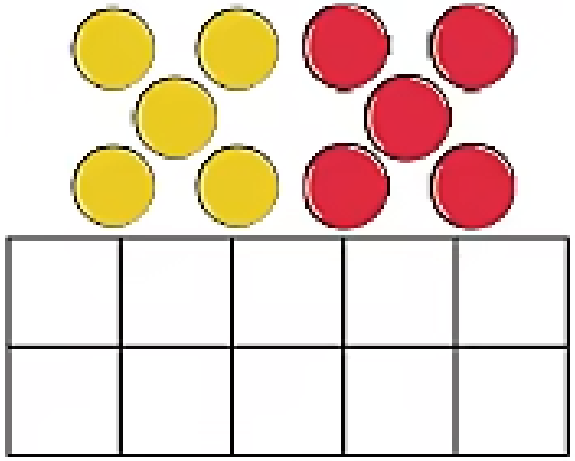
Composition of numbers

Put simply, understanding that one number can be made up from (composed from) two or more smaller numbers:

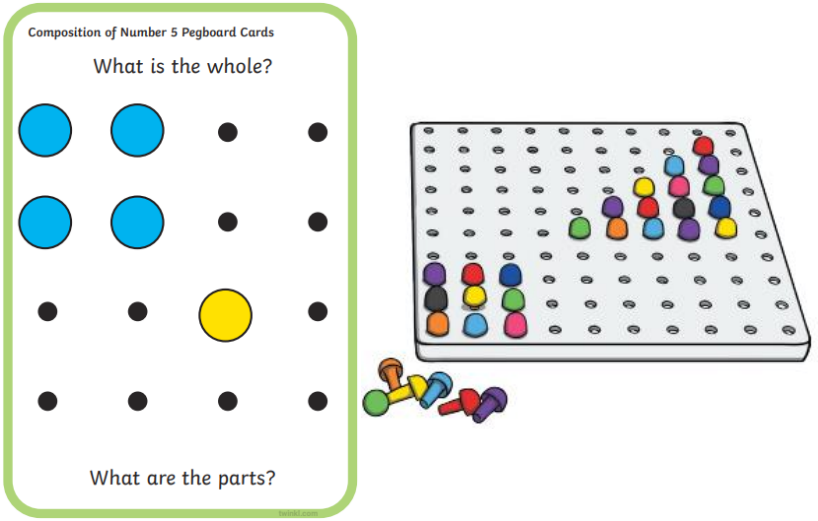
e.g. 4 can be composed from 0+4/1+3/2+2/3+1/4+0

Also: 2+1+1 / 1+1+1+1 etc.

First, we use practical resources to explore the different ways numbers are made up:



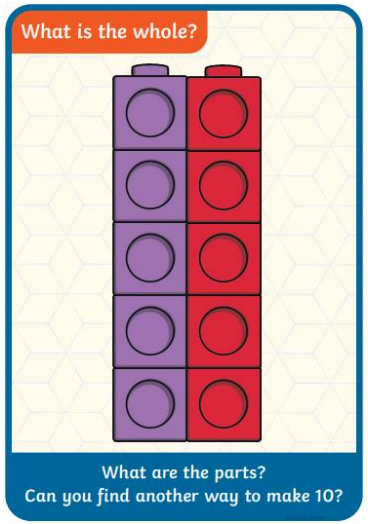
Counters & tens frames



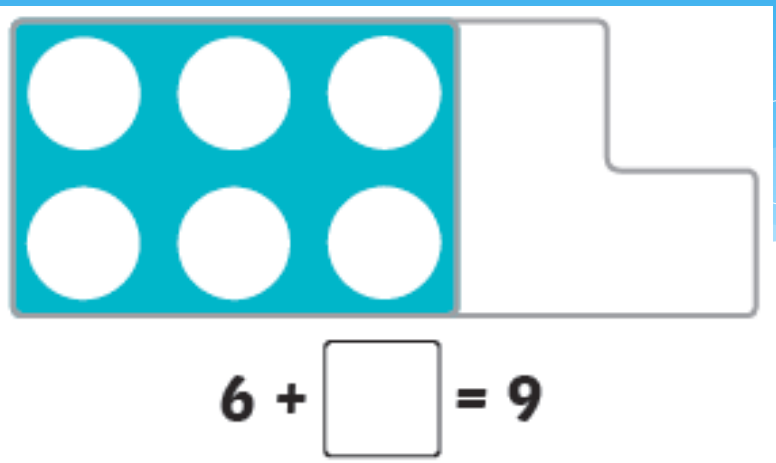
Pegboards

Composition of numbers

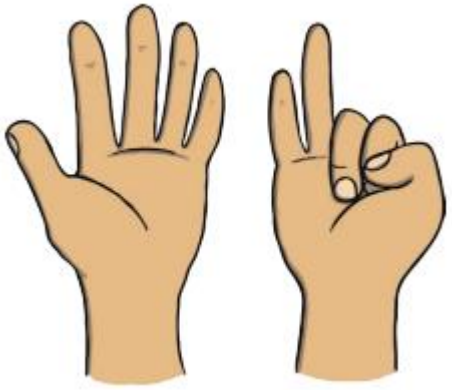
Practical resources:



Coloured cubes



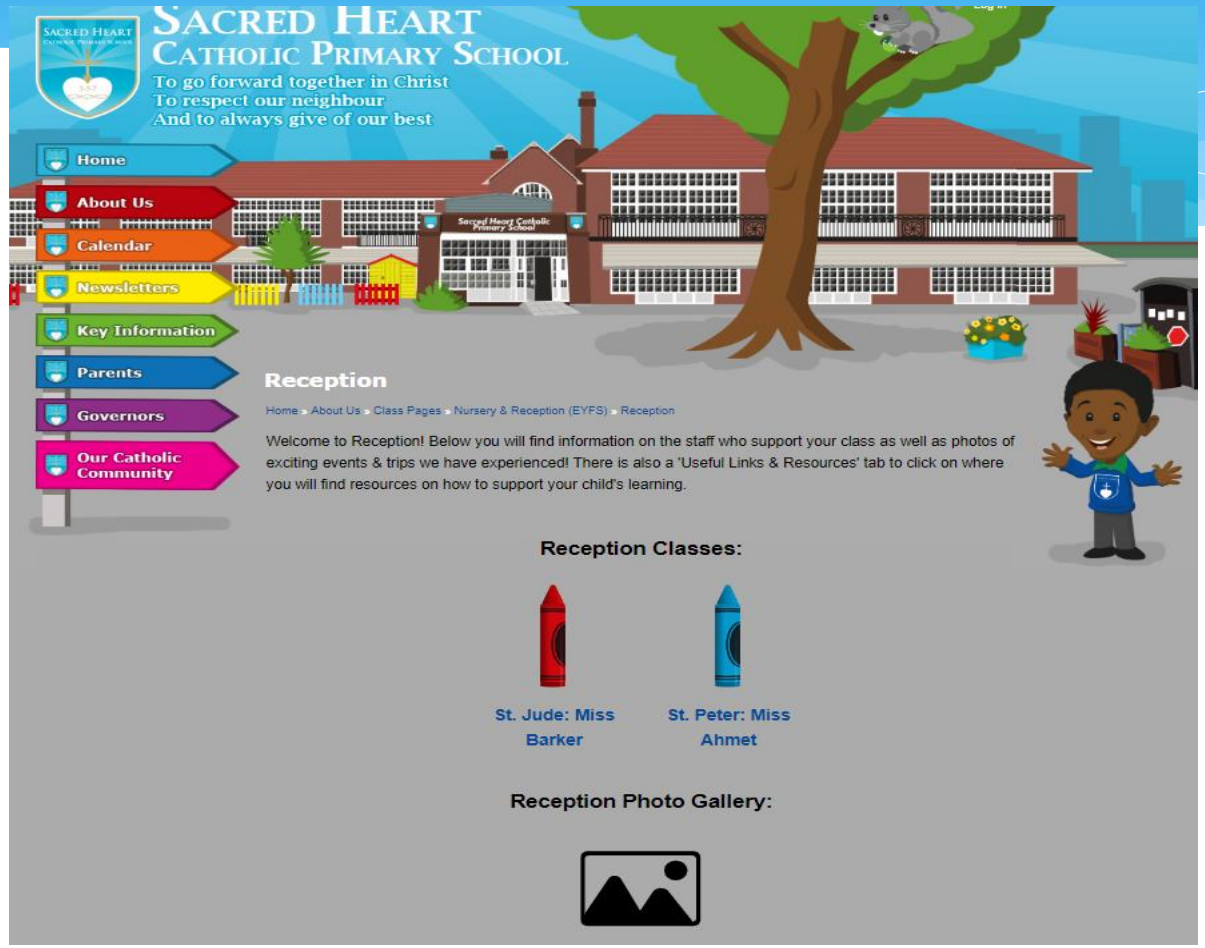
Numicon



Showing on fingers

Ultimate goal by the end of the year: children displaying speed and fluency in knowing how numbers are composed.

Website: useful resources



https://www.sacredheart.islington.sch.uk/reception/