



# Aims

- Staff
- Curriculum
   Overview
- Trips

- Early Learning Goals
- Ways to support your child at home

# **The Reception Team**



# Leadership Team







Mrs Smith Headteacher

## Mr Staines N Deputy Headteacher, Designated Inc Safeguarding Lead and KS1 Lead

Mrs Allchurch SENCO and Inclusion Manager

Mrs Cole Early Years Leader

# **Curriculum Overview**

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"Do all things with love"

CARE

School Vision

1 Corinthians 16:14 for Learning. life and Each Other St Laurence Church Infant School





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SILVER - RIGHTS AWARE

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# **Colour Monsters**



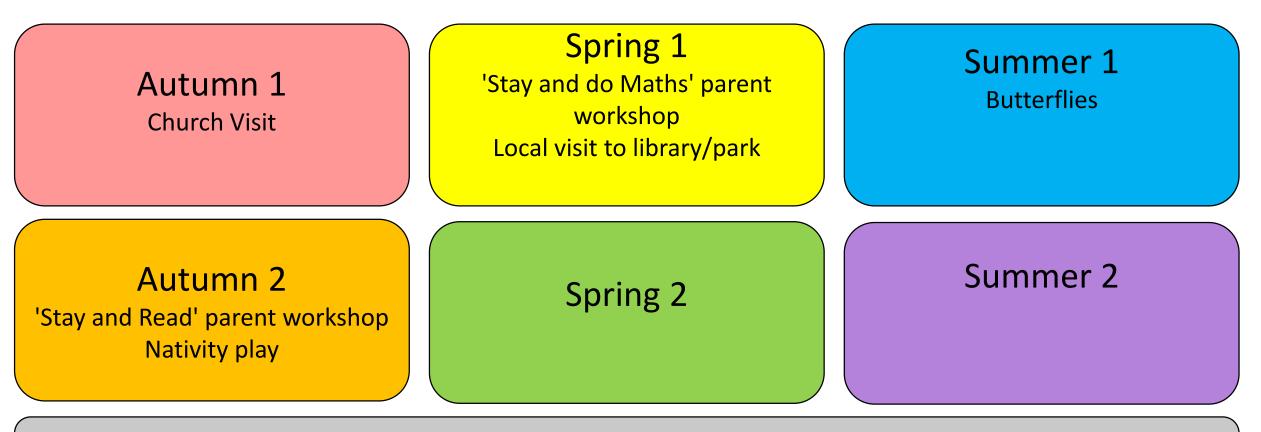
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# **Learning Focus - Topics**

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# **Curriculum Enhancements**



Little Dots Play Village and Farm Trip in the year too!

# **Early Learning Goals**

## Communication and Language

## Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## Speaking

- · Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

## Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

## The Natural World

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- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

## Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## **Building Relationships**

- · Work and play cooperatively and take turns with others.
- · Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

## **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

## Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

- 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.

- Verbally count beyond 20, recognising the pattern of the counting system.
- contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## including the composition of each number.

- Have a deep understanding of number to 10,
  - Subitise (recognise quantities without)

- Compare quantities up to 10 in different

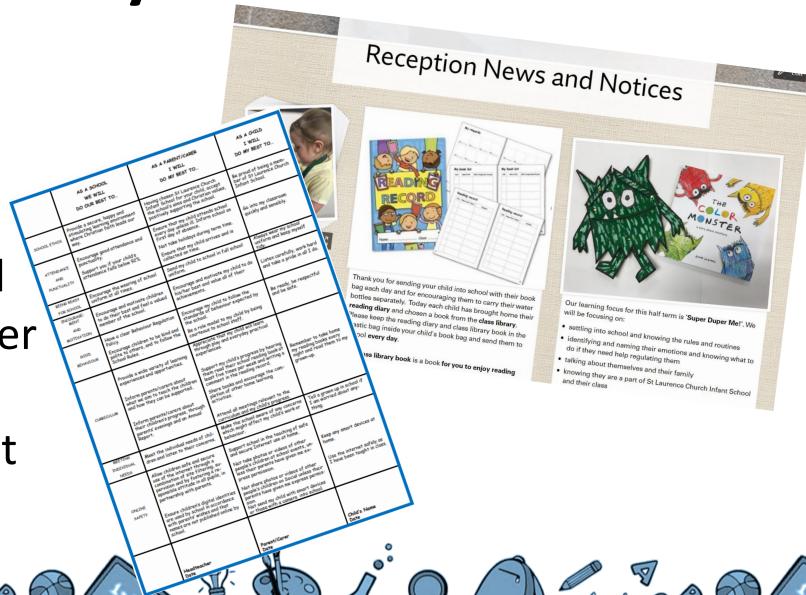
## Explore and represent patterns within



# Ways to support your child at home

- Support and reassurance
- Attendance
- Talk to your child
- Weekly newsletter
- Good sleep
- Healthy breakfast
- Home school

agreement



# **Reception Reading**

- Home school agreement
- 5 x per week
- **Reading a little bit every day** is the best way to help children improve with their reading.
- This is our main homework, as the evidence around whether this improves outcomes is mixed, but the ۲ evidence around regular reading to an adult, and hearing books read by an adult is unequivocal.

their school

times per week and in the reading record.

other home learnin

uks and encourage the com-

Every year, the children who make the most progress in all areas are those who read regularly at home.

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

Science Daily (2019)

# **Book Bag**

Your child already has:

- Class library book
- Plastic reading bag Next week your child will also have:
- Reading book
- Please keep books in bag at all times as we do not have set days for reading and keep water bottles outside book bag.

# Reading to your child

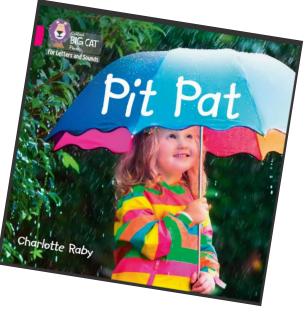
- Nurture your child's natural love for reading
- Special time
- Find a time and place that works for you with the the television and technology turned off.
- Talk about the front cover.

Would you like it if.,

- Relate the story to the child's experiences as they read.
- I wonder what would happen next..
- This reminds me of the time when we...

# Reading the levelled reading book

- A book for your child to read to you.
- Carefully selected to be at correct level of challenge for your child
- In reception, the book will be changed once per week.
- We will read a twinkl book in school and send a different book home with your child. Your child will not have read the book before.



# **Reading Diary**

- Please write in the reading diary every time you hear your child read – your child will get a stamp if there are 5 comments in their diary. (No more than once per day)
- Date, title and smiley face in comment box is sufficient from parent. We want you to spend your time reading, rather than writing lots of comments.
- Record in the Reading Diary when your child has read to you.
- Once your child has their levelled reading book, this needs to be the main focus of the home reading, followed by any other books.
- Please do not use the reading record book for sending other messages into school - this is just for reading related information.



# Levelled reading books

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children		
Level 1	36	Nursery/Preschool	3-4 years		Level 1 continues to be taught alongside the other levels.
Level 2	6	Reception	4-5 years		
Level 3	12	Reception	4-5 years		This is just an ove We understand t
Level 4	4	Reception	4-5 years		every child progre at their own pac
Level 5	30	Year 1	5-6 years	6	
Level 6	30	Year 2	6-7 years		

- Most children will receive a Level 1 book to start with.
   This is a book with very few/no words for your child to 'read' to you using the pictures to tell the story, turning the pages themselves.
- We will soon start to teach Level 2 of our phonics scheme. This is when the children will learnt the letters and how to read words.
- Once the children have learnt enough letters in a few weeks time, we will then give them a book they will be able to read using the letters they know.

## Phoneme

## Smallest unit of sound



2 phonemes



3 phonemes





4 phonemes slug



4 phonemes chest



5 phonemes rocket

## **Segmenting and Blending**

Blending and segmenting can be tricky to master but once children have got it, it will really help them.

- 'I can see a b-i-n.'
- 'Can you pass me a b-a-g?'
- Put your hands on your 'h-ea-d'



We are practising this a lot at the moment in school so if you can support this at home it will really help.



# Grapheme

The written representation of a sound (a letter or group of letters)

## Graphemes S Letter (graph) ck Digraph rocket 2 letters that represent one phoneme (sound) ff muffin ON OFF qu queen quick

## Grapheme

Trigraph 3 letters that represent one phoneme (sound)



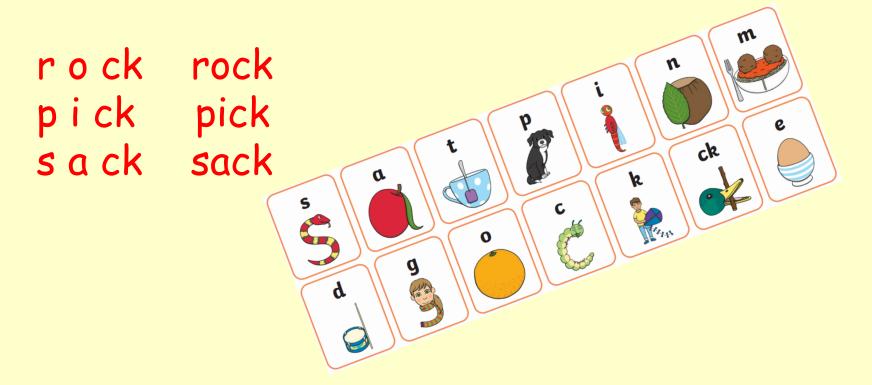
Help your child to read using phonics

Once your child knows s, a, t, p, you can ask your child to read words using these letters in books or using the letter cards.

at at sat sat pat pat

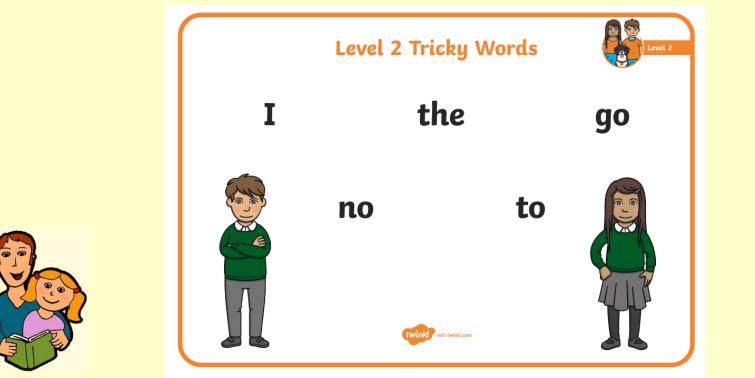
## Help your child to read using phonics

As your child learns more letters and sounds, they will be able to read more words, including those with digraphs very soon: ck



## Tricky words

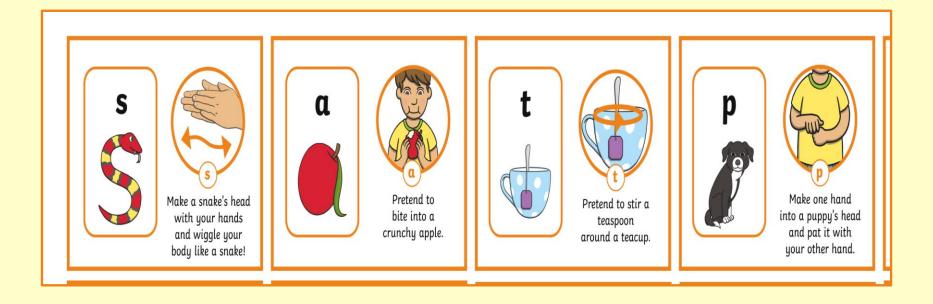
- For some words, using phonics (sounding out) does not work
- We call these words 'Tricky Words'
- They are words we just need to remember
- Can your child recognise these words in their book, signs and other texts?





## **Phonemes**

- It is important that your child knows it is a letter 's' but for the purpose of reading using phonics they need to be able to say the phoneme (sound).
   *Pure sounds*
- Actions and mnemonics <u>Twinkl Phonics Level 2 Sounds and Actions -</u> <u>YouTube</u>



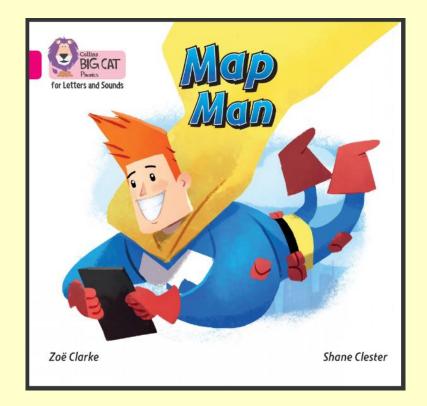
## Hearing your child read their Reading Book

• Find a quiet time and space without distractions.



## Pit Pat by Collins - Issuu

## Map Man by Collins - Issuu



## Helpful tips:

- If your child is tired, read to them instead of them reading to you. (Maybe you could get 'stuck' on a few words they could help with)
- Ensure your child gets meaning and pleasure from the book they are reading:
  - If they are sounding out every word, they will forget what they are reading
  - Help them out by telling them some words
    - Take it in turns to read a page each





## Some links that can help you at home:

- <u>PowerPoint Presentation</u>

   (stlrnci.bham.sch.uk) This powerpoint
   explains the twinkl phonics scheme in more
   detail. It can also be accessed via the
   'Curriculum' section of the school website.
- <u>Twinkl Phonics Level 2 Sounds and Actions -</u> <u>YouTube</u>
- We will send you resources from Twinkl phonics in newsletters.

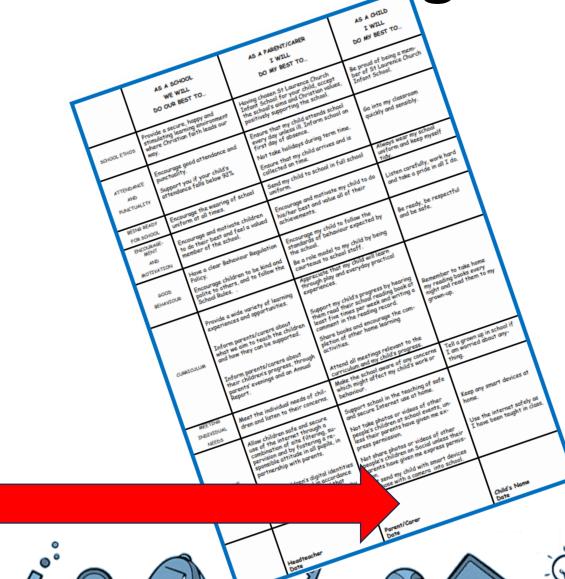




We will be modelling how to help your child to read their book at our 'Stay and Read' sessions:



# **Home School Agreement**



**Parents/carers** to read, sign and return to school as soon as possible

## Please visit our website for:

- today's powerpoint presentation
- today's handouts
- the curriculum maps

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Home Our School ~ Who's Who ~	SCHOOL Key Information ~ Saint Laurence ~	Our Learning * Vellbeing *	
U C	News and Dates Y Contact Us		
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