



**Reception  
6 Week in  
Meeting**

# Workshop Aims:



- What your child should bring to school with them everyday
- What our aims are in Reception
- The EYFS Curriculum
- How your child will learn and be taught in Reception
- How you can support your child at home within each of the seven curriculum areas
- Phonics Workshop

# A Huge Well Done!







# What Should Your Child Bring to School?

Named bookbag

Named coat

Named water bottle

Packed lunch if not having hot school meals

Named PE kit in a named bag

Reading book and reading record

Plastic wallet and flashcards

Please also ensure that all uniform and other clothing is named



# Our Reception Class Aims



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At Wisborough Green Primary School, we aim to provide a high-quality EYFS education giving children **a secure and confident start to their school life**. We are committed to **nurturing a lifelong love of learning** alongside the aims of the EYFS Statutory Framework.

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We strive for high standards, consider the development of the whole child and seek to **foster resilience and independence**. We aim to provide the essential knowledge that children need to prepare them for their time in primary school and **to give children the best possible start to their early education**.



# Reception Curriculum

In Reception, we follow the **Early Years Foundation Stage (EYFS) curriculum.**

## Prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

## Specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



In the EYFS, play is a very important part of your child's development. Most learning will be introduced through a mixture of **carefully planned play**, **focused inputs** and some **adult-led focused activities**. There will also be opportunities for your child to **choose their own learning and follow their own interests**.



# Changes to the New EYFS Curriculum

- Early Years staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
- Pupils will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to **monitor if a child's learning and development is on track for their age.**
- There is **no longer an exceeding judgement** at the end of Reception. Pupils will instead be challenged to have a greater depth and understanding of ideas.
- There is an emphasis on improving pupils' **language and vocabulary** through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.

# How Will My Child Be Learning?



- The EYFS framework identifies the **essential role of play** in your child's development
- It is through both **child-led play and play guided by an adult** that your child will **develop confidence and relationships with others**
- Through play, we will support your child to extend their **vocabulary and develop their communication skills**

**The EYFS framework identifies three characteristics of effective teaching and learning:**

- Creating and Thinking Critically
- Playing and Exploring
- Active Learning





# Playing, Scaffolding, Modelling and Direct Teaching



- How do we teach children in the EYFS?
- In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.
- Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play and helping to provoke a framework for the children to go from "what they know" to "what else they could know"!
- Scaffolding enables a child to solve a problem, carry out a task or achieve a goal. During play, scaffolding is a bridge to learning a new skill.





# To Ensure Effective Teaching and Learning...

We discuss with the children about **what they are interested in** and which skills they would like to develop further.

We **develop children's curiosity** and encourage inquisitiveness and a **love for learning** and find ways to answer the children's questions.

We provide a **challenging and exciting learning environment** that offers high-quality opportunities for the children to **learn through play within the classroom and outside**.

Our continuous provision allows children to play and explore by approaching practical, open-ended learning opportunities where children are able to think creatively and imaginatively. We develop **problem-solving skills through open-ended tasks** and **encourage children to share their thinking with others**.

# What happens in the Reception class?



- Children come into the Classroom, put their bookbag, coat and water bottle away and self-register
- Daily Phonics sessions
- Daily counting
- Whole group sessions across all areas of the curriculum
- Short activities
- Continuous provision inside and outside
- Milk and snack
- Assemblies
- Lunchtime
- Storytime





How can you support your child at home across all seven areas?



# How can you support your child with Personal, Social and Emotional Development?



- Talk about feelings. Read a story and talk about how the characters might be feeling – E.g. Happy, sad, excited, grumpy, worried, bored? What makes your child feel a certain way?
- Get out and about safely. Perhaps in your garden or on a walk locally. Can your child look up into the sky and notice what is around them?
- Try something new. Maybe something they haven't eaten before or a new skill like cooking, making a snack or wiping the table. Talk about how that makes them feel. Confident? Pleased with themselves?
- Have some quiet time - Find time to do something restful and relaxing. E.g. Drawing, looking at picture books without the pressure of reading the words, mindfulness ect.
- Do something kind for someone. Can your child make them something or help with a job that needs doing? Can they help sort the washing or tidy up their toys?
- Make choices about their day. Choose what they might do next. Will they play a game first before reading or will they paint a picture? (Making choices gives children a sense of responsibility, control and supports independence.)

# How can you support your child with Communication and Language Development?



- Developing language and learning new vocabulary. Together can you look up another word for...
- Share a story and talk about it. What was your favourite bit? Can you guess what might happen at the end? How did the characters feel when something happened? Could you join in with parts of the story?
- Create a reading den. Find somewhere cosy, snuggle up and read their favourite book to themselves or a toy friend.
- Storymaker's bag. Find a bag and collect items to go in it that relate to a story they know. If you can't find an item, you could draw a picture to include. Can others guess what the story is before you tell it?
- Find lots of interesting items from around the house and put them on a tray. Look carefully to remember what's there and then cover with a cloth. The other player takes away an item without them seeing. Which item is missing? Lots of talk about the objects increases vocabulary. More items to guess makes it more challenging!
- I went shopping and I bought... Test your child's memory with this family game. Take turns for everyone to add something and keep remembering the whole list as it gets longer. "I went shopping and I bought a loaf of bread, a rubber duck, a dustpan and brush, a bunch of flowers and a....."



# How can you support your child with their Physical Development?



- Set up an obstacle course at home or in the garden. Can you time how fast your child can complete it? Can they beat their personal best? Can they balance and move safely at different heights?
- Make playdough. Can they squeeze, shape, twist, pull, flatten or stretch the playdough?
- Scissor skills. Increase fine motor control by cutting up little bits of paper or leaves from the garden or from a walk. They could even stick them on a collage picture. Could they have a go at ripping the paper too?
- Get Dancing. Make up a dance routine to their favourite song and get others to learn it.
- Make and blow bubbles. Use washing up liquid with their hands or string. Can they catch them and make them pop?
- Be helpful. Using a dustpan and brush, the Hoover, a broom or a rake are all fantastic for developing gross motor skills (large movements). Getting moving and being helpful too!
- Can you practise throwing and catching? Can they practise their hand-eye coordination?





# How can you support your child with Understanding the World?



- Can you look at people and communities? What traditions do they have? Are they similar or different to their own?
- Can you experiment and investigate at home? E.g. which items float and which sink?
- The History of Me – Can your child look back on memories and events in the past? What can they remember? What can they learn from a historical event?
- Learning about operating technology? Can your child be a photographer? Use a camera or a device to take some photos. What will they photograph? What do they notice? Plan and introduce new vocabulary related to exploring the environment.
- Keep a nature diary. Look out of the window each day and draw or write what they notice. Birds, flowers, changes in the weather, what else?
- Find out about the world they live in. Look up maps of the world, the UK or locally where they live. Draw a map of their house or garden.





# How can you support your child with Expressive Arts and Design?

- Can your child join in with or create their own dance? Can they take part in different movements up high and down low?
- Drama and role play – Can they act out a role or character from a storybook?
- Art and Design Technology – Can they practise colour mixing, sewing, weaving, joining materials together? How can they become an artist?
- Constructing and joining different materials together. Junk modelling. Use recycled materials like yoghurt pots, toilet rolls and cereal boxes to see what they can create with them. Can they use exciting vocabulary to describe their creations?
- Draw something carefully. Can your child find a photograph or picture of a person, place or object and sketch it? What materials do they wish to use and why?
- Listen to music of all kinds and join in with singing the words. Find new music that they haven't heard of before – E.g. Jazz, folk, rock, pop ect. Which do they like best? What does it make them think about?



# How can you support your child with Mathematics?



- Can your child practise counting up and down?
- Can your child look for patterns and shapes in the natural environment? Can they make their own repeating pattern? Can they compare different objects? How are they similar or different?
- Pair up the socks. Collect up as many pairs of socks as you can. Unpair them and muddle them up. Can your child find the pairs again? How many are there? Line them up to count. Do it against the clock.
- Scavenger Hunt. See how many things your child can find that fit a category before the timer goes off. Red items, items smaller than a match box, items with 4 corners?
- Data handling. Call friends and relatives and find out their favourite colour, fruit or animals. Your child could make a bar chart as they go using Lego or Duplo or record numbers in a tally chart.
- Target Game. Use soft balls, balled socks or scrunched up balls of paper and set up numbered targets to aim for (paper bin, laundry bin, box). Make it challenging and add up points as they go. Can they write the points down?
- Long and short. How many Lego blocks/ pencils long is the washing machine? Make a good guess and then check. Is the sofa longer or shorter? How many blocks to go from one side of the room to the other.
- Ten Pin Bowling. Use old plastic bottles or toilet rolls as the pins. A good opportunity to work on early subtraction. "We had 10 pins and you knocked 4 down, how many are left?"



# How can you support your child with Literacy?



- Read, read and read! Let your child listen to many different stories and together discuss the language and vocabulary included. Can they join in with parts of the story? Can they learn a story and put actions to each part? Can they predict the ending? How are the characters feeling? How do you know? Can you draw a story map to show what has happened in a story?
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Building towards writing words, captions and sentences.
- Practise writing their name and the sounds they are learning each week.
- Phonics - Read individual letters by saying the sounds for them. Support the children to read the sounds and blend these into words, so that they can read short words and understand the sound correspondences.







# AN INTRODUCTION TO PHONICS AND EARLY READING





# Workshop Objectives



- To understand what phonics is
- To know how we teach phonics at Wisborough Green
- To understand how to support your child with phonics at home

**p h o n i c s**

# What is Phonics?



- Phonics is a learning approach to support children to learn to **read, spell** and **write**
- Phonics helps children learn to read and write by teaching them the letter **sounds**, rather than letter names, for example, the sound that 'c' makes, not the alphabetic name

Phonics teaches children to:

- **Listen and identify** different sounds which make up different words
- **Recognise** the sounds that each letter and letter combinations make. Eg. s sh
- **Blend** different sounds together to read a word
- Phonics is just **one** of several skills that children use to read





Can you read these  
three different words?

terg

quemp

stroft

What techniques did you use to read the different  
words?





# Phonics Terminology

## ■ What is a phoneme?

A phoneme is the smallest unit of sound. When we teach reading we teach children which letters represent those sounds. For example – the word '**hat**' has 3 phonemes – 'h' 'a' and 't'.

## ■ What is a grapheme?

A grapheme is what the phoneme looks like. It is a letter or a number of letters that represent a sound in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. E.g. / ee /, / ea /, / ey / all make the same sound but are spelt differently.

## ■ What is a digraph?

This is when two letters come together to make a sound, / sh / makes the sound in shop.

## ■ What is a split digraph?

This is when two letters, split, making one sound / a-e / as in 'make' or / i-e / as in 'kite'.

## ■ What is a trigraph?

This is where three graphemes (letters) make one sound. They are: igh, air, are, ure, ear.



# Phonics Terminology



## ■ What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how / p / / a / / t / becomes pat.

Showing your child how to blend is important. Model how to 'push' sounds smoothly together without stopping at each individual sound.

## ■ What is segmenting?

Segmenting is the opposite of blending. It is a skill that helps spelling. To begin to write independently children must be able to hear the individual sounds in words to write the corresponding grapheme. In order to spell the word cat, it is necessary to segment the word into its individual sounds; c-a-t.

## ■ What are red/tricky words?

Red or tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings.

## ■ What are CVC/CVVC/CCVC words?

CVC stands for consonant-vowel-consonant and words such as map/cat are CVC.  
CVVC stands for consonant-vowel-vowel-consonant words such as keep/boat.  
CCVC stands for consonant-consonant-vowel-consonant words like slam/from.

# Blending



- Building words from phonemes:

c a t



cat



# Blending



- Building words from phonemes and digraphs:

qu ee n



queen

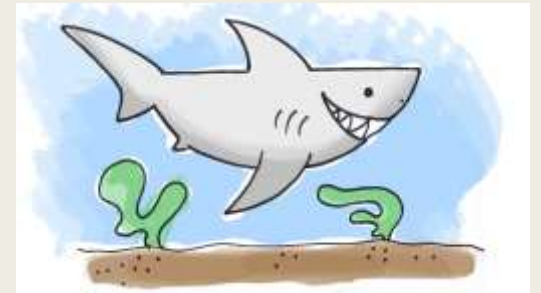




# Segmenting – Sounding Out

shark

sh ar k





# Pronouncing sounds correctly



- Pronouncing sounds correctly and clearly is vital to phonics progress



- <https://www.youtube.com/watch?v=lwJx1NSineE>

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# Song of Sounds



Song of Sounds is also a multi-sensory phonics programme. It is hands on and interactive with music, movement and practical activities at its core, to ensure children enjoy the phonics learning process. The programme ensures that children become fluent readers and knowledgeable spellers by the end of Key Stage 1.

All daily sessions are practical, structured, fast paced and fun.

Introduce – we sing our song and complete the actions for each sound.

- Revisit – we practise previous sounds already taught
- Teach – we teach a new sound
- Practise – Practise using the new sounds saying, reading, writing and blending the new sound
- Apply – reading and writing activities and games to support the children apply their understanding

# Early Reading at Wisborough Green



- We listen to the children read individually once a week
- We share a class story every afternoon
- There are reading, writing and phonics based activities set out in the classroom each week
- We do focused Literacy activities each week
- We make learning as multisensory and active as possible, as we know this is how children learn best
- In our phonics lessons, we focus on four new sounds a week. In school, we learn each sound together as a class and then work with each child individually to assess their understanding.







# How can you support your child at home?

- Each week, we will send home flashcards with the sounds we have been looking at that week in a plastic wallet. Please read through these sounds with your child as often as possible, asking them to share the rhyme for the picture side of the flashcard and the sounds for the written side.
- Support your child to pronounce sounds correctly
- Use phonics when reading – let your child have a go first and support where needed
- Use phonics when writing – eg. shopping lists
- Practise and practise tricky words as these can not be sounded out
- Read with your child everyday
- Make it practical and fun
- Let your child teach you!



# How can you support your child at home?



## ■ Road Signs / Notices in the environment

Encourage your child to identify letter shapes that they know in the environment and have a go at reading regular words or tricky words that you know they've come across. Lots of road signs and shop names will be irregular, but tell your child what the words say to satisfy their curiosity and ask them to identify letter shapes they know.

## ■ I Spy

Find something that you can both see and ask your child to think of what it could be based only on the first letter sound.



## ■ Phoneme Detectives

At bedtime, ask your child to pick a story from their bookshelf and be a letter detective, finding as many examples of a specific letter shape as they can, for example 's'. You could also play this game hunting for tricky words, for example 'the'.



## ■ Cutting and Sticking

Why not make a collage of the letter shapes they've been learning. Look through some newspapers or magazines together, cut out any specific letter shapes you've been concentrating on and stick them to make a collage.



## ■ Anagrams

To practise the tricky words your child's been learning, why not create some tricky-word anagrams for them to unscramble, for example, you could write 'etyh' and your child has to work out that it says 'they'.



## ■ Wordsearches

Make a wordsearch for your child containing all the tricky words they've been learning. Then draw a grid for them to make their own wordsearch for you to solve.

## ■ Guess the Tricky Word

Challenge your child to guess which tricky word you're thinking of, as you give them clues, for example, 'I begin with w and I have a tricky sound in the middle.'





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Thank you very much for  
listening

Please do not hesitate to ask any questions that  
you may have.