

Learning in the Early Years Reception



WEST TOWN LANE
ACADEMY

Bumblebees with Miss Nicholls

Dragonflies with Mrs Owen

Caterpillars with Miss Simmonds

PPA Cover with Mrs Lewis and Mrs Burt

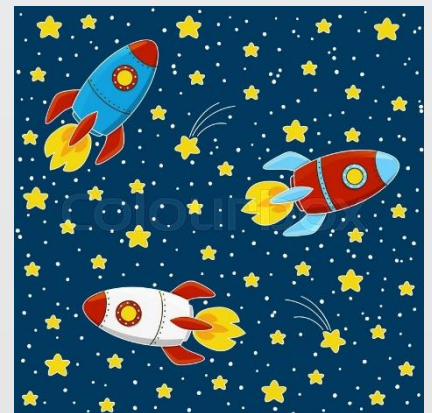
Day to Day Routine

- The children will have a mixture of learning opportunities throughout the school day including whole class inputs, teacher-led, self sustained and child initiated activities.
- As the children progress through the Reception year the proportion of teacher led and self sustained activities will increase.



Enquiries

- Term 1- What makes me marvellous?
- Term 2- What do we celebrate?
- Term 3- Who's the meanest story villain?
- Term 4- What's that twinkling in the sky?
- Term 5- What's that lurking in the garden?
- Term 6- How do things change over time?



Early Learning Goals

Children work towards achieving the Early Learning Goal in 7 areas of learning at the end of the Reception Year.



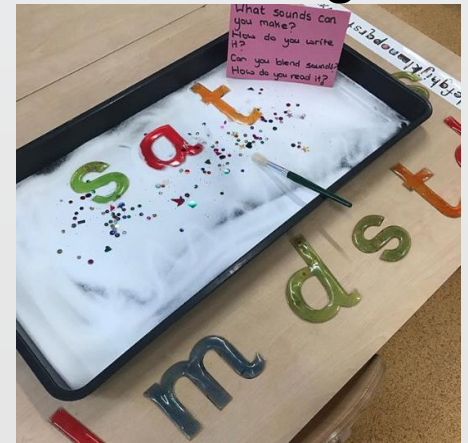
- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Art and Design**



Children working towards the goal will be 'emerging'. Children working within the goal will be 'expected'.

Reading & Writing

- Read many story books, discuss the narrative and anticipate key events.
- Challenge your child to retell stories using new vocabulary.
- Encourage your child to make marks with paintbrushes, chucks and chunky crayons. Provide them with opportunities to practise cutting tracing and sewing to develop their fine motor skills, as well as, encourage them to hold a pencil correctly.
- Please always encourage your child to write using lower case only. Capital letters will be introduced at a time that is right for them.



Phonics

- Children should hear, say and link sounds to letter names.

Phase 2: s, a, t, p, i, n, m, d, g, o, ck, e, u, r, h, f/ff, b, l/l.

Phase 3: j, v, w, x, y, z/zz, ch, sh, th, qu, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er, ear, air, ure.

Phase 4: Adjacent consonants e.g. 'br' and 'lk'

We blend the sounds to read.

We segment the sounds to spell.

Common Exception Words

Common exception words can not be sounded out when reading or writing. We must simply remember them.

The dog ran after the sheep.

My mum got us fish and chips.

I like to dig in the mud.

Phase 2	Phase 3	Phase 4	Common exception words
the	he	said	his
to	she	have	is
no	we	like	a
go	me	so	today
I	be	do	put
into	was	some	push
	you	come	of
	they	were	says
	all	there	has
	are	little	your
	my	one	friend
	her	when	school
		out	by
		what	ask
			our
			here
			where
			house
			full
			pull
			love

Phonics

- Term 1- Phase 2 sounds & CEWs
- Term 2- Phase 2 Mastery and Phase 3 sounds & CEWs
- Term 3- Phase 3 sounds & CEWs
- Term 4- Phase 3 Mastery sounds & CEWs
- Term 5- Phase 4 sounds & CEWs
- Term 6- Phase 4 sounds & CEWs

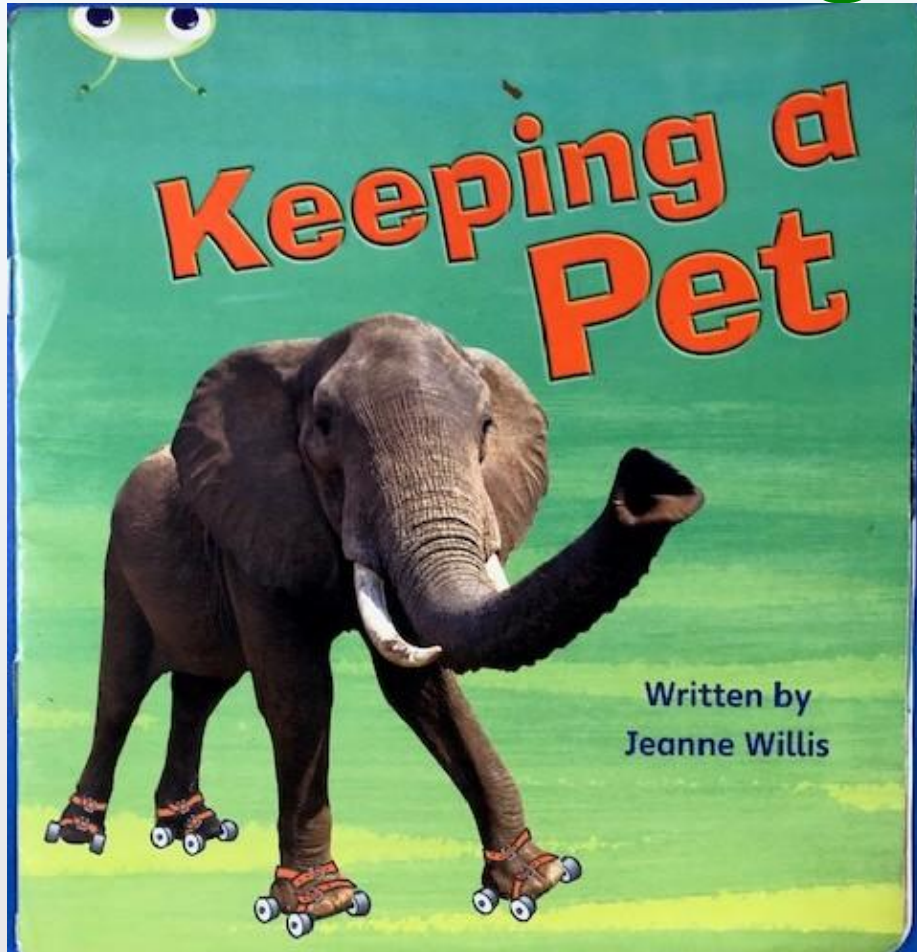
Reading at home

Children receive 2 books for the week, changed on Fridays .

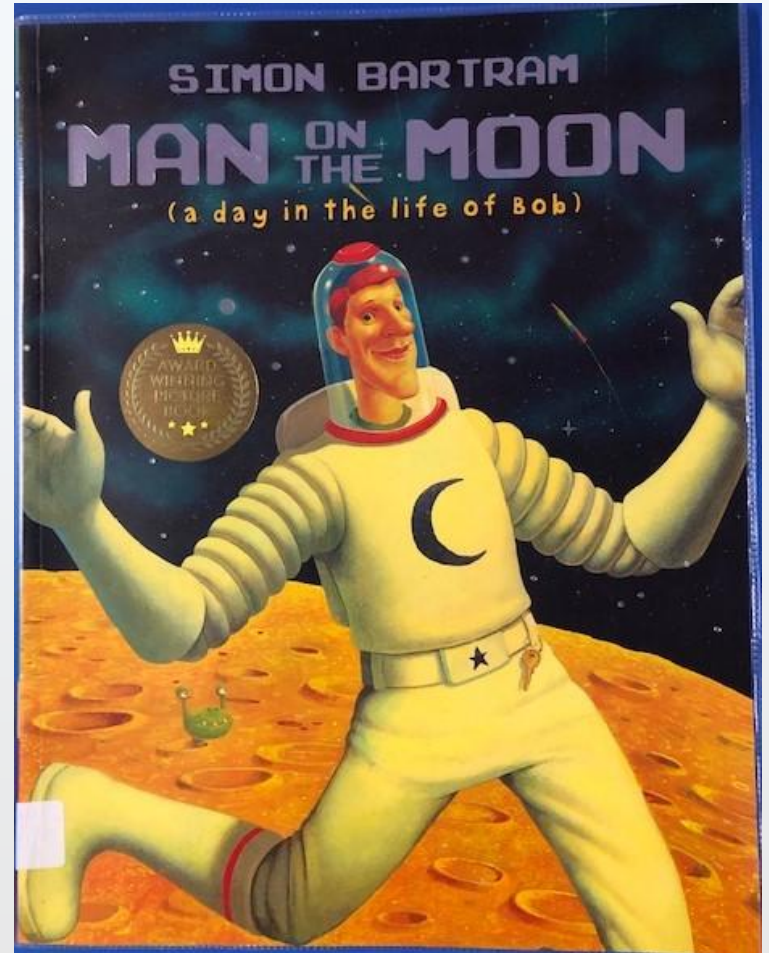
These 2 books are:

- A decodable book for children to read daily.
- A sharing book for **adults to read to the children.**

Reading at home



e.g. decodable book



e.g. sharing book

Reading at home

Try to build a daily reading routine. Children need to read the same book repeatedly. This may seem boring to us as adults but it is essential for young children to build up fluency and confidence.

- Read 1- Children sounding out new words e.g. c-a-t.
- Read 2- Children start to recall these new words and read them normally.
- Read 3- Children can read the book with increasing confidence and fluency.
- Read 4 & 5- Start to ask more challenging questions about the book (see next slide).

Reading at home

Why do you think that they did that?



Why do you think that?



What do you think the story is about?



What do you think will happen next?



What do you think the character is like?



What did the character just do?



Reading records

Date	Number	Comments	Initials
3/12/2020	DEAR ZOO	Harry read the story well, good. Please read on by word to trip him up (they)	Nancy
4/12/2020	Dear Zoo	Great Reading Harry	Nancy
7/12/20	Up in a Tree	Great try today Harry. Really good blending. Keep up the good work.	P.C
7/12/20	Dear Zoo	Great reading but struggling with some bigger words.	Mur.

New Words

fierce _____ naughty _____

may _____ _____

Here is an example of a reading record. Feel free to celebrate your reading successes here and use the new words section for any new vocabulary the children have learnt or enjoyed.

Reading records

Date	Book and Page Number	Comments	Initials
5.9.22	Hairy Bears p. 1-8	G. sounded out l-u-n-ch perfectly!	ZW
6.9.22	Hairy Bears whole book	G. spotted 'lunch' and read without sounding!	ZW
7.9.22	Hairy Bears whole book	G. knows the story and told me all of the characters!	ZW
8.9.22	Hairy Bears + shared read	G. read Hairy Bears and I read our shared read book!	ZW

Date	Book and Page Number	Comments	Initials
9.9.22	Hairy Bears + shared read	G. loves this story and can explain why. We love our shared reader!	ZW

First read: Slow read, children sound out new words e.g. "l-u-n-ch"

Second read: Children recall new words and read them normally e.g. "lunch"

Third read: Children know the book well and will need some questions from you e.g. "How are they feeling?" "Why do you think did they did that?"

Fourth & Fifth: Continued questioning and discussion.

Literacy

Comprehension

Children at the expected level of development will:

-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, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will:

-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.

Writing

Children at the expected level of development will:

- 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.

Maths

Number

Children at the expected level of development will:

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

Children at the expected level of development will:

- 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.



Maths

- Encourage your child to point out numbers in the environment and say number names in order to 20.
- Compare quantities together and subitise. *Who has the most sweets? Which shopping bag is the heaviest? How do you know there are two?*
- Add objects together and take objects away.
- Practise ordering numbers to 20 and finding the missing number.
- Identify and discuss the shapes in the environment. *Can you find a circle in the garden?*



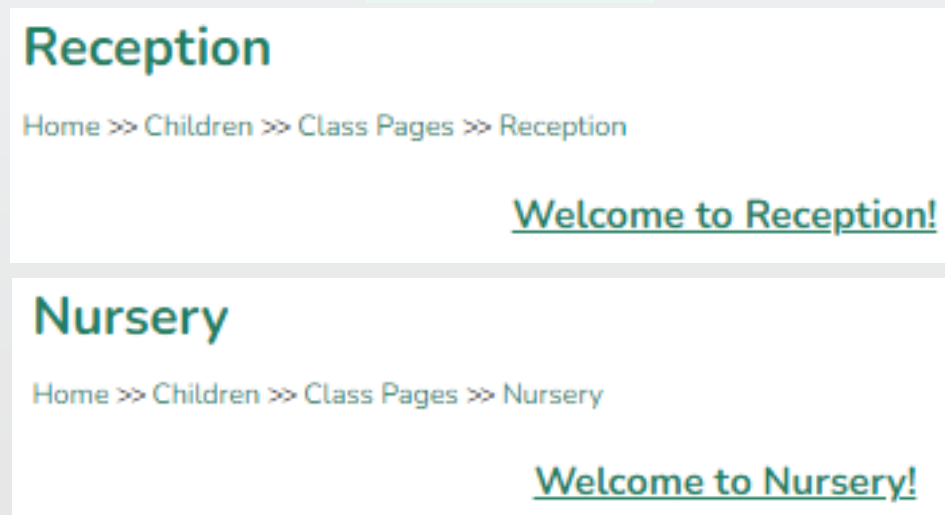
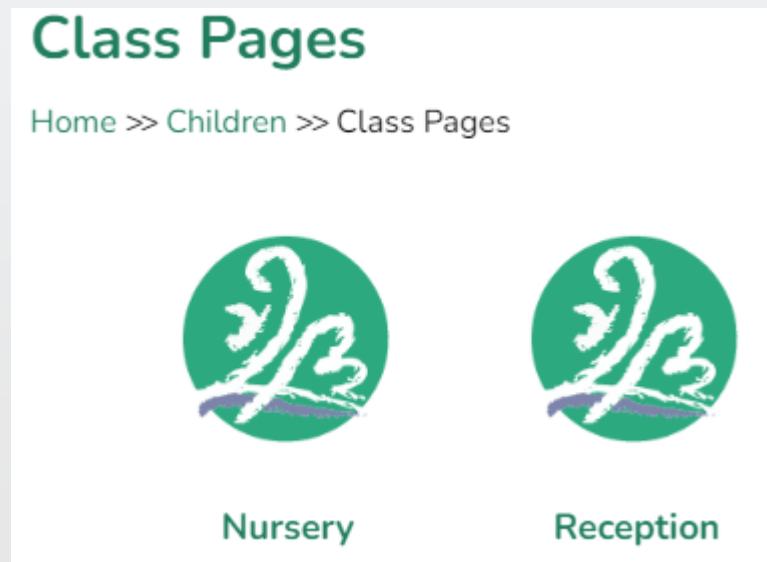
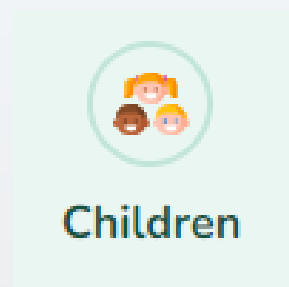
Tapestry!



We encourage you to add to these with your own observations.

Our Website

- Please check our Reception page on the website for updates and important dates.
- Select the Children icon from the bar and click class pages.
- Select your year group.



Attendance

Attendance at school is very important in order for children to thrive and succeed. We expect your children to come to school every day that they are fit and able. However, if children are unwell please ring the school office and leave a message with **details** of your child's absence. Please call on **each day** of your child's absence. If we do not receive a phone call, our attendance officer will make contact with you.

Punctuality is also very important; if children arrive late, they will miss important information to support their learning and it can be unsettling for them.

Please **do not** book holidays during term time. If you do take holidays during term time, you could receive a penalty fine and more importantly, your child's absence will impact their learning.

Attendance

	In <u>one week</u> child misses.....	In a <u>year</u> child misses.....	Over the seven years of <u>primary</u> <u>school</u> child misses...
100% attendance	No days	No days	No learning at all
90% attendance	Half a day	Almost four weeks	Over four terms
80% attendance	One day	Over seven weeks	One school year and two terms
70% attendance	One and a half days	Eleven weeks	More than two years
60% attendance	Two days	Over fifteen weeks	Two years and four terms
50% attendance	Two and a half days	Almost twenty weeks	Three and a half years

If you were to achieve 90% on a test, you would probably be very happy. However, if a child attends school only 90% of the time, they will have missed 4 weeks by the end of the school year!

Lastly...

- Please remember to bring one piece of fruit/vegetable for snack with a bottle of water. The only other snacks would be crackers; no crisps or chocolate please.
- Please bring named children's book bags **every day**, starting this week.
- **Please have your child come in wearing their PE from Term 2, days TBC.** Please ensure you are providing your child with many opportunities to practice dressing and undressing as they will need to get themselves dressed independently.
- **Please label *all* personal belongings and clothing.**
- If you wish to help at all throughout the school year please email the office.

We hope your child has the best year with us!