

# The Early Years Foundation stage at

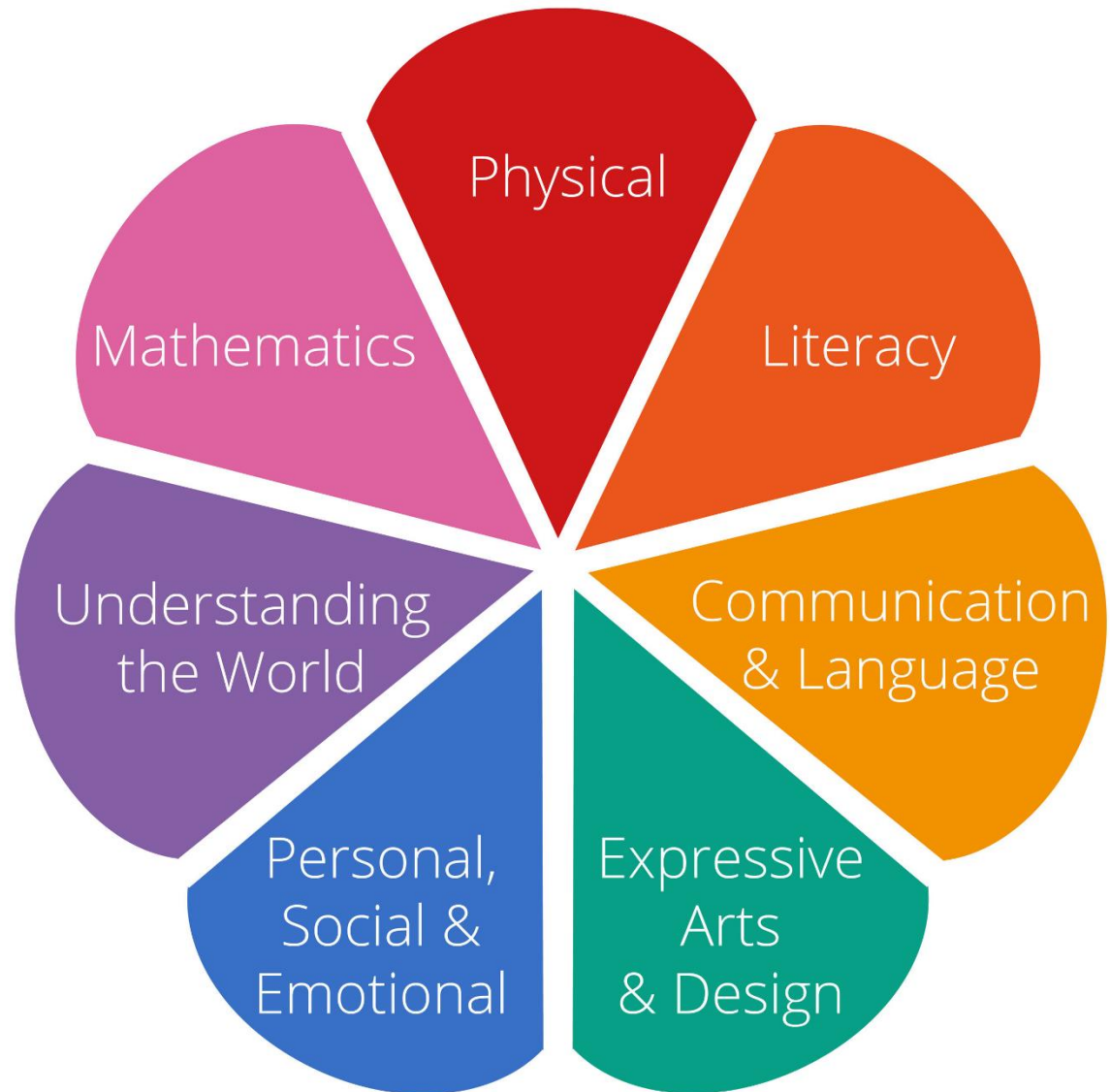


# What does a day at school look like for my child?



Drop off Children will have a morning task which they complete
Register and morning routine - whole class learning input
Choosing Time
Break Time
Snack
Phonics - Fine motor – Mastering Number
Lunchtime
Afternoon Input
Choosing Time
Talk through stories and getting ready for home

Within  
choosing time  
every child has  
access to  
activities to  
support,  
develop and  
extend all 7  
areas of  
learning



# Outdoor exploration



# Learning zones within the classrooms





# Welcome!

- The importance of reading
- What is phonics?
- The alphabetic code and how it's made up
- How we teach children to read
- Common exception words
- School reading book system
- Reading at home
- Teaching children how to write
- Progress
- Questions



## The importance of reading!

- One of the most important things we can teach a child.
- Develop a love of reading for a range of different texts.
- Helps them to understand the world around them (road signs, menus, Google)
- How the journey starts (learning to read – progressing to reading to learn)

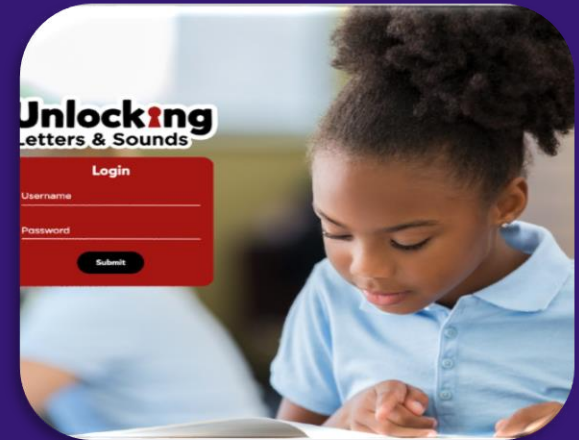
# What is Phonics?

- Taught for the past 50 years in a range of different approaches.
- Phonics is the best way!
- What the Government say

- Grapheme
- Phoneme

Cat ..... c-a-t

*Phonics teaches the link between the words we say and the letters that represent each sound.*





# The Alphabetic Code – how it's made up



## 44 phonemes

- Most complicated language
- 3 years to learn (start early!)
- Taught in phases (rec 2-4 and y1 and y2 5 and 6)

## Simple Code

- Start by keeping it simple (single sounds)
- Digraph and trigraph

## Complex Code

- Alternative graphemes  
Ai ay A-e

# How we teach children to read

- Recognising grapheme and phoneme correspondence and how that makes a word to read (blending)

**Map**  
● ● ●

***Slow and steady wins the race!***

***The more practise at home the more fluent they will become.***



# Common Exception Words

<i>the</i>	<i>to</i>	<i>into</i>
<i>no</i>	<i>l</i>	<i>go</i>



Words that appear frequently in texts and spoken language but can't be decoded.

## HfWs

These are words that appear frequently but have some phonetic clues.



# Reading book system at school

- Children will be given books when they know the first set of sounds – this will be different for every child
- Books precisely match children's phonics attainment
- Changed once a week on a Monday

*Read in phonics lessons, guided reading, 1:1 reading and general class time to read.*





## Reading at home

- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

# Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!





# Teaching children how to write

- Segmenting words



- Daily writing as part of phonics lessons

**Unlocking Letters & Sounds**  
**Actions, Images and Handwriting – Phase 2**

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		<b>Snake</b> – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		<b>Arrow</b> – Firing an arrow	Around, up, down and back	Down, down, lift and across
t		<b>Tap</b> – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		<b>Paint</b> – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

© Pearson and its licensors. All rights reserved. Page 7 of 10



## Concerns about progress

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with





Questions and next steps



# Maths at school

Our children explore maths in school every day



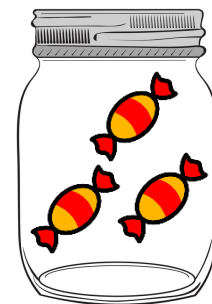
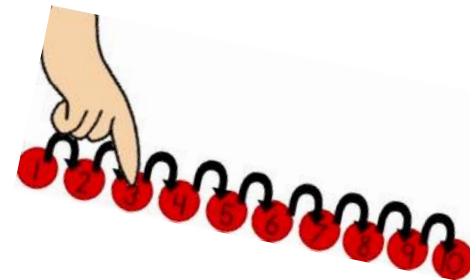


NCETM

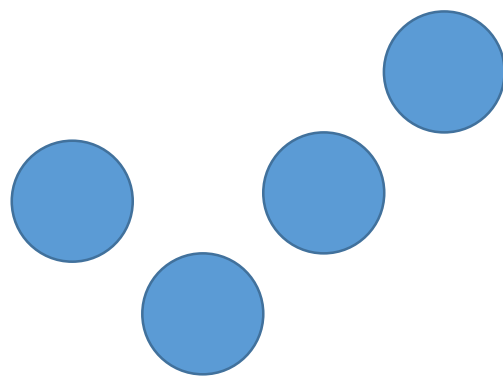
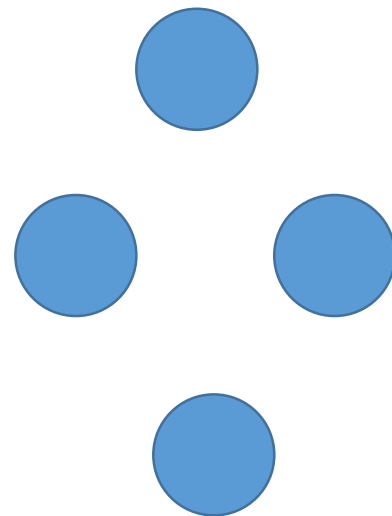
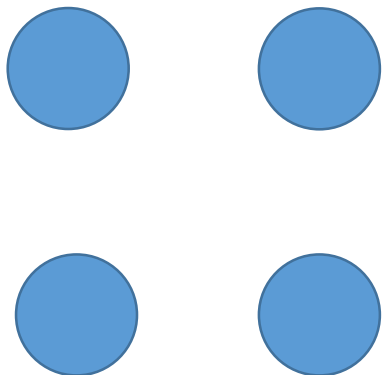
NATIONAL CENTRE FOR EXCELLENCE  
IN THE TEACHING OF MATHEMATICS

# Mathematics

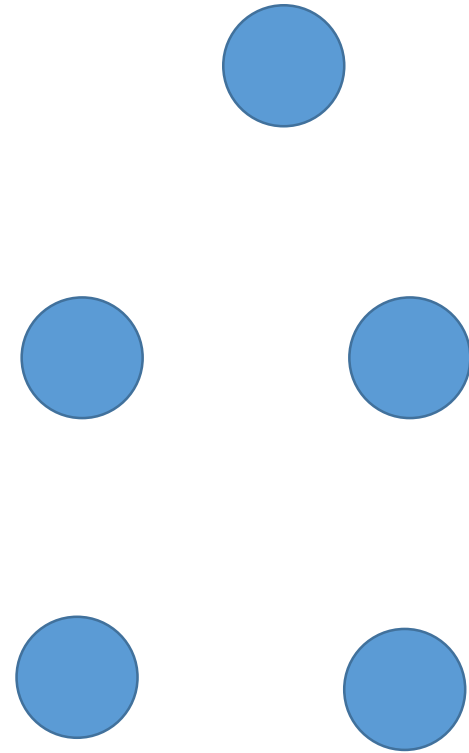
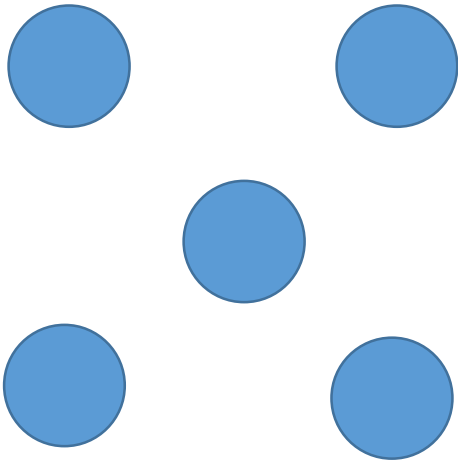
- Subitising
- Composition and pattern
- Counting, cardinality and ordinality
- Comparision



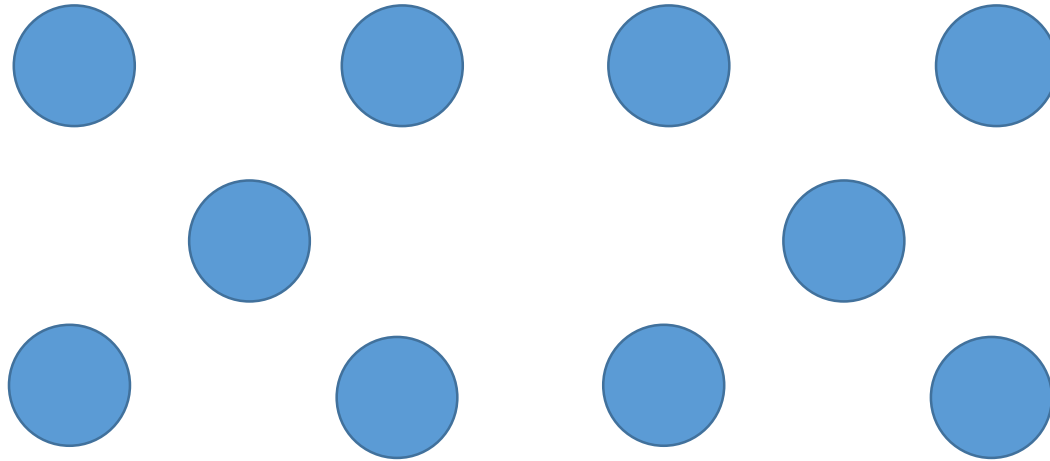
# Subitising



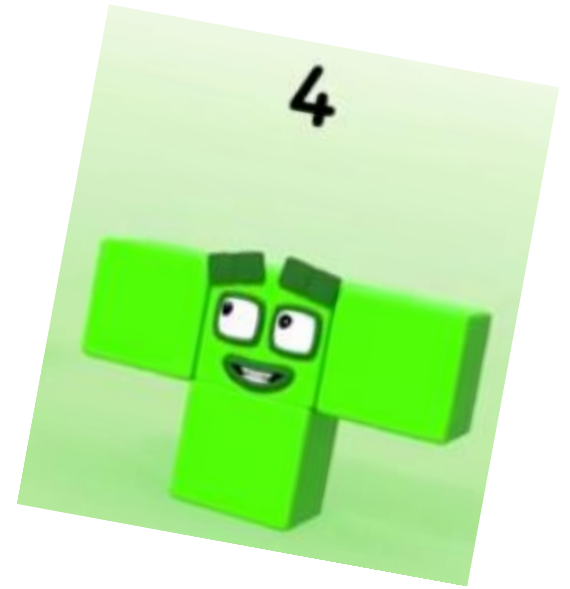
# Subitising



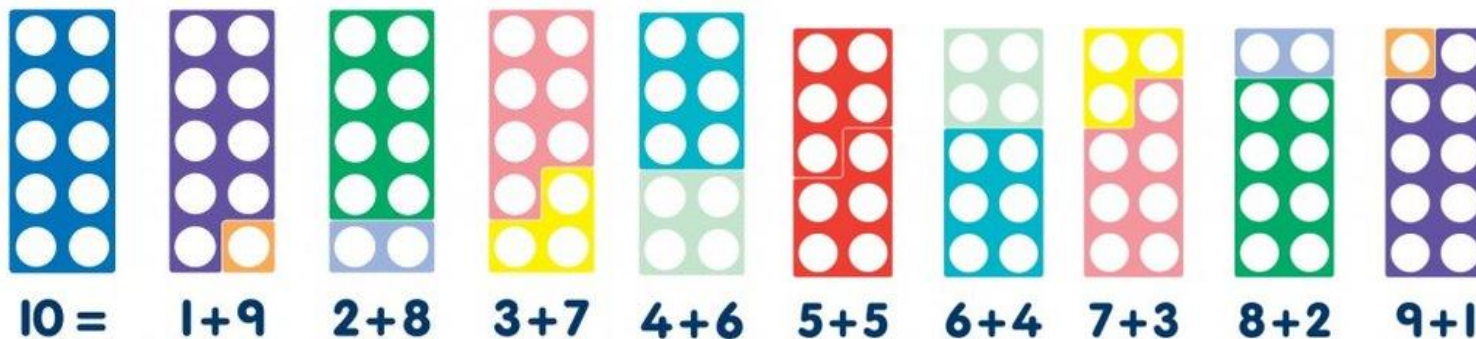
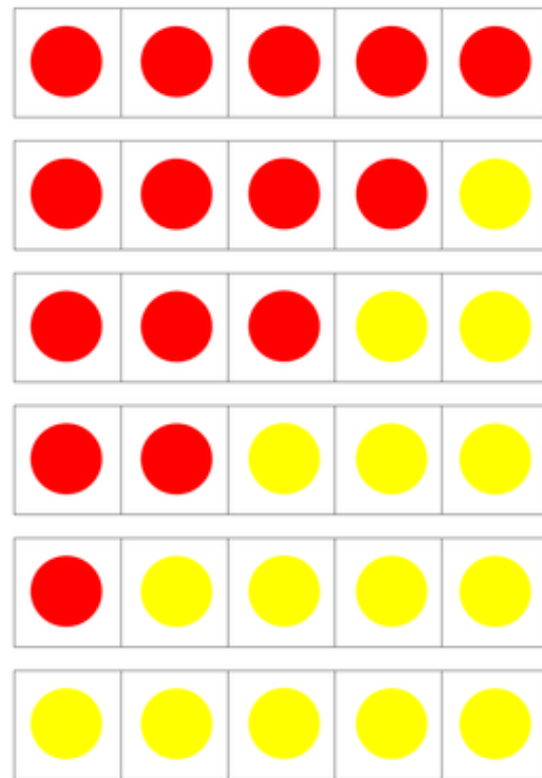
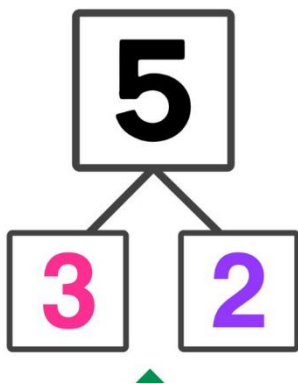
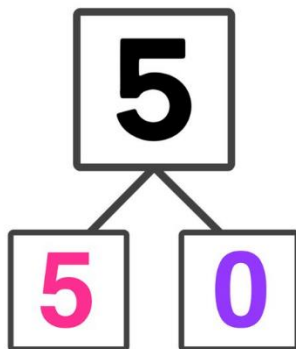
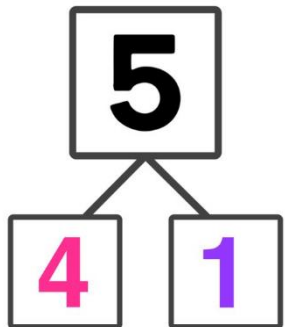
# Subitising



# Composition

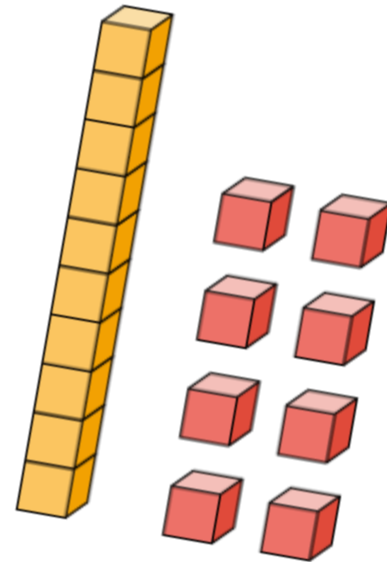


# Composition – Number Bonds

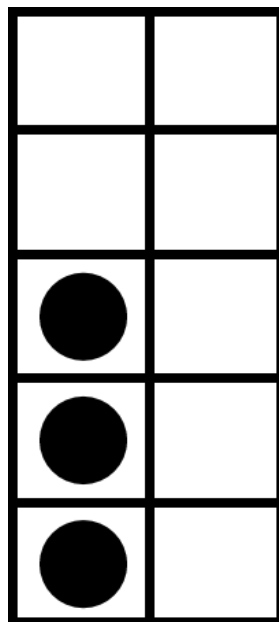
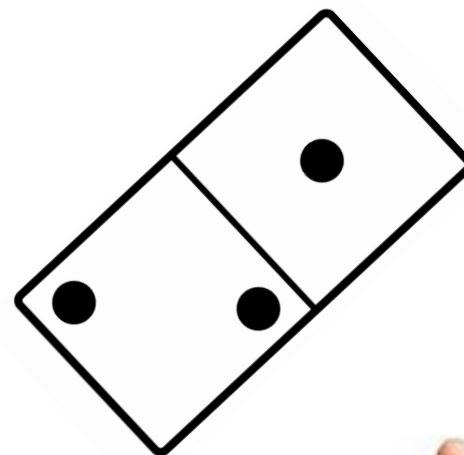
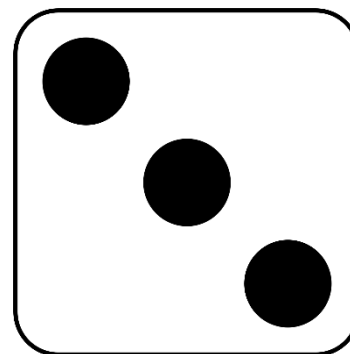
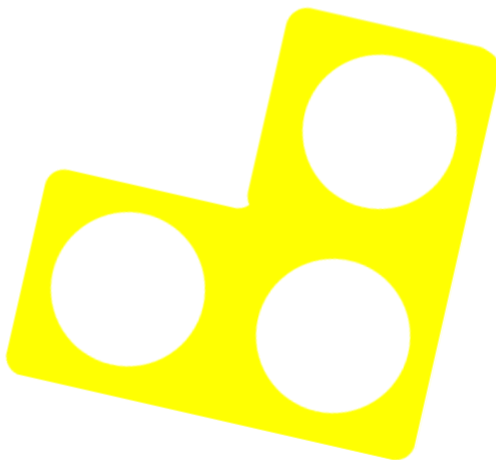




# Composition – Teen Numbers



# Cardinality



# Maths at home



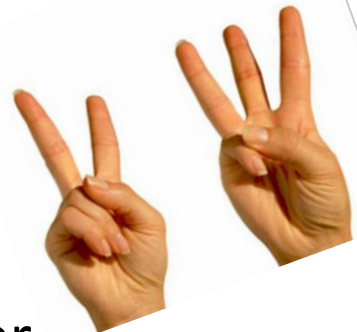
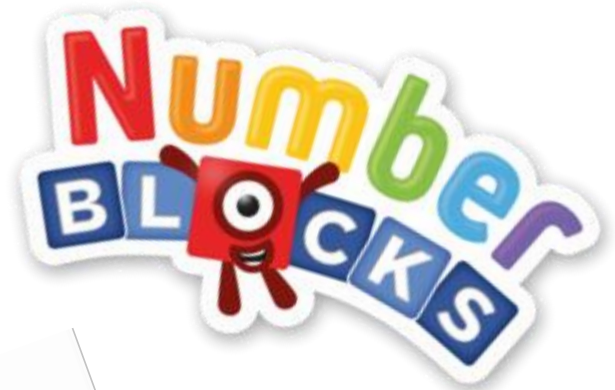
Counting  
Up and  
down the stairs



Noticing and  
discussing number  
patterns



Noticing digits  
in our everyday  
environment



Practical maths  
challenges

