

Aims

Understand what learning looks like in Reception and how it follows the Early Years Framework.

Know what we expect from children and how you can help them build good routines.

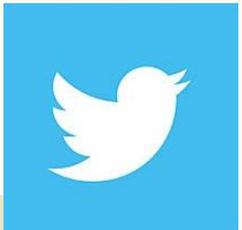
Learn how we teach early reading and writing through phonics.

Gain practical ideas and confidence to support your child's phonics learning at home.

Enjoy taking part in a short maths activity with your child to see their learning in action.

Welcome to the Reception Inspire Workshop

Wednesday 11th February



Follow our learning journey

@HolyFam_Rec



Learning in Reception



The Early Years Foundation Stage (EYFS) framework.

Prime areas: Communication and Language, Physical Development, Personal, Social and Emotional Development.

Specific areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

It focuses on developing the **whole child** — not just academic skills but also social, emotional, and physical growth.

Teachers observe and assess children continuously to understand their progress. At the end of Reception, children are assessed against the Early Learning Goals, which summarise the key skills expected for Year 1 readiness.

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

- 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.

Mathematics

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.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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

Comprehension

- 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

- 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

- 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.

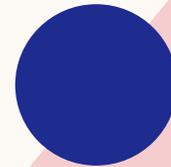
Learning in Reception

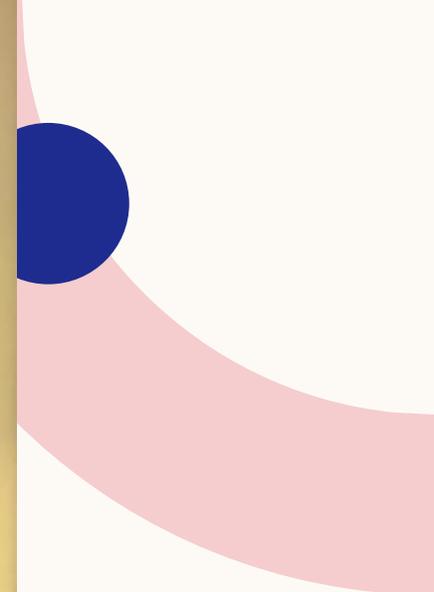


Children learn through play, exploration, and talk.

A balance of child-led and adult-led activities.

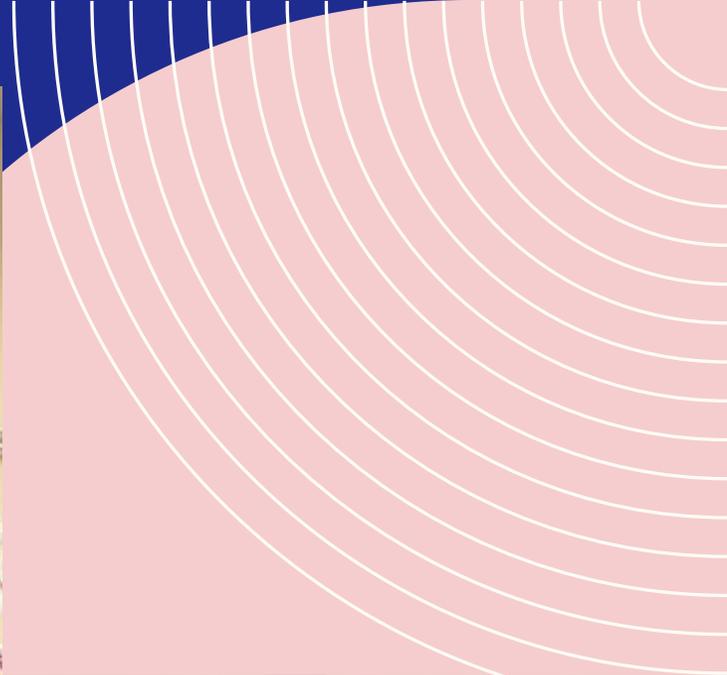
Key skills we are building:
independence, confidence, curiosity.





Our Learning in Action







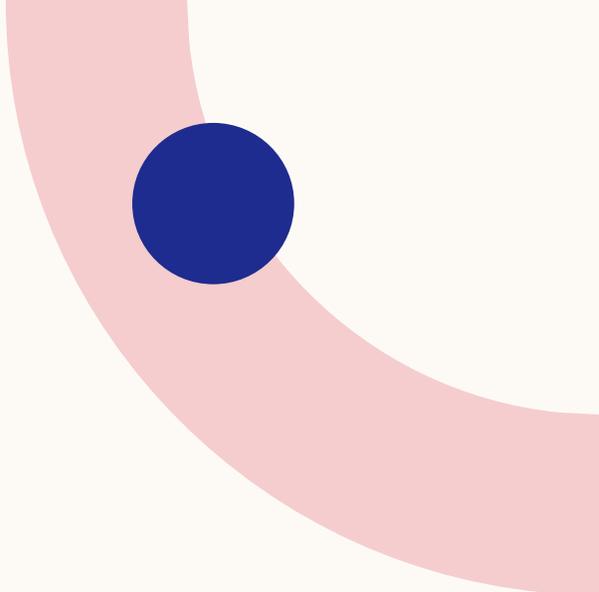












Expectations



Attendance and Punctuality

Independence

- Putting on coats and doing zips
- Managing toileting
- Tidying up after themselves
- Getting themselves changed

Reading books

Library book and guided reading book



Reading Books Coming Home

Dear Parents,

Today your child will be bringing home a reading book that has been matched to their phonics ability.

We kindly ask that you listen to your child read their book **every night**, as regular reading at home plays a vital role in developing confidence and enjoyment in reading.

Reading books will be sent home **every Thursday and collected back into school on Tuesday morning each week.**

Please ensure that your child keeps their book safe in their book bag at all times.

These books are part of a reading scheme and belong to a set, so it is important that:

- No pencils or pens are used in the books
- Books are kept in good condition
- Lost or damaged books will incur a charge of £5

We encourage you to talk to your child about what they have read by asking questions and discussing the story, as this helps to develop their understanding and love of reading.

Please remember to sign your child's reading diary each day that you read with them. Children will collect stamps in school and will earn a star badge once they have collected 50 stamps.

Reminders

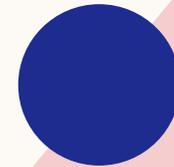
Labels in clothing

PE kit

Follow our learning journey

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Communication





Importance of Talk and Reading

Language underpins everything

- Conversations build vocabulary and comprehension.
- Reading together allows children to imagine, explore, and develop a love of books.

Practical ideas

- Talk about what you see on your way to school.
- Ask open questions...
'Why do you think...?' *'What might happen next?'*
- Sharing stories at bedtime.

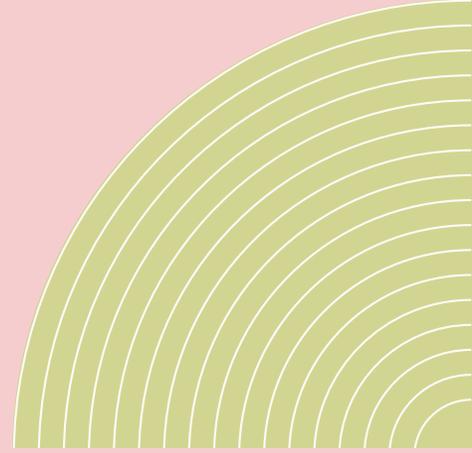


Phonics is:

making connections between the sounds
of our spoken words and the letters that
are used to write them down.



It sounds complicated but it really isn't!



Phonics

How We Teach Early Reading

- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Although there are 26 letters in the English alphabet, there are 44 speech sounds.



Phonics Glossary

A definition of the terms used in phonics

Phoneme

A single sound made by a grapheme, also known as a 'letter sound'.

Digraphs

Two letters that together make one sound, such as 'ch' in 'chip'.

Segmenting

The process of splitting up the individual sounds that make up a word to help with spelling.

Trigraphs

Three letters that together make one sound, such as 'igh' in 'night'.

CVC words

A word that is made up of a consonant sound, a vowel sound and another consonant sound, such as 'p-a-t' or 'ch-o-p'.

Grapheme

A letter or a number of letters that represent a sound (phoneme) in a word.

Split digraph

A 'split digraph' is a long vowel sound that has been split like in the words make, tale and like.

Tricky words

A common word that is difficult to sound out using simple phonics, such as 'the'.

Decoding

The process of using phonic knowledge to read words.

Blending

The process of saying the individual sounds that make up a word and then merging them together to say the word.

High-frequency words

A word that occurs frequently in speech and writing, such as 'and'.

A phoneme you hear



A grapheme you see



Saying the Sounds

Saying the sounds correctly with your child is really important.

s ss	a	t	p	i	n
m	d	g	o	c k ck	e
u	r	h	b	f ff	l ll
j	v	w	x	y	z zz
qu	ng	nk	ch	sh	th th
ai	oa	igh	ee	or	ar
oo	oo	oi	ur	ow	air
ear		ure		er	

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Sound! Start
Phonics
for Letters and Sounds

NOT PHOTOCOPIABLE

Letter name and letter sound

s ss	a	t	p	i	n
m	d	g	o	c ck k	e
u	r	h	b	f ff	l ll
j	v	w	x	y	z zz
qu	ng	nk	ch	sh	<i>th</i> th
ai	oa	igh	ee	or	ar
<i>oo</i>	oo	oi	ur	ow	air
ear	ure	er			

We've been learning to read words with digraphs and trigraphs.

qu	ng	nk	ch	sh	<i>th</i>	th
ai	oa	igh	ee	or	ar	
<i>oo</i>	oo	oi	ur	ow	air	
ear		ure			er	

Spot the digraph/trigraph

chop

farm

bath

light

Phase 2 Tricky Words Word Mat

I
no
to
the
go
into

Phase 3 Tricky Words

he she we me
be you all are
her was they my

Mathematics

Number

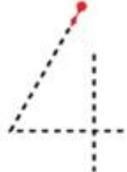
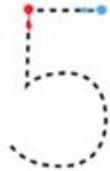
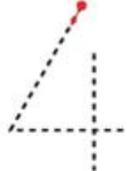
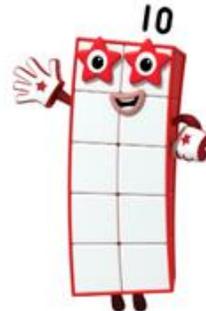
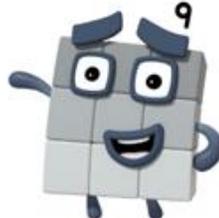
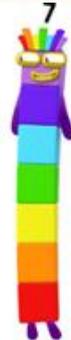
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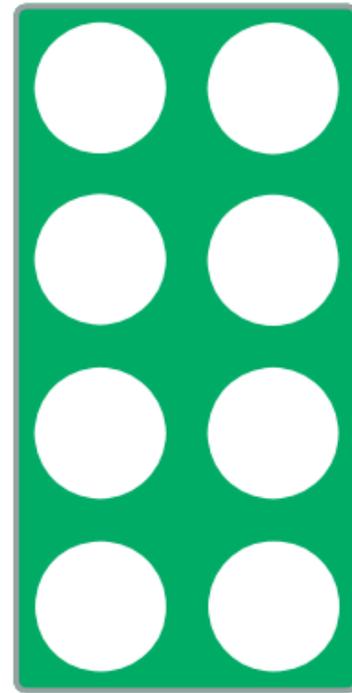
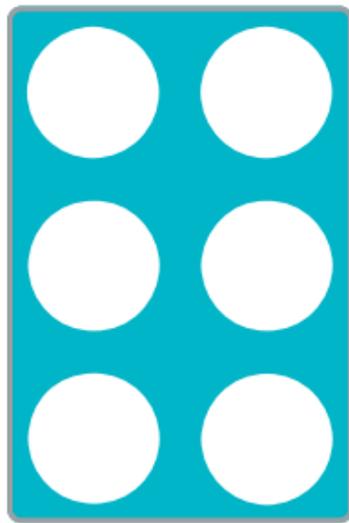
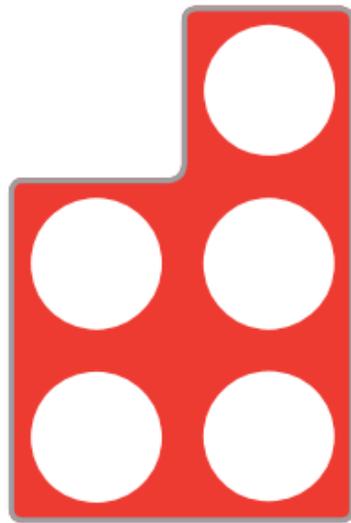
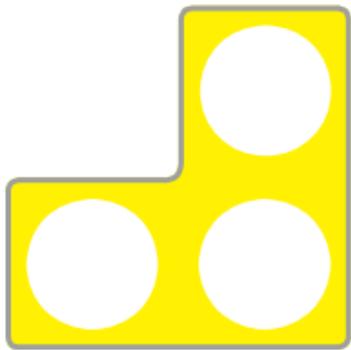
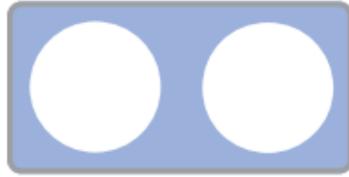
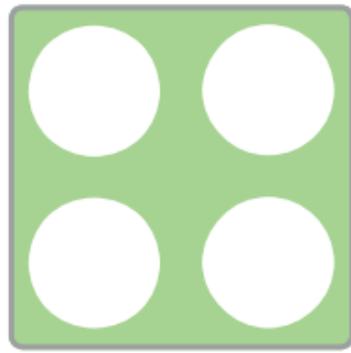
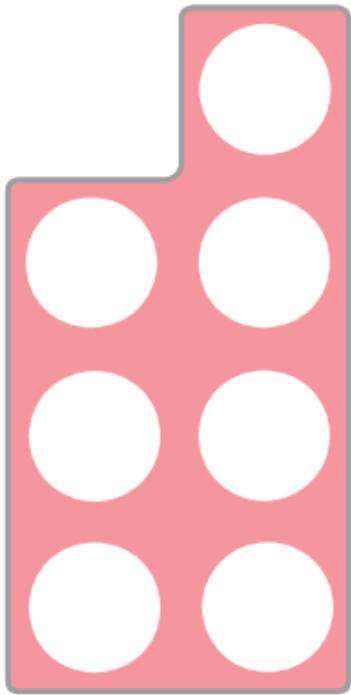
Numerical Patterns

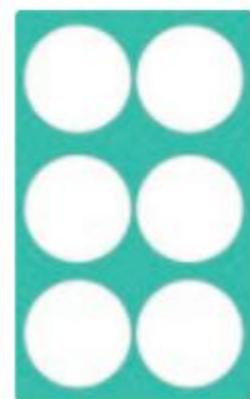
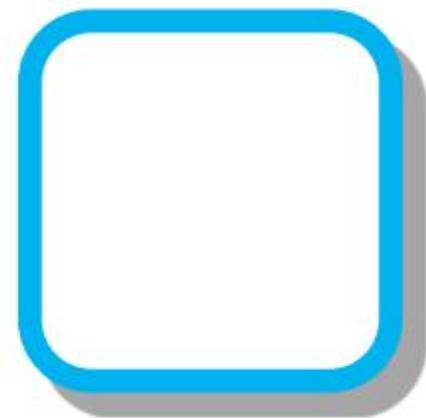
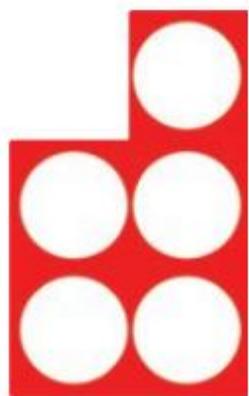
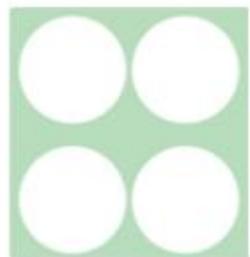
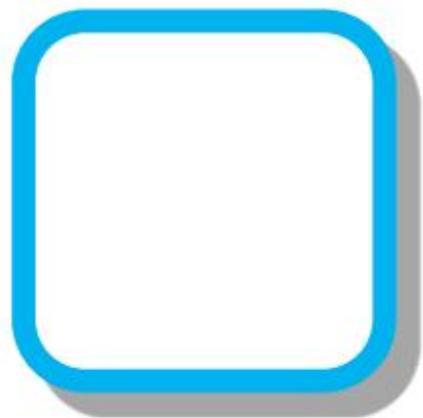
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Maths Activities

Number Formation

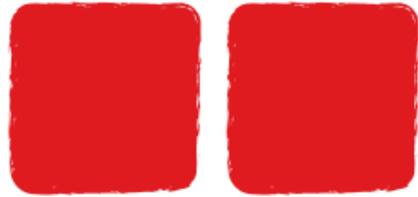
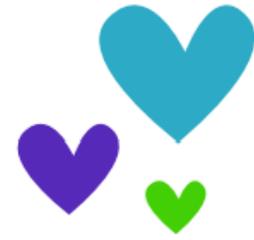








Double Trouble



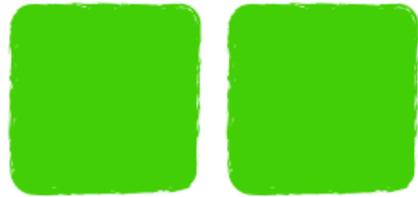
Double 1 is



Double 2 is



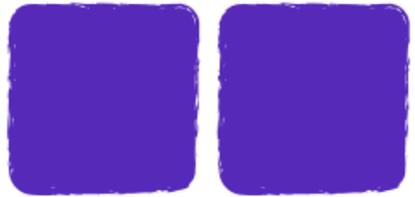
Double 3 is



Double 4 is



Double 5 is



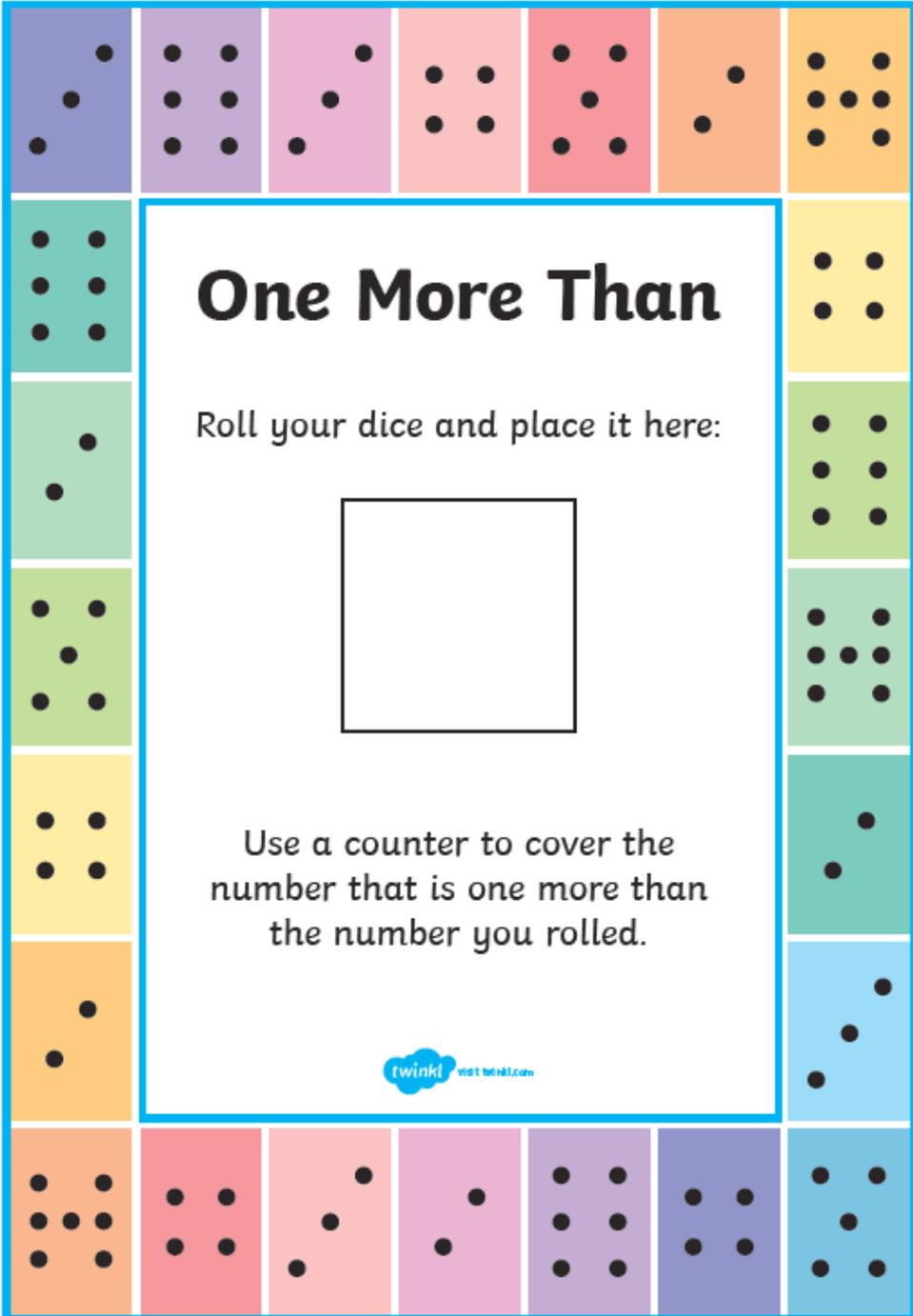
Double 6 is

One More Than

Roll your dice and place it here:



Use a counter to cover the number that is one more than the number you rolled.



Thank you!

