



Welcome to Reception

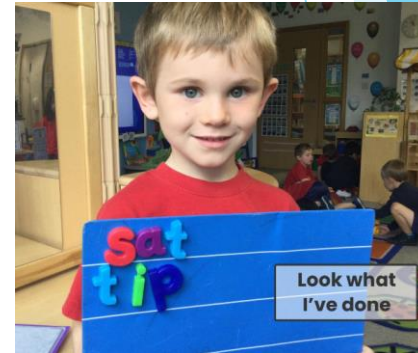


Curriculum Evening

- ▶ Overview of the EYFS Curriculum
- ▶ How we teach and the children learn
- ▶ Information about our phonics scheme and how reading and writing are taught
- ▶ How you can help your child at home
- ▶ PTA information

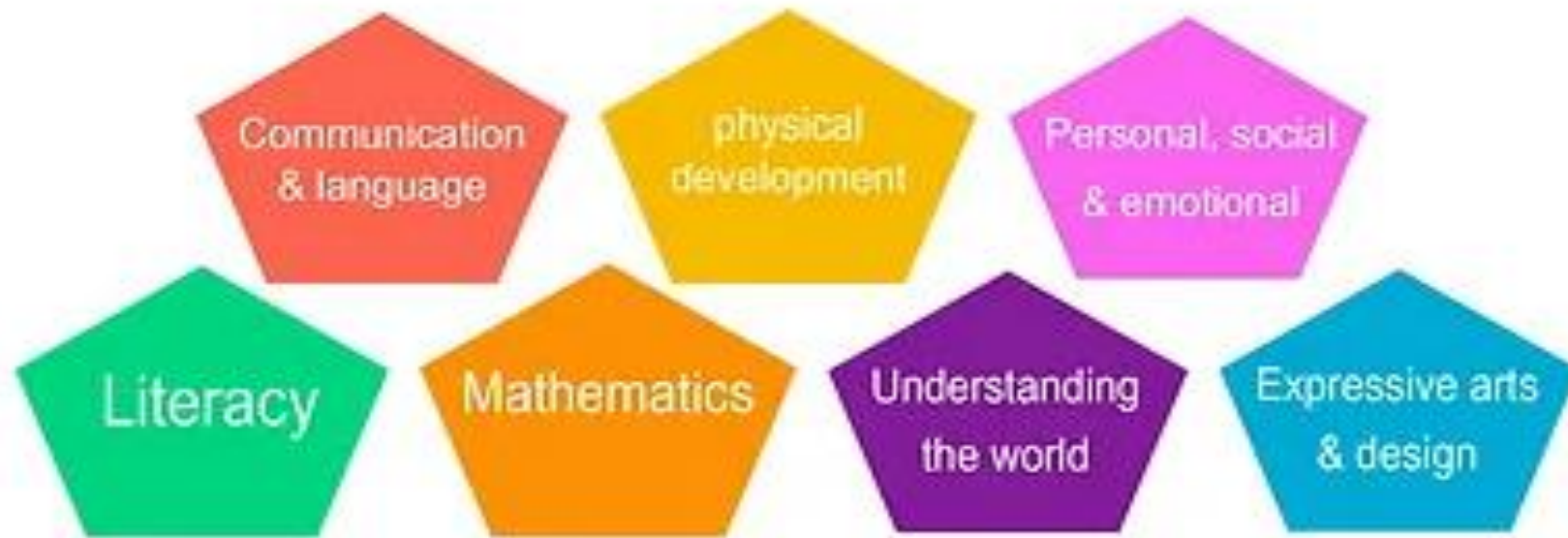
What will my child be learning?

- ▶ EYFS Curriculum is from 0-5 years
- ▶ We deliver a continuation of the curriculum they have already been accessing in pre-school/nursery
- ▶ The aim of the Reception year is to prepare the children for the National Curriculum which starts in year 1
- ▶ Parents are regularly updated about their child's progress. Seesaw is a great tool for this!
- ▶ EYFS curriculum supports their learning development and focuses on the whole, unique child
- ▶ There are 7 Areas of learning - 17 ELG's
- ▶ Split into Prime Areas & Specific Areas
- ▶ Children learn through playing and exploring, being active and creating and critically thinking (COETL)
- ▶ Learning through play facilitates learning development in all these areas



The Prime Areas

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



Communication and Language

- ▶ Listening, Attention and Understanding
- ▶ Speaking



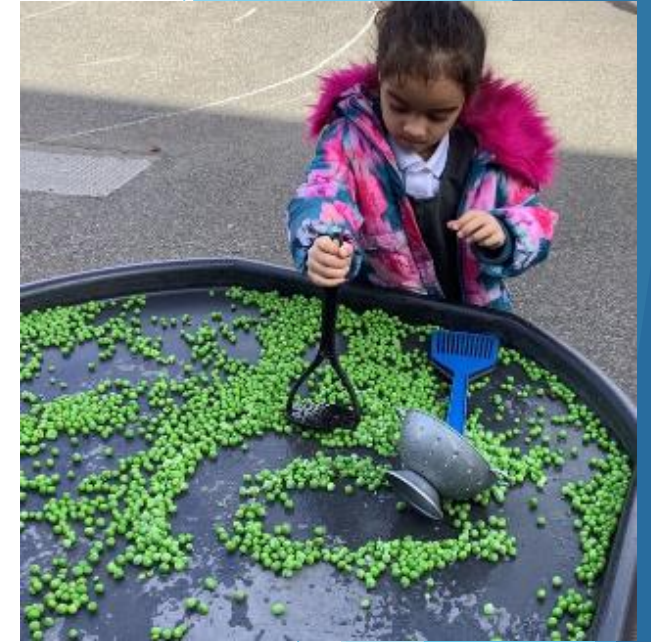
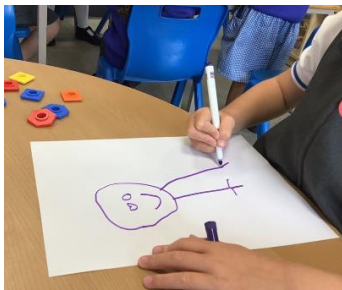
Personal, Social and Emotional Development

- ▶ Building relationships
- ▶ Managing self
- ▶ Self-Regulation



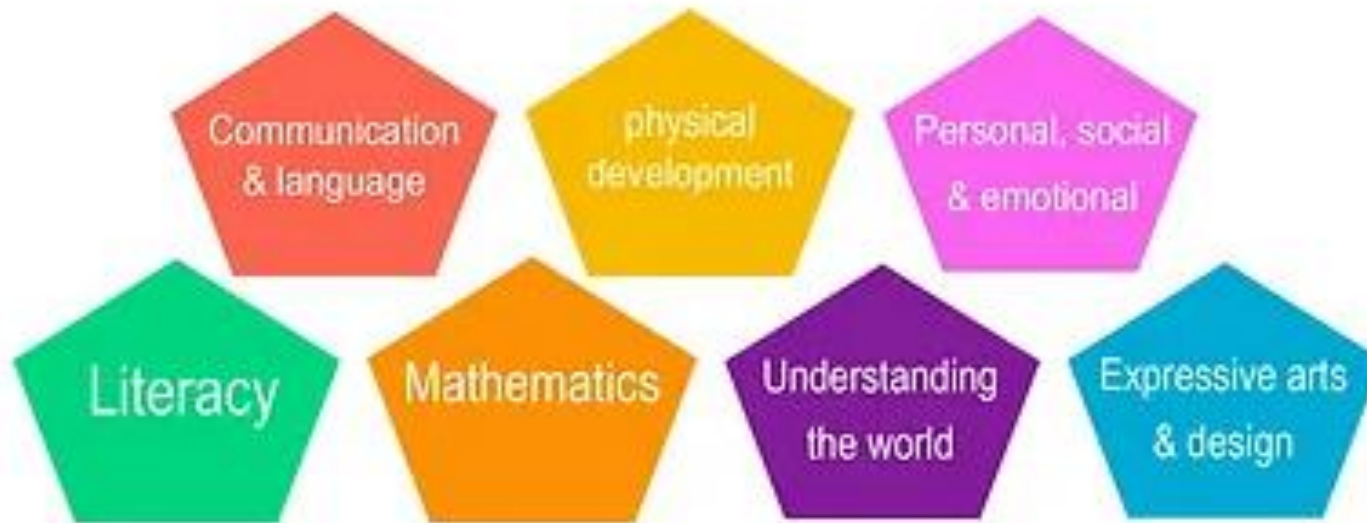
Physical Development

- ▶ Gross Motor Skills
- ▶ Fine Motor Skills

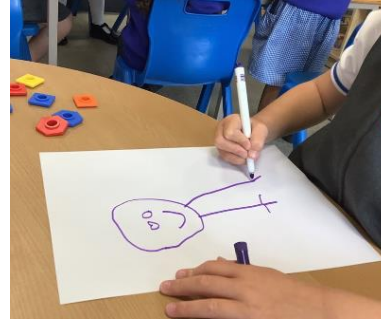


The Specific Areas

- ▶ Literacy
- ▶ Maths
- ▶ Understanding the World
- ▶ Expressive arts and design



Literacy

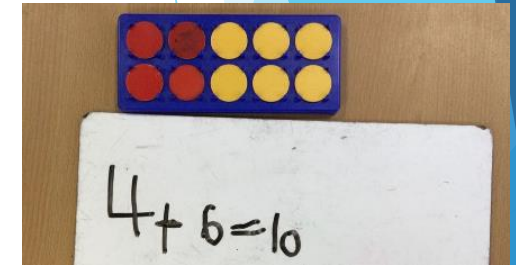
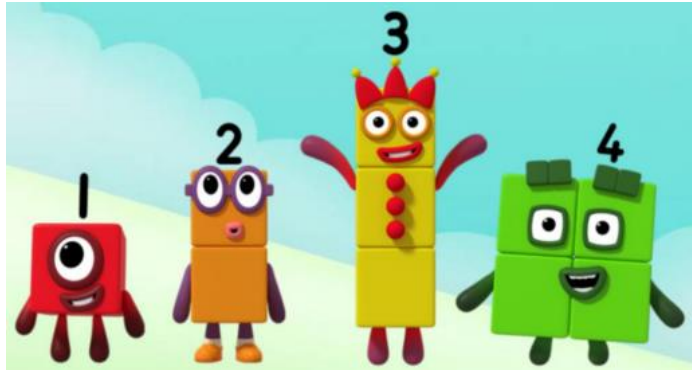


- ▶ Comprehension
- ▶ Word reading
- ▶ Writing



Maths

- ▶ Number
- ▶ Numerical Pattern
- ▶ (Shape, Space and Measure)



Understanding the World

- ▶ Past and Present
- ▶ People, Culture and Communities
- ▶ The Natural World



Expressive Arts and Design

- ▶ Creating with Materials
- ▶ Being Imaginative and Expressive



COET&L

Playing and Exploring



Creating and Thinking Critically

Active Learning



A typical day in Reception

Independent Activities

Register

Carpet Time/Whole class teaching

Assembly (Friday)

Independent Activities/Teacher focus groups

Snack available

Phonics/Whole class teaching

Lunchtime

Carpet Time/Whole class teaching

Independent Activities/Teacher focus groups

Story



Behaviour - Our school rules

- Relational approach to behaviour management
- Discuss the children's choices with them
- Discuss the impact their choices have on themselves and others
- More information will be given in the newsletters as this is developed



Seesaw

- Download the classroom app and login
- Home learning challenges/show and tell/online learning
- Teachers use to capture the children's learning and evidence elements of their progress, achievements, interests.
- This is an assessment tool and it's use will change across the year.
- Parents are able to see what their child is learning and who they are making connections with.
- Allow children to talk about their learning at home and connect home and school.
- Login details - given once we have received full permission
- No images are to be shared
- Please continue to use **email** for teacher-parent communication

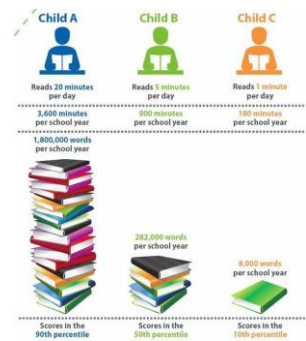
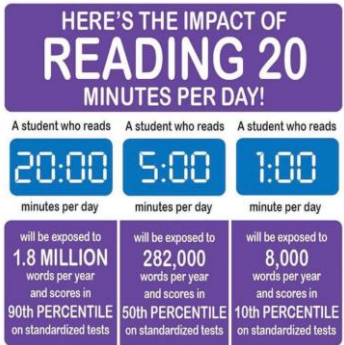


Partnership With Parents

- We want you to be very involved in your child's Reception year.
- You are your child's first educator and know them best!
- Open door policy - please chat to us at the door about anything you feel you need to or make an appointment to see us in private.
- Email class teacher - allow 48 hours for a response as we are not able to check emails in the day.
- Please share wow moments from home so we can celebrate them at school - use Seesaw for this.
- View Seesaw and talk to your child about their learning - feel free to comment/like posts.
- Value school as a family - Attend school and be punctual (children do not like to be late and miss out).



Supporting learning at home



- Reading is the best way you can support your child at home.
- Reading Log will be provided for parents to record when children have read at home. Ideally 5 times a week.
- These will be collected in weekly to monitor engagement.
- Any additional specific targets will be discussed via email/seesaw or in person if necessary.
- Children will receive the phonic reading book a library book and tricky word card pack on a Friday and they will be changed or updated weekly.
- Bedtime bear will go home with one child each week.
- SFA Parent Portal gives hints and tips for phonics and reading <https://parents.fft.org.uk/>

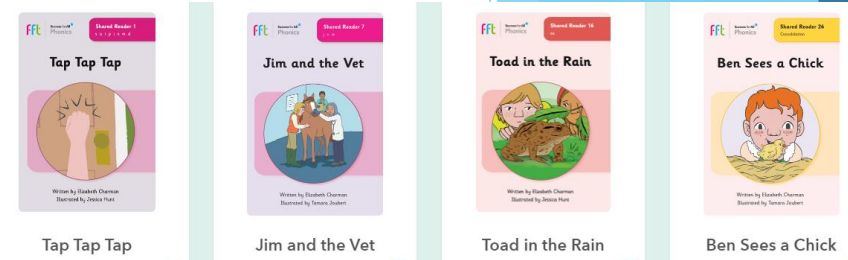




Success for All 
Phonics

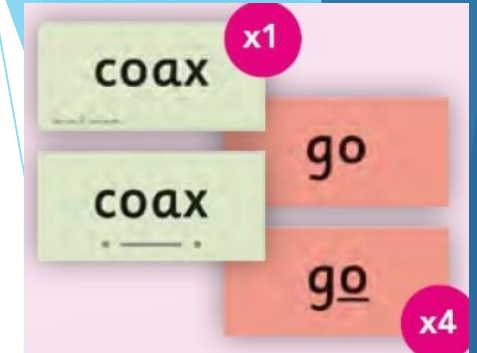
Phonics and Reading

Success For All Phonics

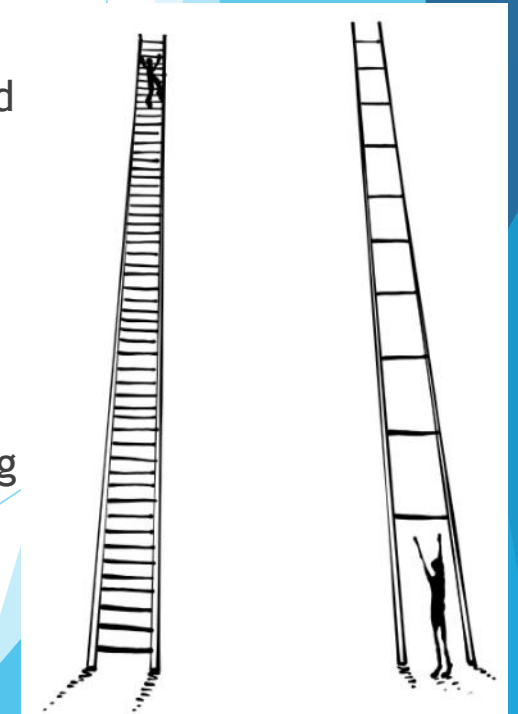


- ▶ Phonics at Pyrford is taught following the Fisher Family Trust ‘Success For All’ phonics programme.
- ▶ Lessons are taught **daily** to ensure that children develop the skills they need to become successful readers and writers.
- ▶ Children are **regularly assessed** and additional intervention groups are planned for and delivered for children needing additional support
- ▶ Success for All phonics comes with a selection of shared readers that closely follows the teaching progression and allows children to practice, apply and master the skills they are learning in class. They will learn a new reading skill and practise using it before applying it to the reading books and mastering the skill.

Teaching Sequence



- ▶ Clear structured sequence to follow through the programme
- ▶ Specific order the GPC's and Common Exception Words are taught in
- ▶ Child's reading book is matched to these sounds and words taught (based on the phonic sounds and words they have **secured**)
- ▶ This allows them to practise, apply, consolidate and master these skills both at school and at home
- ▶ These books should not appear too much of a 'challenge' they are consolidation of skill and used to improve fluency of reading
- ▶ It may seem odd that we don't teach phonics in alphabetical order, but there is a good reason for this. We teach phonics in an order that allows us to form words as soon as possible.
- ▶ At the start of Success for All Phonics, we teach s,a,t,p,i,n,m,d, and once children know these first 8 GPCs they began on the shared readers.
- ▶ As children learn more GPCs the range of words used in the Shared Readers increases giving children the opportunity to practise reading and writing these words. The teaching sequence is designed to support this process.



Assessment

- ▶ Regular assessment opportunities built into lessons and teaching sequences
- ▶ Children identified within lessons receive targeted support following the lesson to ensure ‘keep up’. These children will be receiving a reading book matched to their phonic gaps.
- ▶ Reading Assessment Programme is an online reading assessment that assesses key reading skills such as decoding, fluency and comprehension. (Continued up to yr6).
- ▶ This allows us to see how the children are applying their knowledge and track their fluency.



Overall Accuracy ↕	Reading Fluency (WCPM) ↕	WCPM Target ↕	WCPM vs Target ↕	Segmenting & Blending ↕	GPCs ↕	Decoding ↕
95 %	70	60	+10	-	100 %	82 %
95 %	42	60	-18	-	100 %	95 %
98 %	49	60	-11	-	100 %	95 %
99 %	53	60	-7	-	100 %	100 %
77 %	11	40	-29	-	100 %	65 %

Key phonic terms

- ▶ Phoneme - smallest unit of spoken sound
- ▶ Grapheme - representation of sound as a letter
- ▶ Digraph - two letters making one sound (eg: sh, ee)
- ▶ GPC - Grapheme Phoneme Correspondence
- ▶ Blending - Pushing sounds together to make a word (for reading)
- ▶ Segmenting - separating sounds to spell a word (for spelling)

Pure Sounds

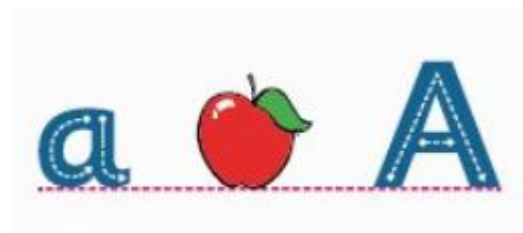
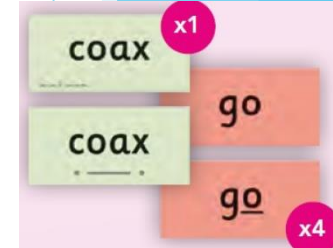
- ▶ It is essential when supporting children to learn to read using phonics that we pronounce the sounds correctly
- ▶ Pure sounds are essential - try not to add 'uh' on to the end of words. B-u-t would blend into 'but'. Buh,uh,tuh would blend into 'butter' it makes a huge difference.
- ▶ There is a video showing the correct pronunciation on the parent portal on the website
- ▶ <https://parents.fft.org.uk/>
- ▶ Please DO NOT go ahead of the teaching scheme, this has a negative impact on engagement

Blending

- ▶ Practise is key! Fun and games - no pressure practise
- ▶ Start orally!!!!
- ▶ Children need to be able to hear chunks of words - syllables (eg: ma/gic)
- ▶ Put the word in a context to help blending (Eg: Can you put on your s-o-ck?)
- ▶ Break the word into Onset & Rime (eg: s-at, p-at, h-at)
- ▶ Model the skill - they may be unsure what you want them to do
- ▶ Longer phonemes can be easier to blend (b-oa-t, c-oi-n)
- ▶ Rehearsal, repetition and patience is key! Once it clicks they will fly!

What would a typical lesson look like?

- ▶ Recapping previous learning - using flash cards of sounds
- ▶ Recapping Red Words
- ▶ Stretch and Read - make words and practise blending
- ▶ Learn new sound
- ▶ Say it fast - oral blending
- ▶ Break it down - oral segmenting
- ▶ Spelling game
- ▶ Writing words and sentences



Shared Reading Lesson

- ▶ Children need to have regular opportunities to apply their reading and phonic knowledge.
- ▶ Phonics and reading is taught daily, allowing the children regular practice and application.
- ▶ The use of fully decodable texts allows children to use the skills they have learnt and opportunities for teachers to model key reading skills.
- ▶ All books are aligned to the phonics scheme and words in the books have either been previously taught or taught during that week.
- ▶ All children are able to access the books based on their phonic knowledge to date.
- ▶ Reading is taught whole class, in small groups or 1:1 depending on need

Green words
Practises j, v, w

well	jigs	jab
Jim	van	will
wet	vat	
vet	jogs	

Red words
Previous red words

is	to	of
go	the	

New red words


are	we
you	into

Green words
Consolidates ear

hears	year
near	ears
gear	dear

Red words
Previous red words

my	the	there
friend	he	are
says	put	out
she	her	of
has	come	is
some	here	push
to	no	so
we	you	they
go	his	do



Pops hears a text ping.
“Ben, pet. My friend Jill says she has some hens with eggs near to cracking. Shall we go see them?”
Ben nods.

- **Vocabulary Development:** Time is allocated within the lesson for discussion of higher tier vocabulary to ensure children understand what they are reading.
- **Green Words:** These are words that children can use their phonics to decode
- **Red Words:** Common Exception Words - words that cannot be sounded out using their current phonic knowledge.
- **Writing:** We are working on writing independent words and sentences using the sounds and words learnt so far.
- **Fluency:** The shared reading lessons models how to read with fluency. Use of techniques such as echo reading and choral reading supports speed and expression when reading. Children can hear how it should sound and imitate.

Using the shared readers at home

- ▶ FFT Success for All Phonics has a shared reader for each stage of the scheme.
- ▶ Each week as more GPCs are taught, they are used in the book the children read that week, gradually building up a bigger range of words that can be used and read.
- ▶ When your child brings home their reading book you will see the sounds they are learning on the front cover at the top right-hand side. These are the new GPCs that have been introduced in that book and your child will have learned these in their phonics lessons. They may still need some practise and help in reading words using recently taught GPCs.
- ▶ Inside the front cover you will find a list of 'Green Words', these are the words in the book that use the new GPCs. Your children practise reading these words in class and reading them together at home will give them even more practise.
- ▶ The English language is very challenging because there is a wide range of words that cannot be fully decoded using phonics. Technically these are called 'Common Exception Words' but for ease of use we call these 'Red Words'. With Red Words, we encourage children to use their phonics to read the phonetically regular parts of the word and we point out the 'tricky' grapheme, which they need to try to remember. A list of Red Words has also been printed inside the front cover of the Shared Reader so your child can practise reading them with you.
- ▶ Use the Red Word keyring to help practise the red words

Green words		
Consolidates ear		
hears	fe <u>ar</u>	ye <u>ar</u>
ne <u>ar</u>	ea <u>rs</u>	
ge <u>ar</u>	de <u>ar</u>	

Red words		
Previous red words		
my	the	there
fr <u>ie</u> nd	he	are
sa <u>y</u> s	pu <u>t</u>	ou <u>t</u>
she	he <u>r</u>	of
has	co <u>me</u>	is
so <u>me</u>	he <u>re</u>	pu <u>sh</u>
to	no	so
we	yo <u>u</u>	the <u>y</u>
go	hi <u>s</u>	do



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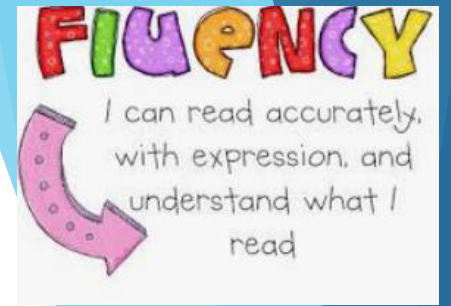
Comprehension



- ▶ We also want to make sure that children understand what they are reading, so remember to ask some questions as you read with your child.
- ▶ Asking children questions about what they have read is really important because it helps them to understand the text and really get the most from their reading.
- ▶ Questions are in the back of the book for you to explore with your child. Encourage your child to find the part of the book that proves their answer is correct - this will help their comprehension skills later on.
- ▶ You can apply questions to any book you read with your child not just the phonics reader.

Developing Fluency

- ▶ As your child progresses with their reading they should begin to read with fluency. Fluency is where the reader can read each word smoothly and accurately, perhaps even with some expression. At first, your child may need to sound out almost every word. Don't worry, this is normal. As words are read over and over again, they will come to recognise and say them without needing to sound them out. This is the beginning of fluency.
- ▶ Children sometimes think that we want them to sound out each word because this strategy is modelled for them so often. If they don't recognise a word, then this is the right approach. As they begin to recognise words, they should start to simply say them and they may need you to reassure them that this is what we want. They will get more pleasure from reading when their reading is more fluent as it is easier to understand what they are reading when they do not need to sound out most words.
- ▶ An excellent way to work on fluency is to choose a page of the Shared Reader and ask your child to read it aloud several times. Each time they read it they will become a little more confident and will read it better. You might choose to ask them to practise reading the same passage on two or three occasions. If you do this each week, your child will gradually start to become more fluent.



Hearing your child read

- ▶ Try to read their phonic book 3-4 times a week
- ▶ Daily bedtime stories
- ▶ Record what your child has read/shared with you (Record up to 5 times only)
- ▶ Only need to fill in ONE page a week
- ▶ These will be collected and stamped if your child has read 4 times within the week. They will have a raffle ticket entered into the draw to win a book from the vending machine.



What If my child doesn't want to read at home?

- ▶ Find the best time of day that works for you (before bed is not always the best time)
- ▶ Make it fun and a time to bond and connect
- ▶ If it becomes a chore - stop!
- ▶ Read for success - practise the same page each day so they feel the success
- ▶ Model reading to them. Model sounding out and blending the words.
- ▶ Take the pressure off but build a routine
- ▶ Talk to your child's teacher to let them know



Friday Book Change

- ▶ Children need to bring in their books on a Friday to be changed
 - ▶ - Reading book
 - ▶ - Reading record (filled in)
 - ▶ - Tricky word keyring
 - ▶ - Library book
 - ▶ - Optional practise task (Handwriting based) (Please keep at home do not return to school)
- ▶ We ask lovely parent helpers to collect these in, sort the raffle tickets and give out the new books (If you are available to help on a Friday morning after drop off please let your class rep know)
- ▶ 1st phonics book wont come home until 10th October (Library books will be from this week)



Thank you for coming

