

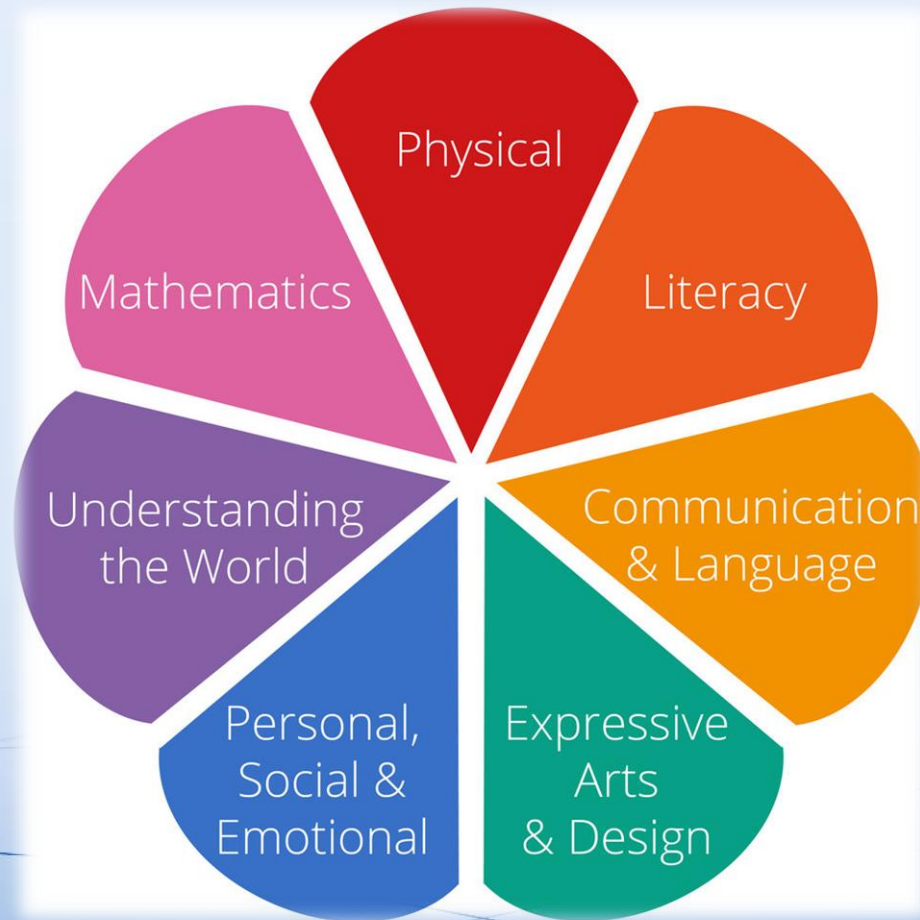
# How To Help Your Child At Home



# This session aims to give you:

- an overview of the Early Years Framework
- an understanding of the way early reading, writing and maths are taught at Sherington
- an idea of how you can support your child's learning and development at home

# Early Years Framework



# Early Years

In Reception, children are given the opportunity to explore, investigate and be curious by following their own interests during self-initiated learning.

Both our indoor and outdoor classrooms are carefully planned, and set up daily to incorporate all areas of the Early Years Curriculum.

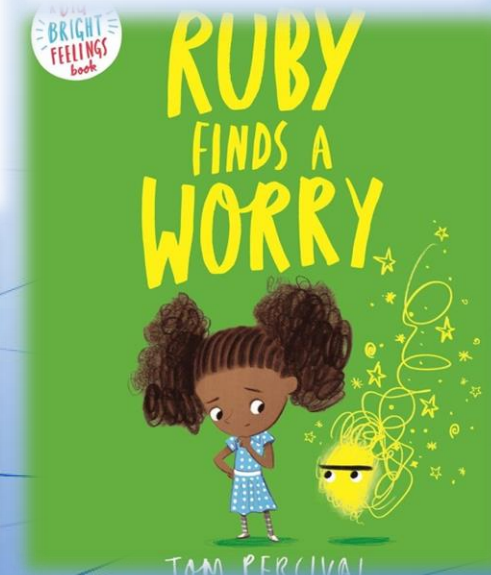
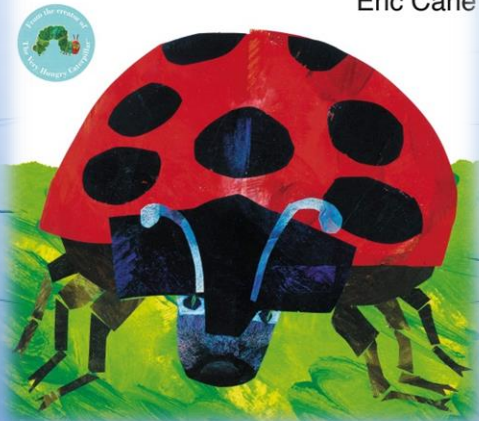
# Personal Social & Emotional Development

PSED supports children to make friends, build relationships, understand and talk about feelings, learn about 'right' and 'wrong' and develop independence.

**At home:**

- ask your child how they're feeling and why
- have open discussions
- encourage your child to 'have a go'

 The Bad-Tempered Ladybird  
Eric Carle





# Literacy

Children have daily literacy sessions, which last for approximately 20 minutes.

Sessions are based on a text and help children to develop skills such as re-telling, sequencing, forming predictions and opinions as well as continuing rhyming patterns.



# Communication & Language

Communication and Language is the development of children's speaking, listening, attention and understanding.

- Language rich classrooms
- Whole class discussions
- Sharing stories
- Questioning
- Introducing new vocabulary

## ***At home:***

- talk
- ask questions (why)/challenge your child's thinking
- open ended questions eg 'Tell me more about...'
- allow your child time to answer





# Foundations of Phonics

- Story telling
- Traditional tales
- Rhyme
- Environmental sounds





# Early Reading – Phonics



## ***What is phonics?***

Phonics is a method of learning to read.

Children develop the ability to recognise what sound a letter, or group of letters make.

Phonics works by breaking each word up into its individual sounds before blending those sounds back together to make the word.

## ***Little Wandle***

At Sherington, we use a systematic synthetic phonics programme called Little Wandle.

In Reception, children have a daily phonics lesson, which lasts for approximately 20 minutes.

# Early Reading – Tricky Words

Tricky words are words that cannot be decoded easily.

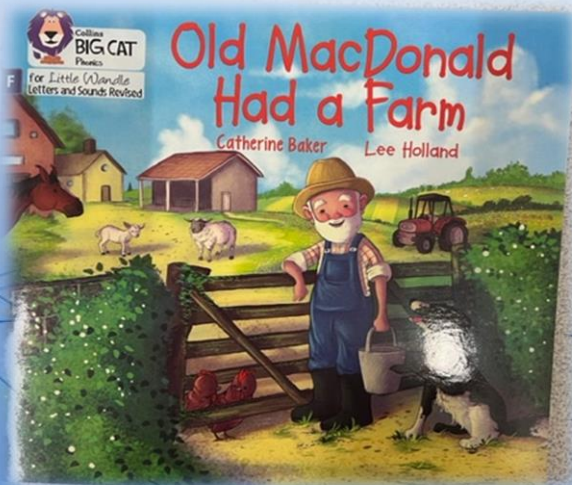
When reading, we often use many of these tricky words and they are used early on in decodable books, so it is important for children to be able to read them fluently.

is	her	me	pure	here
I	go	be	said	little
the	no	was	so	says
put	to	you	have	there
pull	into	they	like	when
full	she	my	some	what
as	push	by	come	one
and	he	all	love	out
has	of	are	do	today
his	we	sure	were	

# Early Reading – Wordless books

Wordless picture books are told entirely through their illustrations as they are books without words, or sometimes just a few words.

Sharing wordless books with a child provides an opportunity for literacy-rich conversations. It also helps children to develop their imagination and creates the opportunity to tell their own story using their own words.





# Early Reading – Decodable Books

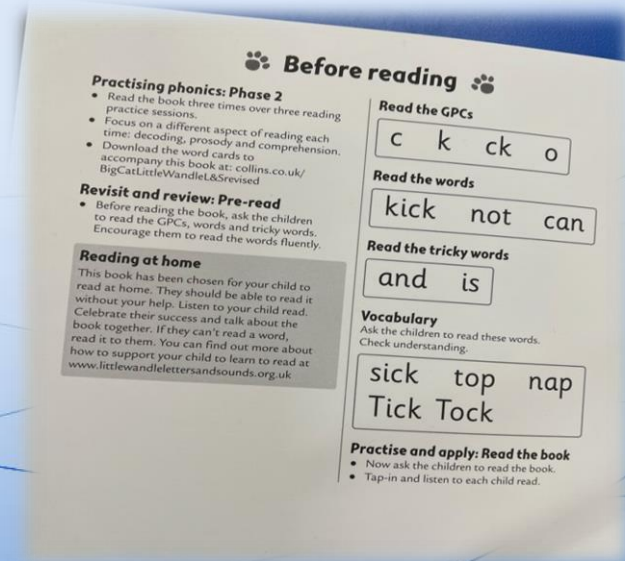
Children need to be given regular opportunities to apply the phonics they have learned by reading fully decodable books.

It is important for children to be reading a book that is matched to their phonic knowledge because it enables them to feel successful when they are able to read a whole book. This helps to build confidence and develop a love of reading.



# Early Reading – Decodable Books

- Little Wandle books are sent home once a week
- Before reading the book, take a look at the inside page
- Encourage children to use their finger to point to each sound before blending the word
- Be patient; give lots of encouragement and praise



# Little Wandle Parents' Page

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



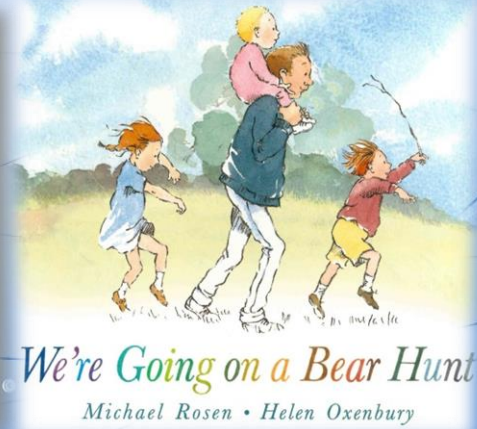
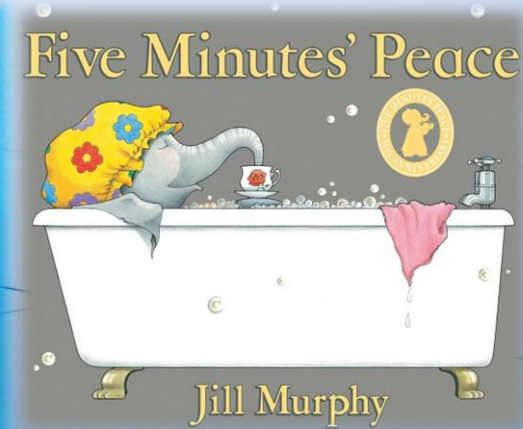
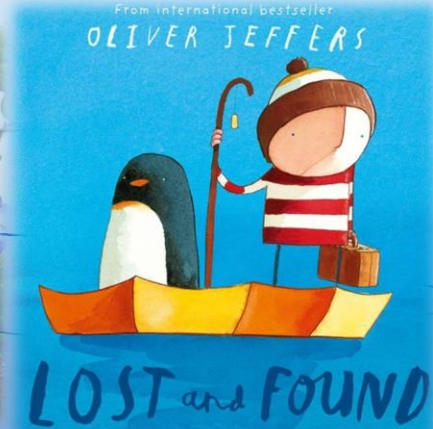
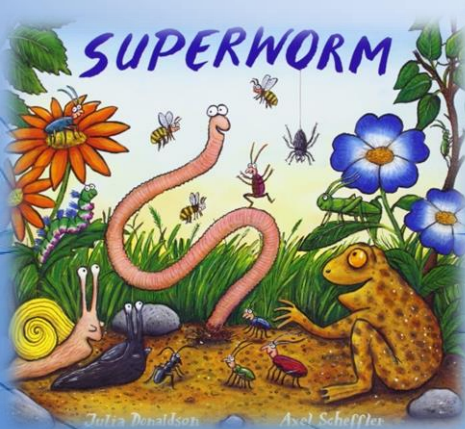


# A Love of Reading

Once a week, the children choose a book to take home, which is for you to read with them. It is so important to find the time to enjoy reading stories together to help foster a love of reading.

Talk about the books that you and your child share together. Spend time asking questions, talking about new words that appear in books and ask your child for their opinion.

To encourage a love of reading, it is important that you are a model reader by sharing your love of reading.



# Early Writing – Fine & Gross Motor Skills

Fine motor and gross motor skills are both essential for helping to develop handwriting.

We provide opportunities for the children to reinforce their fine and gross motor skills by using a variety of tools and activities which strengthen the muscles needed.

*Gross Motor:* climbing, building with loose parts, digging, balancing, rolling and running

*Fine motor:* tweezers, threading, playdough, Lego, scissors

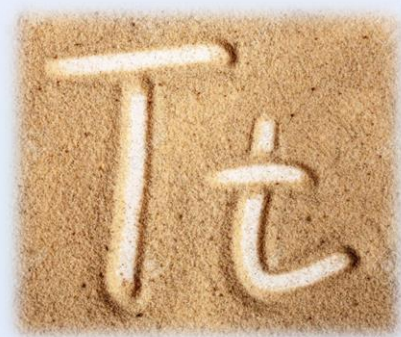
These are all easy to do at home and in the great outdoors!







# Early Writing – Letter Formation



During phonics, the children are taught a grapheme that corresponds to the phoneme. This is used with a simple mantra to help them to remember how each letter is formed.

*Around the astronaut's helmet and down into space.*

It is important for your child to practise, but it doesn't need to be when sitting at a table with a pencil and paper. It can be:

- in the mud, sand, cake mix
- by using sticks, stones, conkers, flowers
- by using playdough





# Early Writing – Every Opportunity

- Encourage writing in their play
- Help you write your shopping list
- Write a menu for your dinner
- Writing a Christmas list
- Writing somewhere novel – post-its, a notebook



# Maths

In Reception, children have daily maths sessions, which last for approximately 20 minutes. These sessions are very practical and take a very hands-on approach.

Sessions are planned weekly and cover all aspects of the Early Years Curriculum for maths.





# Maths – Number

Deep understanding of number composition, subitising up to 5,  
automatic recall of number bonds to 5





# Maths – Numerical Pattern

Sequence of counting, comparing quantities,  
number patterns – even and odd





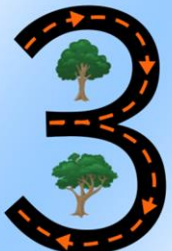
# Maths – Shape, Space, Measure

Exploring height, weight, capacity, pattern, 2D shapes



# Maths – Number Formation

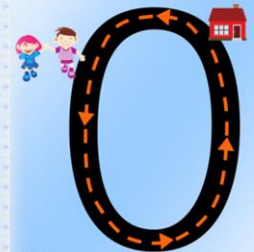
Around the tree and  
around the tree,



That's the way we  
make a three.



Around and round and  
round we go,



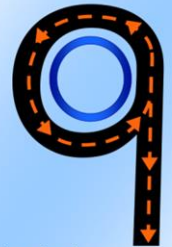
When we get home we  
have a zero.

Across the sky and  
down from heaven,



That's the way we  
make a seven.

Make a loop and then  
a line,



That's the way we  
make a nine.



# Maths is all around us!



# Thank you

Questions

A Google Form will be sent out for feedback.