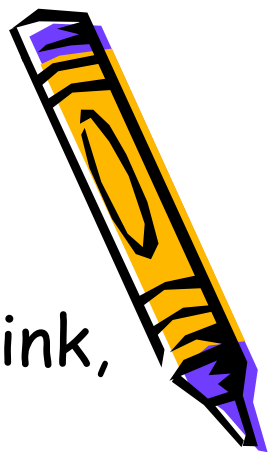


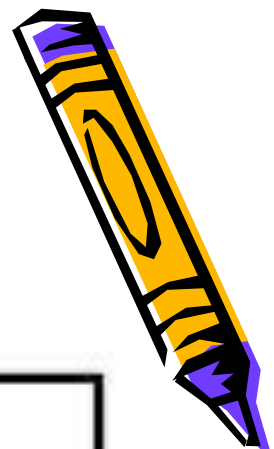


Learning in Reception

Clothing

- Please label all your child's belongings clearly (uniform, bag, socks, shoes, drink, coat, PE bag etc.)
- To encourage independence please try to make sure your child's clothes are child friendly (Velcro shoes, clothes that aren't too tight, polo shirts etc).
- Please ensure that your child has a named waterproof jacket in school at all times. This will allow them to make the most of the outdoor learning environment in all weathers, as outdoor learning is an important part of Reception.





The Prime areas of learning

Communication and
Language

Physical Development

Personal, Social and
Emotional Development

Specific areas of learning

Literacy

Mathematics

Understanding the
world

Expressive arts
and design



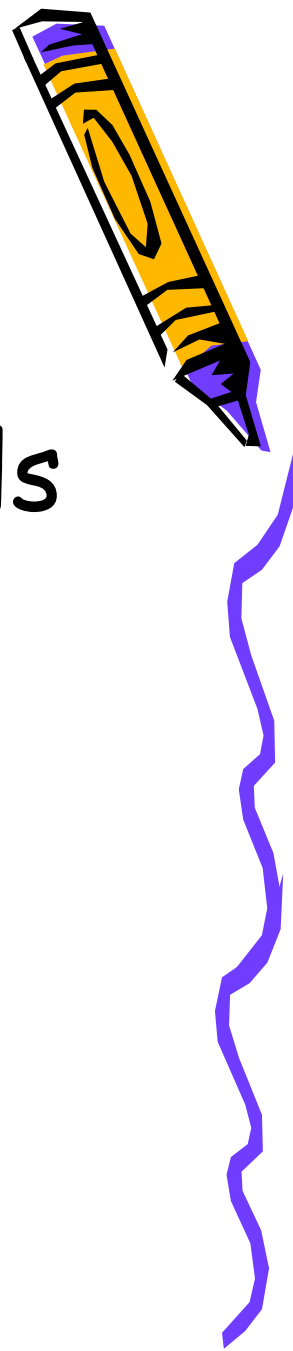
Communicating



Social Skills

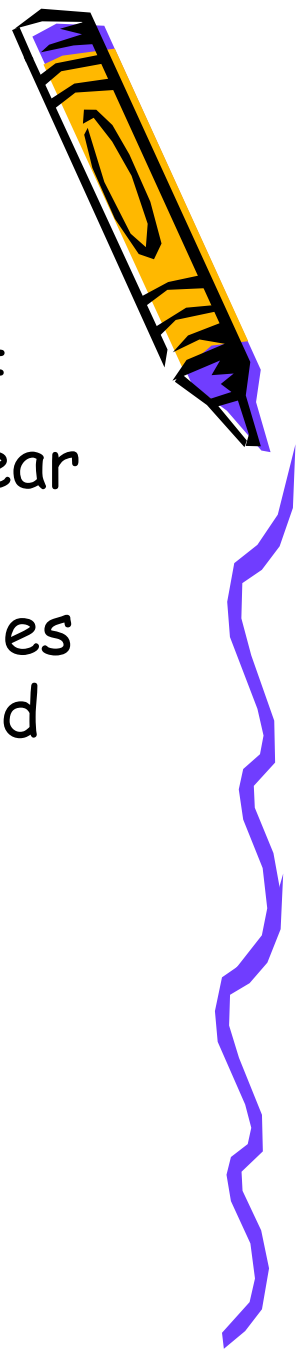


Body awareness



"We know from much longitudinal research...that the short term effects of formal academic early years programmes wear off after a few years in primary school. However, cognitive-developmental approaches emphasising children's choice, autonomy and self-regulation have longer term positive effects on both academic and social adjustment outcomes."

Helen Moylett



“Play is the highest form
of research.”

~Albert Einstein

“Creativity is putting your
imagination to work, and it’s
produced the most
extraordinary results in human
culture.” Ken Robinson

In PLAY:
children engage in problem solving, test
out ideas, ask questions, and build new
understandings.

peekaboo
beans™

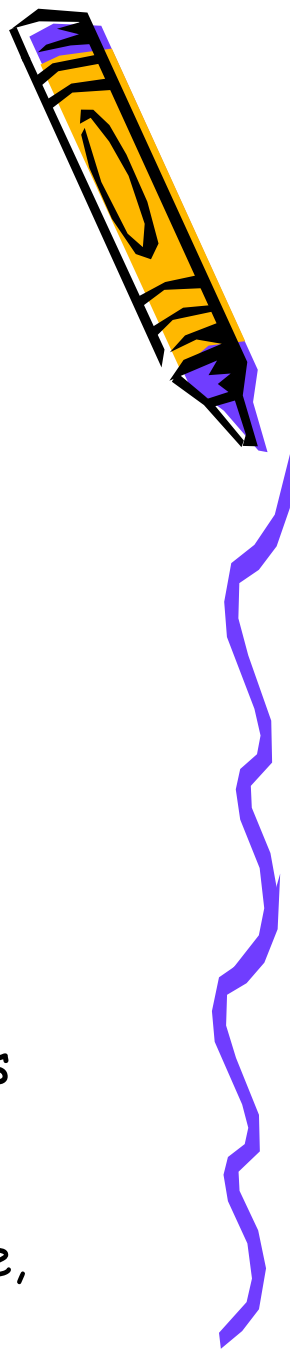


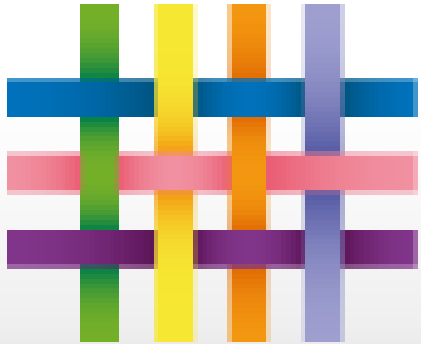
How we will support you

- Formal parent's evenings in October and February, giving targets
- An end of year report detailing their progress across the year
- Online learning through GoogleClassroom, in the event of lockdown or isolation

What you can do to help your child now

- read quality picture books every day
- make time to talk about your child's interests
- Look out for phonic reading books in your child's bag between october and christmas, and read with your child for 10-15mins each day
- support your child to correctly write their name, using a given name card





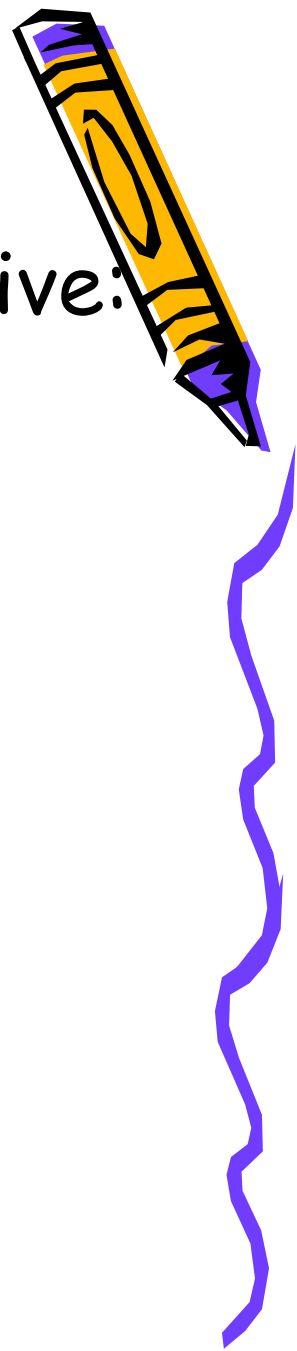
TAPESTRY

ONLINE LEARNING JOURNAL



In your child's bookbag you will receive:

- Read Write Inc alphabet charts
- Your child's name formation card
- Number formation guidance with rhymes



Reading at home

Reading should be interesting, exciting and varied. Reading should not be limited to school books.

Share reading experiences and let your child **see you** read.

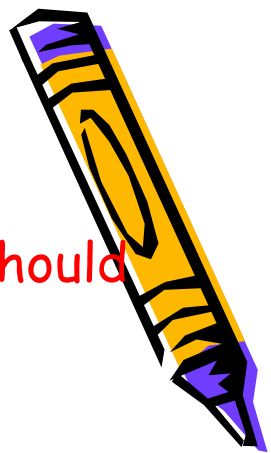
Only continue a scheme book reading session for as long as your child's interest holds - little and often is the best way to start

Don't expect your child to read a whole scheme book in one night

Read a book more than once

Ensure you encourage **looking**, **thinking** and **talking** as you read. Talk about the pictures and what is happening in the story with equal importance to the words.

Reading should always be a pleasurable experience and not a chore. Take the lead from your child's interests and read books/text that link to them. This will reinforce "reading for purpose."





Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued.



How we teach phonics in class



- Letters and Sounds
- **Read, write, inc**
- Phonic games
- Reiteration through writing - initial, then medial and final sounds
- Reiteration through reading -shared, group and individual



The importance of enunciation!

- Teaching phonics requires a technical skill in enunciation.
- Phonemes should be articulated clearly, precisely and as a pure sound.
- Incorrect enunciation leads to difficulties with blending.
- <http://www.ruthmiskin.d-write-inc-fresh-start-guide/>



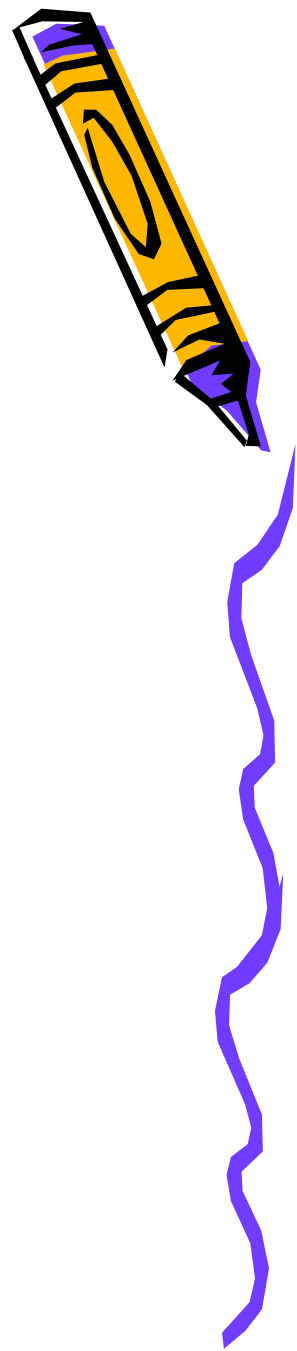
Green words and red words

Green words are words that are phonetically regular, which means that they can be read by sounding out and blending.

and map soft shop

Red words are words that are phonetically irregular, which means that they cannot be easily sounded out. We say "This is a red word and we just need to learn this one."

the one was said



Segmenting and Blending

Once the children are aware of how phonemes (units of sound) are represented, they can begin to 'sound out' words by 'segmenting' the word into sounds and then 'blending' the sounds together.

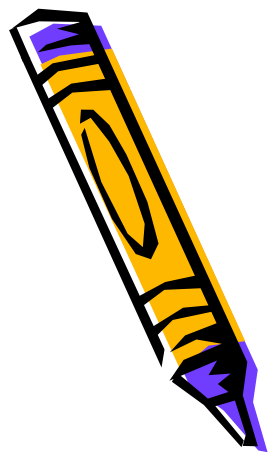
see segment (sound out) blend (stick the sounds together)

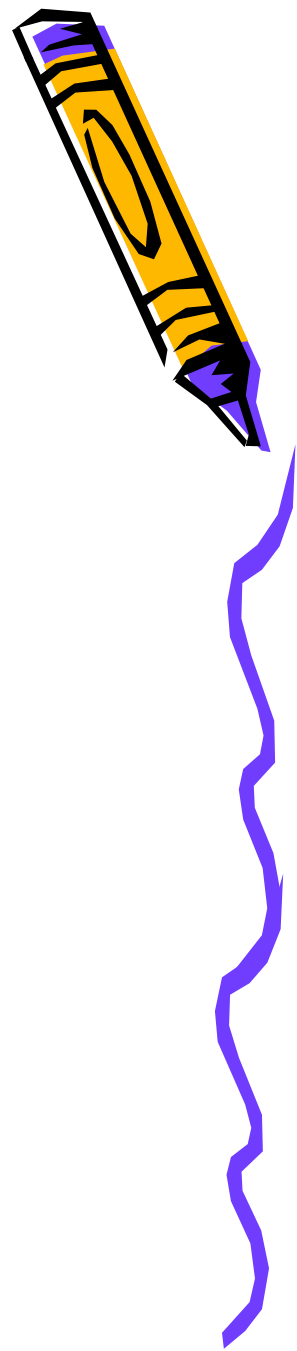
cat - c /a /t - cat

man - m /a /n - man

chip - ch /i /p - chip

shock- sh /o /ck - shock





Oral blending

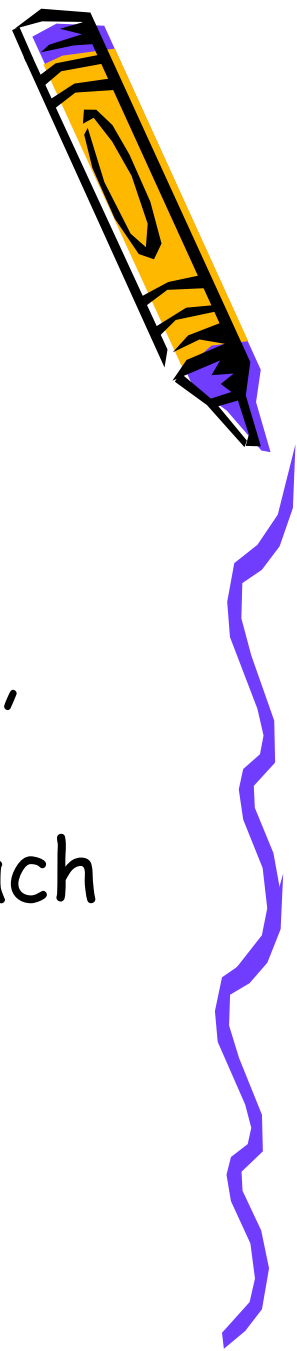
Hearing a series of spoken sounds and merging them together to make a spoken word - no text is used.

For example, when a teacher calls out 'b-u-s', the children say 'bus'.

This skill is usually taught before blending and reading printed words.



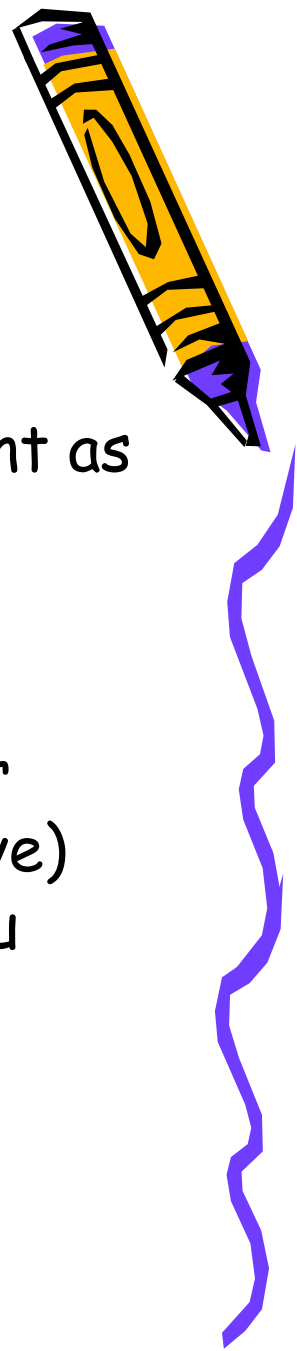
Online reading support



- YouTube, 'Farr's Phonics' series is excellent
- excellent paid apps: Hairy Phonics, Hairy Words, Reading eggs
- excellent free apps and sites: Teach Your Monster to Read, lettersandsounds.com



Comprehension

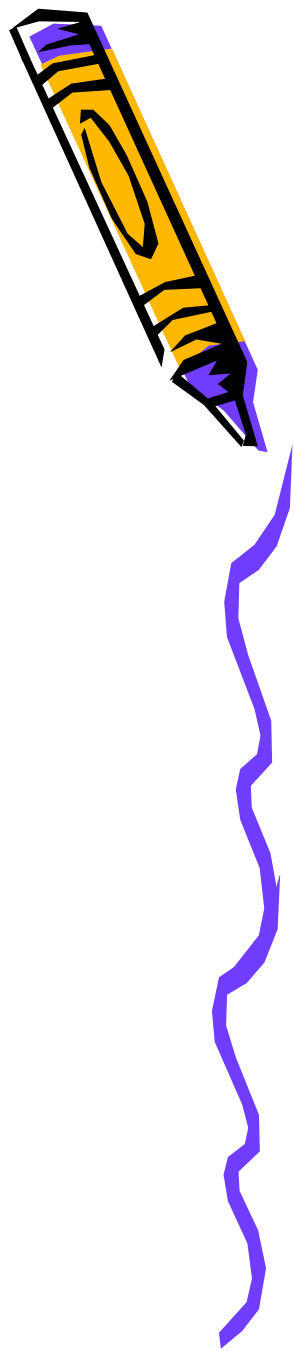


Understanding what has been read is as important as being able to read the words.

- Always talk about what is happening in the pictures before you read a page
- Discuss new vocabulary and don't assume your child knows what certain words mean (e.g. cave)
- When sharing a picture book discuss what you think will happen, what happened at the beginning/end, why events are happening



Learning to read is not a race!

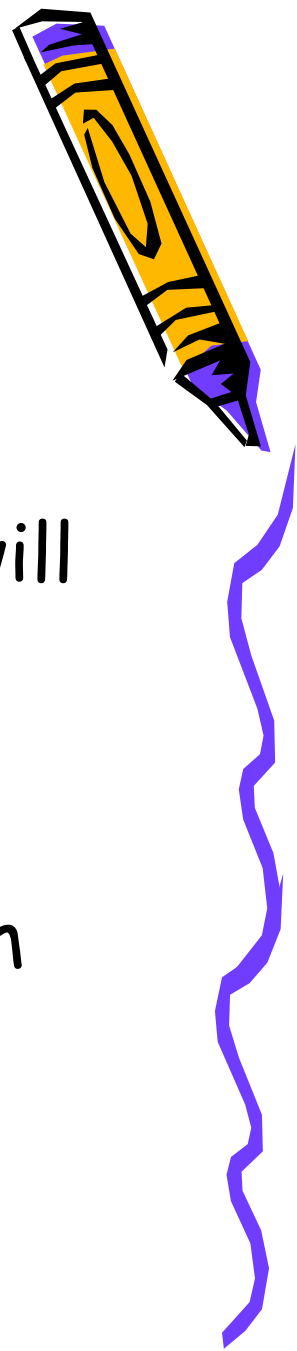




Helping your
child to learn
at home



Free School Meals



- even though all children receive Universal Free School Meals, FSM will provide additional benefits
- If you already have it for one child, please reapply for their siblings
- Croydon Council FSM for online form

