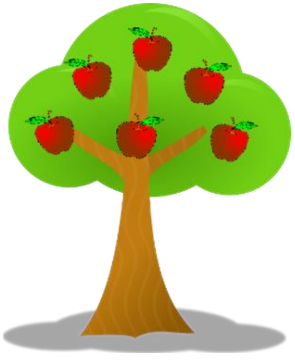


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Apple Tree Class Curriculum Meeting



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Welcome



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EYFS Curriculum

- 7 areas of learning – all as important as others
- Prime / Specific



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Phonics leads to Reading

- Start by retaining sounds.
- Segment and blending stage - this is when they become ready for reading.
- Tricky words are paramount in the progress your child will make in reading.
- As they gain more confidence segmenting and blending they will be able to focus more on comprehension and will develop their fluency.



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How Reading is Taught

- Whole class stories
- 1:1 reading with class adult
- Phonics
- Tricky word sessions
- Reading opportunities in environment
- Print rich
- Book spine
- Real and nonsense words in preparation for Phonics Screening Year 1
- Modelling the love of reading!



Join the
**DIGITAL READING
RECORD**
revolution



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Tricky Words

- Words you can not segment and blend correctly
- Vital in reading
- Be tricky word spotters
- Highlight these to your child if they don't spot them



Tips for reading...

DO...

- Read a range of books - including books you have at home, non-fiction and library books.
- Jump in quickly if they become 'stuck'.
- Look for their tricky words in the text - can they recognise them?
- Praise any attempt whatever the outcome.
- Adapt and change the story. Discuss the characters.
- Ask questions about what has happened.
- Encourage your child to 'sound out' a word.
- Encourage the child to follow the text with their finger.

DON'T . . .

- Hide the pictures.
- Make a child read if they really do not want to.
- Worry if you child is reading a 'picture book'.



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Writing

- Before writing, children need good vocabulary and phonic knowledge
- Physical development plays a fundamental role in readiness for writing
- Role of the environment



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How Writing is Taught

Shared writing – whole class

Group and 1:1 writing activities

Challenges

Child initiated writing planned opportunities

Phonics

Dough Disco

Squiggle Whilst You Wiggle

Tricky word sessions

Fine motor activities

Gross motor activities

Grammar and sentence structure support

Next step focus

Interventions if behind expectations



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Phonics

Terminology

Phonics: learning letter sounds to support reading

Phoneme: spoken sound

Grapheme: written letters

Letter sound: sound it makes in reading

Letter name: alphabet

Segmenting: breaking the word into sounds

Blending: putting the word back together / spelling

Digraph: two letters making one sound

Trigraph: three letters making one sound

Split digraph: two letters split by one sound, that makes one sound
e.g. make

VC: a word containing a vowel then consonant e.g. i-t

CVC: a word containing a consonant, vowel, consonant e.g. c-a-t

Complex words: words containing multiple sounds including digraphs

<https://www.youtube.com/watch?v=LITw0oiLNys&t=39s>



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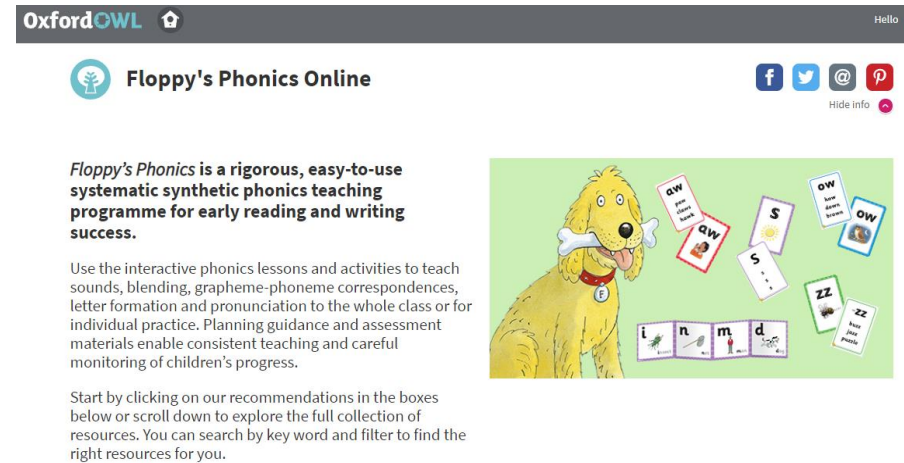
What is Phonics?

First step in reading

Children first learn letter sounds

Then begin learning to put these sounds together and reading simple VC and CVC words

Tricky words are taught alongside




OxfordOwl Home Hello D

Floppy's Phonics Online f t @ p Hide info

Floppy's Phonics is a rigorous, easy-to-use systematic synthetic phonics teaching programme for early reading and writing success.

Use the interactive phonics lessons and activities to teach sounds, blending, grapheme-phoneme correspondences, letter formation and pronunciation to the whole class or for individual practice. Planning guidance and assessment materials enable consistent teaching and careful monitoring of children's progress.



Start by clicking on our recommendations in the boxes below or scroll down to explore the full collection of resources. You can search by key word and filter to find the right resources for you.

Create your
own login
OxfordOwl



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How reading links to writing

Reading and writing are closely linked.

The skill that comes directly before writing is developing children's fine motor skills.

Once children can segment and blend sounds, they are able to hear sounds in words and attempt writing these.

An important skill: name writing.

Key message: phonetically spelling and encouraging spelling tricky words correctly.

As well as spelling and using our phonics, the children will be taught to use finger spaces, capital letters and full stops.



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Have a go...

- Can you use the whiteboard packs to write my sentence?

These are the sounds you know and can use:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss, j, v, w.

These are the tricky words you have been taught:

the, a, l, no, into, to.



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Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

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Number

Understanding of number

Number recognition

Ordering

One more/one less

Adding/Subtracting

Counting on/back

Problem solving

How number is taught

- Whole class and split number sessions
- Challenges
- Number rich environment
- Group activities
- Next Step focus
- Regular discussions of number e.g. counting how many children in the class for the day, one less than yesterday etc.
- Interventions if behind expectations



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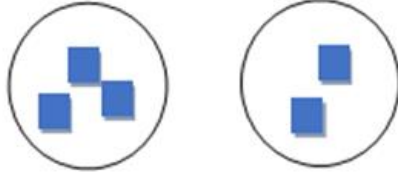

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the ribbon so show.

Progression in Calculations

Addition

Key vocabulary – sum, total, parts and wholes, plus, add, altogether, more than, 'is equal to', 'is the same as'

(Year group) Objective and Strategies	Concrete	Pictorial	Abstract
(Reception) One more	Using a range of resources including (unifix blocks, counters, bead strings)	 <p>Finding 1 more</p>	Using number lines or counting on in head to find 1 more
(Reception) Combining two groups	  <p>Using a range of resources</p>	 <p>Using pictures to show two groups and counting them together</p>	<p>E.g. $4+1=5$</p>  <p>Using pictures. EXC: beginning to use number sentences to represent addition.</p>

ELG: Number

Children at the expected level of development will:

- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

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