



School Readiness and Curriculum Information

AT AMBLECOTE WE ACHIEVE BECAUSE IN OUR PUPILS WE BELIEVE!

What this session will cover...

- ▶ The Early Years Foundation Stage
- ▶ Foundations for Phonics and Early Reading
- ▶ Physical Development/ Kinetic Letters

- ▶ SEND Team
- ▶ Partnership working
- ▶ Listening Games
- ▶ Emotion Coaching

Early Years Foundation Stage (EYFS)

In the EYFS Foundation Stage there are **seven areas of learning and development** that are used to plan your child's learning and activities. For each of these areas your child will have had an '**Early Learning Goal**' to work towards.

The 3 Prime Areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

The 4 Specific Areas

Literacy

- ▶ Word Reading
- ▶ Writing
- ▶ Comprehension

Mathematics

- ▶ Number
- ▶ Numerical Patterns

Understanding of the World

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

Expressive Arts and Design

- ▶ Creating with Materials
- ▶ Being Imaginative and Expressive

Early Learning Goals

Early Learning Goals

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 Through Play

- ▶ Play continues to play an important role in children's learning and development in reception class.
- ▶ By continuing to provide well-planned and structured opportunities we allow children to practise and apply their learning in a variety of different ways.

Outdoor Learning

- ▶ Children in reception class will have access to an outdoor learning environment at different times throughout the day.
- ▶ Our outdoor environment offers children freedom to explore, use their senses and be physically active, as well as refining their skills in the core subjects.
- ▶ At some point during the year the children will have the opportunity to take part in forest school sessions in our wildlife area.

Phonics

At Amblecote, *Little Wandle Letters and Sounds Revised* is our chosen accredited programme used to teach phonics, high frequency words and to support the development of early reading.

Phonics is making connections between the sounds (phonemes) of our spoken words and the letters that are used to write them down.

The programme is split into 5 phases:

- ▶ Phase 1 is introduced in Pre-School
- ▶ Phases 2, 3 and 4 are taught in Reception
- ▶ Phase 3 and 4 are revised and Phase 5 is taught in Year 1.

In EYFS and KS1 your child will be taught phonics everyday. Alongside the teaching of phonics every child will be provided with daily opportunities to apply their phonic knowledge in reading activities.

Tuning into Sounds- Phase 1

How to help at home

Initial sounds

Bertha the Bus (video clip)

I-Spy

Oral Blending (video)

Can you touch your...?

What noise does a d-u-ck make?

Sound talk words in books, sound talk instructions e.g. get your c-oa-t, fasten your z-i-p

Alliteration

Name play (clip)

Phase 2 sounds taught in Reception Autumn 1

It is really important that you say the sounds clearly and correctly.

Let's practise!

- ▶ [For parents - Letters and Sounds](http://littlewandlelettersandsounds.org.uk)
[\(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)










Pure Sounds please

Phase 2 Grapheme information sheet

Phase 2 grapheme information sheet

Grapheme and mnemonic	Picture card	Pronunciation phrase
 	 <p>snake</p>	Show your teeth and let the s hiss out sssss sssss
 	 <p>astronaut</p>	Open your mouth wide and make the 'a' sound at the back of your mouth aaa
 	 <p>tiger</p>	Open your lips; put the tip of your tongue behind your teeth and press ttt
 	 <p>penguin</p>	Bring your lips together and push them open and say ppp

Phase 2 grapheme information sheet

Grapheme and mnemonic	Picture card	Pronunciation phrase
 	 <p>jellyfish</p>	Pucker your lips and show your teeth use your tongue as you say jjj
 	 <p>volcano</p>	Put your teeth against your bottom lip and make a buzzing vvvv vvvv
 	 <p>wave</p>	Pucker your lips and keep them small as you say www

Reading together with your child matters!

- ▶ Sharing books makes a big difference to your child's education.
- ▶ When you read to your child you are making a positive impact on your child's reading ability and their love of reading.

Reading a book and chatting about it has a positive impact on your child's ability to:

- Understand words and sentences
- Use a range of vocabulary
- Develop listening comprehension skills

Reading books your child has chosen to read for pleasure is one of the best things you can do to help them succeed at school.

A love of reading is the biggest indicator of future academic success.

Developing spoken Language

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words children would have heard by the time they were 5 years old:

- ▶ Never read to, 4,662 words;
- ▶ 1–2 times per week, 63,570 words;
- ▶ 3–5 times per week, 169,520 words;
- ▶ daily, 296,660 words;
- ▶ and five books a day, 1,483,300 words.

Reading Practise Sessions

- ▶ All children will take part in three reading practise sessions per week using a fully decodable book, which is closely matched to their phonics ability.
- ▶ At the beginning of each session, we use flashcards to practise recognising graphemes, blending words and reading tricky words on sight. New vocabulary is introduced.
- ▶ **Session 1: Decoding-** reading independently using their phonics and tricky word knowledge.
- ▶ **Session 2: Prosody-** reading with fluency and expression, copying teacher modelling.
- ▶ **Session 3: Comprehension-** discussing what they have read and retrieving information.

Everybody Read!

- ▶ Children will bring home a reading book that is linked closely to the phase that they are working on in phonics. They will have read this book in school.
- ▶ Children will enjoy a daily read aloud session where an adult will read from a selection of stories, information and poetry books from the 'Brilliant Book Basket'.
- ▶ The children will also bring home a book from the class library each week. (Fridays)

Reading Rewards

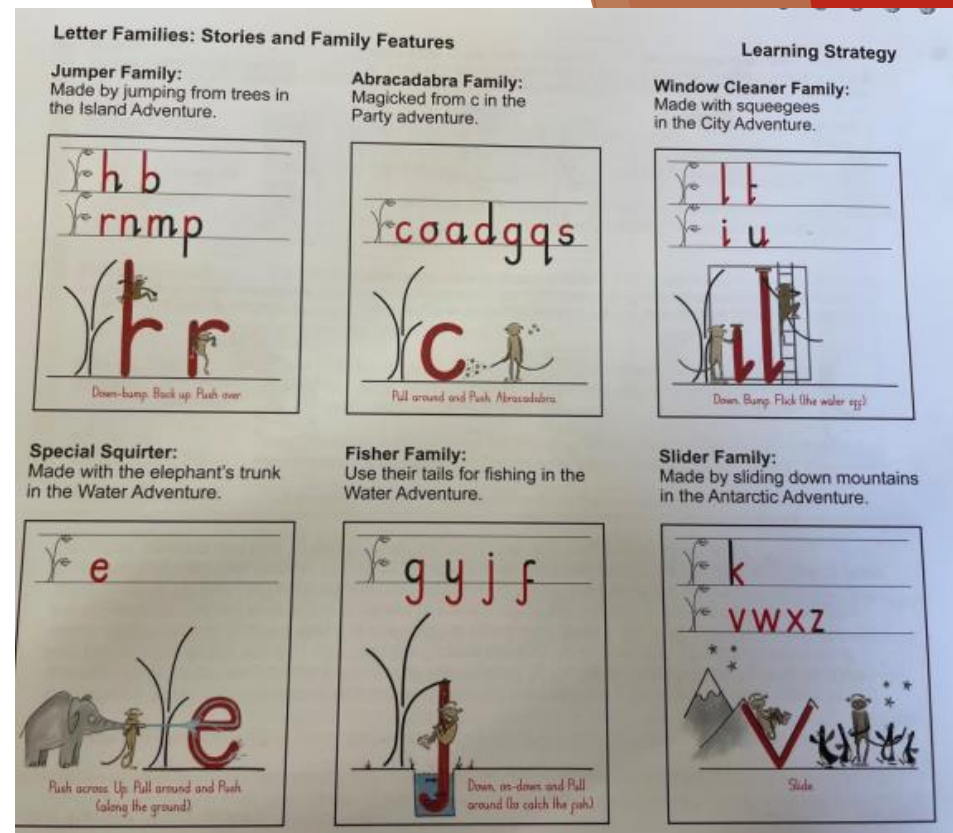
- ▶ Children who read 3 times a week at home and have their diary signed, will get a star in their diary.
- ▶ 10 stars obtained over a term means the children will receive a certificate.
- ▶ 3 certificates over the year will entitle the children to take part in our reading reward day in July.

How to help children prepare for phonics in Reception..

- ▶ talking lots to your child
- ▶ reading aloud to them every day
- ▶ singing songs and rhymes

Kinetic Letters

- ▶ 6 movements
- ▶ Letter Families
- ▶ Whiteboards and pens
- ▶ Name writing- only use a capital letter at the start of your name.



Below are the animal positions we use in school to help strengthen our bodies. We would appreciate if you could also continue these at home where possible. We have provided some ideas of when they could be used. If you can think of anymore, that would be brilliant!



How? - Standing tall and straight with feet together and arms by your sides.

When? - Standing in queues.



How? - Kneeling up with knees and feet together and arms by your sides.

When? - Watching TV, kneeling up at a table to read, play etc.



How? - Lying on your tummy, legs and feet together, propped up on elbows.

When? - Watching TV, Using a tablet, reading a book, writing or drawing.



How? - On your hands and knees, knees and feet together.

When? - Crawling around.



How? - Sitting on your bottom with legs crossed and hands on your knees.

When? - Watching TV, reading a book

How Can You Help At Home?

Making bodies stronger

- ▶ Encourage your child to practise the animal poses
- ▶ Encourage your child to develop their gross motor and fine motor skills. Play dough, Lego, trips to the park climbing etc, carrying heavy objects/ school bags!
- ▶ Use scissors, knives, forks and play clapping games.