

RECEPTION



EYFS Information Evening

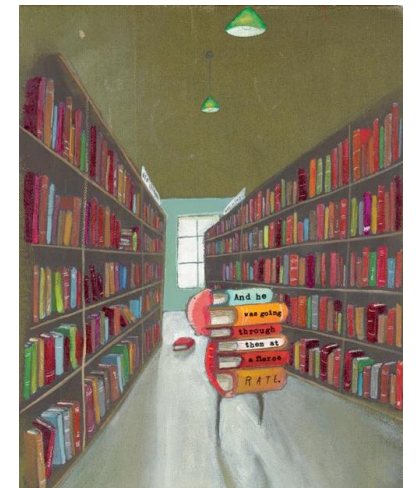
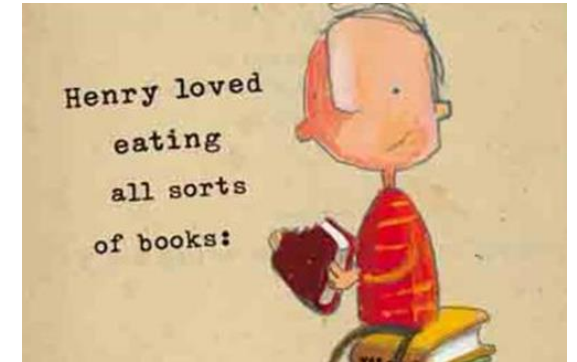


Davenham C of E
Primary School

ENGLISH

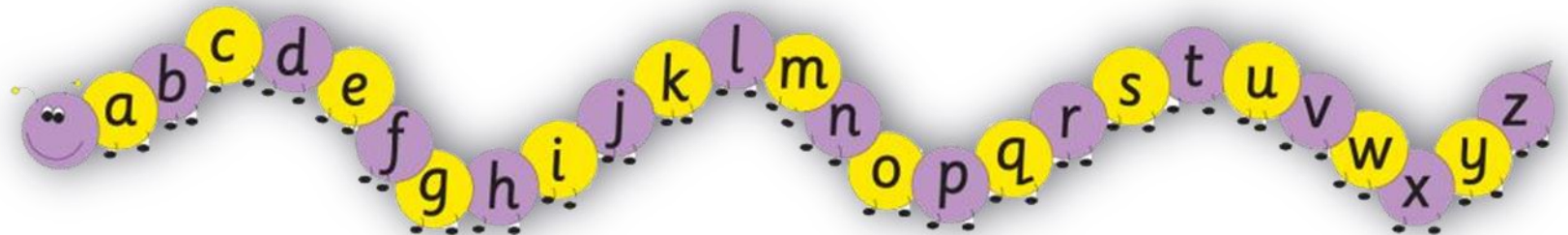
What is
important
when
developing
English?

- Hearing stories
- Sharing books
- Looking at range of books
- Hearing interesting words and phrases
- Playing with words and phrases
- Singing rhymes and songs
- Playing with rhyming words
- Fred talk - h - a - t



What is phonics?

- The ability to read and write well is a vital skill.
- Reading and writing are like a code: phonics is teaching your child to crack the code.
- Phonics helps children to develop good reading and spelling skills.
- We use a scheme called 'Read Write Inc' as our main teaching resource.



Desire to Read ~ a love of books!

Knowledge of letters ~ can recognise letters in all their forms and in all fonts.

Knowledge of graphemes ~ need to recognise and represent letters in a variety of combinations to create phonemes.

One to one correspondence ~ that groups of letters make a word and that each printed word should match what they read. H-a-t

Self-correcting behaviours ~ they monitor their own reading for meaning, to check it makes sense.

Knowledge of 'book language' ~ phrases that are not usually found in patterns of speech.

Directionality ~ Front to back/left to right/ top to bottom/line to line/word to word.

Knowledge of phonemes ~ need to recognise and represent sounds in all their forms. -ee, ea, y, ie.

Knowledge of punctuation ~ can recognise punctuation marks and how they should be 'read.'

Sight recognition ~ can recognise a word in any or every context. **RED WORDS.**

Understanding meaning ~ gain understanding from the texts that they read.

Fluency ~ the speed with which a child can read, pace and expression.

Saying the sounds correctly

- Saying the sounds correctly with your child is extremely important.
- The way we say sounds at school now may well be different from when you were at school.
- We say the shortest form of the sounds.

[Phonics: How to pronounce pure sounds | Oxford Owl \(youtube.com\)](#)

Never add /uh/ onto your sounds this can make it harder. Say mmmmm not muh for example.

x is not 'ex'

Blending & Segmenting

We call this FRED
TALK

Fred Games are
very important
they are the first
step to reading.

Blending is the ability to recognise the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word

'cup'

Segmenting is identifying the individual sounds in a spoken word (e.g. p-a-n , ch-o-p) and writing down letters for each sound (phoneme) to form the word pan and chop.

Phonics in the classroom

We will share the structure of a lesson and explain the resources.

- Speed sounds
- Find the sound in the pack
- Green words - Fred talk - sound out then blend
- Green words - Fred in your head - read the word
- Alien words - focus on phonics
- Write - use your Fred fingers or magnetic wb

This video shows a teacher teaching /ch/ so you can see all parts of a lesson -

<https://www.youtube.com/watch?v=BOAMy0-iGos>

Key:

S1:A = Set 1 Sounds Group A;
S1:B = Set 1 Sounds Group B;
S1:C = Set 1 Sounds Group C;
RC = Reading Comprehension Group.

This is
green words
a blend book,
a ditty sheet,
a red book
a green book
Book bag book.

We will explain how to read these books with your child and how often a child should read these at home.

These are the different levels of reading books you will come across this year.

Please remember all children are individual and unique. If they are not where they should be, we will raise this with you and some children can access 1:1 intervention.

Children will be assessed and then placed into groups this is fluid. We will tell you their group in their reading diary and then home and school can stay in contact about reading through the reading diary.

Broad expectations of the year as a guidance -

Reception

[illegible]

Red words

I	the	of	my	he
do	I'll	be	no	to
you	said	your	for	are
we	me	want	she	is
her	was	his	has	like

How can I help with phonics?

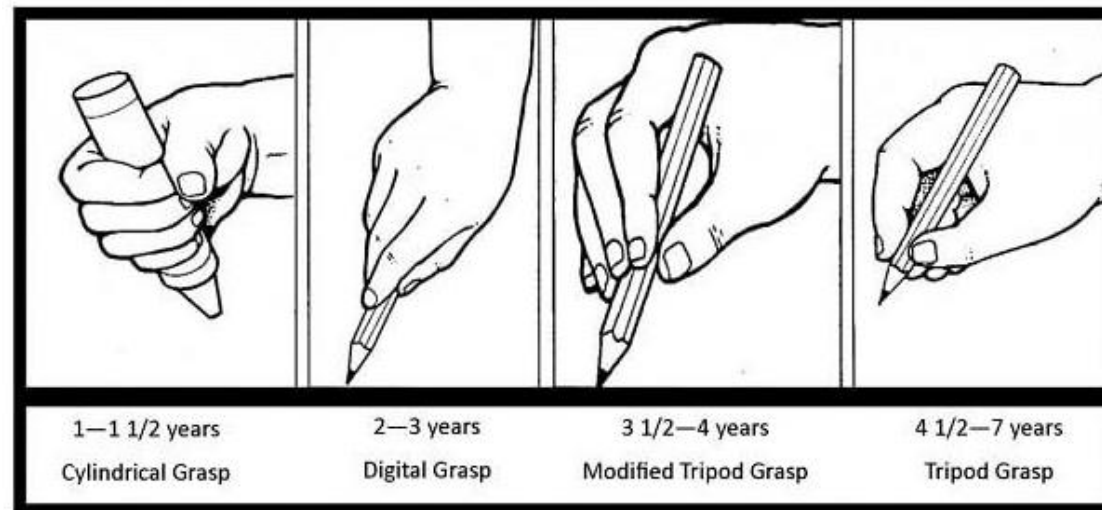


- Read the sounds in their RWi reading book, blend book or speed sounds book (at least 4 times a week)
- Watch the RWInc videos sent on GC and play lots of Fred games e.g. I spy the s-u-n
- Practise letter formation at home by completing the homework sheets
- Praise your child for trying out words
- Read to your child 😊

Letter Formation

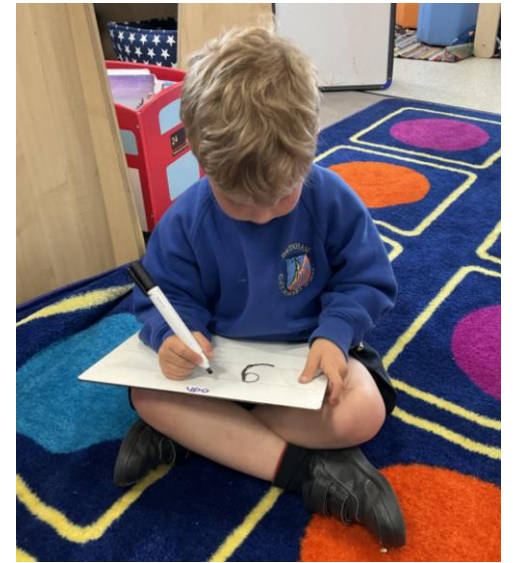
- This is SO important.
- If your child is writing they must hold their pencil with a tripod grip.
- Letters need to be formed from the starting points and in the correct directions rather than just look similar to a letter.
- Pinch your nose to perfect your grip.

Nip (the nib), flip, grip - exercises



Their Name

- - Recognise their name
- - Write their first name
- - Write their second name





Gross Motor Skills



Gross motor skills in the Early Years Foundation Stage (EYFS) large movements, including actions like walking, running, jumping, climbing, and throwing.

These skills require the coordination of large muscles - developing balance, coordination, strength, and body awareness.

Big movement play should be all about fun and confidence. Let your child move their whole body to develop coordination balance, aiming, strength. Things like...

Outside

- riding a scooter,
- exploring at the park, or going on nature walks gives them space to climb,
- Jump rope,
- Jumping puddles, run, dance

Inside,

- dancing,
- den building
- singing action songs
- moving with scarves are great ways to build rhythm.

Keep play short and easy going, cheer on their effort, and most of all, join in—the joy of moving together helps your child grow strong, happy, and confident.



Fine Motor Skills

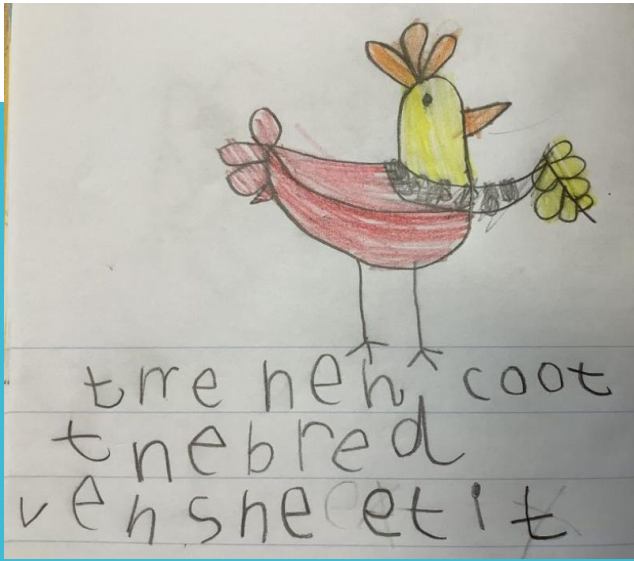
Most importantly,
keep it playful.



Fine motor skills are a vital part of child development. They involve small muscles working with the brain and nervous system to control movements in the hands and fingers, that are in constant communication with eyes.

Fine motor skills are developed through different activities. Every child is different there will be an activity your child does or could do more of activities like

- Rolling, squashing, and cutting playdough -help strengthen little fingers.
- Colour, drawing, stickers - paint with paint brush, cotton buds, pegs with cotton wool.
- Puzzles, threading beads or pasta and balancing small toys, building with LEGO, - builds control and coordination.
- **Craft** – using safe scissors to cut, junk modelling with boxes and other materials, and creating using tape, glue, or string (for example, tying things together).
- Playing board games - rolling dice moving small pieces (mouse trap/operation) use tweezers or tongs to pick up small items.
- Try spraying water on windows - or spay bottles for dolls hair tying hair bobbles.
- Tracing shapes in sand, rice, or shaving foam, and exploring messy play with different textures.
- Cooking -Scooping and pouring rice, lentils, or water into containers helps with accuracy and hand-eye coordination, mixing ingredients.
- Cleaning their toys - using toothbrushes or squeezing sponges.



Drawing Club

Created by early years educator **Greg Bottrill**, it is a fun and imaginative way for children to develop their language, creativity, and early writing skills.

Each session begins with a story, picture, or short film to spark ideas.

Children then draw scenes, characters, or new adventures inspired by what they've seen.

As they draw, we encourage them to create codes to

- develop imagination
- learn and use rich new vocabulary,
- talk about their ideas.
- begin to use initial sounds, simple labels or sentences to their pictures by the end of the year.

Drawing Club encourages children to see themselves as storytellers and writers, helping them build confidence, imagination, and a real love of learning.

We start Drawing club in Autumn 2 and at first focus on oral retelling, their drawing skills and their imaginations.



Numicon Firm Foundations in the Early Years

In Early Years, children learn best through play and hands-on activities.

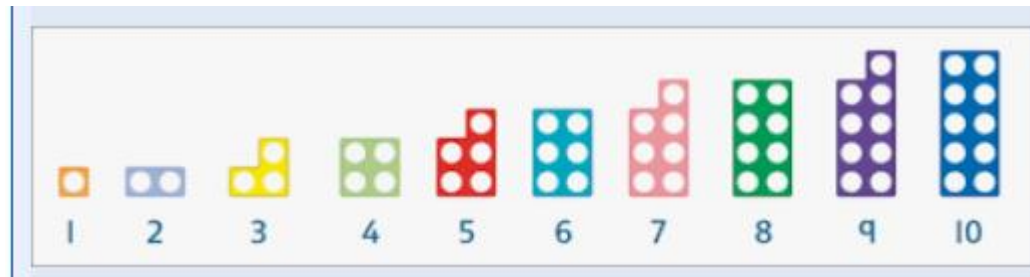
Numicon - colourful shapes that they can touch and move around. Each shape represents a number, so children can see what numbers look like and how they fit together.

- A visual technique for them to **understand number patterns, build early calculation skills, and develop a strong sense of number.**
- At home you can chat about numbers in everyday life,
- counting toys,
- comparing who has more or less, comparing height or capacity
- spotting patterns and shapes around you.

These small moments help children see that maths is all around them and can be great fun to explore!

In school we teach your child about each number one a time, then we start to understand that number. What it looks like, how to write, how to make that number with other numbers, compare is with other numbers.

Then we look at number bonds to 10, simple addition and subtraction, doubles and halves.

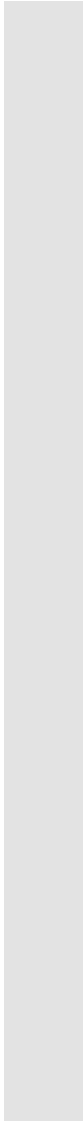


Maths



EYFS in general

- - Snack time – no more rolling snack, new routine is ...
- - Lunchtime routine
- Coats and zips
- Toilets – flush / hand wash
- Shoes and wellies
- Taking care of property

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- Thank you for coming and listening.
 - The PowerPoint will be placed onto Google Classroom.
 - Any Questions?