Reception Year - Parents’ Briefing
September 2018
Aims:

- To let you know what targets your child will be working on this year in the core subjects of **Maths** and **English** (Phonics, Reading, Writing).

- To give you ideas and support on how to help your child with these at home.

- To give you an insight to how challenging the **Early Years Foundation Stage** is now!
6 Topics covered in Foundation Stage

- Autumn 1
  All Around Us
- Autumn 2
  Celebrations
- Spring 1
  Weather
- Spring 2
  Dinosaurs
- Summer 1
  Growth
- Summer 2
  Pirates
Firstly I am going to show you all the age related objectives for this year group. These are the National Curriculum expectations for children of this age.
<table>
<thead>
<tr>
<th>Band 40-60 Months Number</th>
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</thead>
<tbody>
<tr>
<td>Recognise some numerals of personal significance.</td>
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<tr>
<td>Uses the language of 'more' and 'fewer' to compare two sets of objects.</td>
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<tr>
<td>Finds the total number of items in two groups by counting all of them.</td>
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<tr>
<td>Says the number that is one more than a given number.</td>
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<tr>
<td>Finds one more or one less from a group of up to five objects, then ten objects.</td>
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<tr>
<td>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</td>
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<tr>
<td>Records, using marks that they can interpret and explain.</td>
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<tr>
<td>Begins to identify own mathematical problems based on own interests and fascinations.</td>
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<tr>
<td>Recognises numerals 1 to 5.</td>
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<tr>
<td>Counts up to three or four objects by saying one number name for each item.</td>
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<tr>
<td>Counts actions or objects which cannot be moved.</td>
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<tr>
<td>Counts objects to 10, and beginning to count beyond 10.</td>
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<tr>
<td>Counts out up to six objects from a larger group.</td>
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<tr>
<td>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</td>
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<tr>
<td>Counts an irregular arrangement of up to ten objects.</td>
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<tr>
<td>Estimates how many objects they can see and checks by counting them.</td>
</tr>
<tr>
<td>ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</td>
</tr>
<tr>
<td>Band 40-60 Months</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</td>
</tr>
<tr>
<td>Measures short periods of time in simple ways.</td>
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<tr>
<td>Selects a particular named shape.</td>
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<tr>
<td>Can describe their relative position such as 'behind' or 'next to'.</td>
</tr>
<tr>
<td>Orders two or three items by length or height.</td>
</tr>
<tr>
<td>Orders two items by weight or capacity.</td>
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<tr>
<td>Uses familiar objects and common shapes to create and recreate patterns and build models.</td>
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<tr>
<td>Uses everyday language related to time.</td>
</tr>
<tr>
<td>Beginning to use everyday language related to money.</td>
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<tr>
<td>Orders and sequences familiar events.</td>
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</tbody>
</table>

Elg Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
We have selected **Math targets** for your child this year. We have picked very important ones for your child, but also ones that we feel you can support your child with at home.

A few children may have already achieved some of these targets. They will be given extension activities that encourage a greater depth of learning.
We will briefly go through each one.

<table>
<thead>
<tr>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-60 months</td>
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<td>40-60 months</td>
<td>ELG</td>
<td>ELG</td>
</tr>
<tr>
<td>To count 10 objects correctly</td>
<td>To recognise numbers 1-5 and then 1-10</td>
<td>To find one more and one less for a group of up to ten objects</td>
<td>To begin to solve simple addition and subtraction problems in practical contexts</td>
<td>To count 20 objects correctly</td>
<td>To solve number problems including doubling, halving and sharing</td>
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<tr>
<td>To count up to 20 by rote. To compare groups of objects and say which are fewer and which are more.</td>
<td>To match numbers to sets.</td>
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<tr>
<td>40-60 months</td>
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</tr>
</tbody>
</table>
We will be discussing them at Parents’ Evenings in the Spring and Summer.

They will be stuck in their Homework Book for the year so you have access to them.
Now I am going to show you all the age related objectives for this year group. These are the Foundation Stage Profile expectations for children of this age.
<table>
<thead>
<tr>
<th>Band 40-60 Months</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continues a rhyming string.</td>
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<tr>
<td>Hears and says the initial sound in words.</td>
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<tr>
<td>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</td>
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<tr>
<td>Links sounds to letters, naming and sounding the letters of the alphabet.</td>
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<tr>
<td>Begins to read words and simple sentences.</td>
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</tr>
<tr>
<td>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</td>
<td></td>
</tr>
<tr>
<td>Enjoys an increasing range of books.</td>
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<tr>
<td>Knows that information can be retrieved from books and computers.</td>
<td></td>
</tr>
<tr>
<td>ElgChildren read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</td>
<td></td>
</tr>
</tbody>
</table>
Reading

How to help your child to read.

Shared reading
Story telling
Rhymes and songs
Lotto boards
Phonics
KS1 and Foundation - Reading Incentive

How high can you go?

This year we are continuing to challenge children to read 'higher' than anyone else! Each time they read a book, it will get added to their own personal tower of books.

For every 5 books they read, they will get a Golden Ticket, and then, at the end of the half term, will be rewarded further if they have met the 10, 15 or 20 marker.

- In Year R they get gold, silver and bronze certificates!
- In Year 1 they get gold, silver and bronze reward cards!
- In Year 2 they get gold, silver and bronze pin badges!

Please support your child at home with this. I don't mind what they read as I want them to enjoy reading. We only accept 1 book a day though. On occasions you can read to them or you can take it in turns to read together, particularly if it is a higher level book, but they want to read it.
Reading

How to help your child to read.

Here are all the phonemes the children need to learn in Reception.
Phase 3 Sound Mat

j  n  m  x  y  z  zz  qu  ch  sh
th  ng  ai  ee  igh  oa  oo  oo  ar
or  ur  ow  oi  ear  air  ure  er
Volunteer Readers?

Hearing children read regularly is vital. We are lucky that we have several parent volunteers in school in the afternoons, but we would love some more.

If you could spare a couple of hours a week any afternoon to support us in school with reading let us know.
Lotto Boards

Reception will start Lotto Boards in the Spring. First they will learn to read them. Once they can read all 22 boards they will return and begin to learn to write them.

There are 22 boards which are focused on the Common Exception Words for KS1. These are words that often cannot be sounded out phonetically. In order for Year 2 to get Age Related Expectation at the end of KS1 we have to have evidence they can spell many CEW in their writing.

In Year 1 and 2 all children will start on a lotto board at their level. In order to move up they need to read AND spell the words on there. Even when your child completes them, we still check them on random boards every now and then and if they cannot read or spell them they will have the board back to learn.
This will also happen if we see children spelling CEW wrong in their writing. These words must be embedded and not just learnt for a test.

Thank you for all your continued support with Lotto Boards, they really do help!
Here is the cursive letter formation we use in school.

All letters begin on the line. Once the children are forming each letter correctly they automatically begin to join their writing.
Band 40-60 Months  Writing

Gives meaning to marks they make as they draw, write and paint.

Begins to break the flow of speech into words.

Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds to letters, naming and sounding the letters of the alphabet.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels, captions.

Attempts to write short sentences in meaningful contexts.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Moving and Handling 40-60m

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Whole school - Target Writing

Pencils

I am now going to go through with you how these will work in my classroom.
During the Summer term Reception class begin the spelling bee challenge.

This will test how well your child has retained their learning.

In year one and year two the children have to spell them verbally but Reception begin by writing them down. We start with the common exception words the children learn to read on their lotto boards.

There is a certificate(s) rewarded for our half termly Spelling Bee in Cup Assemblies.
Funky Fingers

Funky Fingers is a daily physical intervention that combines the use of dough and a range of hand and finger exercises. These activities strengthen and develop children’s fine and gross motor dexterity, hand-eye coordination, proprioception, balance, grip and self-esteem.

We do Funky Fingers for about 20 minutes every afternoon.
Keep the spinners spinning until the timer runs out

Screwing nuts onto bolts against the timer

Thread the (differentiated) objects onto the skewer
Independence

Please support your child to:

- get dressed and undressed independently
- put on and do up their coats
- use a knife and fork

Children will be encouraged to come into school on their own in the mornings after October half-term.
Free School Meals/Pupil Premium
What it actually is...

The Government is giving money to schools to help children from lower income families do their very best. The funding is called a 'Pupil Premium.'

Yes your child will get a free school meal every day, but the school would also get £1320 a year.

If your child did have the funding, but then you were not eligible, your child would still get money for 6 years. It is called Ever 6.

It is not to be confused with the Governments KS1 Free School Meal funding. This is for everyone in Foundation and KS1 and only equates to the meal.

No one will know you have registered and it will not affect any other benefits.

We have paper application forms in class today or Chrissie has more in the office. You can also apply online at www.cornwall.gov.uk/schoolmeals

Qualifying Benefits

- Income Support
- Income-Based Jobseeker’s Allowance (not Contribution Based)
- Income-Related Employment & Support Allowance (not Contribution Based)
- Child Tax Credit (CTC) with an annual income (as shown on your award letter from the Inland Revenue – TC602) of no more than £16,190.
- Guarantee element of State Pension Credit

Please note, if you are in receipt of Working Tax Credit, you do not qualify for Free School Meals, even if your annual income is below £16,190
Reminders: Reception Class Parent Workshops (Phonics Reading Writing)

Official Parent Communication

😊 Sept = Parent Briefings
😊 January = Parents Eve 1
😊 April = Parents Eve 2
😊 July = End of Year Report

Remember you are welcome to make appointments with us at any time in the year.
Do you have any questions?

We look forward to working with you this year.

PLEASE let us know if we can help support you in working with your child at home or you want to share any ideas of what works well.