

Reading and Maths



Reading



How we teach reading at Stillness Infant School

Phonics: children in Reception will be learning Phase 2 and Phase 3 sounds.

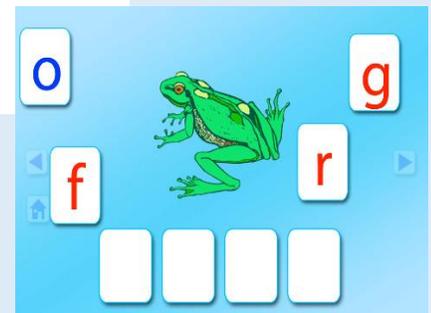
- They will learn sight words (tricky words) such as the, no and I. They also learn high frequency words such as mum, dad and in.
- Banded books are **decodable** so they allow children to practise **segmenting** a word by saying the **pure sounds** and then **blending** them together.

What is phonics?

Phonics is a big part of teaching children to read. They are taught how to:

- distinguish between different sounds e.g. environmental sounds and different instrumental sounds (Nursery)
- recognise the sounds that each individual letter makes
- recognise that different combinations of letters or 'chunks' can make one sound, e.g. 'igh' or 'oo'
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to decode new words that they hear or see.



Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	---	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Our approach

We are following the Letters and Sounds Revised framework.

In every phonics session children will:

- hear the sound
 - say the sound
 - see the letter shape/s
 - air write the grapheme.
- Remember to use the shortest form of the sound, e.g. mmmmm, not 'muh', sssssss not 'suh'.
 - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonics Phases

<u>Phase 2 Sounds</u>	s	a	t	p	i	n	m	d
	g	o	c	k	ck	e	u	r
	h	b	f	ff	l	ll	ss	
<u>Phase 3 Sounds</u>	j	v	w	x	y	z	zz	qu
	ch	sh	th	th	ng	ai	ee	igh
	oa	oo	oo	ar	or	ur	ow	oi
	ear	air	ure	er				
<u>Phase 5 Sounds</u>	ay	ou	ie	ea	oy	ir	ue	ue
	aw	wh	ph	ew	ew	oe	au	a_e
	e_e	i_e	o_e	u_e	u_e			

* Phase 4- Longer words and blending adjacent consonants, e.g. bl, tr, scr

Blending

- Once 6-8 sounds have been taught, children will learn to blend these sounds to form words e.g. c-a-p, s-a-t, p-i-n
- Children will also be taught to segment words for writing.

Engaging your child

- Join the library.
- Build a home library.
- Let your child choose the book.
- Use funny voices!
- Tap into their interests.
- Take books with you on journeys or shopping trips.
- Use technology to your advantage.

Hesitant or resistant readers

It is common for children to resist reading at times.

You could:

- Read your children's favourite books with them.
- Write silly sentences for them to read.
- Read little and often.
- Use a character such as an elf or fairy to write messages for your child to read (and possibly write back to).

Other ways you can help at home

- Establish a regular time (before bed/bath time works well).
- Keep a large variety of reading materials at hand.
- Store books/materials in places children can access.
- Get library cards for whole family.
- Share your love of books with them/advertise the joy of reading!
- Have paper and writing tools available along side.
- Model reading and writing for pleasure.
- Make time for conversations about books and reading.
- Use board games to reinforce language and literacy skills.

Some useful sites for phonics games

- www.phonicsplay.co.uk
- www.phonicsbloom.com/



Writing



Letter Formation

- As we introduce phonic sounds, we teach the correct letter formation by modelling the correct starting point and encouraging children to practise in different ways, e.g. in the air or during messy play.
- Help your child with the letter formation of letters in their own name. Once they have started forming 'letter like' shapes, insist on the correct formation of letters.
- Remind your child that capital letters are at the beginning of our names.

Helping your child with handwriting

Activities to develop gross motor skills

- Climbing, throwing, catching, skipping with ropes, large movements with arms forming letters in the air and large construction.

Activities to develop fine motor skills

- Cutting with scissors, puzzles, play dough, cooking, pegging out washing, threading, washing up and small construction.
- Using a range of mark making equipment and materials e.g. paint with water on floor, chalk, felt tips, whiteboard markers, use sticks in sand, etc.

Maths



Four



Guidance

Four is a special number for many reception children as at this time of the year, many of them are four years old. This helps to make 4 more relevant. Children continue to apply the counting principles when counting to four (forwards and backwards). They can represent four in different ways and can count out four objects from a larger group.

Other Resources

Washing Line - Jez Alborough
(Four animals take their items of clothing off a washing line in this lift the flap book)

Anno's Counting Book - Mitsumasa Anno
(With no words, this book shows the differences between the numbers by adding one more. Each number has its own page to count the items.)

Prompts for Learning

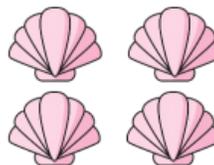
Note: All the prompts for counting to three can be applied to counting to four, plus these extra ideas.

Have four baskets of different items e.g. shells, counters, cubes, marbles. Take four items out of one of the baskets and arrange them on a whiteboard.



How many are there altogether?
Can you make the same as me?

Hide the whiteboard from the children and rearrange the items.



How many are there now? Can you make the same as me? Do you need to get any more items from the baskets? Children can then make a number and ask others to match.

What other items from outside can you use to show me 4?



One more

Guidance

Children use their counting and comparing skills to find one more than numbers up to 5. Encourage children to use a five frame to represent numbers and then make one more. Children should see the link that one more than a number is the next number they say when they are counting. Books where there is one more object on each page are particularly useful in supporting finding one more.

Other Resources

The Gingerbread Man- Traditional Tale
The Enormous Turnip- Traditional Tale
The Very Hungry Caterpillar- Eric Carle
Maisy goes Camping- Lucy Cousins – This book can also be used to look at one less and composition to 5, encourage children to use soft toys and a play tent to act out the story.

Prompts for Learning

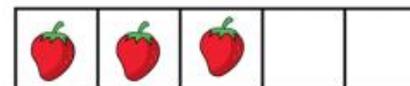
Take 2 paper plates and make a cut from the edge to the centre of each plate. On one plate, draw five dots or stick five stickers round the edge of the plate, evenly spaced.

Put the plain plate over the top of the dot plate by sliding them together.



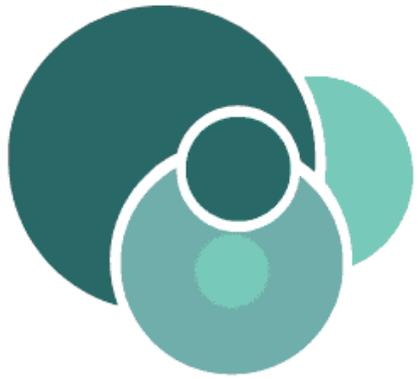
Ask the children, can you show me two? Can you show me one more than two? Can you show me one more than four? Make a number, can your partner make one more?

Ask children to make a number on a five frame.



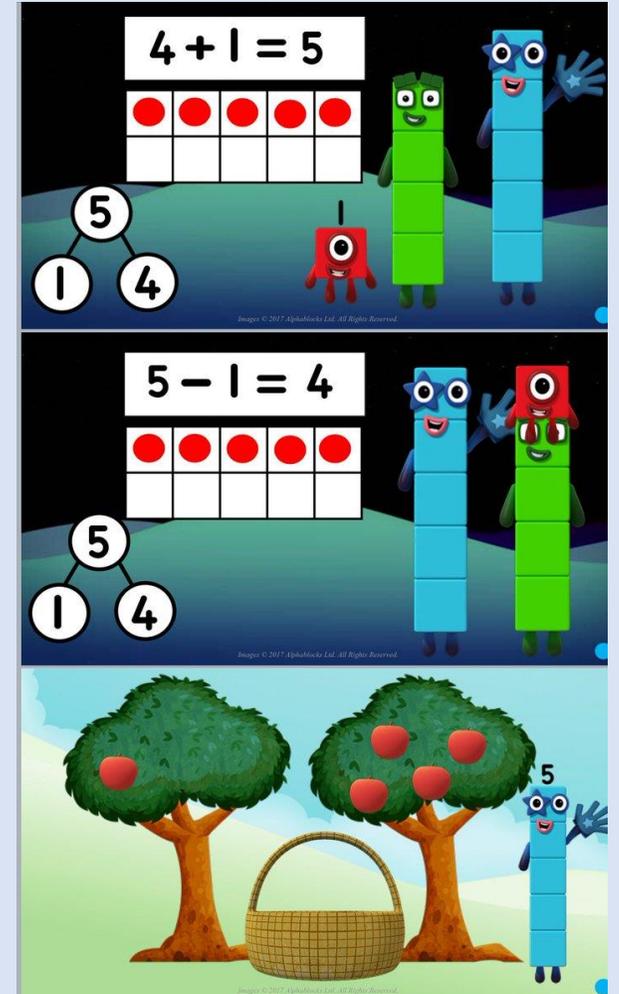
Can you show me one more?

Use a number track underneath the five frame. Can you point to the number you made? Can you point to one more than the number?



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



How we teach maths at Stillness Infants

- Children learn maths through a wide variety of play experiences, both in the classroom and the outside area.
- Maths carpet sessions.
- Adult focus activities which are differentiated to meet children's specific needs and understanding.

How you can help your child with maths

Maths is everywhere in the home!

- With the support of parents, children can grasp many mathematical concepts through their play (e.g. play Snap to support number recognition or Hide and Seek to practise counting from twenty to zero).

Sand and Water

- Using sand can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little
- Make shapes and patterns
- Provide boxes and materials of different shapes and sizes to compare weight and quantity.

Involve your child with household activities.

- Simple activities like letting your child set the table for dinner can help develop counting skills, e.g. getting out eight pieces of cutlery.
- After washing, allow your child to sort clothes into different colours, or different types of clothes, e.g. t-shirts and socks and is a meaningful way to practise counting.
- Tidying toys away allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is the largest or smallest?

What does your child need to know?

These are expectations for the end of the Reception year.

Number

- To have a deep understanding of number to 10, including the composition of each number.
- To subitise (recognising quantities without counting) up to 5.
- To 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

To verbally count beyond 20, recognising the pattern of the counting system.

To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Any questions?

