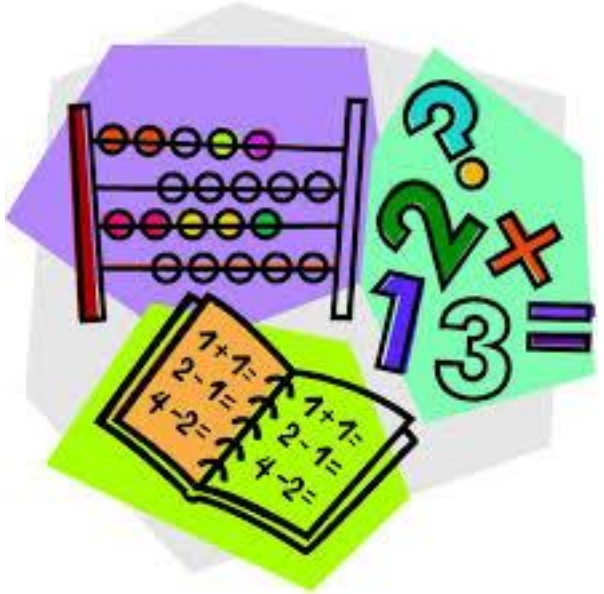
Early Reading and Maths workshop

Monday 28th January 2018



How can I help my child with reading?

Aims:

- To share how phonics is taught at Air Balloon.

- To develop your knowledge of early reading and how best to support your child at home.

- To have the opportunity to ask questions about phonics and reading.

Early Years Framework

By the end of reception

ELG:

Children 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.

Early Reading Skills

- Phonics
- Blending
- Segmenting
- Tricky words

Letters and Sounds

- Your child is working within Phase 2 or Phase 3 of the phonics program. (linked with Jolly Phonics)
- Phase 2 sounds are: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l,ll, ss
- Phase 3 sounds are: j, v, w, x, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear , air, ure, er
- By the end of reception your child should have completed phase 4. This phase consolidates the previous 2 phases.

Blending

- Blending is the ability to smoothly and fluidly combine individual sounds together into words. For example, smooth blending is sounding out the word 'mast' as /mmaasst/ instead of a choppy or segmented /m/..../a/..../s/..../t/. In simple terms, blending is smoothly 'hooking the sounds together' when sounding out words. We call these words, 'green words'.

pain	snail
aim	paint
mail	hail
train	laid

Strategies for encouraging your child to do this

- quickly saying the sounds to blend into the word.
- sound buttons
- countdown game
- buried treasure

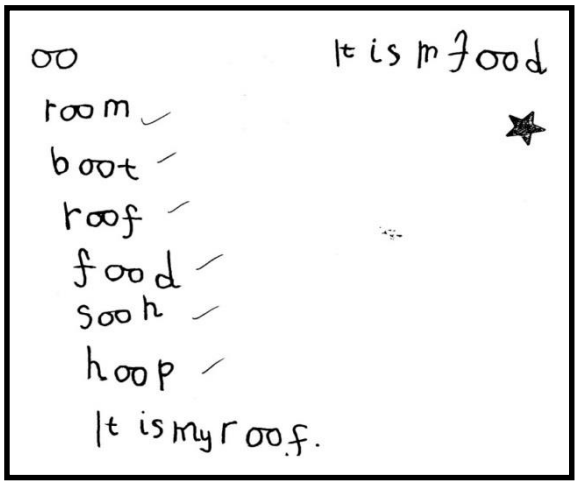
Green words

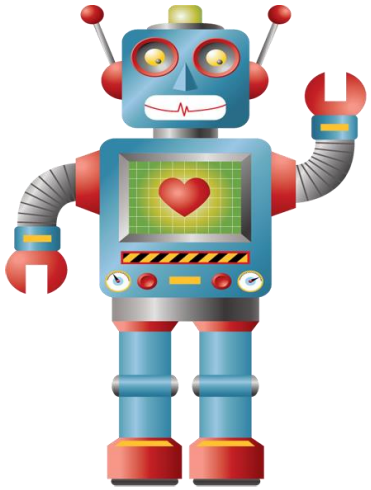
Your child needs to practise blending these very common decodable words to help them to read books fluently.

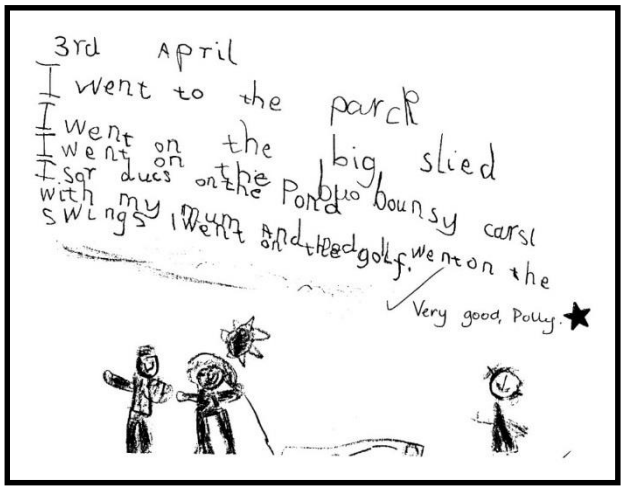
Segmenting

Segmenting is listening to the words and being able to hear the sound. Your child will then write down the sounds they hear in the word. This feeds into their writing as they make progress in the Reception year.

We encourage children to use their 'Robot Arms'







Tricky words

- Tricky words are the words which we can not use our sounds to segment and blend. We just need to know them. Here at Air Balloon we call these 'red words'.

I no go the to he she we be you was
my they you her all are look here said
so have like some come were there they
all when out my what

- Red words need to be practised regularly to help children to learn them. They need to be seen as a whole word and remembered. The more your child sees them and plays games with them the easier they will recall them when they are reading.

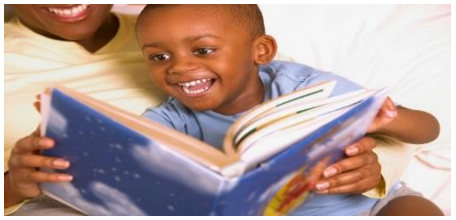
Games

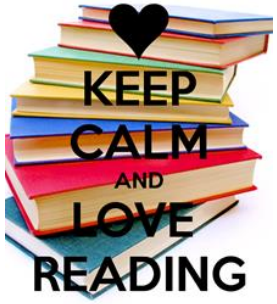
- matching games
- word hunt
- hiding them in sand
- jumping games
- MAKE IT FUN!!

Ordering Sentences

- In the early stages of reading we will cut up a sentence from your child's book and then you can work with your child to order the sentence.

- When reading a new book with your child you can also do this with them.

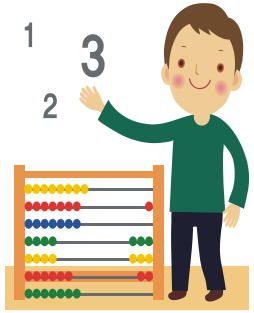




Reading

- Developing all of these skills will enable your child to read fluently.
- Reading Scheme is organised into RR levels.
- To achieve the Early Learning Goal your child needs to be at RR6 by the end of the Reception Year.
- Your support in developing reading and at home is vital to enable your child to achieve this.
- Reading books are available daily in class to change.
- Read a book 2/3 times. Children love repetition of books. Read stories to them.
- 10 minutes a day is all they need!

Any questions?



Mathematics

How can I help my child with maths?

Aims:

- Understand the curriculum requirements for children in Reception.
- Recognise ways to help develop your child's mathematics.
- Have an opportunity to discuss issues relating to mathematics.

Mathematics

- It is vital that your child has secure foundations in early mathematics in order to make good progress.

- Children need to engage with numbers and to see how to use them in their everyday environment for labelling, quantifying and calculating: we want to help them to develop a better understanding of the world in which they live.

What is Maths in the Foundation Stage?

- Two main areas:
  - Number
  - Shape, Space and Measures

- How?
  - Practical
  - Fun
  - Oral
  - Using resources

Number

- ELG: children count reliably with numbers from 1 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.

In School

Number

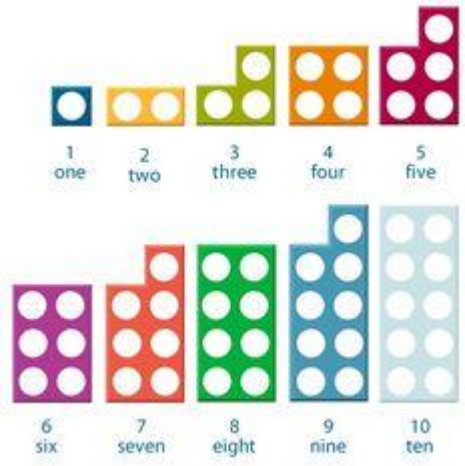
ELG: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

- Every day your child will take part in an oral and mental starter at the beginning of a maths session.

- This is a short activity that enables children to rehearse number facts which are usually part of an ongoing consolidation activity over a week.

Resources

We provide children with a range of stimulating resources and encourage open ended problem solving.



How can you help?

- Sing a range of counting songs with your child.
- Start counting from different points within 20 e.g. start at 4 or 8 and count on up to 20.
- Give your children number cards to 10/20 and ask them to order them.
- Say the number names using active maths strategies e.g ski down a slope counting to twenty, play 1 more/less tennis!
- Say the numbers in the wrong order to the children and ask them to spot the error.
- Ask children to show four fingers and then count on to 10.

- Count at every opportunity – e.g. Walking down steps, in the supermarket, how many sweets have you got? etc..
- Spot numbers in the environment.
- Play number games – bingo, number snap.
- Draw numbers in chalk/sand/water/paint .
- Make tally marks and charts.
- Talk about special numbers (house number, age, birth date etc)

Early Calculation

ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Once children have a secure understanding of numbers representing 'how many', that objects can be counted and they are able to count objects accurately, early addition and subtraction can be taught. For example, finding out how many cakes are on a tray when 4 have a cherry and 2 are plain OR how many sheep are in the field if 2 run away.

In School

- We teach addition and subtraction practically using objects, and the correct number sentence would be shown to the children so that they become familiar with the +, - and = signs.

- We use a range of language

+ addition, add, more, plus, make, total, altogether

− subtraction, subtract, minus, leave, less, take away

= equals, makes, totals

How can you help?

•Work through problems at home, when you are working out 'how many altogether' or 'how many more', such as:

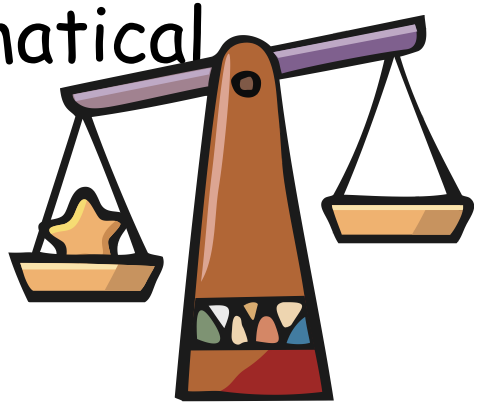
'We have 3 red apples and 2 green apples, so how many apples do we have altogether?' or 'We have 6 chocolates, if I eat 3, then how many will we have?'

•When they need to tidy their room, ask them to estimate how many objects are on the floor, then count them as they put the objects away – were they right?

•Ask your child to collect information and create a tally chart, e.g. find out the family's favourite animal or fruit etc.

Shape, Space and Measures

- 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.



How can you help?

•Point out the maths in everyday life, and include your child in everyday activities where you use maths – handling money, shopping, cooking, and travelling by car or bus.

•Talk about time - for example, how long does it take to walk to school/the park? What time do you need to leave the house so that you're at school on time? Explain that you are doing maths.

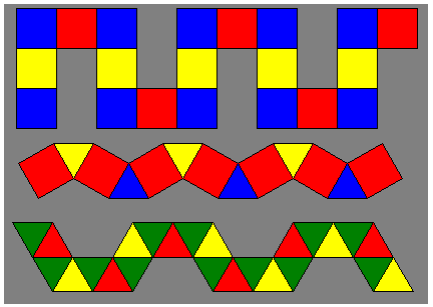
•Put things in order – of weight, height, size. Ask your child to help you organise things at home.

- Talk about the shape and size of objects, e.g. big car, little car, round ball, square table, rectangular book, and ask them questions like 'pass me the biggest box', or 'which one is the smallest shoe'.

- Go on a shape hunt – how many circles, squares, rectangles, triangles can you and your child find? Are they 2D or 3D? You can look for patterns and symmetry too.

- Create patterns – make up short dances, or rhythms using your body (e.g. clap, clap, stomp, clap, clap, stomp)

- Make patterns with objects, colouring pencils, paint or play-dough.



- Play with containers – how many socks can you fit in the box? Which container holds the most sand/water etc. How many sweets are in the jar? Ask your child to predict an answer and then do the activity to see if they were right/how close they were.

Any questions?