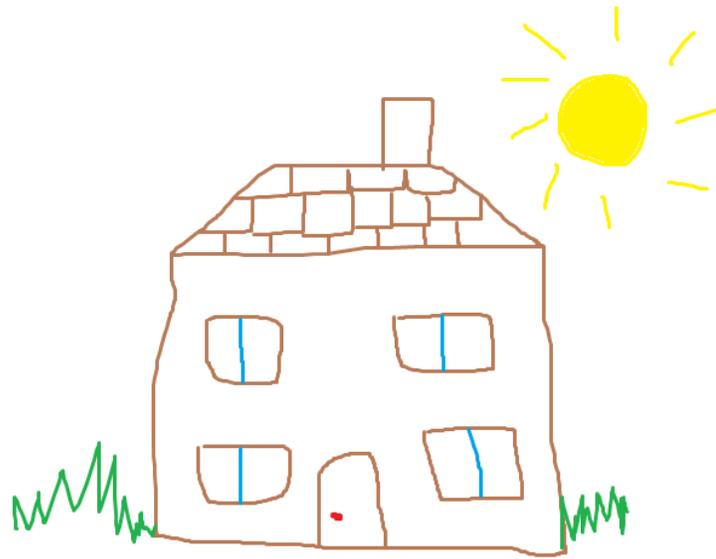


How to Help at Home

Priestley Primary School



We have designed this booklet in order to help you help your children during their journey through Reception class. We hope that this booklet will enable you to offer support and guidance to your children as they move through their first year at Priestley and to help make sure that they fulfil their potential during their time here.

During their time in Reception class your children will follow the EYFS (Early Years Foundation Stage) curriculum as they aim to achieve all of the Early Year Goals set out by the Government.

Children at this age will spend a large proportion of the day learning through play, however, there are still directed learning sessions led by the teacher and teaching assistants that will aim to develop a range of skills including their reading, writing and arithmetic. This booklet will hopefully give you some ideas of how you can assist your children's development of such skills.

Whilst students will make progress and learn many new skills through their lessons at school, the opportunity to regularly practice keywords, phonic sounds, and simple reading at home will have a tremendous impact on their learning moving forward. Equally, opportunities to promote writing and mathematical concepts through play are of great value as they encourage your children to engage with learning in a range of different settings.

In addition to this, the language and interactions that you have with your children everyday, provide great steps in their development of language. The average child will start school with around 10,000 words in their vocabulary, and go on to learn between 2,000 and 3,000 additional words each year they are at school, which can be greatly assisted by the communication they have with friends and family members at home.

Ideas for supporting Simple Reading, Writing and Phonics

Reading, Writing and Phonics are three of the key skills that children will develop during their time in Reception Class and are fundamental for all future learning. Below is a list of ideas that we at Priestley School think could help your children to thrive during their time in Reception.

Ideas to support phonics and reading

- I spy game
- Sound out simple words e.g. c-a-t
- Share books in a positive way
- Model how to follow the text with your finger when you read
- Model how to read and sound out simple words using phonics
- Model how to use other reading strategies e.g picture clues or prediction when reading
- Create a story together
- Make puppets
- Ask comprehension questions when you are sharing a book



Who is your favourite character and why?

What do you think the story is about?

Why did the three bears go for a walk?

Where are ... going?

What questions would you ask one of the characters?

What does the word ___ mean?

Can you think of another story like this?

Ideas to support writing



- Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".



- Support children in recognising and writing their own names.

Homemade Paper Bag Books



- Make books with children of activities they have been doing, using photographs of them as illustrations.

- Encourage children to use their phonics when writing.
- Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.



- Have fun paper and pens to write with at home, linked to your child's interest.

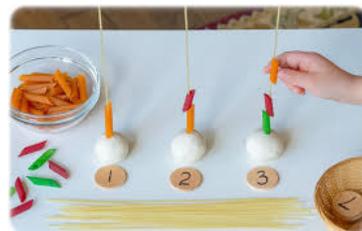
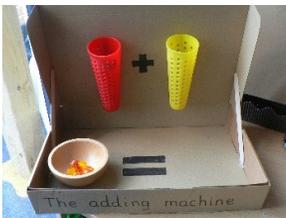


Ideas for Supporting Mathematical Development

- Dominoes - number matching, finding doubles and half.
- Dice games - adding, taking away.
- 'I spy' a number.
- A treasure hunt around the house/garden for hidden numbers.
- Match numerals to quantities.
- Find 3 or 4 objects from around the garden. Then order them by size.
- Find the longest or shortest item in your house. Measure them with your hands or feet.
- Use tins, boxes and items from the kitchen. Compare and find out which is heavier or lighter, encouraging children to use the correct words.
- Use buckets, pans, spoons and jugs in the bath to compare and use the language of capacity such as full, half full or empty.
- Write numbers in the sand or with shaving foam.
- Spot numbers whilst out and about e.g buses.



You can use a wide range of resources to support your children at home such as pasta, sticks and cars.



Ideas for Supporting the Wider Curriculum

There are many opportunities for learning in the world around us. You might like to take a focus on the following ...

- Go on a bug hunt. Are all the bugs the same? What is different? Where did you find them? What do you notice about where you found them?
- Looking at growth and change in your garden as the seasons change. See if you can spot new things appearing.
- Look back at old photographs and toys - discuss the passing of time and share stories.
- Find out about the past for other people in your family. What was school and home then.
- Create models with boxes, tubes, string, tape or glue (flour and water can be mixed to make a paste). Can you make a plan for what you would like to create?
- Create your own playdough - you will need 1 cup of water, 2 cups of flour, 1 cup of salt and 1 tablespoon of oil. Food colouring can also be added to the water before mixing.
- Sing and dance!
- Enjoy cutting and sticking using old magazines or newspapers - you could create your own stories and adventures from the pictures.
- Paint pictures and if you do not have paint make patterns with mud.
- Make puppets and recreate stories.



The Seven Key Areas of Learning

Early Years Foundation Stage (EYFS) is much more than reading and writing. All seven areas are considered to be important, for instance developing fine motor control helps develop writing skills. Being creative enables children to link their learning and making friends and solving problems allows children to demonstrate their ability to work as part of a team and to concentrate for longer periods of time with their newly developed skills.

Prime Areas

Communication and Language - This area of learning is about children having opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development - Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement. Children also learn how to make healthy choices in relation to food and exercise.

Personal, Social, Emotional Development - This area of learning involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

Specific Areas

Literacy - Within this area of learning children build the capacity to read words and understand stories. Children write letters and words for meaningful purposes. Learning phonics plays a part in helping children to achieve this.

Mathematics - This area focuses on counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Understanding the World - This is a big area. It involves exploration and investigation, seeking pattern and understanding change. It also encourages children to think about and understand similarities and differences in the world and their community. Technology also comes under this area of learning.

Expressive Arts and Design - This area is all about exploring and experimenting with ideas and learning skills and techniques to build and create. It encompasses art, music, dance, role-play and imaginative play.

Expectations for the end of Reception

Personal, Social and Emotional Development - Making Relationships Early Learning Goals

Children play co-operatively, taking turns with others.

They take account of one another's ideas about how to organise their activity.

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development - Self confidence and self awareness Early Learning Goals

Children are confident to try new activities, and say why they like some activities more than others.

They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

They say when they do or don't need help.

Personal, Social and Emotional Development - Managing Feelings and Behaviour Early Learning Goals

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

They work as part of a group or class, and understand and follow the rules.

They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language - Listening and Attention Early Learning Goal

Children listen attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Communication and Language - Understanding Early Learning Goals

Children follow instructions involving several ideas or actions.

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Communication and Language - Speaking Early Learning Goals

Children express themselves effectively, showing awareness of listeners' needs.

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Physical Development - Moving and Handling Early Learning Goals

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space.

They handle equipment and tools effectively, including pencils for writing.

Physical Development - Health and Self Care Early Learning Goals

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy - Reading Early Learning Goals

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.

Literacy - Writing Early Learning Goals

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.

Mathematics - Number Early Learning Goals

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.

Mathematics - Shape, Space and Measure Early Learning Goals

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.

Understanding the World - People and the Communities Early Learning Goals

Children talk about past and present events in their own lives and in the lives of family members.

They know that other children don't always enjoy the same things, and are sensitive to this.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the world - The World Early Learning Goals

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur, and talk about changes.

Understanding the World - Technology Early Learning Goals

Children recognise that a range of technology is used in places such as homes and schools.

They select and use technology for particular purposes.

Expressive Arts and Design - Exploring and Using Media and Materials Early Learning Goals

Children sing songs, make music and dance, and experiment with ways of changing them.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design - Being Imaginative Early Learning Goals

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.