

Early Years Foundation Stage

LITERACY AND MATHS
AT HOLMESDALE

SB JW



The Prime areas of learning

Communication and
Language

Physical Development

Personal, Social and
Emotional Development

Specific areas of learning

Literacy

Mathematics

Understanding the
world

Expressive arts
and design

HOW MIGHT THIS LOOK?



Lots of play!



Open-ended activities to allow children to direct their learning



1:1 and small group activities led by an adult



Whole class teaching



Areas of learning overlapping



Learning not going as intended...but great learning nonetheless!



Learning often not-recorded by the child.



Mess, chaos, noise...engagement!

Communication is
key

How to develop
independent
learners....

How to keep an interaction flowing

Strategies based on the work of Julie Fisher

Commenting
My hands are
getting colder
in the water .

Pondering
I wonder
if...
I wonder
why...

Imagining
Let's pretend
we...
Perhaps...
I can imagine...

Connecting
Do you
remember
when/how...
It's just like when
we...

Thinking aloud
I'm going to
try...
I did something
like this
before...

**Talking about
feelings**
I think Ted is
upset because
he's missing his
Mummy too

Reflecting back
I think you've
chosen the best
bricks there
because ...

**Posing
problems**
Maybe there's a
way to
remember who's
had a turn?

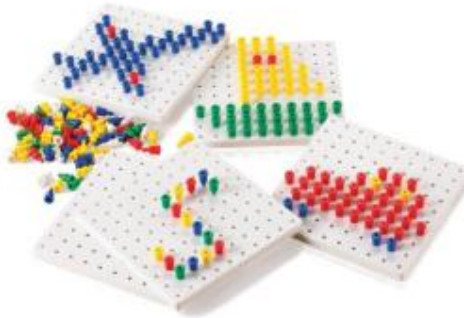
**Explaining/
informing**
If you turn the
saw like this
you'll be able
to cut right
through

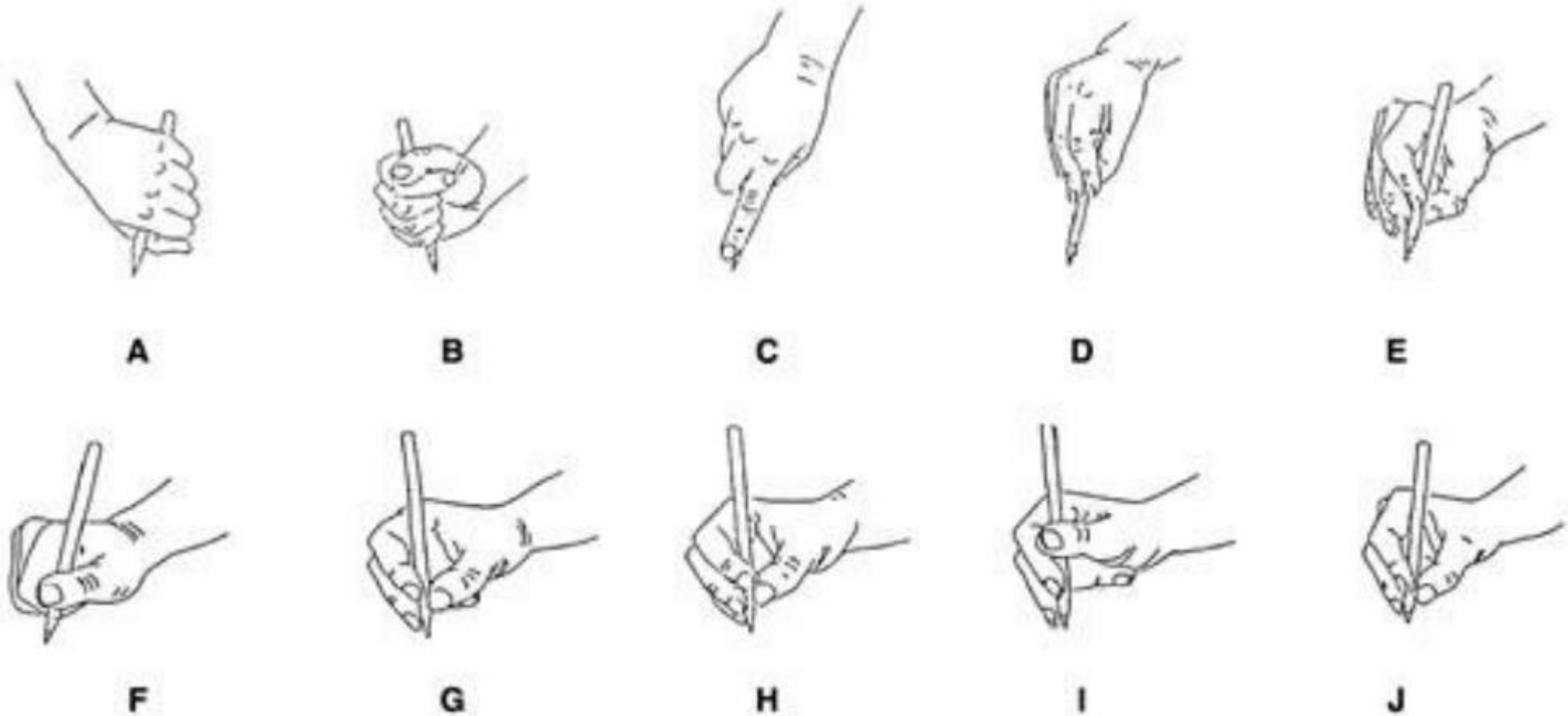
Early Hand-writing Where they are now.... ...just getting started.



An x ray of a developed hand (around the age of 7) on the left compared to an EYFS age child's hand on the right.

Strengthening their fine motor skills/ pre-writing skills





A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

Figure 2 - Pencil grip postures¹⁶

Quick tips for developing a good grip...

- Use shorter pencils: Shorter pencils are easier to control than longer ones. It also encourages the child to pick the pencil up correctly as there is less room to add more fingers or hold it in an incorrect way.
- Teach the pinch and flip: Have the point of the pencil facing the child. Tell them to pinch the pencil by the tip and flip it over so it is sitting correctly in their hand.
- Crumble up a piece of paper: Have the child crumble a piece of paper into a ball and have them hold it in their hand while picking up the pencil. This will prevent the child from doing the fist grip.

How children learn to write independently....

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play witht the white board and the shapex and I won to piny with my fe (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I sad Thim. The end (One day, I saw my friend. It was Israel and Antonio and they got lost. I sad them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

How we help children on their writing journey....

1. Lots of opportunities for mark-making.
2. Hand-strengthening / fine-motor development.
3. Guided adult tasks.
4. Over-writing (yellow pen)
5. Under-writing – ch copies underneath the teachers writing.
6. Copying text from a white-board/ paper
7. 'Have a go' writing.
8. Independent writing.

All while simultaneously encouraging independent emergent writing!

Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELGs

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

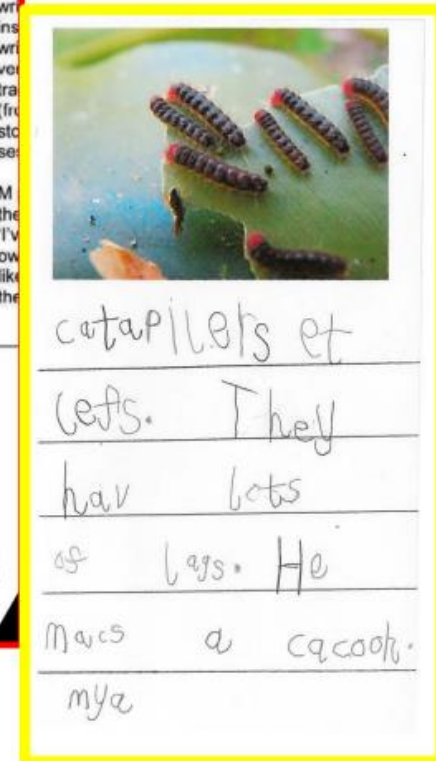
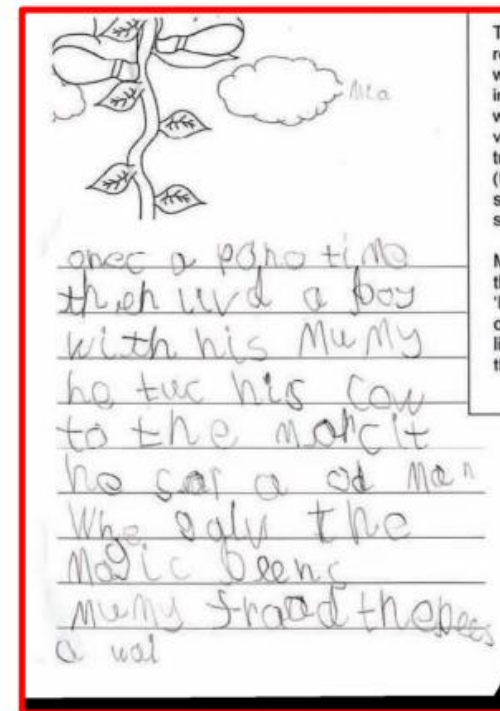
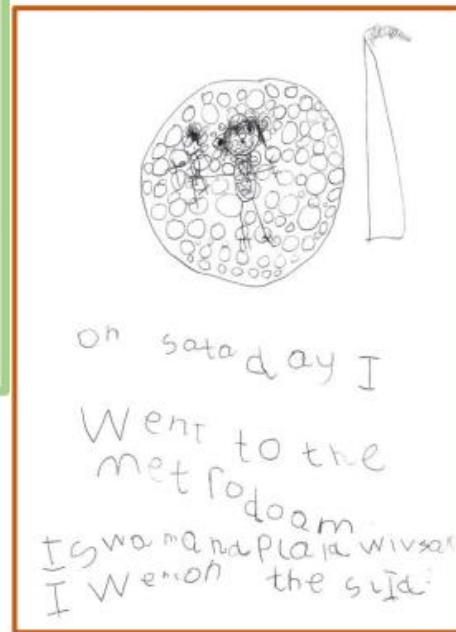
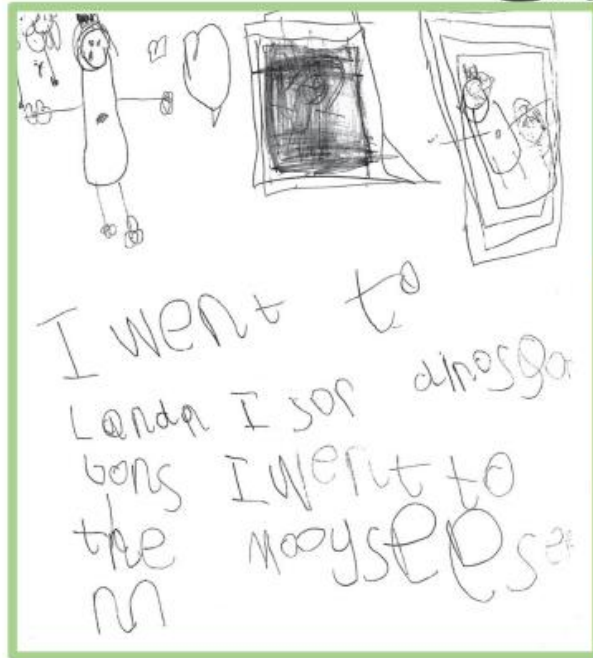
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

What that will look like in writing

End of Reception Year



Phonics

Why Phonics?

It develops my love
of reading

Phonics helps me to
develop my speech
and articulation of
sounds

Phonics helps me to
read with
increasing fluency

Phonics helps me to
extend my
vocabulary.

Phonics helps me to
learn to spell. To
know which letters
to use.



How we teach Phonics in Reception

We follow a system called '**Letters and Sounds**'
There are 6 phases.

- The children in Reception start their phonic journey on Phase 2.
- We teach phonics daily (4 sounds per week) with a weekly recap on a Friday

Letter Progression in Phase 2

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: c k e u r

Set 5: h b f, ff l, ll ss

tap



sock



Progression in Phonics



Phase 2

Phase 3



Phase 4



to

me

he

have

was

go

do

the

so

be

my

come

you

little

some

we

I

are

all

she

when

what

they

one

no

her

into

out

said

Tricky Words

there

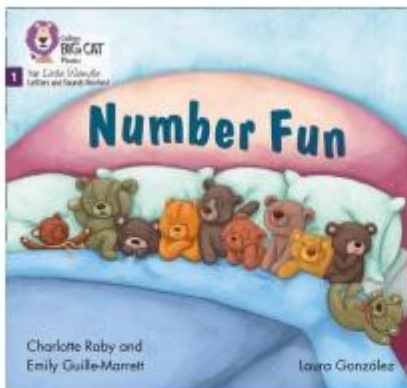




Reading

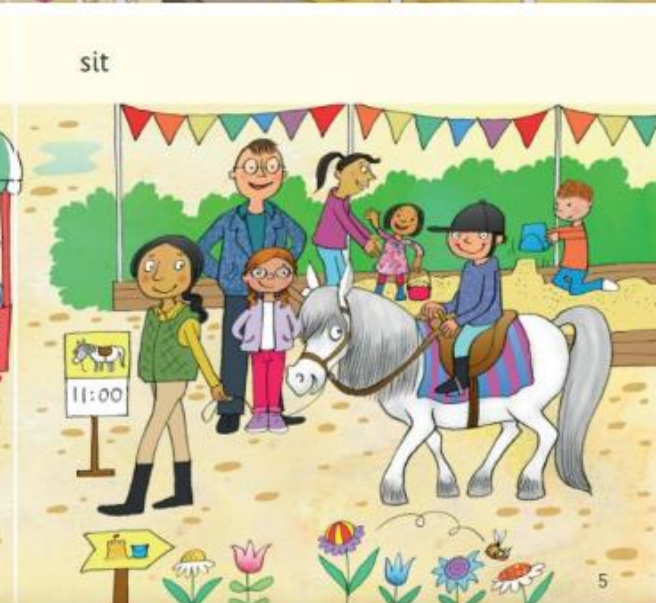
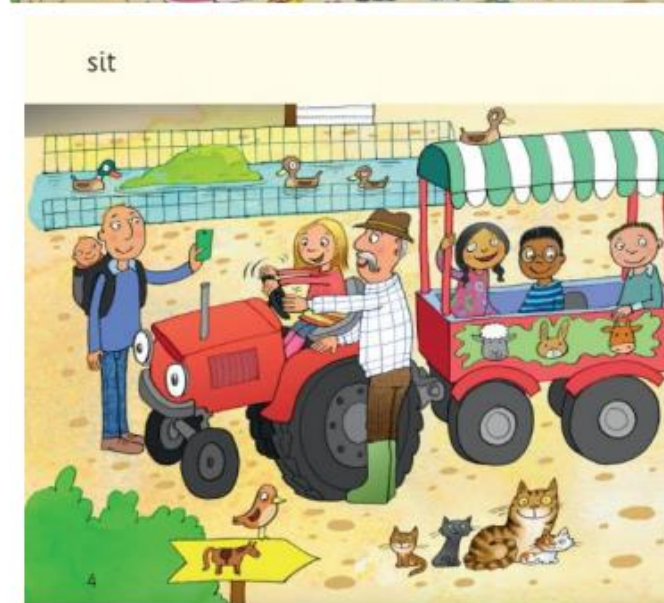
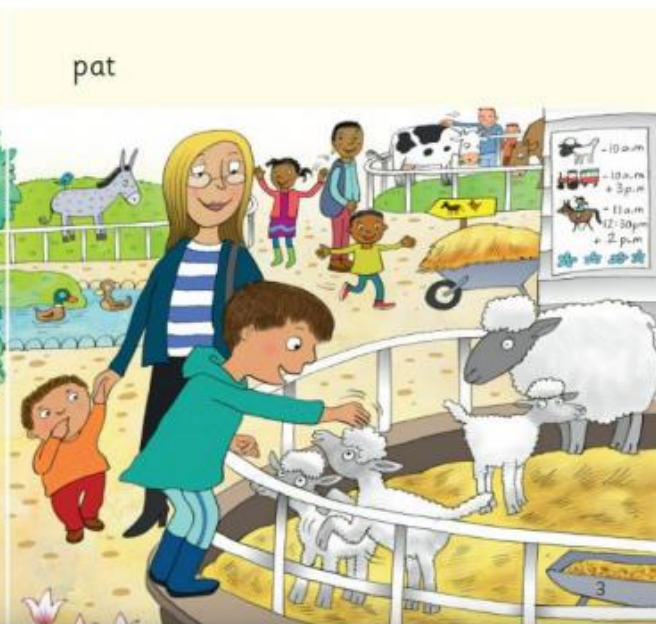
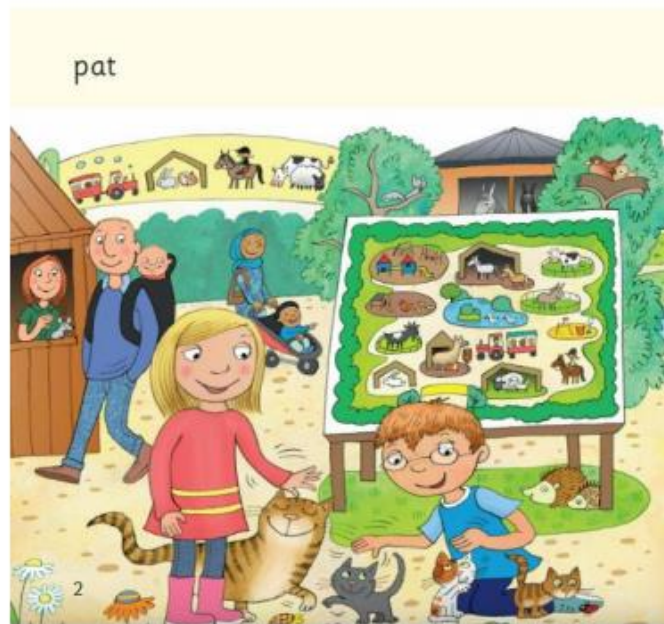
The more you read,
The more you know.
The more you know,
The smarter you grow.
The smarter you grow,
The stronger your voice,
When speaking your mind
or making your choice.



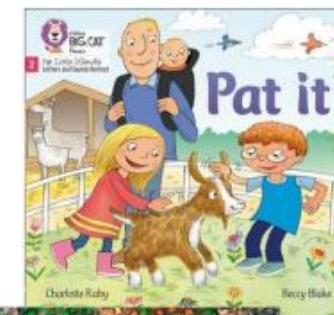


Books without words





Books with words



Pink A

Tim tip taps.



Reception Reading Stages

Pink B

Hip has duck socks.



The rain patters. The night howls.



Red B

Chan has a van.



Red A


Yellow

End Of Reception

I like to camp in a tent.



Our aim is to support and encourage our Reception children to reach yellow level reading books



Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.

EYFS Maths

At Holmesdale we use the **White Rose Maths** scheme and lessons are practical, interactive and play based as well as discrete.

Maths happens incidentally throughout the day such as snack times, lining up and play based activities.

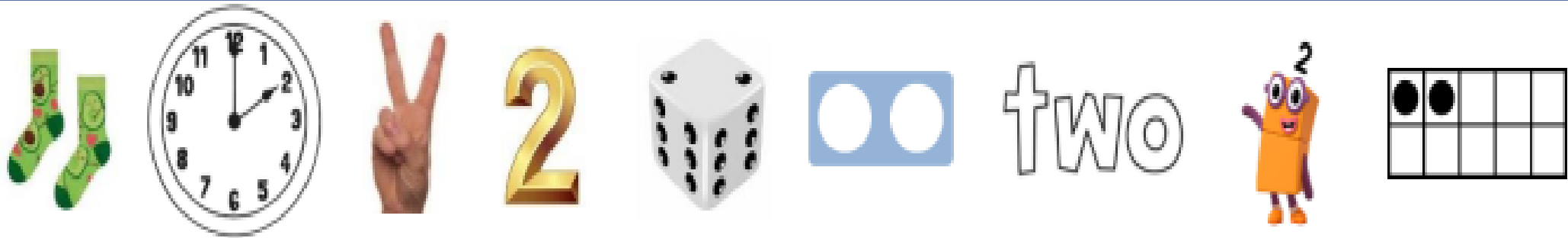


The twoness of 2!

Numbers are all around us, we count things, talk about time, recognise numerals in the environment and use number in most aspects of daily life.

In EYFS Maths is split into 'Number' and 'Numerical Patterns'.

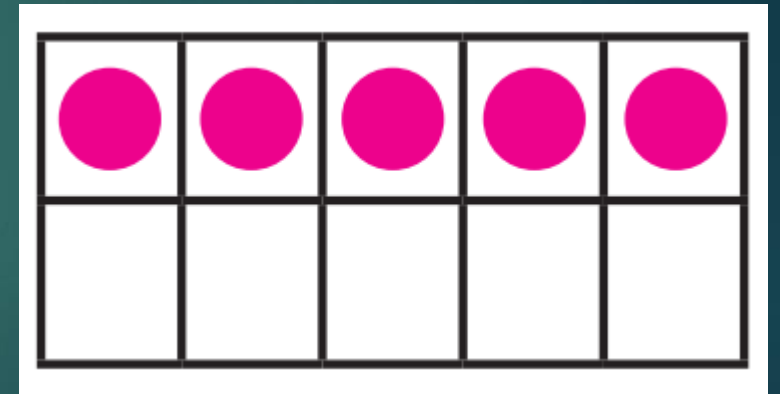
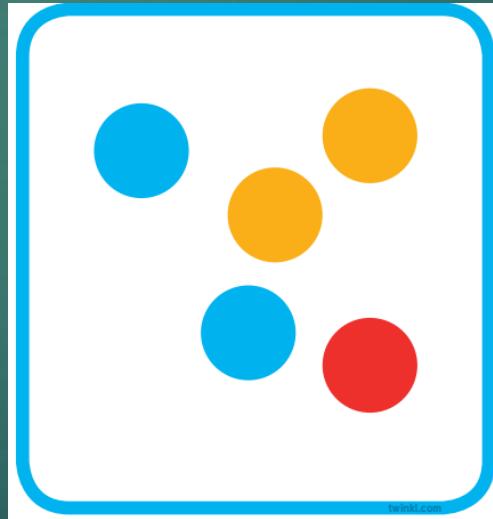
Knowing the 'twoness of two' is vital to then fully understand later mathematical problems.



Subitising

What is subitising?

Subitising is when you are able to look at a group of objects and realise how many there are without counting. This only works with small groups of numbers, as we can only subitise up to 5 things. It was first introduced by a Swiss psychologist called Piaget.



Children in Reception	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	
ELGs	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. 	<p style="text-align: center;">Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

How can you help at home?

- Talk to your child about their daily learning and what their maths lessons were about.
- Discuss numbers all around you, door numbers, clock numbers, bus numbers, car number plates etc
- Encourage your child to predict what the next number is in a sequence – What is the next door number? Are they odd or even?
- Cooking and shopping with your child, getting them to weigh ingredients, using language such as 'more', 'less'. If I have one more/ less how many will I have?
- Focus on understanding the number rather than just counting. 'How can I share out 4?' 'What is half?' 'How do you know?' 'What will happen if you double it?'
- Guessing games – 'Can you estimate how many apples are in the bowl?'
- Sharing tasks, 'Can you share out the popcorn/sweets/grapes, so you and your brother have the same?' 'What about if there are 3 people – how will you share them equally?'
- Play games such as snakes and ladders/ hopscotch/ cards.



End of eyfs