

Supporting Maths and Literacy

The New EYFS Framework

Expectations for the end of EY2



Outline of workshop:

Mathematics:

- Closer look at Maths – what does this look like in EY2?
- How you can support this learning?
- Early Learning Goals
- End of Year Assessment

Literacy:

- Closer look at the Literacy – what does this look like?
- How you can support this learning?
- Early Learning Goals
- Update on phonics in EY2
- Tricky words and spelling tests
- Writing and letter formation
- Reading Sessions in EY2
- End of Year Assessment

What is the EYFS Profile?

- The EYFS Profile is a statutory assessment that takes place at the end of Early Years 2 (EY2) or Reception.
- This consists of 17 Early Learning Goals, which cover all seven aspects of the EY curriculum.
- The Early Learning Goals determine what most children are expected to achieve by the end of EY2.
- Towards the end of the Summer Term, you will receive a copy of your child's assessment. This will inform you of whether or not your child has met the expected level of attainment within each area of learning.
- Possible Judgements:
 - **Emerging**- A child is not yet at the level of development expected in relation to this ELG.
 - **Expected**- A child is working at the level of development expected in relation to this ELG (they have "met" the ELG).
 - There are no longer an **Exceeding** expectation judgement in the new framework.

This assessment is not completed through formal tests. It is informed by your child's learning journal and the work they have completed in adult-led and child-initiated activities throughout the year. Children must be able to complete most aspects of an ELG **independently** and **consistently** in order to meet the expected standard.

*You will also receive a short narrative describing how your child demonstrates the 'Characteristics of Effective Learning'. (**Playing and Exploring, Active Learning, Creating and Thinking Critically**)*

What should your children be learning in number?

EYFS Statutory Educational Programme:

- EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

What does this look like:

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond 10
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers
- Automatically recall number bonds for numbers 0–5 and some to 10.

What should your children be learning in shape?

EYFS Statutory Educational Programme:

- There is less emphasis on shape, space and measure in the new guidance.

What does this look like:

- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

What do the Early Learning Goals Look Like?

Number ELG:

Children at the expected level of development will:

- 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.

Numerical Patterns ELG

Children at the expected level of development will:

- 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.

There is no ELG for shape, space and measure!

How do we
teach this?



How can you
help your
child?

- It is not simply about knowing numbers to 10, 20 or 100!
- It is about understanding what numbers are all about, and what they mean:
 - How many in a set?
 - What 5, 6, 7 and beyond actually looks like with manipulatives?
 - Matching quantity with numeral
 - Recognising patterns in number
 - Subitise quantities; numbers and dice
 - Being able to vocalise one more and one less – which leads into addition and subtraction
 - More emphasis on number bonds to 5 – then 10

Number sense

What is number sense?

Why is it so important?

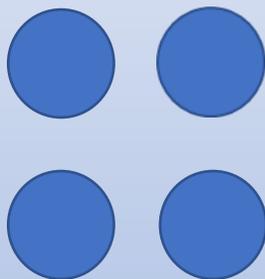
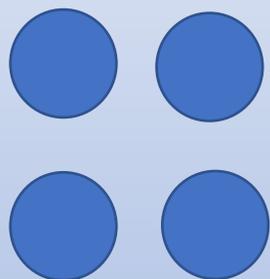
Number sense is about “good intuition about numbers and their relationships. It develops gradually as a result of exploring numbers, visualising them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms”. Howden 1989.

How?

Children develop their number sense through the experiences they have. Different children have different experiences with numbers. It is our job to engage children to play with numbers.

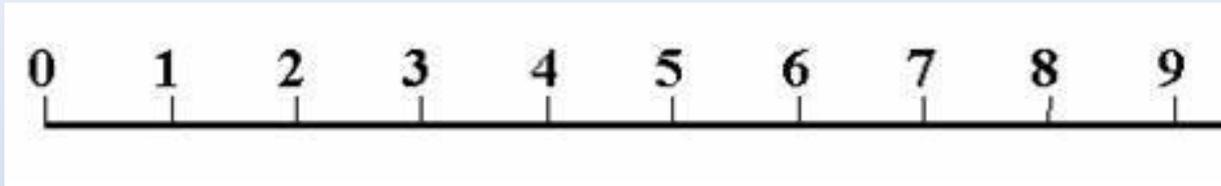
Spatial Relationships

Children need visual representations to go with the number.
They need opportunities to talk about what they are doing.
To physically practise playing with number.



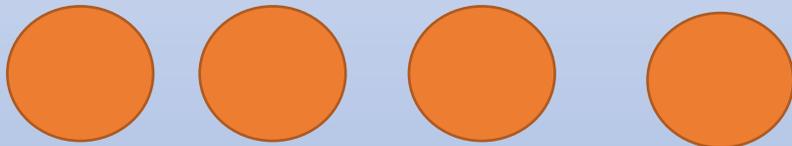
Children need to know one more and one less. They need to understand what this means; number getting bigger / smaller, / jumping forwards or backwards on a number line. Its important to give children opportunity to play with the numbers and see this / to understand this for themselves.

Number gets smaller

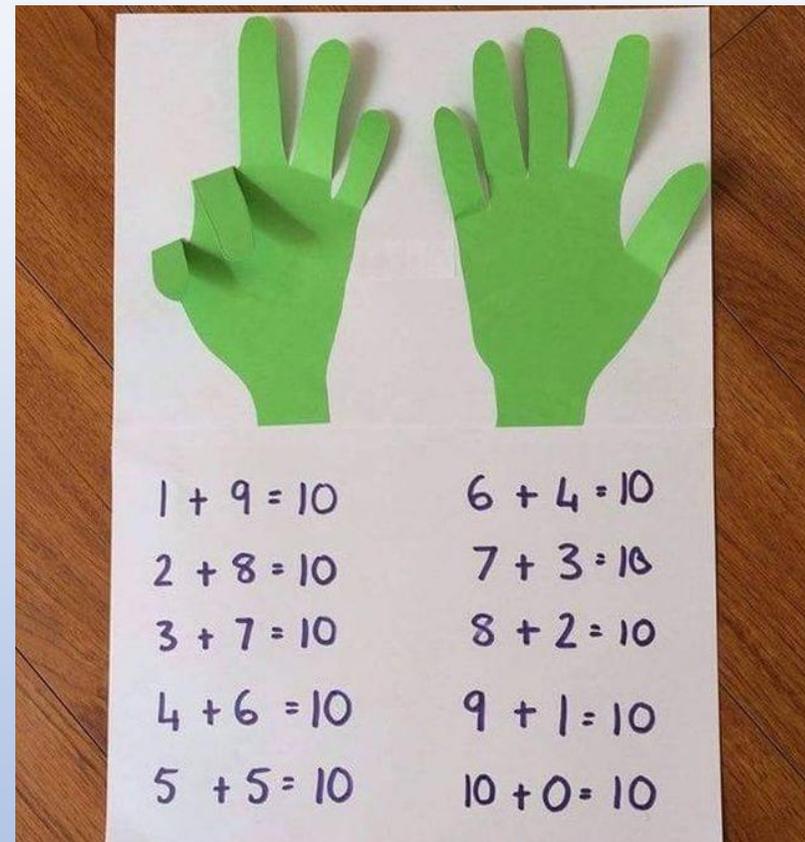
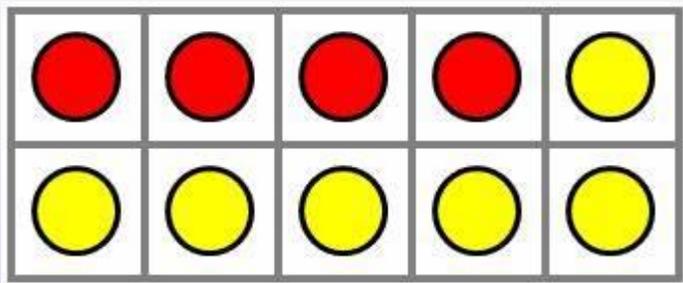


Number gets bigger

One more than 3 is ... (does the number get bigger or smaller?)



Using visuals like a 5 or 10 frames helps children see the relationship between the numbers



Problem Solving

It is vital that children understand the concept of problem solving using number. Number concepts of doubling, sharing and halving will be emphasised this term using practical activities.

- Children learn that “doubling” means that we are adding a number to itself. They carry out doubling in the same way that they carry out addition problems.
- Children learn that when we are “sharing” an amount of objects we must make sure that the original amount is split into **equal** groups. They do this by using the method of “one for me, one for you”.
- Children learn that “halving” is a form of sharing. They are taught that when we are “halving” a number we must end up with **two equal groups**. Once again, the method of “one for me, one for you” is used.

What should your children be learning in literacy?

EYFS Statutory Educational Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

What does this look like:

- 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.

What do the Early Learning Goals Look Like?

Literacy:

Comprehension ELG

- Children at the expected level of development will:
- 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 ELG

- Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs (two letters which make one sound);
- 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 ELG

- Children at the expected level of development will:
- 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.

Phonics

- We have now covered all of the sounds that the children will learn this academic year.
- It is vital that the children have a solid knowledge of all of these sounds and can recognise them instantly, within words.
- To support your child in learning these sounds, please use sound books and flashcards as often as possible. Little and often is best.
- It is important to show your child the sounds in a random order so they do not simply memorise them from the order in their books.
- The sound flashcards are particularly useful for identifying any sounds that your child may be struggling to remember, as they do not have any visual clues on them.
- During the Summer Term, we will be consolidating children's knowledge of all sounds and learning to read and spell more complex words and sentences.
- The children will also be learning to name letters of the alphabet. Please practise naming upper case and lower case letters at home.

Tricky Words and High Frequency Words

- It is vital that the children have a solid knowledge of all the tricky words and HFW we have taught so far. Like the phonics, the children should be able to recognise these instantly and be able to spell them correctly.
- To support your child in learning these words, please encourage them to write them, again little and often is best and in random order to consolidate their knowledge.
- During the Summer Term, we will be using phonic lessons to consolidate children's knowledge by carrying out spelling tests and dictating sentences which include these words. We make this fun!
- The children need to know all 60 HFW and Tricky words by the end of EY2.
- If you have mislaid these, we can send these home again – just let us know.

Writing, Writing, Writing!

- So far this year the children have been learning to write words, labels, captions, lists and sentences. Next term we will be encouraging the children to write more complex words and sentences.
- Please continue to encourage your child to record their ideas, by writing at home using their HFW and tricky words, as well as “sounding out” unfamiliar words.
- When the children learn to write sentences, we teach them 3 important things to try to include:
 - ❖ A **capital letter** at the beginning
 - ❖ **Finger spaces** between the words (lolly sticks are great finger spaces)
 - ❖ A **full stop** at the end
 - ❖ When children have finished writing a sentence, we ask “**Does it make sense?**” This encourages children to read back and check their writing, giving them opportunity to correct any error they see.
- Lined paper is useful in this coming term to help children sit their letters on the line, use ascenders and descenders.

Letter Formation

- At Broxbourne we teach children to write using a set script.
- To form all letters, start on the line and exit on the line (except v and w)

a b c d e f g h i j k l m n o p q r s t u
v w x y z

- Please continue to encourage your child to use cursive script whenever they do writing at home.

Reading, Reading, Reading!

- Key things to remember:
- Encourage your child to read a **range** of books.
- **Comprehension is crucial!** It is better for a child to read 4 pages of a book and be able to talk about what they have read, than read an entire book but not be able to recall anything they have read. This is a new ELG.
- Phoneme frames can be a great tool to use, if your child needs support in identifying the sounds in a word.
- Remind your child about **tricky words** and “**sounding out**” unfamiliar words.
- Reading every night will accelerate your child’s reading skills.
- Busy finger sessions which are held first thing in the morning will be changed to reading activities to support this important area of learning.
- Keep this up over the summer in readiness for Year 1...

Thank you for attending!!

