

Supporting Literacy & Maths in EY2

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3rd April 2019

Outline of workshop:

- “Read with your child” sessions
- End of Year Assessment: The EYFS Profile & The Early Learning Goals (ELGs)

Literacy:

- Closer look at the Literacy ELGs
- Update on phonics in EY2
- Reading Books in the Summer Term
- Tricky words & spelling tests
- Writing and letter formation
- Activities you could try at home

Mathematics:

- Closer look at the Mathematics ELGs
- Counting
- Calculation & Problem Solving
- Shapes & Measures
- Activities you could try at home

“Read with Your Child”

- During the Summer Term, Busy Fingers sessions will change to ‘Read with your child’ sessions.
- These will take place on Tuesdays & Fridays.
- All parents are invited to join their children for the first 10-15 minutes of the day, to listen to them read.
- This will allow parents to ask EY2 practitioners questions about reading as they crop up.
- Reading activities will also be available for children to complete.
- Please make sure your child brings their reading book and reading diary to school every day.

What is the EYFS Profile?

- The EYFS Profile is a statutory assessment that takes place at the end of Reception (EY2).
- 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).
 - **Exceeding**- A child is working beyond the level of development expected in relation to this ELG.

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 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'.

Please take a few minutes to read through the handout and familiarise yourself with the Early Learning Goals.

I		The Early Learning Goals
Communication and Language	01	Listening and attention: 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.
	02	Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	03	Speaking: 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	04	Moving and handling: 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.
	05	Health and self-care: 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.
Personal, Social and Emotional Development	06	Self-confidence and self-awareness: 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.
	07	Managing feelings and behaviour: 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.
	08	Making relationships: 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.
Literacy	09	Reading: 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.
	10	Writing: 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	11	Numbers: 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.
	12	Shape, space and measure: 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	13	People and communities: 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.
	14	The world: 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.
	15	Technology: 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	16	Exploring and using media and materials: 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.
	17	Being imaginative: 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.

Literacy- Early Learning Goals

Reading: 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.

Writing: 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.

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.

Reading Books

- Children will continue to bring 2 books home each week. Please sign/comment to show that your child has read their book. It is also important to discuss your child's book with them as comprehension skills are a key part of reading.
- Children will continue to be given two types of reading books.
- The phonics books require children to blend sounds in order to decode words.
- The high frequency word books support children in memorising tricky words.
- Children are exposed to a variety of reading activities every day at school. Therefore they do not always read their home reading book in school.
- Towards the end of the term, children will be moved on to the Year 1 reading scheme in preparation for September.

Reading Books

- Phonics is a valuable tool for reading and the children have recently been learning to recognise digraphs (e.g. 'ee', 'ai') and trigraphs (e.g. 'ear', 'air') within words.
- It is important to remind children to look for these.
- For example, the word 'rain' should be sounded /r/ /ai/ /n/, rather than /r/ /a/ /i/ /n/.
- We will now show you some more examples of words containing digraphs & trigraphs.
- In addition to phonically decodable words, high frequency and tricky words in all reading books are extremely important and children need to recognise these on sight.
- Many of these cannot be sounded out, e.g. 'the', 'said'.
- The children are shown words like this at school and we simply explain that they are 'tricky' and we need to learn them.
- Please practise reading the tricky word flashcards as often as possible. More of these will be sent home in the coming weeks. Children will bring home a total of 60 tricky words to learn.

Reading & Writing

- In order to consolidate children's knowledge of sounds and tricky words, it is a good idea to encourage them to write different words/sentences.
- Children will be given some spelling tests next term in preparation for Year 1. Lists of spellings will be sent home, so please practise these with your child.

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. Don't forget to remind them about their tricky words and "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
 - ❖ 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.

Letter Formation

- At Broxbourne we teach children to write using a set script.

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 the pre-cursive script whenever they do writing at home.

Reading & Writing At Home

- We will now show you some examples of the types of reading/writing activities that could be completed at home with your child.
- 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.
- 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.
- Give your child a **sound mat** to use when they are writing. This will help them identify the trickier digraphs and trigraphs.
- Always ask your child to **read their writing** out loud to you!

Mathematics- Early Learning Goals

Numbers: 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.

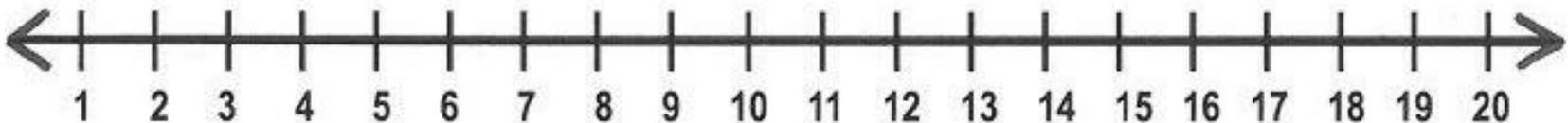
Space, shape and measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Counting

In EY2 we count in lots of different ways:

- Counting forwards to 100
- Counting back from 20 to 0
- Counting in 2s to 20
- Counting in 5s to 50 (this will be taught in the Summer Term)
- Counting in 10s to 100
- Counting on from a number to 20

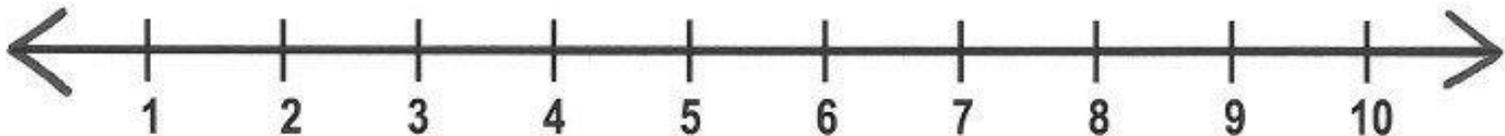
We also do a lot of learning about the positions of numbers in relation to one another and children are asked to sequence numbers. Number lines are used in lots of maths activities and children use the language of 'more' and 'less' as they locate and talk about different amounts.



Calculation

Almost all of the number activities carried out in EY2 are practical activities. We will now model how the children have been taught to carry out basic addition and subtraction calculations.

- Addition is carried out by combining two groups of objects and then counting to find the total. Children are taught that the answer is always bigger than the first number when we add.
- Subtraction is carried out by “taking away” a number of objects from a group and counting to see how many are left. Children are taught that the answer is always less than the first number when we subtract.
- Once children are secure in how to solve a particular calculation or problem, we then encourage them to record their ideas through basic number sentences, e.g $4 + 3 = 7$, $10 - 6 = 4$
- When children are fully secure in adding/subtracting using physical objects, we introduce the idea of using a number line to solve such calculations. Children are taught to jump “forwards” along the number line to add and jump “backwards” along the number line to subtract. We will now model this to you.



Problem Solving

Children are also taught to solve number problems, using the concepts of doubling, sharing and halving. Once again these number problems are solved through practical activities. We will now model how the children will be taught to complete such 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 have been memorising some addition facts, known as ‘Learn Its’. A number of these facts are double facts.
- 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.

Shapes & Measures

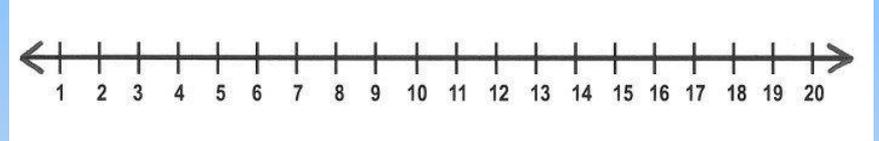
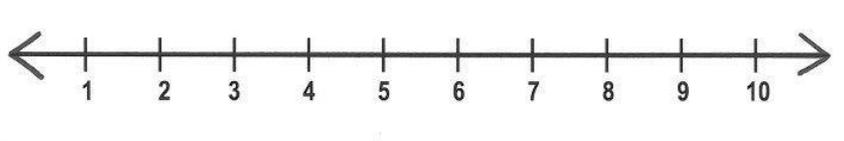
Children are exposed to a variety of shape activities in EY2.

They learn to name and describe 2D and 3D shapes, using appropriate mathematical vocabulary.

- 2D shapes: Children identify circles, rectangles, squares and triangles. They use the language of “corners” and “sides” as they describe these shapes.
- 3D shapes: Children identify cubes, cuboids, cones, cylinders, spheres and pyramids. They use the language of “corners” and “faces” as they describe these shapes.
- Children learn to recognise 2D and 3D shapes amongst everyday objects.
- Shapes are also used to teach children to complete and design their own patterns.

Children are exposed to a variety of activities to help them develop their knowledge of measures and are taught appropriate vocabulary to use within such tasks. Measures that are covered include length, height, weight, capacity, time, distance and money. Children are also taught to use directional and positional language in correct contexts.

Mathematics At Home



- Number recognition and sequencing activities.
- Number line activities:
 - “Can you find the number that is 1 more than x ?”
 - “Can you find the number that is 1 less than x ?”
 - “Can you find the number before/after x ?”
 - ”Is x more or less than y ?”
 - Remove some numbers and ask your child to find the missing numbers.
- Addition & Subtraction using any objects- pencils, teddies, barbies, cars etc.
- Doubling, Sharing & Halving activities- using physical objects.
- Board games & Card games
- Encourage your child to record numbers- Can they make flashcards for groups of objects? Can they make their own number line? Can they write a simple number sentence?
- Talking about the shapes of everyday objects with your child and describing them.

Thank you for coming to today's workshop!

Any Questions?