

Parents' Curriculum Meeting

Focus on Communication & Literacy Skills



Holy Trinity C of E Primary School

October 2020



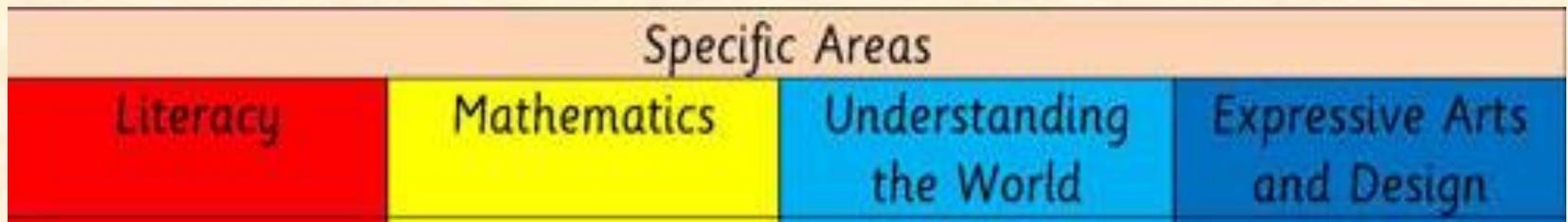
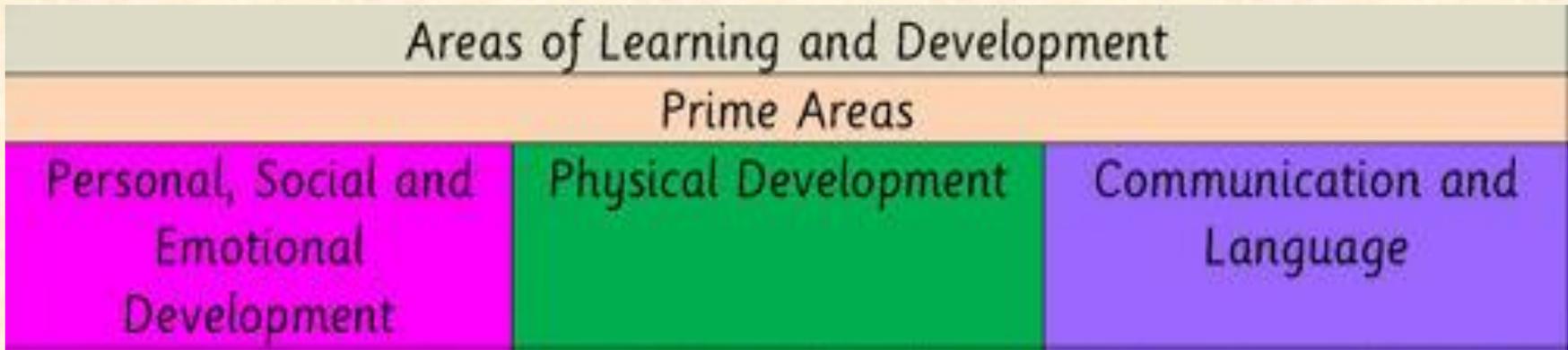
Parent Curriculum Meeting

Areas To Cover

- Curriculum and Age Expectations
New Early Adopter Statements
- Talk Matters
- Phonics
- Reading
- Writing
- Supporting at home



Early Years Curriculum



We will go into more detail about these areas of learning and age phases on next few slides.

New Early Adopter Age Phases

Age Expectations- Children should achieve Early Learning Goal (ELG) by the end of Reception

Developmental Matters - Communication and Language Age 3-4

-Enjoy listening to longer stories and can remember much of what happens.

-Can find it difficult to pay attention to more than one thing at a time.

Use a wider range of vocabulary.

-Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

-May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

-Can start a conversation with an adult or a friend and continue it for many turns.

-Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Developmental Matters- Communication and Language working on in Reception

-Understand how to listen carefully and why listening is important.

-Learn new vocabulary. Use new vocabulary through the day.

-Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases.

-Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

-Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.

-Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Communication and Language: Listen, Attention, Understanding ELG -achieve by the end of Reception

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

• Make comments about what they have heard and ask questions to clarify their understanding.

• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language: Speaking ELG-achieve by the end of Reception

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

New Early Adopter Age Phases

Age Expectations- Children should achieve Early Learning Goal by the end of Reception

Developmental Matters - Literacy Age 3-4

- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name. -Write some letters accurately.

Developmental Matters- Literacy working on 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.

Literacy: Comprehension ELG achieve by the end of Reception

- _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.

Literacy: Reading ELG achieve by the end of Reception

- 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.

Literacy: Writing ELG achieve by end of Reception

- 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.

New Early Adopter Age Phases

Age Expectations- Children should achieve Early Learning Goal by the end of Reception

Developmental Matters - Maths Age 3-4

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone - for example, "The bag is under the table," - with no pointing.

Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

- Combine shapes to make new ones - an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Developmental Matters- Maths- working on in Reception

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 0-10.

Select, rotate and manipulate shapes in order 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.

Maths- Number ELG - achieve by the end of Reception

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.

Maths- Numerical Pattern ELG - achieve by the end of Reception

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

All areas

If you would like statements from previous years please write in your child's fish diary. I am hoping a parent friendly version will come out. These are age expectations for all areas of the EYFS curriculum.

Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
<ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.Make comments about what they have heard and ask questions to clarify their understanding.Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	<ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Speaking	Managing Self	Fine Motor Skills
<ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<ul style="list-style-type: none">Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.Explain the reasons for rules, know right from wrong and try to behave accordingly.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paintbrushes and cutlery.Begin to show accuracy and care when drawing.
Understanding the World	Building Relationships	Literacy
Past and Present	<ul style="list-style-type: none">Work and play cooperatively and take turns with others.Form positive attachments to adults and friendships with peers.Show sensitivity to their own and to others' needs.	Comprehension
<ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling.	Expressive Arts and Design	<ul style="list-style-type: none">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.
People, Culture and Communities	Creating with Materials	Word Reading
<ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	<ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories.	<ul style="list-style-type: none">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.
The Natural World	Being Imaginative and Expressive	Writing
<ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<ul style="list-style-type: none">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.
	Mathematics	
	Number	
	<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.	
	Numerical Patterns	
	<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.	

Talk Matters in Hartlepool encourage you to do 5 things with your child



Talk with me Every day in different ways...

Engage: Get down to your child's level and make eye contact.

Comment: Talk about what you and your child are doing.

Repeat: Say words again and again.

Take turns: Give time for your child to answer.



Did you know?

By talking to your child, even before they are born, you are helping their language development.



Play with me Every day in different ways...

Time: Make time to play with your child.

Follow your child's lead: Let your child choose what they want to play and join in.

Comment: Talk about what you and your child are doing, name the toys, people, objects, actions.

Make it fun: Show you are enjoying playing with your child.



Did you know?

Play helps children to learn about the world around them and is an important way to develop early language and communication skills.



Listen to me Every day in different ways...

Listen: Show your child you are listening. Make eye contact, smile, show you are interested in what they are 'saying'.

Respond: Repeat back their attempts to communicate: sounds, facial expressions, words.

Take turns: Encourage your child to talk by giving them time to respond.

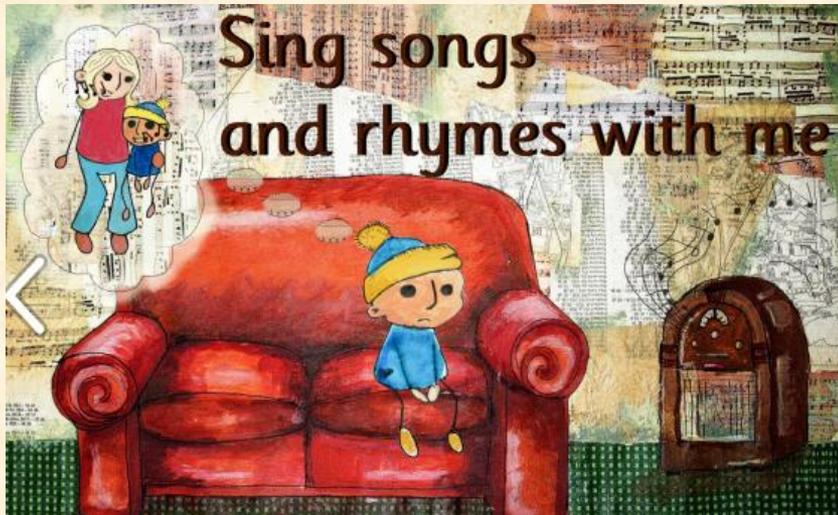


Did you know?

You are the most important person in developing your child's language. When you respond to your child's 'talk', they know you are listening.



Talk Matters in Hartlepool



Sing songs and rhymes with me

Sing songs and rhymes with me
Every day in different ways...

Repeat: Sing rhymes and songs again and again.

Rhythm: Clap hands, stamp feet or use instruments.

Actions: Add actions to match the words.



Did you know?

When you sing songs and rhymes with your child, their brain is making lots of connections and they are becoming familiar with the rhythms of language.



Share a story with me

Share a story with me
Every day in different ways...

Time and space: Make time and find a quiet space to share a story.

Share a book: Look through a book together and talk about the pictures, characters and the story.

Tell a story: Make up a story about what you have been doing or where you have been.



Did you know?

Children who have shared lots of stories enjoy reading and have better language skills when they get older.



Phonics

We follow 'Letter and Sounds' which is a national document for guidance on teaching phonics. It is broken down into phases.

<http://www.letters-and-sounds.com/>

- **Phase 1** - Nursery / Recap in Reception

- **Phase 2** - Reception

s a t p i n m d c k e h r g o u l f b l l s s f f

- **Phase 3** - Reception

j v w x y z z z q u c h s h t h n g a i e e i g h o a

- **Phase 4** - Reception / Year 1

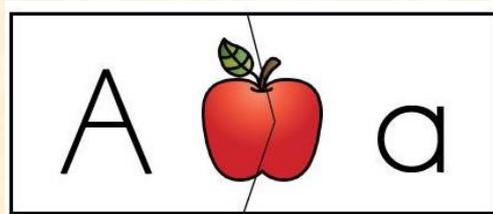
- **Phase 5** - Start in Reception / Year 1

- Year 1 Phonics test based on Phase 5.

Letters and Sounds

Children begin to learn the difference between the name and the sound.

E.g. the name is 'A' but the sound is 'a'.



*Adam
apple*

*Some words use the sound and some use the name - Ellie / Ethan
When we say the sound we try to say the pure sound eg sssss not sssuh*

Some definitions

Blending

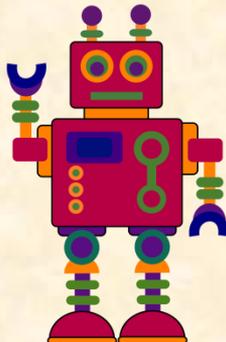
Recognising the letter sounds in a written word, for example **c-u-p**, **m-a-n**, **sh-u-t** and merging or synthesising them in the order in which they are written to pronounce the word.

Some definitions

Segmenting

Identifying the individual sounds in a spoken word (e.g. *h-i-m*) and writing down or manipulating letters for each sound to form the word 'him'. Pulling apart the sounds in the word.

Children might refer to this as 'Robot Arms'



Some definitions

A phoneme is the smallest unit of sound in a word. 1, 2 or 3 letters can be one phoneme.



c-a-t

f-r-o-m

t-ee-th

sh-o-p

h- air

Some definitions

Digraph

Two letters, which make one sound. A consonant digraph contains two consonants:

sh ck th ll

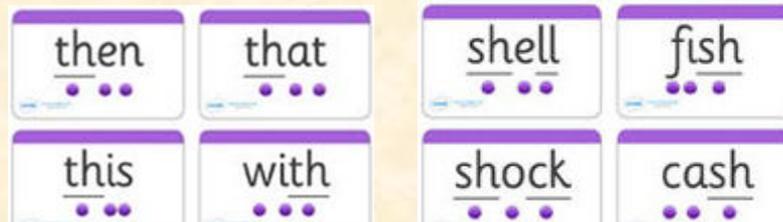
A vowel digraph contains at least one vowel. A E I O U

ai ee ie oa ue

Trigraph

A single sound that is represented by three letters, for example: igh as in sigh, air as in fair, ear as in dear and are as in dare.

We often place sound buttons on words.



Phonics

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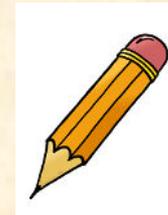
<http://www.letters-and-sounds.com/>

- **Phase 1** - Listening skills, blending and segmenting
- **Phase 2** - More blending and segmenting and the phonemes
- **Phase 3** - Digraphs represented in one way
- **Phase 4** - Consonant clusters or 'blends' eg tent clap
- **Phase 5** - Different representations of sounds

Some definitions

Grapheme

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word.



Here is an example of a 1 letter grapheme: c a t.
The sounds /k/ is represented by the letter 'c'.

The sound can be represented in different way
eg 'oa' in boat and 'ow' in slow

Alternative Graphemes

ai	→	ay	a-e	rain, play, cake
ee	→	ea	e	bee, sea, he
igh	→	ie	i-e i y	high, pie, bike, find, cry
oa	→	oe	o-e o ow	goat, toe, pole, no, slow
ue	→	u-e		que, tube

Focus on where they are in the words. E.g. The 'ay' usually comes at the end on a word.

Tricky words

the, was, I, he, she, could, here, said, you, some, they

Children cannot blend or segment these words, because they are irregular, therefore must be recognised as whole words.

Explain to the children that for some common words phonics doesn't work and must be specifically taught.

Games & activities will ensure that children become familiar with the main sight words.

The Importance of Reading

- Children need to be engaged with the reading process.
- Reading is when you engage with a text, relating and responding to it.
- See a purpose for reading.
- It must be fun - a sense of achievement.
- As adults we often forget how complex the task of learning to read is.
- How difficult is reading?

Task - Reading Experience - Can you read this? Next slide

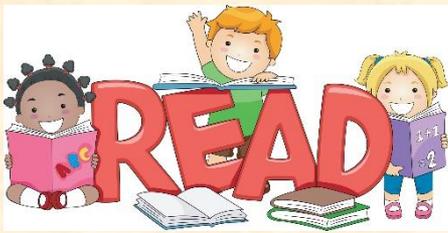
CAN YOU READ THIS?

eating candy:
problem. I can't stop
I have a serious

I have a serious
problem. I can't stop
eating **candy**.

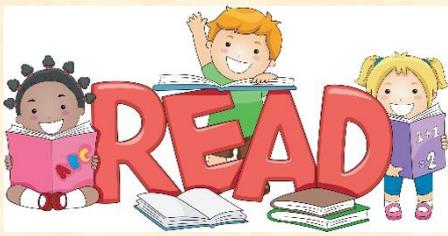
Approaches to Reading

- Whole book - Context
- Children need a range of cues when reading - pictures, knowing about letters, spotting sounds, words, spaces and punctuation.
- Look and say - sight words.
- Phonics - Synthetic approach - building up words by saying sounds
- Re-reading what has been sounded out to make sense of it.
- Shared reading - modelling at home and school.
- Sharing big books
- Individual reading
- **Discussion is so important even when a child is a fluent reader, lots of questions and reasoning will support comprehension.**



Understanding Reading

- A high degree of 'thinking aloud' by the adult is essential for young children during reading activities.
- Sharing books allows us to make explicit to the children the processes we go through in order to read.
- We need to play games which engage children in wanting to read. It is pointless pushing a child to the next book in the scheme - sight word snap, pairs, matching words to pictures.
- If the process becomes a chore children are 'switched off' reading. Pick appropriate times.
- Discussion is so important - questions around what they have read. Relate to their own experiences and discuss messages.



School Reading Focus

Understanding text

What word tells you...?
What word means...?
What does the word mean
Find a word that describes how..
Copy a word that means the same as

Identify and explain characters /events /titles information (retrieval)

Which...? What...? How...? How...? Where...?
When...? Why...? Why...? Who...?
Give me a reason why....?
Which character...?
Identify two ways....

Identify/explain sequence

Order what happened in the story.
What happened after?
What happened before?
Which of the events happened first?
Which events happened last?

Make inference from text

Why do you think..?
Which do you think...?
How do you know...?

True false questions
What evidence is there that.....?
What is this characters attitude?

Predict

What will happen next?
What would happen if..

Bug club



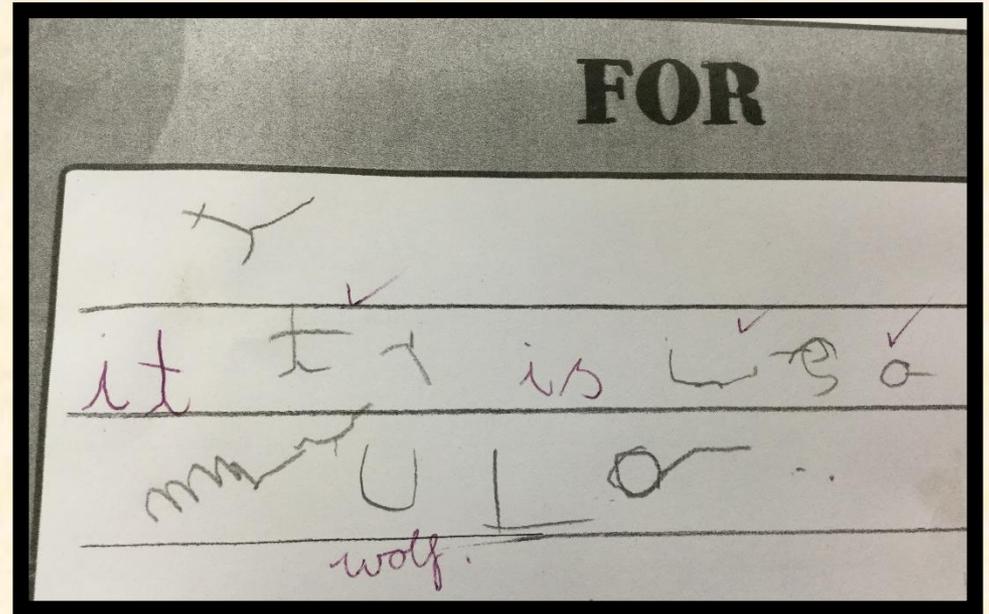
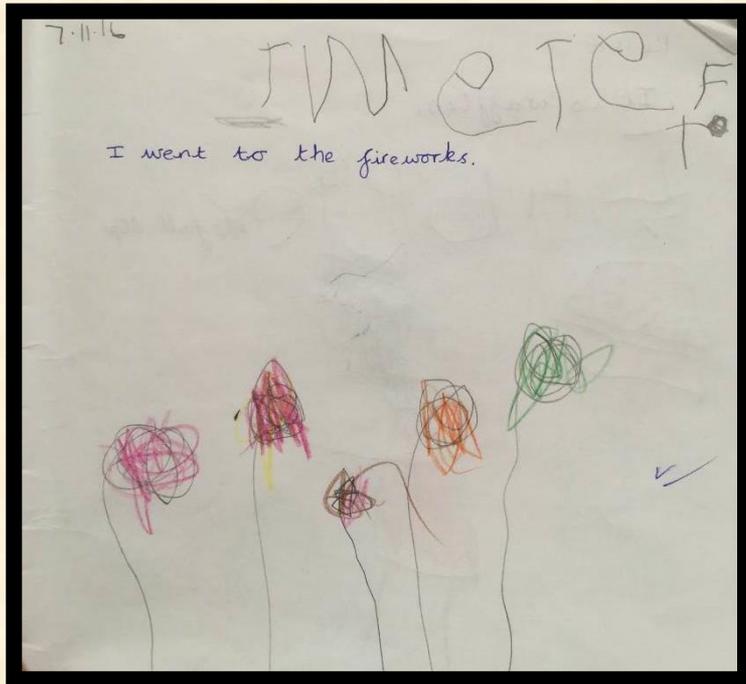
Class	Reception 2018	Band Allocation	Last 3 months			
Pupil name	Title	Genre	Book Band	Quizzes (sort by order in book)	Opened	
Hannah Ashley						
Alex Bailey						
Alexia Bowman						
Test child	 King Pip and the Wish	Fiction	Red A (KS1)	LFE INF LIT INF	07/11/2016	
Henry Crowley						
Molly Dicken						

Need to have 90% success rate so they understand story.

Reading into Writing

-  We encourage all children to have a go at writing, even before they know any sounds!
-  Once children have learnt a collection of common sounds, and have made progress with forming the letter shapes, they can begin to attempt writing words.
-  Many words will not be spelt correctly, it should be phonetically plausible - we can still 'get the message'. For example - kite may be written k **ight** t and bike may be written b **igh** k.
-  Even if they only know initial sounds, then that is what they write.
-  This stage is very important - because they can begin to read back their own writing to themselves or to their teacher.

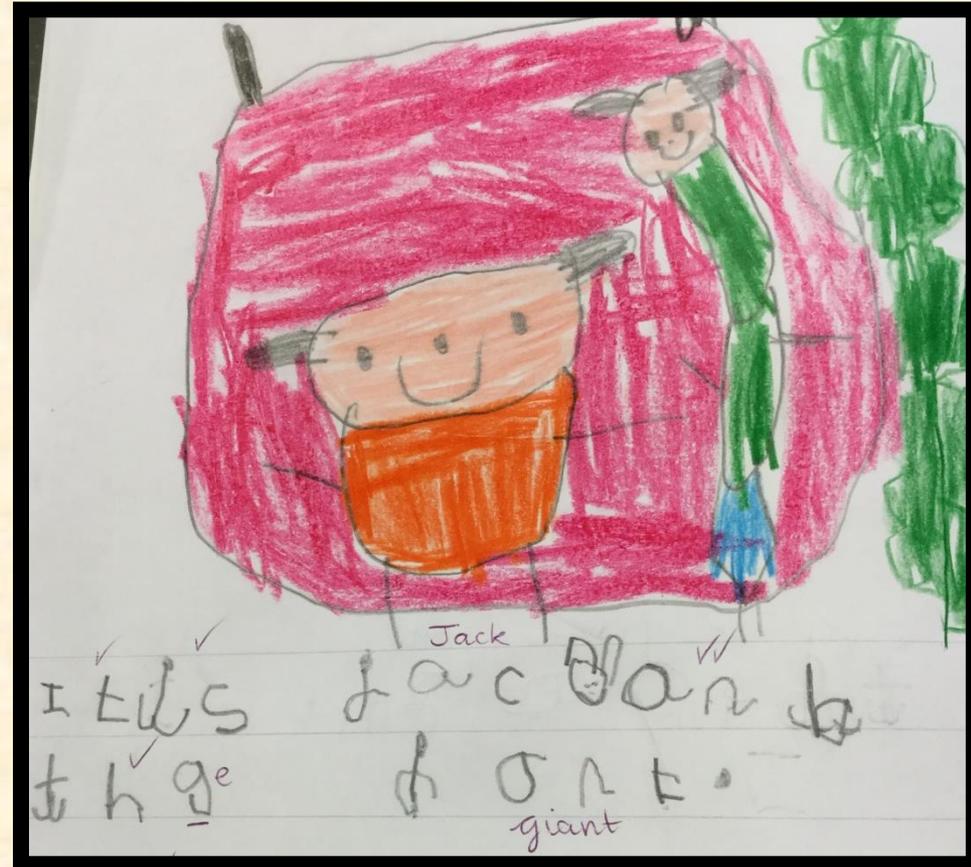
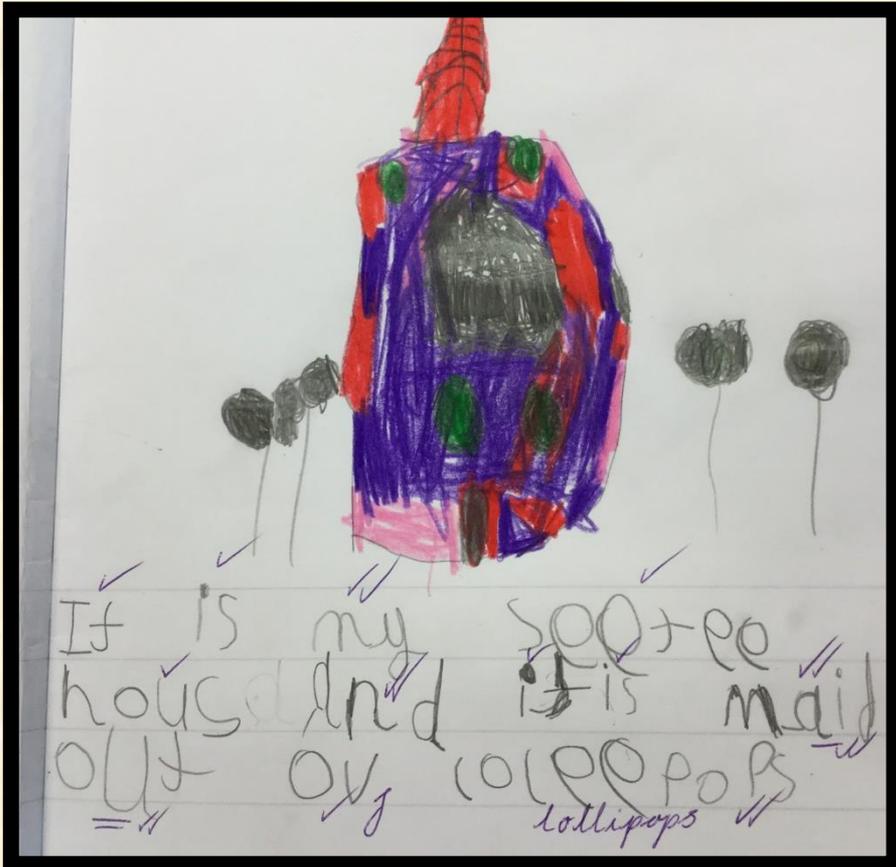
Examples...



Hearing initial sounds and writing them using a letter strip.

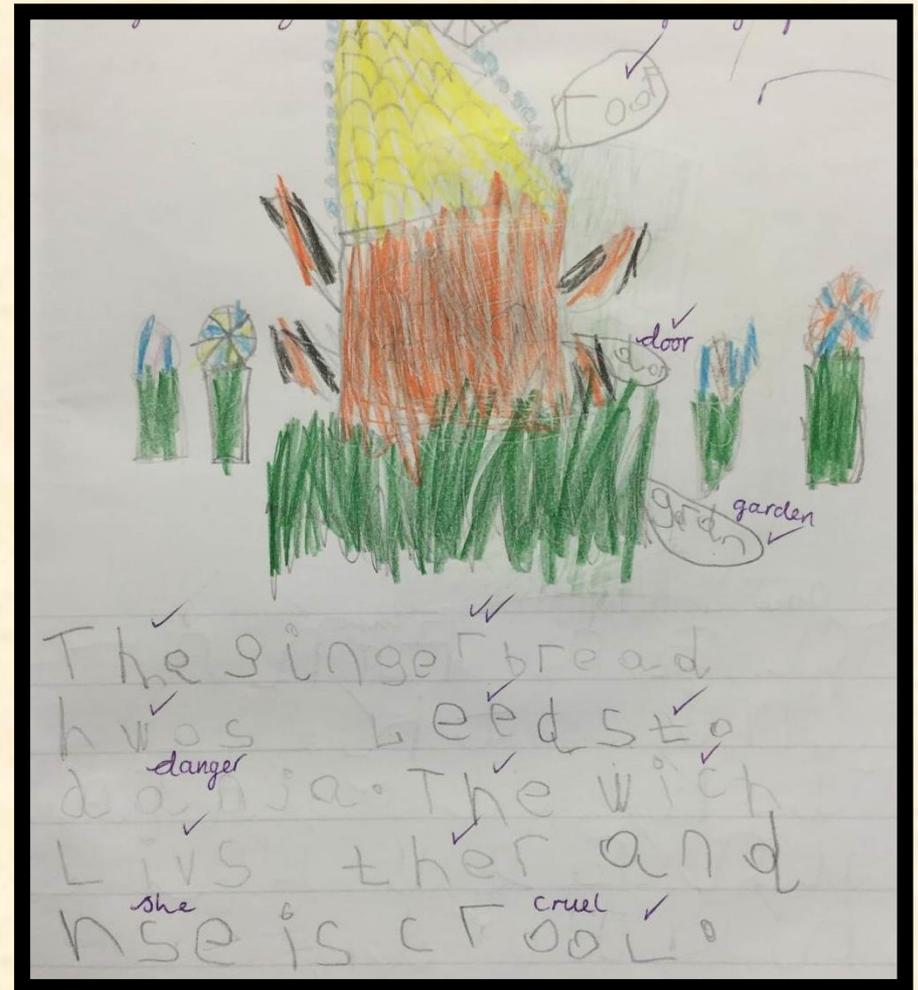
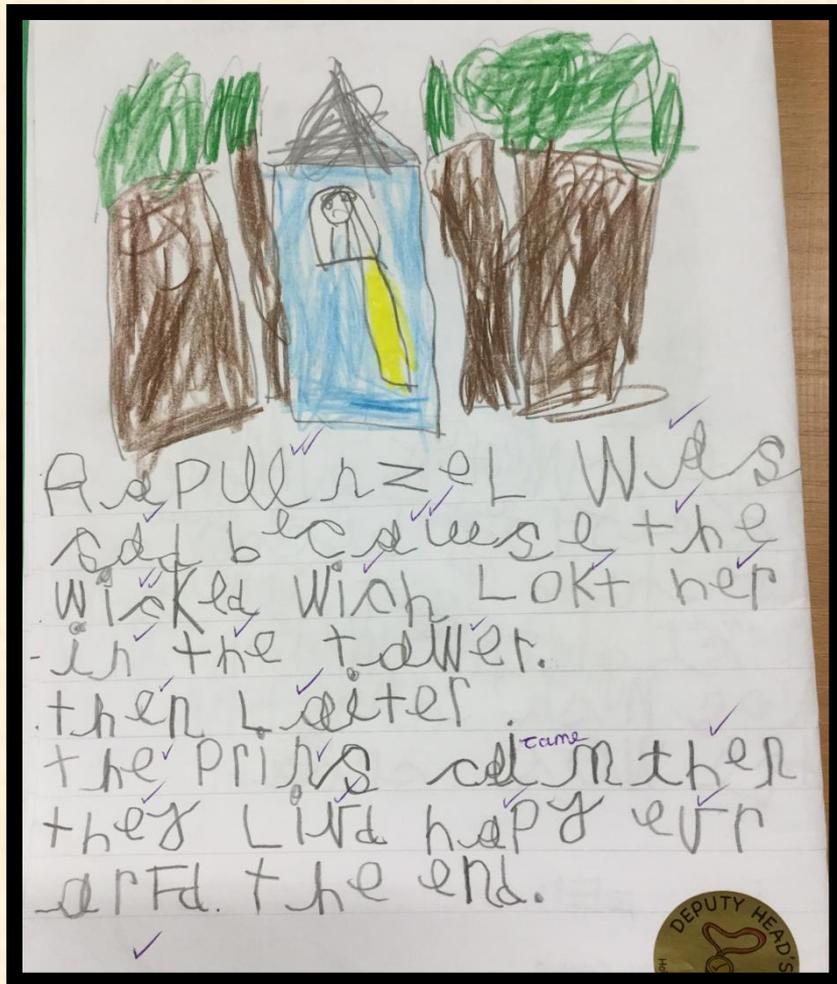
The **'It is...'** sentence structure is where we begin.

Examples...



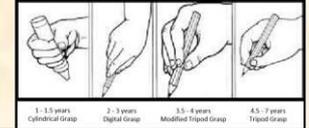
Segmenting independently, writing sounds in a sequence using resources to help independently.

Examples...



Children segmenting independently, writing sounds from memory. Writing tricky words from memory or using resources independently

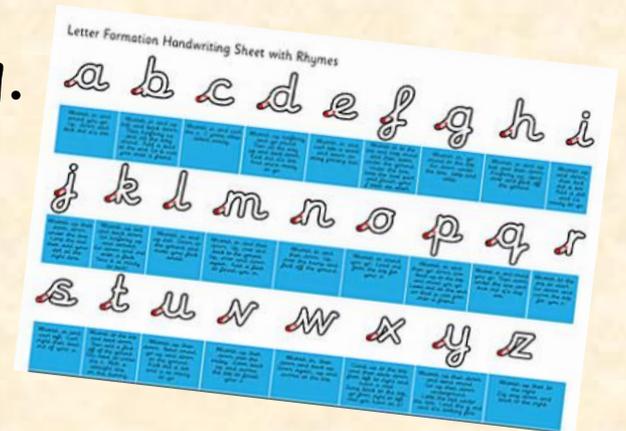
Handwriting



	<p><u>Moving and Handling</u> 8-20months Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</p>	<p><u>Writing</u></p>
	<p>22-36 months Beginning to use three fingers (tripod grip) to hold writing tools.</p>	
	<p>30-50months</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb 	
	<p>40- 60months Begins to use anticlockwise movement and retrace vertical lines.</p> <ul style="list-style-type: none"> • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.

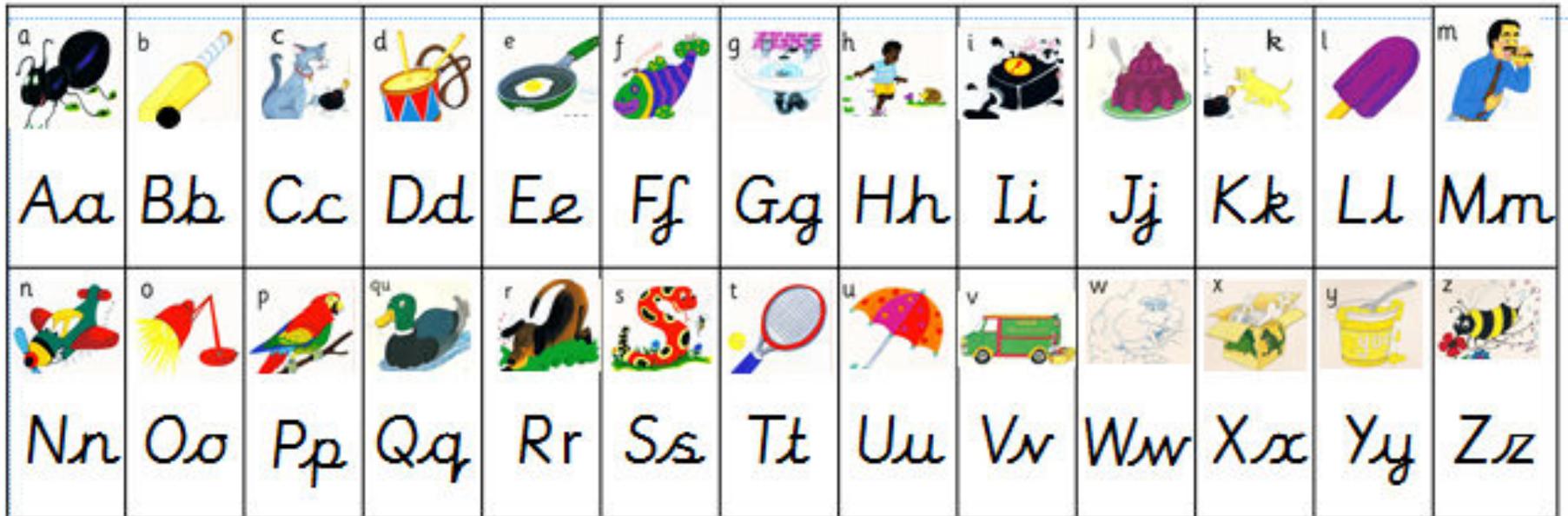
Tasks to work on handwriting

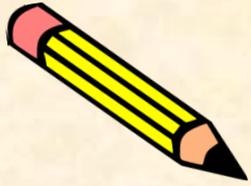
- Practise writing letters- lower case letters start on the line.
- Messy play - forming pre-cursive letters in flour, sand, foam, paint etc.
- Teacher and parent modelling.



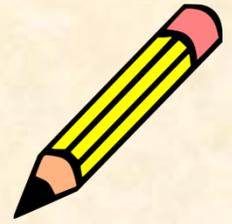
Handwriting

- Cursive handwriting is so important. This is something the children practise a lot in school. We do also provide homework sheets for extra practise.





Cursive Handwriting



There are many reasons we expect children to be forming their letters in the pre-cursive style.

- By the end of Key Stage 1 (Year 2), children **encouraged to have** cursive handwriting and are judged on size and orientation of lettering.
- This way saves having to 're-learn' a new handwriting style further through school.
- It will make it easier when they are asked to join their writing after Reception.
- Research has proven that it can support spelling. "*Just feels right*".

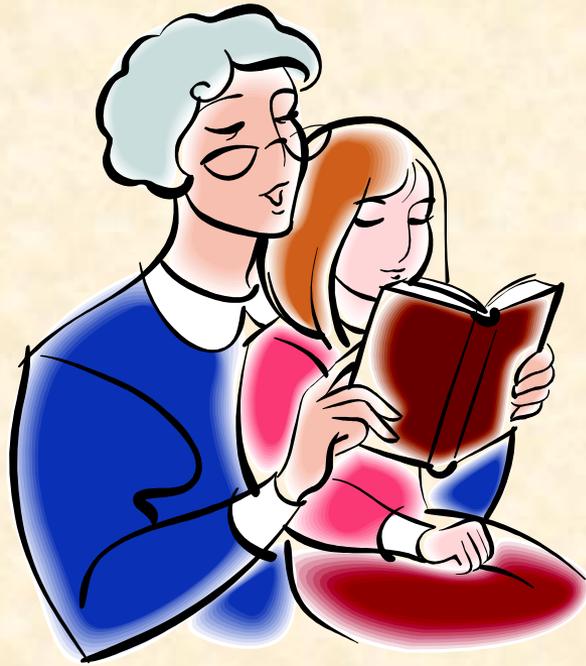
At Home



You can help your child at home by:

- Practising with their reading book at least 3 times per week.
- Talking about stories that you have read with them - questioning on their understanding.
- Reading around a text and making links with everyday life e.g. meanings behind a story.
- Blending and segmenting at any opportunity e.g. in the bath, at the park, at the shops.
- Practising letter recognition when you are out and about. You may notice your child start to point out familiar sounds or words in the environment.
- Praise and encourage. It can be frustrating at times, but it must be a positive experience in order for them to remain enthusiastic.

Children move from
'learning to read to reading to learn'



We support the children in lots of different areas and make learning fun!

Thank you.

One World, Many Stories



Thank you for your support.