

# Expectations & Helping Children To Learn



Holy Trinity C of E  
Nursery

# Contents

- Early Years Curriculum
- Phonics
- Speaking and Listening
- Reading
- Writing
- Homework Books
- Expectations

# Areas of Learning and Development

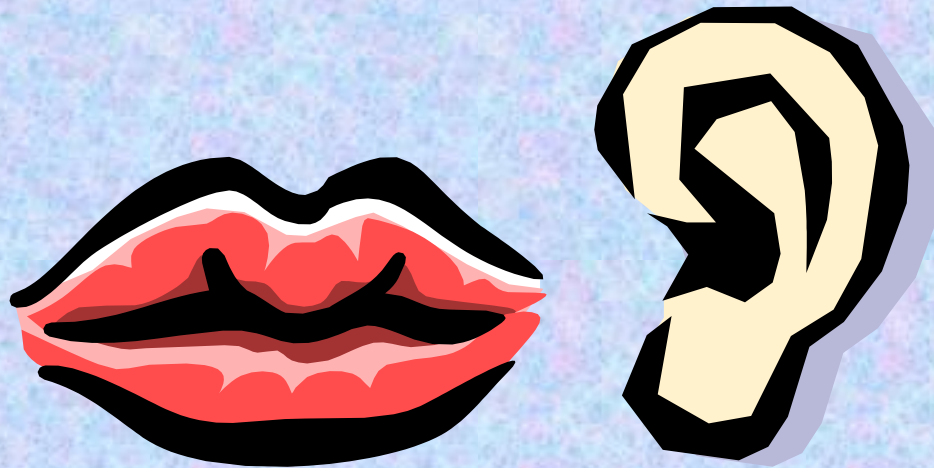
## Prime Areas

<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Communication and Language</b>
<ul style="list-style-type: none"><li>• Making Relationships</li><li>• Self-confidence and Self-awareness</li><li>• Managing Feelings and Behaviour</li></ul>	<ul style="list-style-type: none"><li>• Moving and Handling</li><li>• Health and Self-care</li></ul>	<ul style="list-style-type: none"><li>• Listening and Attention</li><li>• Understanding</li><li>• Speaking</li></ul>

## Specific Areas

<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Numbers</li><li>• Shape, Space and Measure</li></ul>	<ul style="list-style-type: none"><li>• People and Communities</li><li>• The World</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Exploring and Using Media and Materials</li><li>• Being Imaginative</li></ul>

Good nursery education  
recognises the importance  
of *speaking* and *listening*



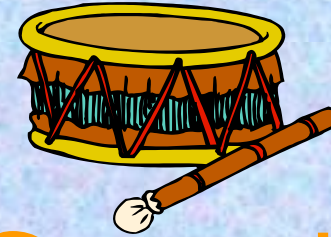
Children are encouraged to be a good listener.  
We use our posters to encourage this.



# Environmental Sounds

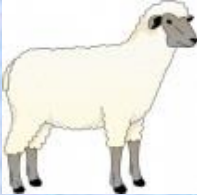


and



# Instrumental Sounds

- Identify and imitate sounds they hear in the environment
- Experiment with musical instruments
- Add new words to their vocabulary



Listen for sounds around

Stop / Go

Identify the instruments-  
looking

Identify the instruments

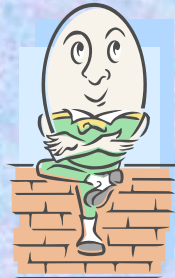
# Body Percussion

- Produce contrasts in rhythm, speed and loudness
- Keep in time with the beat
- Copy a body percussion sound



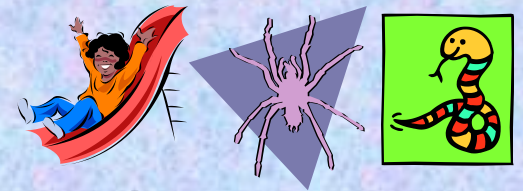
# Rhythm and Rhyme

- Finish the rhyme
- Singing nursery rhymes
- Identifying words that rhyme, make up rhymes eg names
- Understand the pattern of syllables in the words presented to them

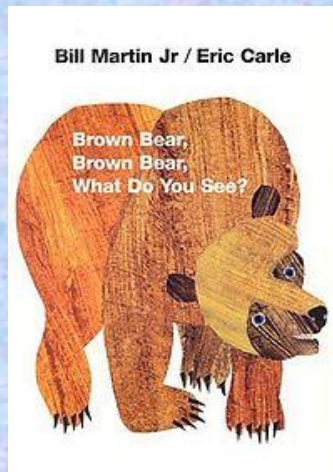




# Alliteration



- Identify initial phoneme of words
- Reproduce the initial phoneme clearly and recognisably
- Identify a variety of objects beginning with the same phoneme





# Voice Sounds

- Explore different mouth movements with children:

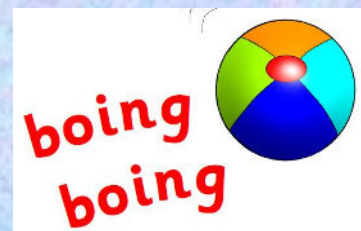
Make your voice go down the slide - wheee!

Make your voice bounce like a ball - boing boing

Keep everyone quiet - shshshshsh

Gently moo like a cow - mmm moo

Look astonished - oooooo



# Phonics

We say the actual sound of the letter  
rather than the name

a in pan

Not 'A'

When we say the letters of the alphabet we  
say the sound without 'uhh' 'ehh' at the end

Eg ssssss not ssseh

llll not luhh

Mmm not mmuh



Some common sound errors include...

f

f as in f-ox, not f-uhhh

h

h as in h-op (whispered h) not h-uuuhhhh



l

l as in l-amb (tongue sticking out) not l-uuuhh

m

m as in m-ouse (lips closed, short sound) not m-uuh

n

n as in n-urse, not n-uhhh



S

s as in s-nake, not s-uuh

**Z**

z as in z-ebra, not z-uuh

- We use Jollyphonics phase 2 sounds in Nursery, when the children are ready and have mastered speaking and listening skills.
- You can find the Jollyphonics phase 2 sounds on youtube and these demonstrate the correct pronunciation of each sound.

# Technical Vocabulary

A *phoneme* is the smallest unit of sound in a word

s a t p i n

s i t

p a n

ee ai

s ee

r ai n

We use sound buttons.



# Oral blending-reading

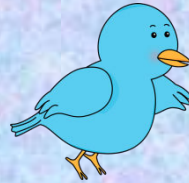
- Blend phonemes and recognise the whole word

c - a - t



cat

b - ir - d



bird

## •Activities

**Can you** put your hand on your l-e-g / f-ee-t /c-oa-t/ h-o-p?

**Cross the river-** the crocodile says only these things can cross the river. Then sound out the words.

**Which one?** Lay objects out and encourage child to pick the correct object/ which has disappeared.



# Oral segmenting-spelling

- Segment words into phonemes

pan



p - a - n

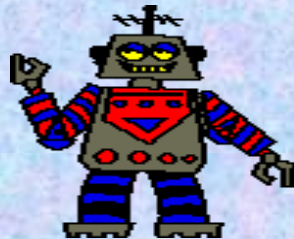
rain



r-ai-n

We use robot arms to sound out the words orally.

It helps us to break down the word.



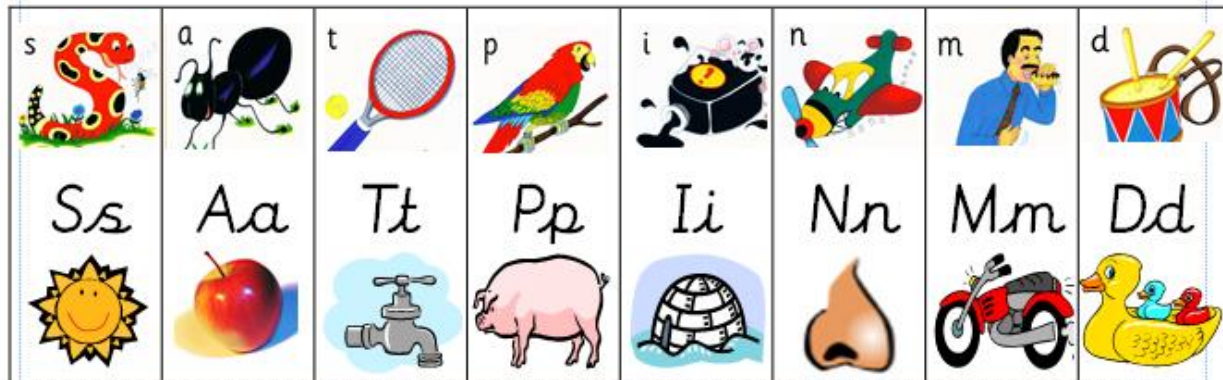
# Jolly Phonics

We use flash cards, actions/songs so children remember the letter sound.

In Nursery, we introduce children to

s a t p i n m d

sat pin tin man mam dad

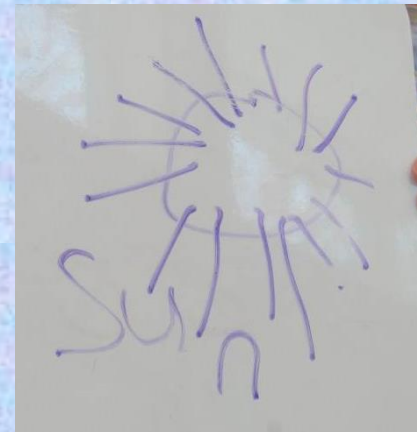
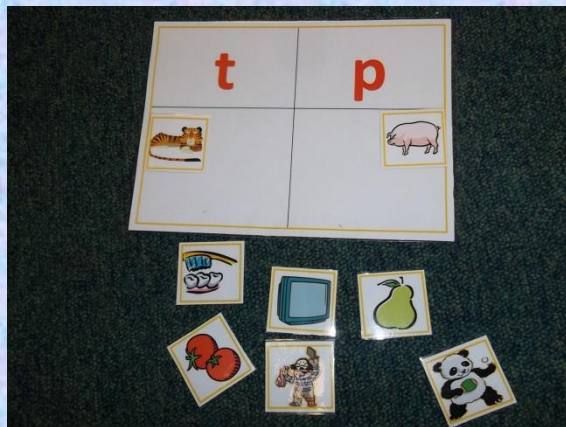
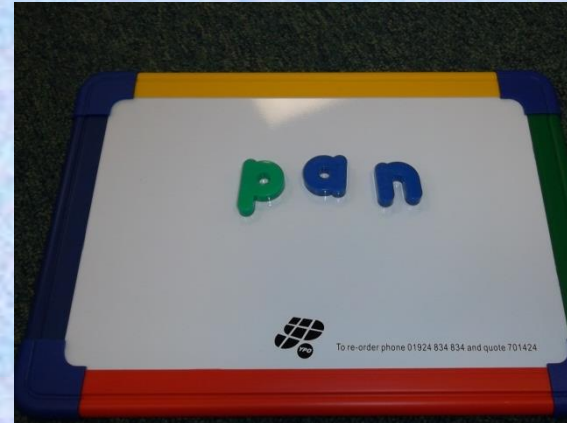




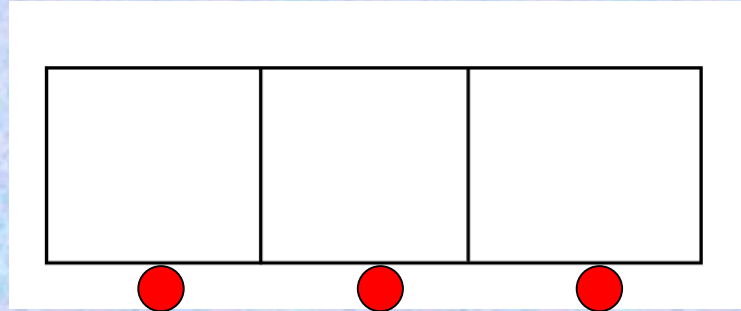
Hear initial letter



Hear sounds in words-  
segmenting







a n p

### Activities

- Use magnetic letters to make words
- Wipeboards – mam, dad, cat, dog

# Reading in Nursery

In Nursery we read the same stories throughout the week.

Two parts to reading

- recognise words, putting sound together
- understanding what is happening

# Helping Your Child Learn To Read

- Look at the pictures together and tell the story
- Hold the book themselves and turn the pages
- Encourage children to take part in reading the story by making appropriate sounds and actions. Join in with repetition — I'll huff and puff and blow your house down
- Can they point out the rhyming word / repetitive language
- Answer questions about the pictures. What? Why? Who?
- Talk about the book. What might happen at end? Why did that happen? What was your favourite part-why?
- Praising children for joining in and listening to the story will help children develop confidence in reading
- Recognise words in the environment
- **Have fun!!**

# Reading into Writing

- ✎ We encourage all children to have a go at writing, even before they know any sounds!
- ✎ We give children a purpose to write – shopping lists, birthday party invitations, writing letters and addressing envelopes
- ✎ Children begin to write by making marks on paper, writing their name and soon progress to include recognisable letters
- ✎ We encourage children to give meaning to their mark making
- ✎ This stage is very important – because they are beginning to understand that print has meaning and they will ‘read’ their own writing to themselves, parents or to their teacher

THINK



SAY



DRAW / WRITE





# Writing and Mark Making Process

We could think of young children making sense of writing by three processes:

***Observation*** they see people writing

***Interaction*** they are involved in writing interchanges with adults who write alongside them – birthday cards, letters, order forms – and who sometimes ‘tutor’ them directly

***Representation*** they make their own marks which look more and more like conventional writing as they develop and as they represent the actions and products of writers and learn more about writing that enables them to develop the skills they need

**WRITING IS NOT ALWAYS COPYING SOMETHING THE ADULT WRITTEN**

# Making Marks in Nursery

The child ...

Upto 26 months



- └ Holds the pencil/crayon in the palm of the hand in a fist like grip
- └ Random marks, often made over other marks
- └ Is usually unable to distinguish between his/her writing and his/her picture

22-36months / 3 years old

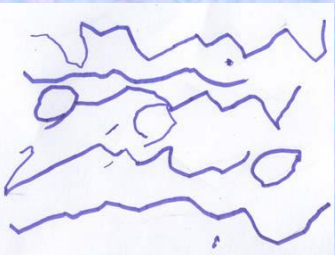


- └ May hold the pencil/crayon with three fingers- tripod grip
- └ Makes a definite attempt to make individual marks
- └ Attempts to close shapes making an inside and an outside; these shapes are often circles and lines
- └ Begins to use dominant hand
- └ Combines shapes and lines; these marks will often represent one word

30-50 months 2 half- 4yrs 2months

May hold the pencil/crayon in a tripod hold between the thumb and two fingers

Copies adults and makes marks going across the page; these are often zigzags and wavy lines



- └ Has a clearer idea of the marks he/she wants to make
- └ May use either hand for writing

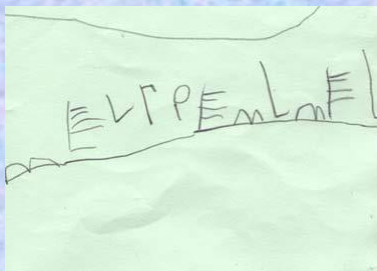
# Making Marks in Nursery



40-60 months 3yr 4months – 5yrs

**May hold the pencil/crayon in a pincer grip between the thumb and index finger**

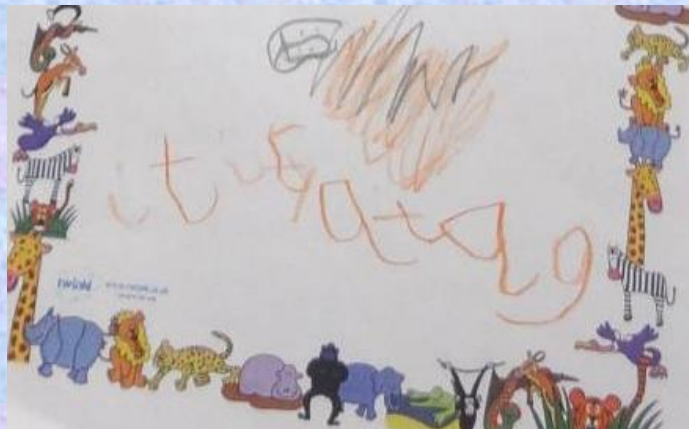
- ▮ **Makes individual marks and uses some letters from own name to communicate a message**
- ▮ **Begins to understand that drawing and writing are different**
  - ▮ **Is becoming aware that print carries a message**



**Forms symbols and some recognisable familiar letters that follow on next to each other**

**left to right direction**

- ▮ **writing conveys meaning and may 'read' own writing**



**Writes a message using familiar letters**

**Writes some upper and lower case letters**

- ▮ **Writes his/her name reliably**



# Developing a pencil grip

Grasp



Three finger grip



Two finger grip



Pincer



Remember how to hold your pencil.



# Developing More Fine Motor Skills

## **Gross Motor Control**

Big movements – Jumpy movements, round & round, springing up and sliding down movements with hands in the air –Sticky Kids  
Ensure your child knows direction up / down / across

## **Fine Motor Control**

Involve the children in chopping and peeling in cooking activities.

Fasten buttons and zips

Use finger rhymes and counting fingers

Provide small construction toys.

Structure sand and water play to include pouring, picking up toys using tools, etc.

# Motor Skills

## Fine Motor Control

Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures.

Provide the children with paints / finger paints. Talk about the patterns they make.

Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling.











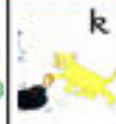















Encourage the children to cut out large letter shapes or patterns. Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise.

Give the children thick paintbrushes and water to paint patterns on walls, fences, etc.

Let the children make patterns using pegboards.

Provide sewing, threading and weaving activities.

# Handwriting

a 	b 	c 	d 	e 	f 	g 	h 	i 	j 	k 	l 	m 
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
n 	o 	p 	q 	r 	s 	t 	u 	v 	w 	x 	y 	z 
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

We use letterlines around Nursery to help children to form their letters correctly. They can use the corresponding Jollyphonics picture cues as clues.



# Homework Books

Shared Reading Book Ideas

Draw a picture from the story.  
Write or mark make something about the story  
— What is your favourite part?  
Encourage your child to think, say and then draw / write.  
Practise writing their name.

Please encourage your child to hold their pencil between their first finger and thumb.



Remember how to hold your pencil.

Progress In Writing

Lines      Circles and lines      Lines to represent writing



Random letters from name      Writing any letters across      Start writing letters then words they know or can copy



Shortly, we will be sending out homework books. In these books, you can work with your child to create a piece of work in response to a story. This can be writing, drawing, art work... Anything you like! You could also share any activities or events that your child has been involved in that they would like us to know about, such as holidays, birthdays or any other exciting activities. Books will be sent out on Monday to stay at home for a week and then should be returned by the following Monday. We will keep them for a week to isolate them then mark. We sometimes share the children's fabulous work with the rest of the class.



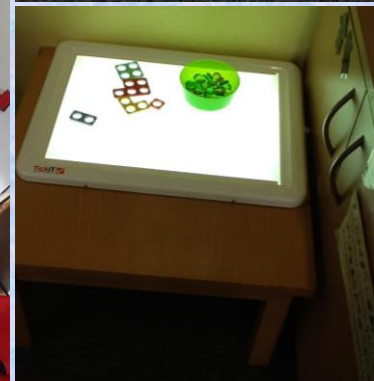
# Holy Trinity Expectations

- No jewellery
- Children to independently use the toilet – pulling up pants, wiping, washing hands
- Children to independently put on coats
- Children to use a knife and fork
- Children to be kind to one another
- Children to respect people and property

# Our Classroom



Our classroom areas include a reading area, a home corner, a puppet theatre, a construction area, an investigation area and a writing area. We celebrate success with a 'Star of the Day' who gets to stick on the special chair.





Thank you for your support. We look forward to working as a team with you for your child.

You are the biggest influence in your child's life and their first teacher.

“I promise you every your child will learn something.

Some days they'll bring it home in their hands.

Some days they'll bring it home in their heads.

And some days, they'll bring it home in their hearts!”