Helping Children Learn

Holy Trinity C of E School

Nursery

Excellent Education in a Christian Environment

Holy Trinity Nursery

This presentation aims to provide an introduction to Holy Trinity Nursery and includes initial information which we hope you will find useful. Should you have any further questions, staff will be happy to discuss these with you.
We will look at the following:

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

What is the EYFS?

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **7 Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Activities in Nursery are carefully planned and organised in order to provide a range of learning experiences. Individual records are kept by staff to record the activities your child participates in and undertakes, as well as their progress in specific skills.
Planning for each week is carried out using a topic-based approach, following the children's interests and responding to specific events.

At the end of the EYFS (end of Reception) there are **17 Early Learning Goals** that children are expected to achieve.

Speaking and Listening

Good Nursery education recognises the importance of *speaking* and *listening.*

Speaking and listening are the first communication skills your child will develop before they begin their reading and writing journey. Encouraging lots of talk at home as part of everyday life will help support your child's own vocabulary and conversation skills. Explain what you are doing and ask them questions, making sure to wait for their response.

Children are encouraged to be a good listener with our posters that are displayed in our classroom.

Early Phonics

Nursery phonics focus on pre-reading skills. These are speaking and listening skills, being able to distinguish sounds they hear. Patterns of speech, and sounds of speech. These are split into & different aspects.

1. Environmental Sounds

and

2. 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

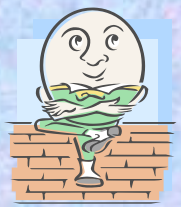
Identify the instruments

3. Body Percussion

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

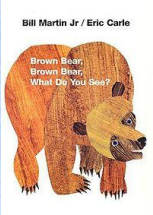
4. Rhythm and Rhyme

- 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



5. Alliteration

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



6. 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 - mmmmooo
Look astonished - ooooooo

7. Oral blending and segmenting

Oral blending is for 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?

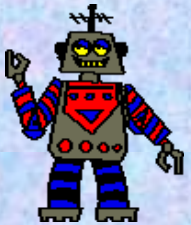
Cross the river- the crocodile says only these animals things can cross the river.

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

Oral segmenting is for spelling – segmenting words into phonems

pan p - a - n

rain r-ai-n



When we teach letter sounds, we say the actual sound of the letter not 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

f

g

h

l

m

n

p

q

r

S

V

W

X

Z

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

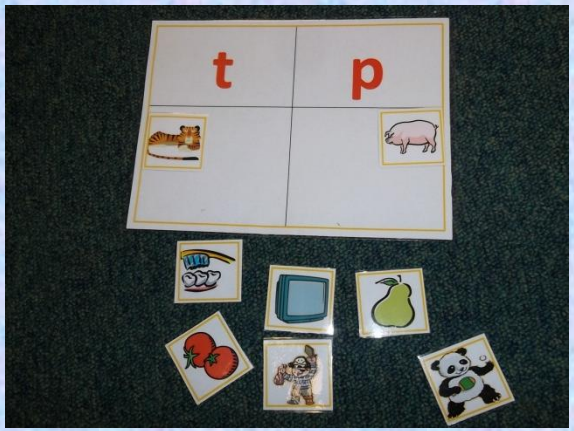
ee ai

s ee

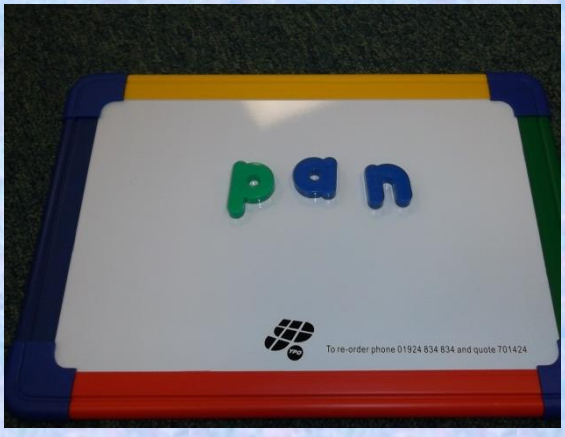
r ai n

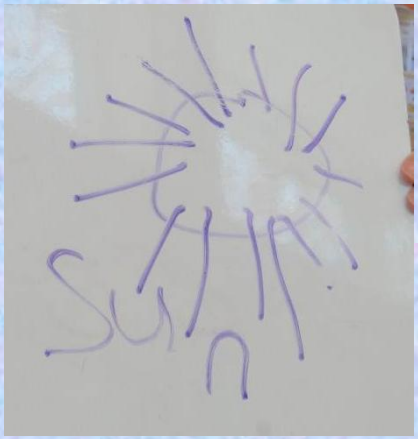
We use sound buttons.

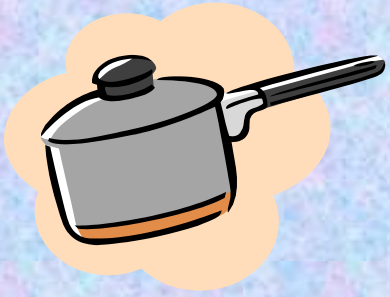
Hear initial letter

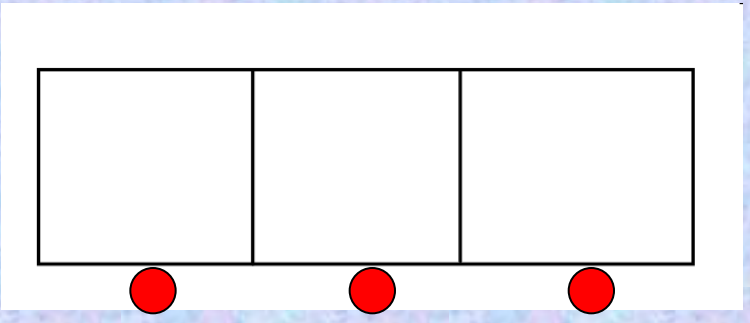


Hear sounds in words- segmenting









a n p

Activities

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

Reading in Nursery

In Nursery we read the same stories throughout the week to support our topic. Children get to know the stories inside out and then use the new language within their play.

Two parts to reading

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

Read, Read, Read! Sharing books together is the most powerful way for children to learn about character types and how stories are structured.

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
- 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!!

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

Making Marks in Nursery

Development of a typical child

- 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
- May hold the pencil/crayon with three fingers- tripod grip

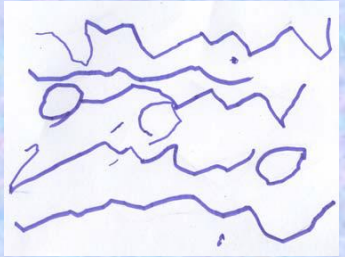
- Makes a definite attempt to make individual marks
- Attempts to close shapes making an inside and an outside; these shapes are often circles and lines

Begins to use dominant hand

- Combines shapes and lines; these marks will often represent one word

3-4 years

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

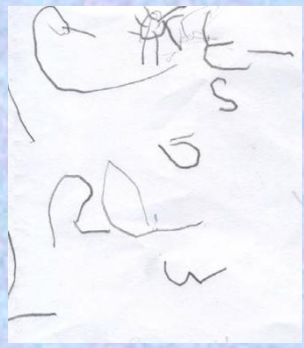


Copies adults and makes marks going across the page; these are often zigzags and wavy lines

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

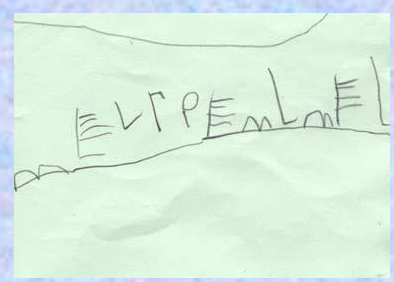
Copy letters from name

Making Marks in Nursery



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

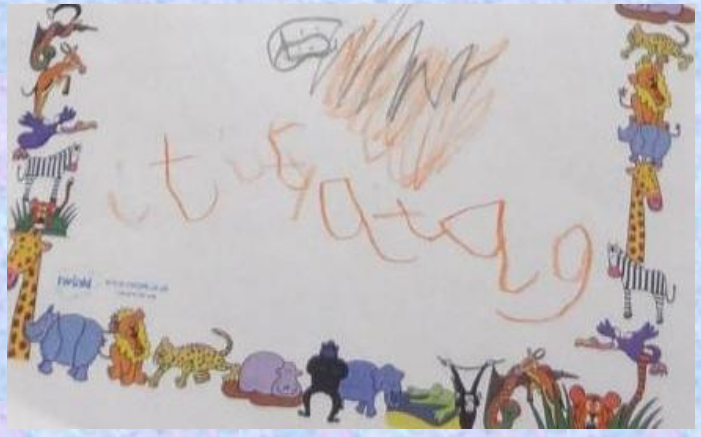
- Makes individual marks and uses some letters from own name to communicate a message
- Begins to understand that drawing and writing are different
- Is becoming aware that print carries a message



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

Outcomes for Early Years

Birth to 3 years

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
- Make marks on their picture to stand for their name.

3-4 years

- 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; writing ‘m’ for mummy.
- Write some or all of their name.
- Writes some letters accurately

Developing 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

Bikes/scooters/obstacle courses/Zumba

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.

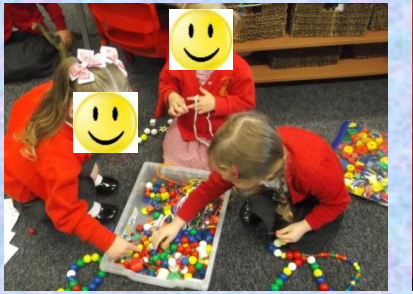
Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling.

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.

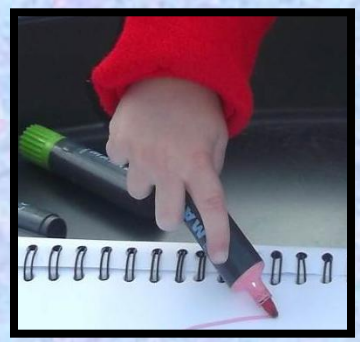
Let the children make patterns using pegboards.

Provide sewing, threading and weaving activities.



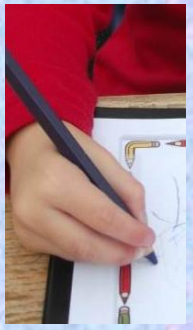
Developing a pencil grip

Grasp



Three finger grip

Two finger grip



Pincer

Remember how to hold your pencil.

Homework Books

Shared Reading Book Ideas

Draw a picture from the story.

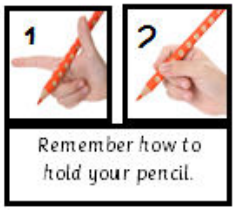
Write or mark make something about the story

—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.



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

Seesaw and Dojo

We understand and value the support you provide for your child at home. Early years staff would love to hear about what you and your child have been doing at home. We encourage you to share your child’s learning, achievements and experiences with staff, as this helps us to build a more complete picture of your child. Share these with us in their homework books, Dojo or Seesaw.

Holy Trinity Expectations

- No jewellery, toys, items from home
- Independently using the toilet
- Be able to put on own coat, socks and shoes
- Class Dojo/Seesaw
- Sharing the books they choose from our library on a daily basis

Thank you for coming.

You are the biggest influence in your child's life.

Let's work together to support your child.