

Early Years Foundation Stage Literacy and Maths Workshop

Aims

- 💧 Reading
- 💧 Introduction to Phonics
- 💧 Writing
- 💧 To gain knowledge of how Maths is taught in the Early Years
- 💧 To provide practical ideas and strategies for teaching Maths at home.





Reading

- ◆ Reading should be fun!
- ◆ Good language and communication skills.
- ◆ **SPOKEN LANGUAGE IS VITAL.**
Children who **do not** hear a lot of **talk** and who are not encouraged to talk themselves often have **problems learning to read and write.**
- ◆ **Give them a rich vocabulary environment. Be ambitious!**



Reading the Environment



- not all reading is in books
- print that communicates a message
- alert your child to the uses of print in the environment
- point out signs and labels

Engagement and Enjoyment

- What is a literacy rich environment?
- How many different types of print are on offer at home?

menus
non-fiction
picture books
catalogues
atlases
comics
cards
newspapers
recipe books
shopping lists
letters
chapter books
emails
magazines
programmes
poetry
food packets

Shared & Guided Reading

Reading strategy - “Look at the letters, make the sounds and blend the sounds together”

◆ QUESTIONS

- ◆ What can you see?
- ◆ Where are they?
- ◆ What is happening in the picture?
- ◆ Who are the characters?
- ◆ How are they feeling?
- ◆ How do you know this? Where in the book tells you? Which word/sentence?
- ◆ Guided Reading – small group sessions once a week. Books are matched to their level.
- ◆ Home reading books are at an easier level to encourage success and practice. They should be able to read 90% of the book by themselves. 10% challenge.



ALS Phonics



- ◆ This is a Systematic Synthetic Phonics scheme validated by the DfE.
- ◆ Phonics is all about listening to sounds. There are 44 phonemes (sounds) in the English language
- ◆ Phonics is taught in Phases and there are 5 phonic phases.
- ◆ Assessment – after set of sounds in each Phase

ALS Phonics

- ◆ Phase 1 is taught throughout the year in Nursery and the first few weeks in Reception.
- ◆ Phase 2 and 3 are taught in Reception.
- ◆ Phase 4 is started in the Summer term in Reception.
- ◆ Phase 4 revision at the beginning of Year 1.
- ◆ Phase 5 throughout Year 1.

Phase 1 Phonics

is all about listening to sounds

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Phase 2

- Introduces 22 new phonemes/sounds
- Children will learn to segment (spell) and blend (read) words that have these sounds
- There is a huge emphasis on **letter formation**
- We teach 4 phonemes a week. Revision on Friday
- Fast pace teaching.
- Children need to apply what they have learnt in their **independent** work.
- [Phonics: How to pronounce pure sounds | Oxford Owl – YouTube](#) stop at 2.14

It is important that the children put their finger under the word that is being read. They either sound it out or read the whole word if it is a high frequency word (HFW).

“Look at the letters, make the sound and blend the sounds together”

sat

hand

Activity

- ◆ Make as many words as you can from in one minute.



◆ s a t p i n



Phase 3

2 letter (digraph) and 3 letter sounds (trigraph)

ship feet

church

High Frequency Words (HFW)

- 💧 Sometimes called 'Tricky Words' or 'common exception words'.
- 💧 Child reads the word as a whole. They **DO NOT** sound them out. This is to help them read more fluently.
- 💧 HFW cards will be sent home. Usually 3 a week. They correspond to the words in the reading books.
- 💧 Write them on post-its and stick them around their room so that they are looking at them everyday. Can they find them in their story books?
- 💧 Learn to spell them also – use letter **names** to spell e.g. t-h-e

Shared and Guided Writing

“Say the word, robot the word, write the word”

- ◆ **Shared writing is taught twice a week** – teacher models how to write a sentence/s, list, instructions, rhymes, recounts, stories, etc
- ◆ **Guided writing** – small ability group work
- ◆ **Independent writing** – children apply their knowledge of writing in different areas
- ◆ **Resources** used– sound and word mats, HFW, dictionaries (end of the year)
- ◆ **Handwriting is practiced everyday**

Handwriting



- 💧 **Handwriting** - Children need to develop their core muscles to help them develop as good handwriting
- 💧 Large arm movements move slowly down through the arm and onto the hand
- 💧 Developing hand muscle and strength is vital for good handwriting
- 💧 Dough Disco
- 💧 Correct pencil grip and correct letter formation

Handwriting

- 💧 Pre-cursive in Reception
- 💧 Continuous cursive in Year 1 and throughout the school

💧 **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



Reading Packs



- ◆ We will be sending a book home with no words to begin with to encourage children to retell stories in their own words. This is to support language and comprehension skills.
- ◆ Once we have taught the first set of sounds (s a t p i n m d), the reading books will match the sounds that the children have learnt the previous week.
- ◆ Home Communication diary – **please comment weekly**
- ◆ **5 to 10 minutes maximum a day!** - Read parts of the book each day.
- ◆ Books may be repeated to give children the ability to rehearse and practice the books to develop their fluency in reading
- ◆ Later on in the year children may have 2 books at 2 different levels – 1 easy and 1 challenge - One book will be a phonic book so that they can practice the sounds that they are learning and one will be a patterned story with HFWs.

💧 Any questions?

- 💧 “Children fall in love with books because of the memories created when they snuggle up and read with someone they love.” – Raising readers
- 💧 “The more that you read, the more things you will know. The more that you learn, the more places you'll go.” [Dr. Seuss,](#)

Maths

Number Numerical patterns



Early Number Sense

Teaching one number for 2 weeks focusing on the 4c's

- Comparison
- Counting
- Composition
- Change



Comparison

- 💧 Vocabulary
- 💧 Having a feel for the relative sizes of numbers
- 💧 Putting numbers in order
- 💧 Estimating



Vocabulary

8

5

Ordering

Numbers – smallest to largest
Largest to smallest

2

0

10

9

7

Other representations e.g. Numicon, dominos ,
cards



Missing Number

- Identify missing number within a given range – (number and other representations)
- Asking questions: **How do you know?**

1	2	3	_	5
				
				

Numeral Match

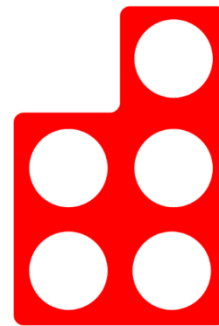
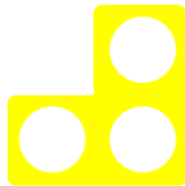
1

2

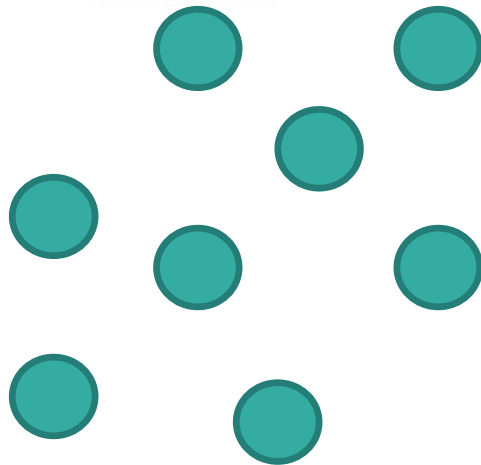
3

4

5

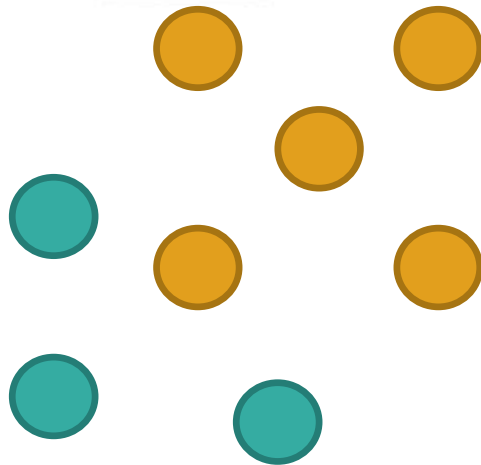


Estimation/Prediction





Estimation



Prediction

Predicting - how many (number or a number problem)

E.g. When you sing number rhymes – 5 little ducks, one elephant went out to play ,
Does your child know the number that comes after or before

One more/one less (fewer)

Number Problem – Is it increasing/decreasing in number

Counting

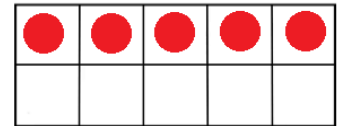
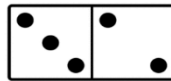
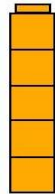
Counting is a child's first experience of maths and number.

- ◆ Chanting- Knowing the number names in order- forwards and backwards from any starting point/ counting rhymes
- ◆ Counting on fingers
- ◆ Counting objects- touch counting – 1.1 correspondence
- ◆ Counting an amount by moving each object and saying the number name (last number they said is the total amount)
- ◆ Abstract counting- fixed objects –e.g. how many bedrooms are in the house
- ◆ Counting actions- e.g. tap knees and count
- ◆ Counting out a smaller number from a larger group
- ◆ Ordinal numbers – 1st, 2nd, 3rd

Understanding Number

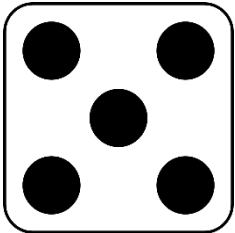
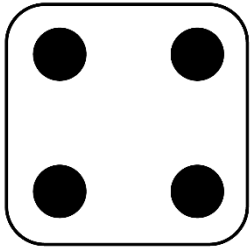
- Understanding the number rather than just recognising the numeral

5



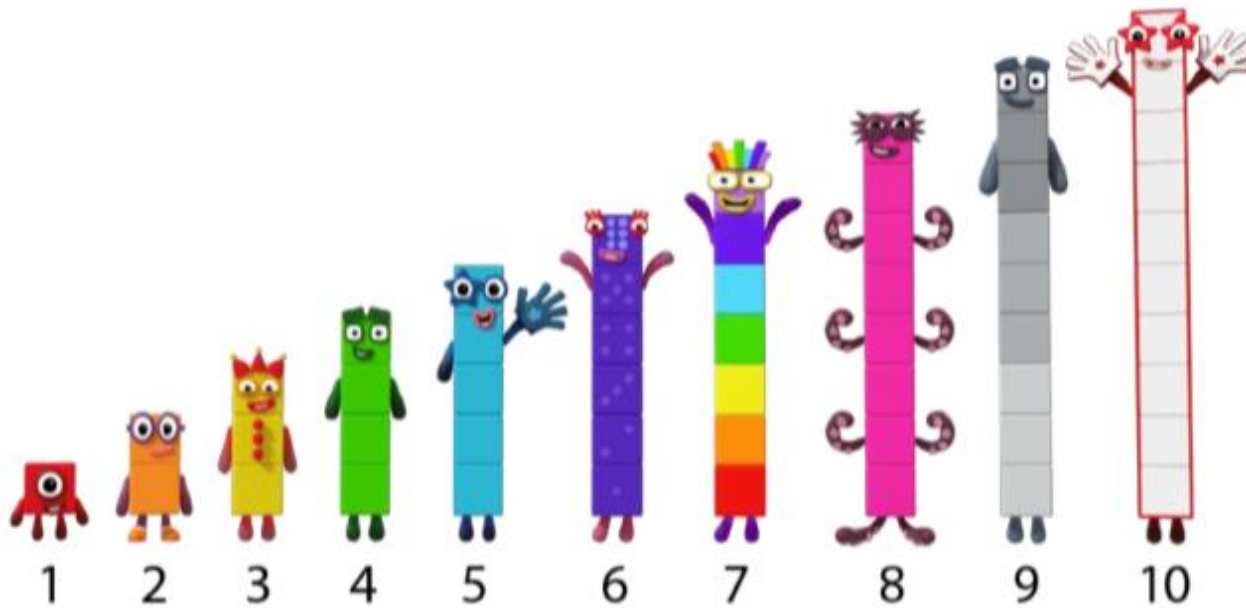
Subitising

Visually recognising dice patterns and irregular arrangements of objects

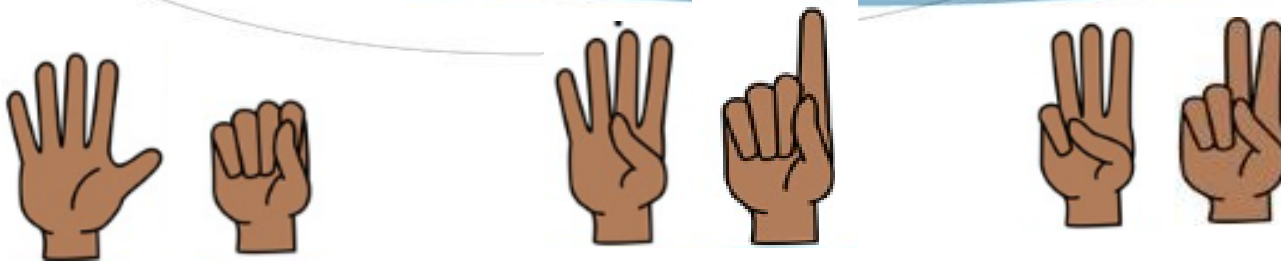


Composition

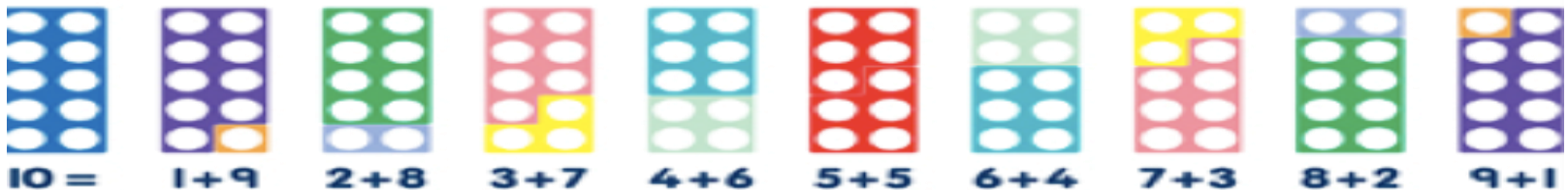
- ◆ Understanding the number system.
- ◆ Understanding how each number can be made up in different ways.



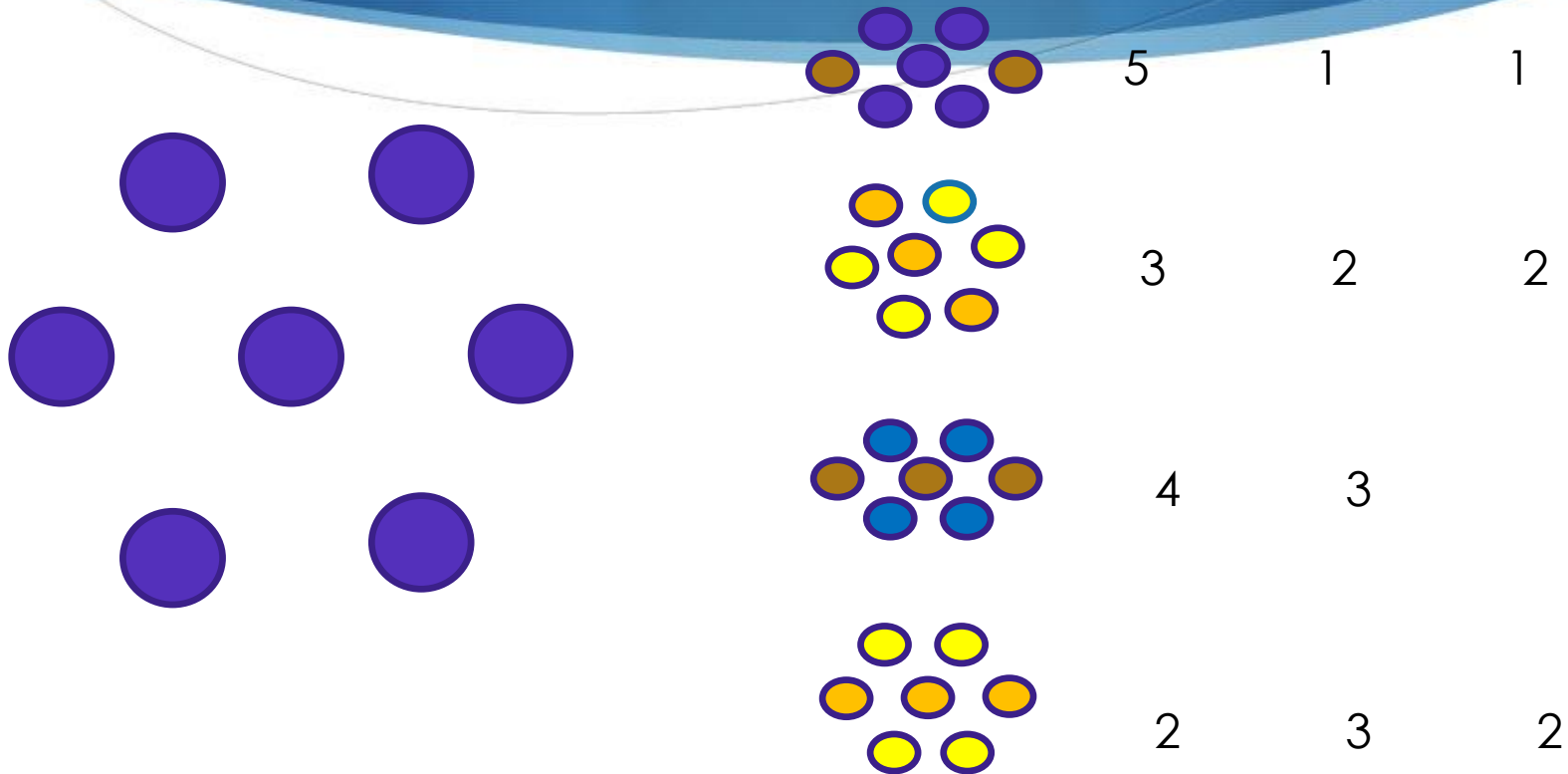
Finding different ways of making a number

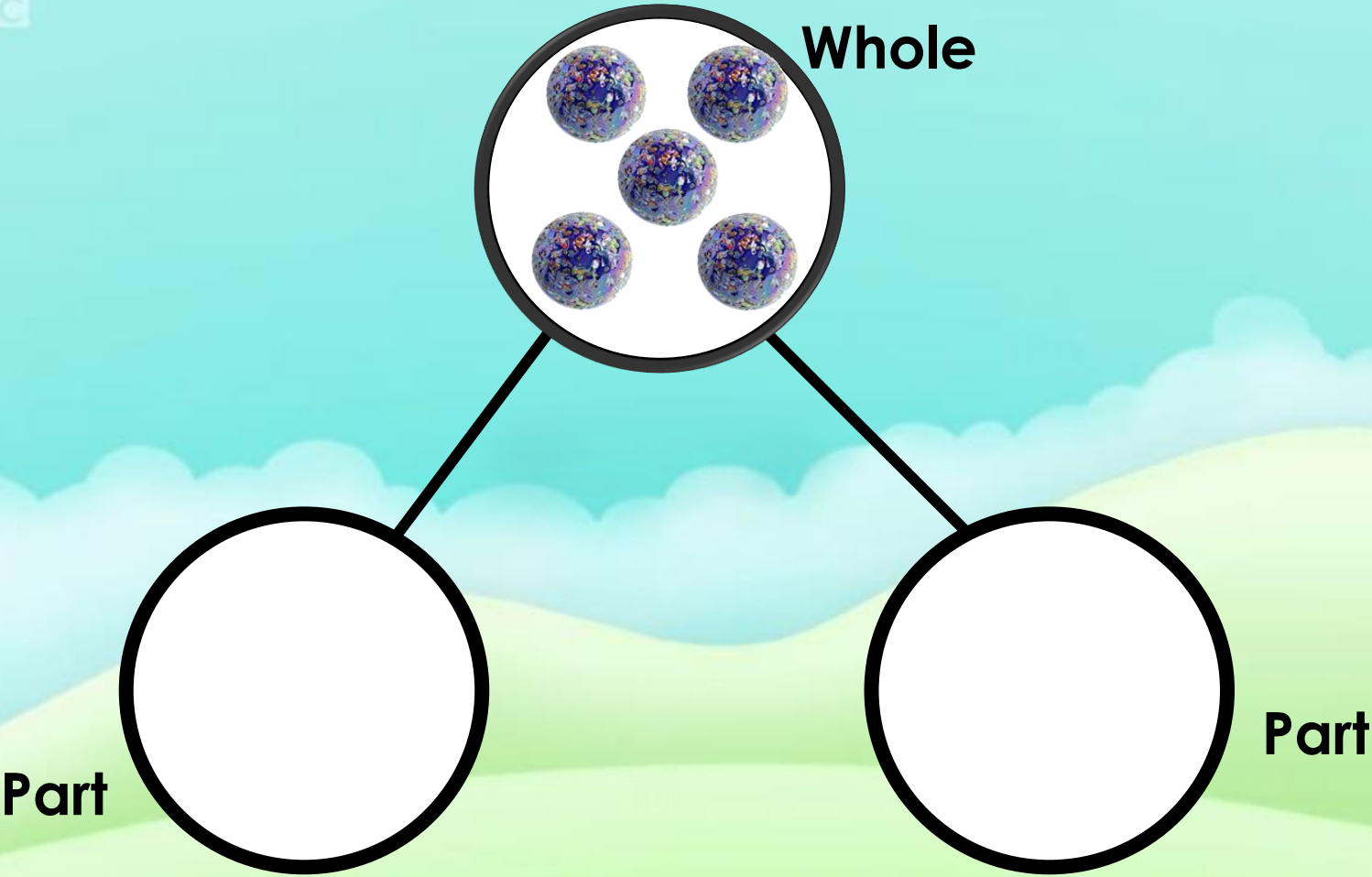


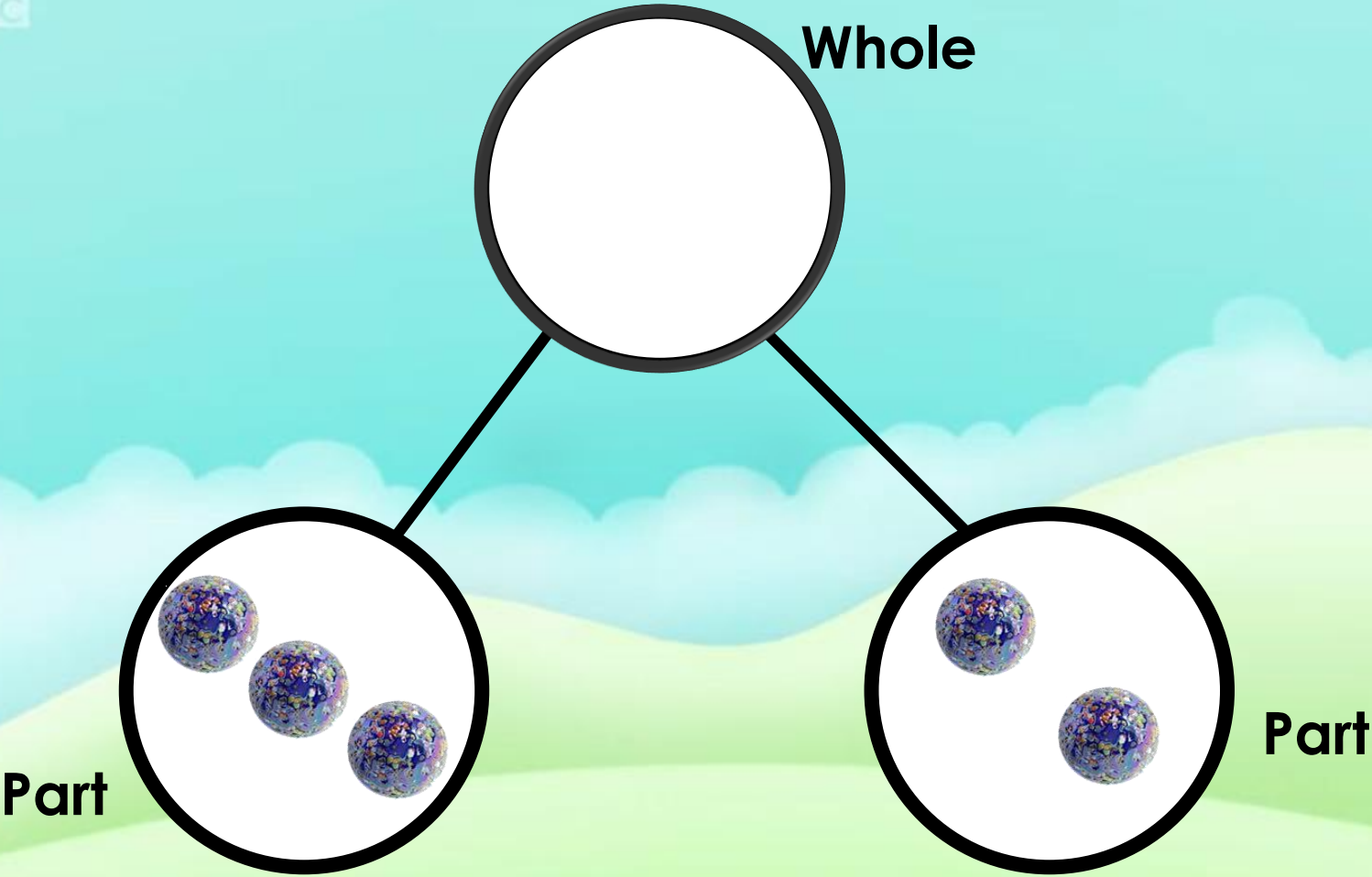
Making different combinations of 10

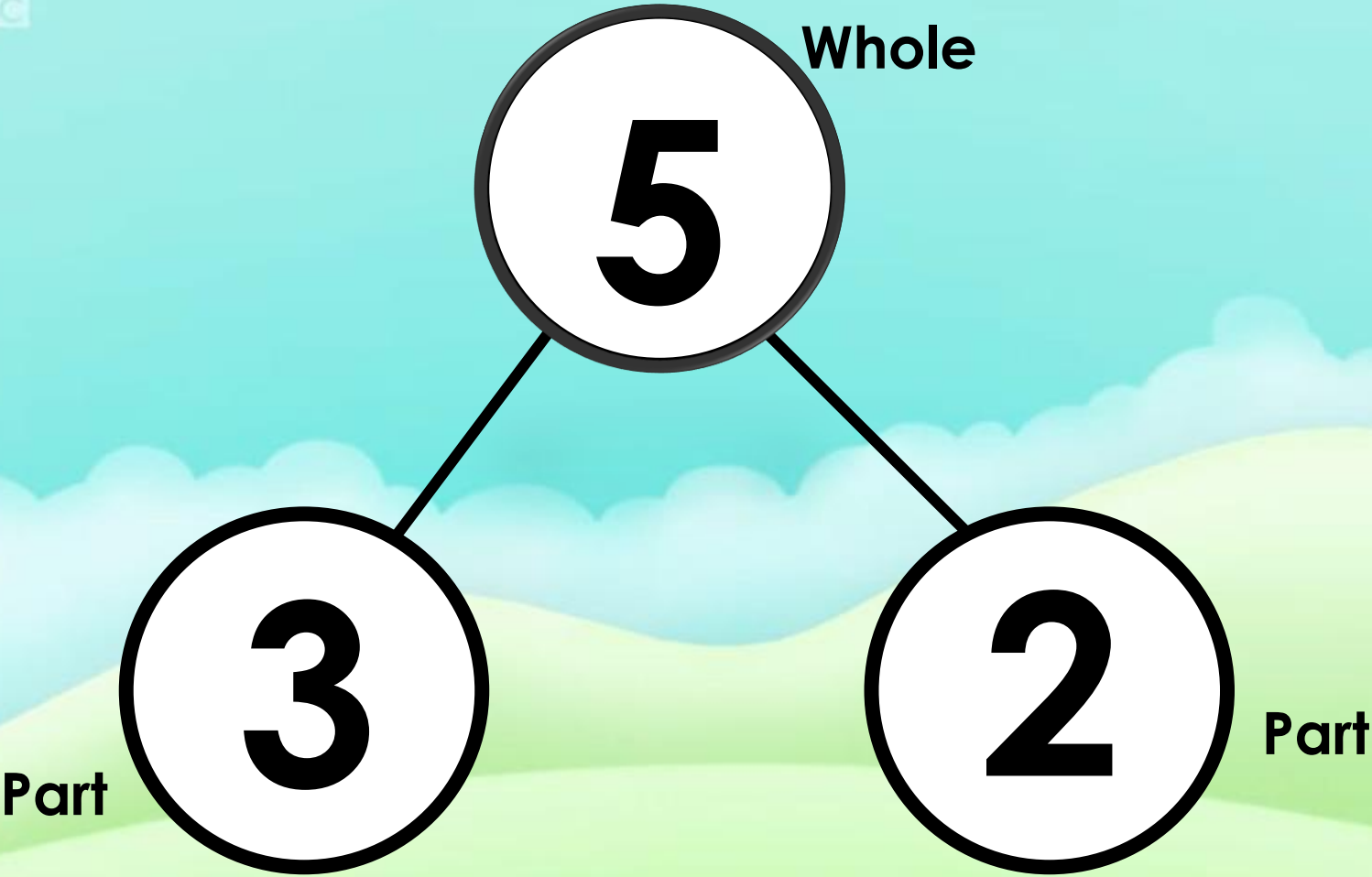


Look at the image- how many different ways can you see 7









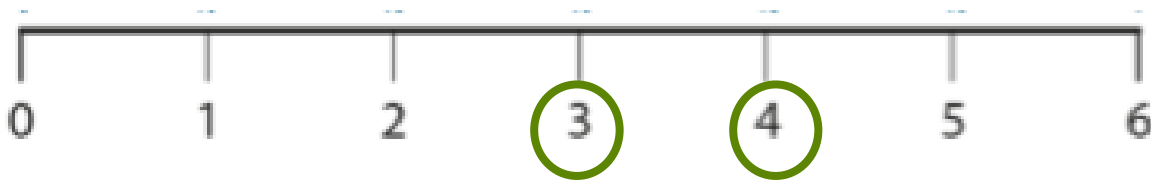
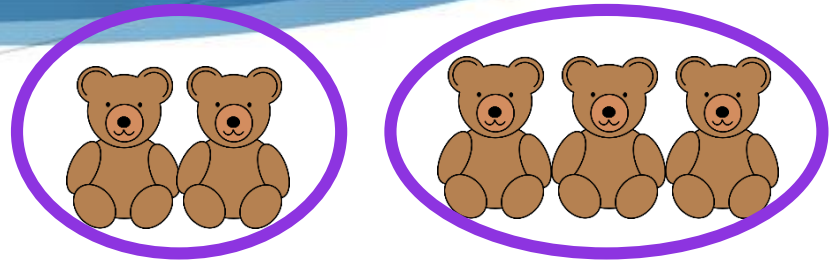
Change

- Increasing and decreasing a group by combining or separating.

(Addition and subtraction)

Addition

- Counting all
- Counting on from the first number
- Counting on from the larger number
- Using a number line



- Record their calculation using '+' and '=' signs

$$3 + 2 = 5$$

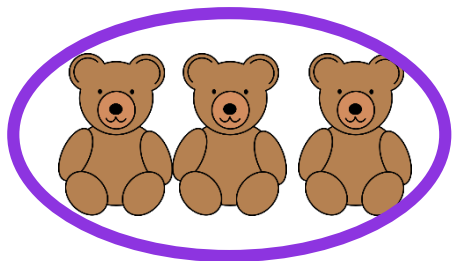
- Using knowledge of place value - teen numbers

13 is 1 lot of 10 and 3 ones

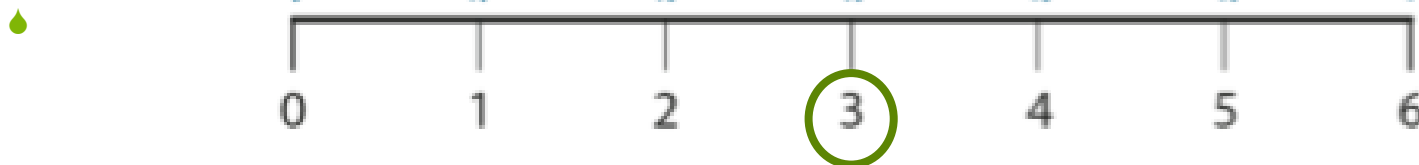
Subtraction

◆ Separating sets

$$3-1=$$



◆ Counting back on a numberline



Number Stories

First- Then – Now – Addition and Subtraction Number stories using objects

First there were 2 cars parked in the car park

Then 3 more cars came and parked

Now there are.....

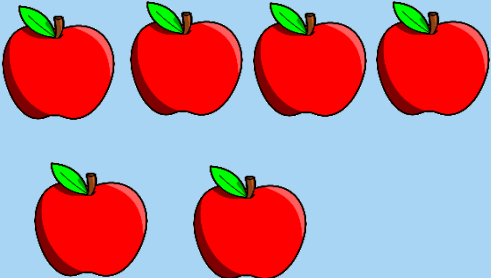
Ask questions – how do you know? What did you do?

Concrete / Pictorial / Abstract

- ◆ **Concrete**- Doing stage- physically doing something –Have a vase with real flowers and take 2 away
- ◆ **Pictorial** – seeing stage – drawing pictures- a vase with 5 flowers or 5 circles- cross out/rub away 2
- ◆ **Abstract**- Using symbols and numbers

Concrete / Pictorial / Abstract (CPA) approach

Sam had 4 apples. Hannah gave him 2 more apples. How many does he have altogether?

Concrete – using objects	Pictorial – using drawings	Abstract – using numbers and symbols
		$4 + 2 = 6$

Measures

- **Time** - We encourage children to use time every day for example measuring how long running races or car racing through guttering takes:
estimate When discussing the daily routine, we talk about the times
- **Weight, length and capacity** - We model measuring for example outside during building and construction: large scales outside, small balance scales inside for children to explore.
Any cooking you do with your child at home will be really helpful.

Ideas for home

- 💧 Bath-time (filling and emptying containers, counting)
- 💧 Counting rhymes
- 💧 Talk about numbers in the environment (eg, front door numbers, number plates, road signs etc)
- 💧 Help with the cooking (measuring, weighing, ordering the recipe)
- 💧 Setting table places (how many plates/cups etc)
- 💧 Paying in shops (including change)
- 💧 Estimating amounts (how many apples/sweets?)

Don't forget to make it fun!



Thank you for attending

Any Questions?