

Phonics and Maths Workshop

Parents' guide to early phonics (Reception)

EdShed Phonics

Chapter 1

This chapter focuses on developing vital pre-reading, speaking, listening and motor skills. Children have the opportunity to listen to and identify a range of sounds including environmental, instrumental and body percussion.

Chapter 2

Chapter 2 introduces all 26 letters of the alphabet, including capital letters and begins to link them to sounds. It also introduces the digraphs 'ck' and 'qu' and the most common double letters. The children will learn how to blend (squash) the sounds for reading and segment (stretch) them for spelling. They also begin to read high frequency words. When the children are secure in reading and spelling words in this chapter, they begin to read and write captions and instructions.

Chapter 3

Chapter 3 introduces a wide range of digraphs and some trigraphs. By the end of Chapter 3 the children will have been introduced to one grapheme for every phoneme. They begin to read and write longer words and continue to learn to read and spell decodable and high frequency words.

Chapter 4 and above are taught in Year 1

Edshed

Your child's login can be found in their reading diaries.

You will have access to lots of sounds we have not covered in class. We will write which sound we cover each week in their reading diaries. Please do not rush ahead!



Reading records

In school your children will be reading 3-4 times a week with an adult, we call this shared reading as it takes place in groups. They will be reading a book from our reading scheme matched to their level of confidence. They will be reading the same book for the whole week, this is to ensure they become fluent readers. They will have the same book to bring home to increase their fluency further. You also have the opportunity to access all of the ebooks through Edshed at home (their logins are in their diaries).

The children will also bring home a reading for pleasure book which will be matched to the sounds they recognise. Please read this over and over again to become fluent. It is helpful if they can also point to the words as they say them. Once fluent they can add expression to their reading. It is not about rushing through it is about ensuring there is full mastery of every step. We do like them to have the book for a week. Please tick or write in their reading record if they have read at home so we know they have read it otherwise we may think they need their book longer. The more times they read it the better.

Activity ideas for home



Phonics Terminology

Alphabetic code = The way of writing down the sounds of speech.

Blending = Is when individual sounds or syllables within words are pulled together to say the whole word.

Segmenting = Is when words are broken down into individual sounds or syllables.

Decoding = Is the process of converting the written word into spoken language.

Phoneme = The smallest unit of sound in a word.

Grapheme = Is a letter, or combination of letters that correspond to a single phoneme.

Digraphs = A type of grapheme where two letters are used to represent one phoneme.

Trigraphs = A type of grapheme where three letters are used to represent one phoneme.

Tetragraph = A type of grapheme where four letters are used to represent one phoneme.

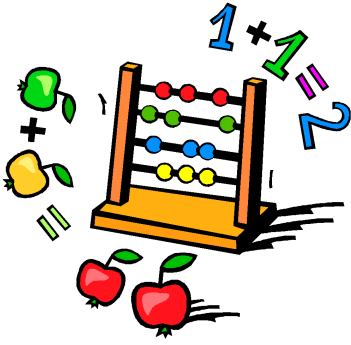
Split digraph = Two vowels form one phoneme but are split by a consonant.

Grapheme - phoneme correspondence (GPCs) = The link between a grapheme and phoneme that represents it.

Did you know...

- Improved Academic Performance: Children and young people who enjoy reading demonstrate higher average reading scores than those who do not, according to the [National Literacy Trust](#).
- Reduced Stress: Reading can act as an escape, helping to reduce stress by up to 68% by allowing readers to "escape from the worries and stresses of the world".
- Enhanced Cognitive Skills: Reading improves vocabulary, boosts concentration and analytical thinking, and enhances creativity and writing skills.
- Increased Empathy: Reading fiction allows people to understand different perspectives, thereby increasing their ability to empathise with others.
- Stronger Social Connectedness: Reading can reduce feelings of loneliness and is linked to enhanced social well-being.
- Reading extensively and for pleasure can foster the development of stronger reading habits and increase literacy skills at a greater rate than through formal literacy lessons.

Parents' guide to early mathematics (Reception)



Parents often ask how they can help at home with maths. This guide explains the thinking behind early mathematical development and offers some practical ideas to try out at home.

Children need to become confident and competent in learning and using key skills.

These are:

- Understanding and using number
- Developing a mathematical language – (words used in mathematics e.g. more, less, fewer, shorter, makes, equals, 2 pence, o'clock, empty)
- Finding solutions to mathematical problems
- Pattern, order and relationships
- Logical thinking
- Exploring and comparing quantities, shapes and measures.

Children experience maths as part of their everyday environment. The type of maths young children now do is 'hands on'. They need to touch and do in order to learn, so their early maths is based on practical activities that can be incorporated into their learning through play.

Here are a few ideas to try:

- Role play shopping – counting money, matching, recognising and writing numbers
- Setting the dinner table – counting, matching, ordering, position
- Water play – comparing volume, capacity, height and depth
- Climbing frame whole body experience of height, space, weight, angles and direction
- Outdoor walk down the street – counting, recognising numbers, experimenting with big numbers, looking for shapes

Counting is a skill that children often pick up very early. At first, your child might chant numbers in a random way without focusing on each object. Don't worry if your child doesn't seem to count carefully to begin with, this will come later as they learn to match numbers and objects.

Remember to:

- Point to each object as you count it.
- Take the cue from your child – if your child is not interested now, try again another day
- Talk about numbers in context such as "there are five buttons on your coat, but only four on mine, you've got more than me"

But maths is so much more than learning to count – **have fun!**

These examples illustrate the expectations **by the end of the reception year**.

- Say and use number names in order in familiar contexts (Say numbers and hold up that number of fingers)
- Subitise (calculate without counting, saying the amount they see)
- Count reliably up to 10 (and more) everyday objects. Recognise numerals 1-9 (and above)
- Use developing mathematical ideas and methods to solve practical problems (How many snacks are there? Are there enough for everyone?)
- Find one more or one less than a number from one to 10.
- Use language such as 'more' and 'less' to compare two numbers.
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.
- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position. (behind, in, under, beside)
- Use developing mathematical ideas and methods to solve practical problems (Does my jug hold more tea than my mug?)
- Copy and create repeating patterns.