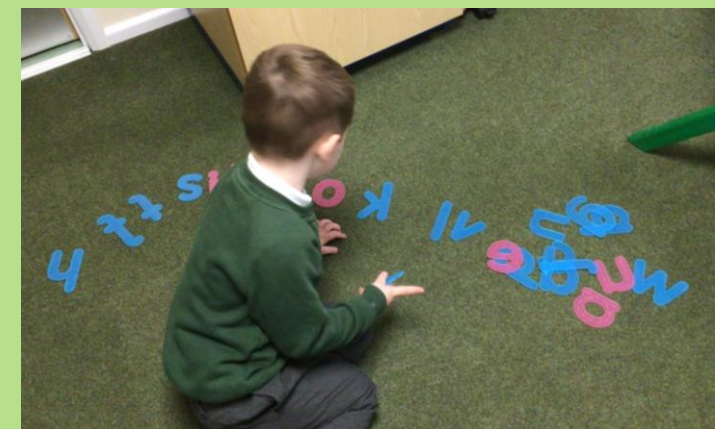
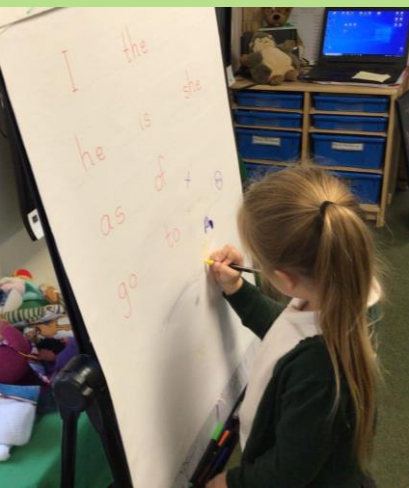
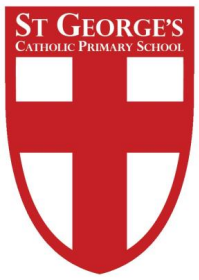


January 2025

St George's Early Years Parent Workshop

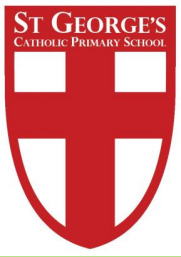




Phonics

Phonics is how we teach children to read and write, by connecting the sounds of spoken language to the letters of written language.

Children learn the individual letters, combination of letters, learning to blend them together, and gaining the skills to decode new words.



Nursery



We begin our Phonics journey in Nursery with Phase 1.

This is the first stage of phonics where it's aim is to help children develop speaking and listening skills. It also prepares children for moving onto more advanced phonics work in Phase 2 in Reception.

Nursery

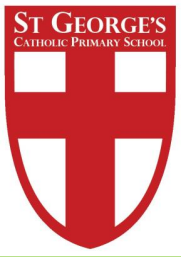


Phase 1 Phonics

- Environmental sounds.
- Instrumental sounds.
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Our Nursery Rising 3 children focus on Nursery Rhymes and communication skills, mainly through play.

Introduce letters and sounds using pictures and mnemonics.



Nursery children will bring home wordless reading books.

(Term 3 – after Easter break)

These books allow children to learn how stories work, including the order and direction in which they read, without the pressure of words on the page.

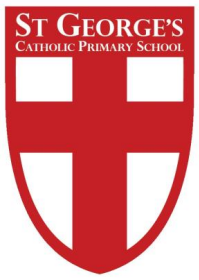
Children will enjoy talking about the story and discussing what is happening in the pictures.

The first step in reading is to use visual prompts to help read the words.

The pictures provide lots of opportunities for playing with environmental sounds, an important first step in the teaching of phonics.

Activities and ideas when sharing books with your child:

- Respond to your child's ideas by repeating them back and introducing new words to increase their vocabulary.
- Look at the front cover and read the title to your child. Ask them what they think the story will be about? Relate the title back to your child i.e. 'The Lost Gloves' have they ever lost anything? or 'Puddles' what do you do when you see a puddle?
- Allow your child to turn the pages of the book and describe what they see in the pictures. You could take it in turns to tell a page of the story.
- Encourage your child to add sounds to accompany the action in story and talk about any sounds that might be found in the story setting i.e. 'Feed the Birds' what sounds might you hear outside?
- Once you have finished sharing the book ask your child to retell the story in their own words.
- Did they enjoy the story? Why?
- Record any comments in your child's reading record book, every time you read together.
- Ask your child to point to different things on the page e.g. The angry man.



Reception

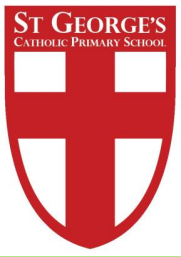


Fisher Family Trust: Success For All Phonics

- daily phonics lessons learning a new sound weekly
 - learn to confidently blend & segment words
 - join in choral and shared reading as a class
 - 1 to 1 reading throughout the week
- home school reading books changed weekly



Success for All
Phonics



Reading & Writing of CVC words.

Blending

Segmenting

Digraph:

two letters one sound

ch th sh ai ee

Trigraph:

three letters one sound

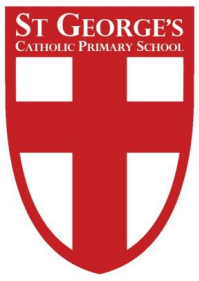
igh air ure ear

Tricky Words

These words are learned
by sight.

I the go to into
no

Alien/nonsense words



FFT Parent Portal

Access to Portal and resources.
Shared reader to practise at home.

[Parent Portal
\(fft.org.uk\)](http://fft.org.uk)

Password: **yx6fkq**

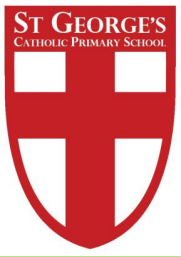
Reception Phonics Coverage

These are the sounds (phonemes) and written formation of sounds (graphemes) we will be learning this half term. Please practise recognising, saying and writing these sounds with your child, as they are taught each week in class.

Please access the **Shared Reader** - found via the **Parent Portal** at: www.fft.org.uk (password: yx6fkq)

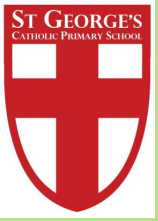
Please write in the reading record when your child has read with you, home readers, shared reader or any other books.

Week beginning:	GCP	Phonics Phrase	Shared Reader
6 th January		Recap of letters and sounds taught so far: s a t p i n m d g o c k ck e u r h b f ff l ll ss j v w x y z	9. A Trip on the Tram
13 th January	zz qu ch	zz – The fizzy bee buzzes. qu – The queen is quite quiet. ch – The chipmunk chooses cheese.	10. Jazz in the Sun
20 th January	sh th ng	sh – Sherry shines her shoes. th – Theo has a thimble on his thumb. ng – Bring the king a ring.	11. Ben gets to Bed
27 th January		Recap of letters and sounds taught so far: s a t p i n m d g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng	12. Sock Shopping
3 rd February	ai	Train in the rain.	13. At Dusk
10 th February	ee	See the tree.	14. The Train Set
17 th February	igh	Bright light.	15. Up the Tree



All Early Years children have access to **Story Sack Library books** - changed weekly on a **Friday**.

Reading books are also changed on **Friday** – please bring into school daily and write a comment in the reading diary when anyone has read with your child - Reception (and Nursery in Term 3.)



Early Years Maths



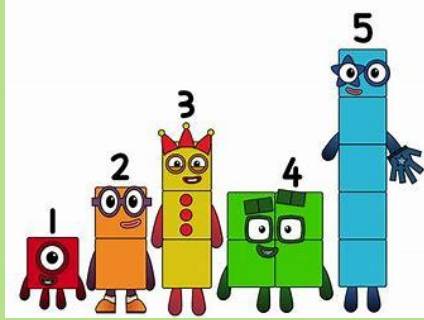
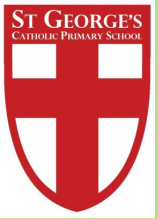
Maths activities are practical, play based and use lots of vocabulary. Staff are able to question children to help with reasoning and problem solving. We embed the basics before they move on to begin to write numbers, number sentences, etc. We can do this through using the '4C's' to develop number sense and effective "Maths Mastery."

Counting. On and back.

Cardinality. The introduction of numerals, (the amount counted, total number, through games). **Subitising**, verbal counting (1 to 1 correspondence, rote counting, songs, rhymes), object counting (pattern then move onto numbers), number conversations, hierarchal awareness.

Composition. How a number is made, understanding other numbers are used to make another (addition).

Comparison. Comparing numbers (vocabulary: "this one is bigger than...").



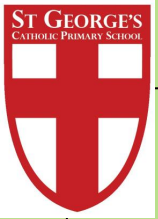
Early Years Maths



Reception now follow the NCETM Mastering Number scheme.

This scheme aims to secure firm foundations in the development of good number sense for all children from Reception to Year 2. Children will leave KS1 with fluency in calculation and a confidence and flexibility with number. In Reception we focus on key knowledge and understanding.

Maths can found in Early Years settings through adult led activities, the resources provided, continuous provision, routines (daily opportunities: date, weather, children present/absent, snack time, tidy up time, transitions, songs) and the environment.



Online Reading & Phonics Games

All reception children have a **Reading Eggs** login - Phonics Programme.

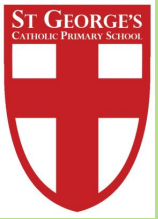
Phonics Play – free phonics games.

Online Maths Games

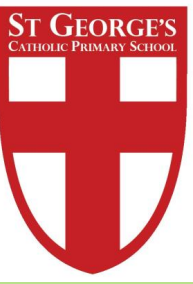
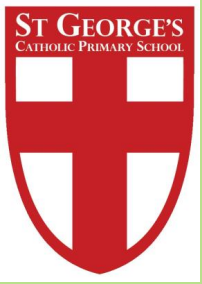
Numbots (all Reception have a login)

Jack Hartman - counting songs.

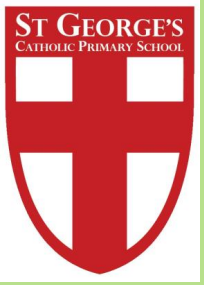
Topmarks – maths game



- ‘Follow’ us on **Facebook** – the closed group posts weekly updates from classes to share a flavour of what’s been going on in school that week.
- **Tapestry** – secure Online Learning Journal - to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. Please comment on and add your own posts to Tapestry. This will help us to have a more robust overview of your child’s development, including evidence we may not see at school.
- Weekly ‘**blog**’ and information updated regularly on the school **website**:
www.stgcps.org
- **Office email**: office@stgcps.org
- **Class Teacher email**: misslawson@stgcps.org



Activities with your child.



Thank you!