



CHILTON FOLIAT PRIMARY SCHOOL

Early Years Foundation Stage (EYFS)

Support for Home Learning Information Pack

Phonics and Reading and Maths

With thankfulness, courage and love, we strive to improve heart and mind

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst". John 4:13



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Phonics and Reading in the EYFS



Helping your child with phonics and reading at home

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Introduction

Children are encouraged to read at home every day. Research shows that children who read daily develop reading fluency at a more rapid rate and become more confident writers. Building a positive partnership between home and school is essential in developing confident young readers. As they learn the building blocks to read at school, so they practise being amazing readers and storytellers at home.

Reading Decodable Books

- The books that children take home are fully decodable, and are closely matched to their developing phonic level and to the Unlocking Letters and Sounds phonics programme.
- It is important that the books are fully decodable, not highly decodable or with 'challenging words' and that each book is clear about which GPCs (Grapheme/Phoneme Correspondence) it is practising.
- To ensure there are fully decodable books that precisely match our progression on a week-by-week basis, we use the **Reading Stars Phonics and Big Cat for Letters and Sounds** programme to support the **Unlocking Letters and Sounds Phonics programme**.
- The order of books used for practice, both at home and at school, match the teaching of GPCs. For example, if a child is learning Phase 3, they should not be taking home books containing split digraphs, as these are not taught until Phase 5.
- Children will be reading fully decodable books at 90% fluency in class and at 95% fluency for home reading.

What's in your book bag?

A Wallet with Letter Tiles

The letter tiles mirror the sounds that are being taught in class. A timetable for introducing the sounds will be sent home at the beginning of each term. Don't be tempted to race ahead as the sounds are built up over time and jumping ahead could cause confusion or cognitive overload.

Oral blending is also a key part of the process of learning to read and should be practiced regularly. You can support your child with this by sound talking everyday phrases such as "time to get your c-oa-t" or "Do you want j-a-m on your t-oa-s-t?" or playing a game such as "Simple Simon says touch your ch-i-n, stand on one l-e-g, s-i-t down."

Once oral blending is mastered you can try making some words with the letter tiles. Ask your child to point to each letter and say the sound then read the whole word. You may need to support your child initially with this, by saying a whole word for them.

Please click on the link below for more information from Unlocking Letters and Sounds.

Phonics information session for parents

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A Reading Book

Once your child can say the sounds for s, a, t, p, i, n, m, d and has mastered oral blending they will bring home a school reading book.

In Reception and Year 1, the children will have one or two decodable books to take home per week. The fully decodable book will be matched to your child's current secure knowledge and understanding of GPCs. They are encouraged to read this book multiple times (at least three) to develop skills in blending, word recognition, fluency and prosody, inference and comprehension.

This will continue in **Year 2** until they reach the point where they no longer need a fully decodable book. This is the point when they have mastered all the above skills and are considered fluent readers.

Click on these links for Common Exception Words we learn to read in Reception: -

[Phase 2 CEW](#)

[Phase 3 CEW](#)

[Phase 4 CEW](#)

Click on this link for Common Exception Words we learn to read in Year 1: -

[Phase 5 CEW](#)

A Reading Record

The reading log should be completed every time you hear your child read a schoolbook, practice his/her letter tiles, or play a reading game. It must always be dated, the title of the book or activity recorded, and a short comment included. The comment should then be signed or initialed by the adult. You can also use the reading log to ask for support and we will sometimes use it to comment on progress or set a reading target.

Examples of reading log entries:

5.10.22	Practised letter tiles s, a, t, p, i, n.	Anna read all the letter tiles confidently and at speed. LJ
6.10.22	Used letter tiles to make words sat, pin, pan, tin, pit	Sam read all the letter sounds but found blending to read the whole word tricky. LJ
7.10.22	Read Pat a Pan	Began to blend more confidently. Enjoyed talking about the story. LJ

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Celebrating our love of reading – Reading Award Scheme

The school has a Reading Award system which allows the pupils to earn rewards for reading regularly at home. Each time your child's reading is recorded he/she will earn a point. These points are collected and over time will enable your child to earn rewards.

- 📖 30 Reads – Peacock bookmark
- 📖 70 Reads – Bronze Certificate
- 📖 120 Reads – Silver Certificate
- 📖 180 Reads – Gold Certificate
- 📖 250 Reads – A book
- 📖 320 Reads – Emerald Bookmark
- 📖 400 Reads – Ruby Bookmark
- 📖 500 Reads – A book

Reading awards will be handed out at our weekly Celebration Assembly and parents will be notified in advance if their child is due for an award.

Reading with your Child at Home

It is our expectation that you will hear your child read or practice his/her letter tiles every day. Sessions should be short (around 10-15 minutes) so that focus can be maintained.

First Read

Talk about the book cover and the title. Ask "What do you think this book will be about?" Then carry out a pre-read. In the front of most books there are letter sounds to practice and words to read before beginning the book. Ask your child to complete these so that they can read them confidently when they meet them in the book. Then read the words to your child under "Check your understanding". Your child is now ready to begin reading the book and this first read is all about decoding. As your child decodes the words, draw their attention to any words that are repeated or were met at the front of the book. Can they remember these words without needing to sound them out again?

Second Read

Ask your child if they can remember what the book was about. Recall any words that were tricky last time. Ask your child to read the book again, reading as many words as they can without sounding out (this will increase over time.) At the end of reading, use the back of the book (some but not all books have this section) to ask your child the comprehension questions, looking back through the book if needed. If no specific comprehension questions are included, then talk about the story or content of the book.

Third Read - Reading with Prosody

Prosodic reading, or reading with expression, is widely considered to be one of the hallmarks of the achievement of reading fluency. When a child is reading prosodically, they will add expression and intonation, use pauses or character voices effectively and will read with good pace. In effect, they will be reading as a storyteller.

A video to support parents with reading at

home: <https://www.youtube.com/watch?v=Hhu3xeNq3Kg>

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Reading to your child and promoting the love of reading

Don't forget that it is also extremely important to read stories to your child as this is where they will learn new vocabulary, how to change their voice, to ask questions or to become a character in a favourite book. Have fun and enjoy the shared experience of reading with pleasure together.



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Maths

in the EYFS



Helping your child with maths at home

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Maths is Everywhere

Young children have lots of important mathematical experiences every day and there are lots of ways to help them develop their mathematical skills. We all use maths many times a day and you can support your child at home by talking about the maths you use in your day-to-day routines or by joining in with activities such as cooking or playing a board game. These 'real life' experiences will help your child to understand what maths is used for as well as how we can use maths to have fun!



Maths in the EYFS

Children need lots of practical experiences to link what they can hear, see, and feel with the idea of using numbers and shapes. The more time they have to explore and practise new skills or to revisit skills in different situations, the more confident they will become. In school, learning is developed in small steps with many opportunities to understand how we can use prior learning to help us master new skills.

In reception children will be learning to: -

- Verbally count beyond 20 recognising the pattern of the number system.
- Compare quantities up to 10, using the vocabulary greater than, less than and the same as.
- Represent patterns within numbers up to 10, including odds and evens and double facts.
- Subitise (recognise quantities without counting) to 5.
- Automatically recall number bonds to 5 and some bonds to 10 (including subtraction facts).
- Make simple patterns and talk about them.
- Name 2d and some 3d shapes such as circle, square, triangle, rectangle, cube and cone.
- Use language to describe where things are, such as over, under, above, below, on, in, next to, beside and to describe length and weight, such as, longer, shorter, heavier.

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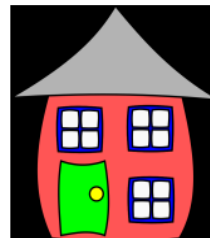
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Maths Around the House

- Can you find me three big potatoes?
- Put a biscuit on each plate. How many do you need?
- Can you find a bigger plate to put the cake on?
- Did we need more or less flour than sugar?
- Count how long it takes you to get dressed/brush your teeth.
- Countdown to special events using a calendar.
- Knowing when your birthday is.
- Counting pocket money.
- Point numerals out on clothes and toys.
- Counting tins in the cupboard.
- Looking at shapes in the environment.



Maths Outdoors

- How many seeds/bulbs are for this hole?
- Use language tall/tallest and short/shortest to talk about trees and plants.
- Is this hole big enough for plants?
- What shapes can you see on the fence?
- Collect things and count how many you have.
- Create an obstacle course.
- Look for numbers as you are walking along the street, on house doors, on a bus or in a shop window. You could see how many of a particular number you can spy.
- How many red cars can you count?
- Give children a small bag in which to collect 5 or 10 interesting things.



Maths at the Shops

- Can you put 5 apples in the bag?
- How many carrots did we write on the shopping list?
- How much is the loaf of bread?
- What shape is that block of cheese?
- How much money do you have for your treat?
- Is your bag heavier/lighter than mine?



Maths for a Rainy Day

- Play with a calculator.
- Use their own footprints cut out of newspaper to make a trail to the front door.
- Make a number bundle by tying together five small resealable sandwich bags and putting one object in the first bag, two objects in the second bag and so on.
- Make a birthday card for a friend and write the number of their birthday on the front.

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- Cut out numbers from magazines to make a maths collage.
- Play a board or card game such as snakes and ladders or snap.
- Play 'I-spy' using descriptions instead of an initial letter, for example, 'I spy with my little eye something that is long and prickly'.
- Put some items into a feely bag then ask your child to feel and count. Can they say how many items are in the bag?
- Turn an old cardboard box into a car park for some toy cars. How many spaces do you need? What happens if some cars leave the car park?
- Bake a cake, make biscuits or a fruit salad.



Some Useful Websites for Children

Games for the computer:

<http://www.topmarks.co.uk/maths-games/3-5-years/counting>

<http://www.maths-games.org/>

<http://www.crickweb.co.uk/Early-Years.html>

Apps:

Busythings- Feed the Monkey (*counting*)

Busythings- Busy bundle 1

Motion Math: Hungry Fish (*Addition and Subtraction*)

Maths age, 3-5 and Maths, age 4-6 (*Mixture of activities*)

Songs:

Counting to 20- <https://www.youtube.com/watch?v=Aq4UAss33qA>

Positional language- <https://www.youtube.com/watch?v=idJYhjGyWTU>

2d shapes- <https://www.youtube.com/watch?v=pfRuLS-Vnjs>

3d shapes- <https://www.youtube.com/watch?v=2cg-Uc556-Q>

Doubles- <https://www.youtube.com/watch?v=e-KTHfrFit0>

One less- <https://www.youtube.com/watch?v=9qIAhEtK13M>

Five little ducks went swimming one day

Ten green bottles, Five Little Speckled Frogs



This booklet is intended as a brief introduction to Mathematics and a guide for some activities you could do to support your child at home. Children learn in different ways and at different rates, so the most important thing is that you are giving them opportunities to hear and use mathematical language every day at home in practical and purposeful ways.

Please do not hesitate to speak to any of the adults in your child's class if you would like any further ideas or advice.

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