

Home Learning Guidance - Early Years

(Reception)



COLLABORATION
WE DEVELOP STRONG
RELATIONSHIPS AND
WORK TOGETHER.



RESILIENCE
WE KEEP GOING
WHEN THINGS ARE
CHALLENGING



RESPONSIBILITY
WE TAKE OWNERSHIP
OF OUR ACTIONS AND
CHOICES



RESPECT
WE ARE KIND TO
OURSELVES AND
OTHERS



ASPIRATION
WE SET
AMBITIOUS GOALS
FOR OURSELVES

Early Years

Home Learning Expectations

Reception Class (EYFS)































- We encourage all parents/ carers to read a story with their child every night. We also ask parents/ carers to support any reading that is sent home from school. The reading diary should be completed each time the parent/ carer listens to their child read.
- Completing any phonics learning sent home including daily sound sheets which can be used for reading and spelling the words.
- Spend 10 minutes on Doodle Maths/playing a maths game or activity, 3 times a week.
- Additionally, counting games, nursery rhymes, songs etc would be beneficial to the children's learning and would support the learning taking place in school. Learning links will be shared via Tapestry.



Phonics

In Reception, children practise their phonics daily. They learn to read and write the different sounds and blend them together. This helps and supports them with both their reading and writing. It is important that the children continue to consolidate their learning and practise their sounds.

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are 	ur 	er 	ow 	ai 

Red Words

We will be sending home 'Red (tricky) Words' for the children to practise with you.

Red words are not phonetically regular and so need to be learnt by using the 'whole word' approach. The children will develop sight vocabulary of these words.

Red Ditties
RED WORDS

I
of
my
to
the
no
put
for
he

© MD SAGC2020

Read Write Inc.



ably the n
:o underst

elerated p
ut 10 min

Green Band
RED WORDS

the
your
said
you
my
I
he
are
of
no

© MD SAGC2020

Read Write Inc.



child's lec
to expres

if you finc

Pink Band
RED WORDS

all my
the like
I've want
you call
we be
no her
are of
me said
he she
some be
there so
washing to

© MD SAGC2020

Read Write Inc.

Find a comfortable place to read with your child. Encourage them to read the text but do not put too much pressure on them; you can always read to them or try again at another time.

They will also benefit from seeing you read. When you read you are showing them that reading matters and that it is something that brings *you* a lot of pleasure.

We ask all children to read daily at home. Please make sure you sign the diary once you have read with your child.

Questions to ask your child when reading

You can help your child to understand what they're reading (reading comprehension) by asking them questions about what they've read and about what might happen next in the text. Here are some examples of the types of questions you might want to ask them during or after they've read with you:

- Do you like this character? Why / why not?
- Which words best describe that character?
- How do you think that character felt when...?
- How did the story make you feel? Why?
- Where is this book set? How do you know?
- When do you think this story happened? Why do you think that?
- What do you think might happen next?
- Would you recommend this book to a friend? Why / why not?



Supporting Children with their Maths.

Being able to recognise, count and accurately order numbers 0-20 (and beyond if your child is more capable) will be of huge benefit to your child. A secure knowledge of numbers and counting will support them with mathematical problem-solving, not only in Reception but throughout school.

Numbers are all around us, so it is easy to incorporate number recognition and counting into daily life: try going on a number hunt, counting how many Lego bricks are in a tower and playing board games.

There are so many opportunities to work on number skills through play and daily life. Ask your child to tell you which number comes before 10 or after 16, and so on. Or why not make your own number line to 20 on Post-Its or pieces of paper and ask your child to help write the numbers and add the correct number of pictures?



End of Reception Expectations for Reading

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

End of Reception Writing Expectations

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

End of Reception Maths Expectations

Number

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.