

How to support your child at home



Foundation
Miss Hough and Miss Sear
September 2022

Early Years Foundation Stage

The Early Years Foundation Stage Curriculum is made up of seven areas of learning. These areas are Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The curriculum was updated in September 2021. The seven areas of learning have remained the same but the Early Learning Goals have been updated. For example, Maths has a greater focus on mastery in number and there is a big focus on vocabulary throughout all of the Early Learning Goals.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding	Speaking
<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication and Language

What you can do at home to support your child:

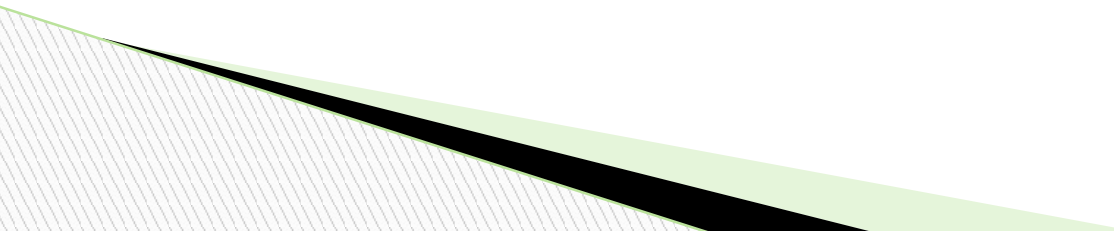
- Talk to your child
- Comment on what they are interested in and what they are doing
- Echo back what they say with new vocabulary added
- Read to your child and engage them in stories, non-fiction, rhymes and poems.

Personal, Social and Emotional Development

Self-Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge• Explain the reasons for rules, know right from wrong and try to behave accordingly• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others• Form positive attachments to adults and friendships with peers• Show sensitivity to their own and to others' needs.

Personal, Social and Emotional Development

What you can do at home to support your child:

- Encourage them to talk about their feelings
 - Give them instructions to follow that involve several ideas
 - Encourage them to get themselves dressed
 - Support them to put their clothes the right way round when they are inside out.
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Physical Development

Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others• Demonstrate strength, balance and coordination when playing• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases• Use a range of small tools, including scissors, paint brushes and cutlery• Begin to show accuracy and care when drawing.

Physical Development

What you can do at home to support your child:

- Practise the letter formation sheets that are sent home and ensure your child is holding the pencil correctly whilst completing them.
- Use playdough to build your child's strength in their hands.
- Encourage your child to use cutlery when eating at home.
- Support your child to use their cutlery to cut up their food.

Literacy

Comprehension	Word Reading	Writing
<ul style="list-style-type: none">• 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 role-play.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

Phonics



At Wavendon Gate School we teach phonics using the Read Write Inc. scheme. This is a daily 45 minute session and is split into three parts.

Part 1 introduces new sounds and practises blending and segmenting words out loud and in our heads, it promotes familiarity and fluency.

Part 2 applies the children's knowledge of sounds into spelling words phonetically. It also introduces those words that cannot be spelt out phonetically. We call those 'red words'.

Part 3 builds up reading fluency using a class book, expression and understanding. The children expand their vocabulary, refer to parts of text for information and gain inference from the text. We want the children to relate what they are reading to real life and above all enjoy reading.

The reading book your child brings home will be linked to the class book they will have been learning at school. The phonic patterns and words will match. Therefore the book they bring home should not be challenging. Please read with your child **at least** four times a week.

Literacy

What you can do at home to support your child:

- Read to your child - Children who are read to develop greater language skills as they quickly learn new words which they can then use in their own writing. They also learn to understand the structure of stories and the various roles characters take.
- Listen to your child read their RWI phonics book.
- Complete the letter formation sheets with your child to ensure they are forming letters correctly.
- Encourage your child to practise writing their name. This could be on paper, with paint or in sand/salt.
- Look for letters and print in the environment.

Literacy

What you can do at home to support your child:

- Encourage your child to help you find things whilst you are shopping. This will enable your child to make real connections between life and school.
- Play I Spy with my little eye something beginning with m (use the sound the letter makes not the letter name)
- Use magnetic letters to help them recognise and write their name, make small words such as mum, dad, cat etc.
- Play blending games e.g. Can you s-i-t/ j-u-m-p. Get your c-oa-t.

Mathematics

Number	Numerical Patterns
<ul style="list-style-type: none">• Have a deep understanding of number 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.	<ul style="list-style-type: none">• 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.



Mathematics

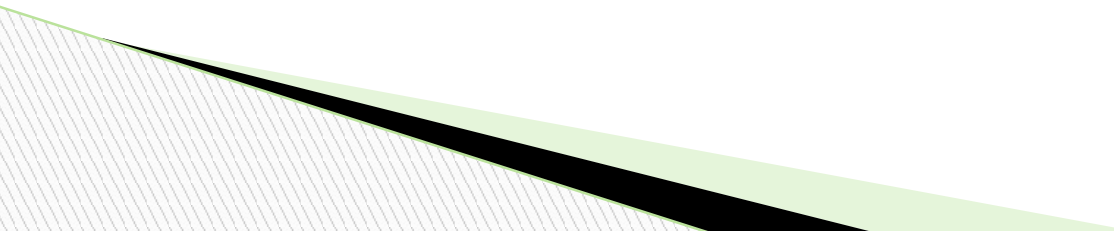


What you can do at home to support your child:

- Look for numbers around your home or when you are out and about.
- Play games that use a dice with your child and encourage them to recognise the number on the dice without counting.
- Play hide and seek. Model counting to 20 to your child before finding them. Can they use positional language to talk about where they were hiding? For example:
 - Under the chair
 - Behind the sofa

Mathematics

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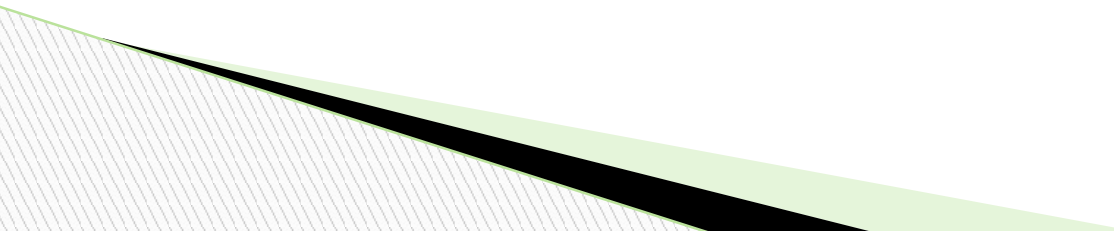
- Encourage your child to count different objects. For example can they count how many teddies they have or how many potatoes are on their plate? What if you eat a potato, how many will you have then? What if I give you one more, how many will you have then?
 - Show your child two groups of objects. Can they talk about which group has more? Which one has fewer? How do they know? How many more/fewer are there?
 - Using ten objects in your home - can you challenge your child to use these to show different ways of making ten.
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Understanding the World

Past and Present	People, Culture and Communities	The Natural World
<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class• Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.	<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World

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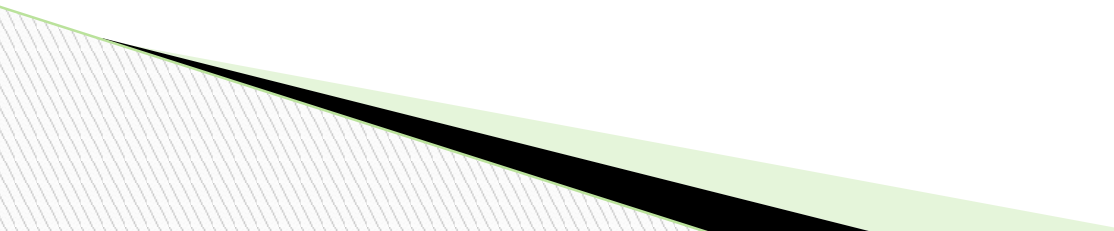
- Spend time looking through family photos. Have people changed? How have they changed? How has your child changed in the different photos you have of them?
 - Encourage your child to talk to different members of their family. What was school like for them when they were younger? What toys did they used to play with?
 - Go outside and encourage your child to explore the natural world around them.
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Expressive Arts and Design

Creating with Materials	Being Imaginative and Expressive
<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used• Make use of props and materials when role playing characters in narratives and stories.	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Expressive Arts and Design

What you can do at home to support your child:

- Talk to your child about what they have made at school. Can they talk about how they made it?
 - Sing nursery rhymes and songs together at home.
 - Act out their favourite stories together.
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Homework

Reading Diaries

Please fill in your child's reading diary by writing the name of the book read, the date, please add a comment and sign. At the moment your child will bring a picture book home that they have chosen from the library. This book will be changed on a Monday (FA) or a Wednesday (FB). Once your child can begin to blend sounds to read words they will bring a RWI phonics book home in addition to their library book. This book will be for them to read to you. Children are expected to read at least four times a week.

RWI Sheets

Your child has started the RWI programme. Please help them to practice reading and writing the sound on the sheet they bring home. These sheets are for you to use at home. They do not need to be returned to school. If you would like extra copies of them you will find them on our class pages on the website.



Tapestry

By now you should all have received an email with a link to allow you to access your child's account. This will allow you to see what your child has done at school as well as share exciting things that happen at home with us.

We will upload observations of your child so you can see the progress they are making towards their Early Learning Goals.



The Wavendon Gate Way

What is 'The Wavendon Gate Way'?

- Our Behaviour Curriculum
- Our School Ethos
- Our Expectations of Pupils
- Our Expectations of Staff

The Wavendon Gate Way

The 3 'R's. Being

- **Respectful** - please and thank you, holding doors, talking kindly to others, greeting others, walking through the school in silence, looking after each other and property.
- **Responsible** - completing work on time, bringing equipment to school, keeping the classroom tidy, accepting responsibility for your actions, saying sorry when you make a mistake.
- **Ready (to learn)** - sitting silently, listening carefully, giving the speaker 100% of your attention, working hard and on task, being in the right place at the right time.

The Wavendon Gate Way

FANTastic Walking

Facing forwards

At a steady pace

Neat single file

Total silence

The Wavendon Gate Way

FANTastic Listening

Facing forwards, hands on lap

Always sit up straight

Never interrupt

Track the speaker

Useful Websites



For support with RWI Phonics visit the websites below:

<https://www.ruthmiskin.com/en/>

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Dough Disco Videos:

<https://www.youtube.com/watch?v=o9D5lfqZF3o>

<https://www.youtube.com/watch?v=i-IfzeG1aC4>