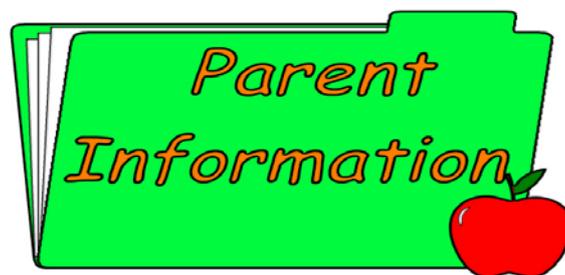


Moorlands Primary School

How to help your child succeed in
Reception



In this booklet we have included information about what your child will be learning, Phonics, tricky words and how to help with spellings and handwriting. We have also included a topic grid so that you can talk or do some

research at the library or on the internet about what we are doing in school with your child.

Useful websites

www.bbc.co.uk/schools

www.phonicsplay.co.uk

www.oxfordowl.co.uk

www.roythezebra.com

www.mathsisfun.com

www.ictgames.com

www.topmarks.co.uk

www.engineeringinteract.org

www.bbc.co.uk/bitesize

<http://resources.woodlands-junior.kent.sch.uk/>

www.oxfordowl.co.uk/for-home

www.crickweb.co.uk

www.compare4kids.co.uk/maths.php

Assessments

Throughout this year your child's progress will be tracked and assessed by their teacher. At the end of the year your child's level of development will be shared with you on their report.



We follow the 'Mastery' approach to learning which provide children with a range of basic, advancing and deep learning activities to achieve the Year Group Expectations, which are as follows.

MATHEMATICS TARGETS FOR RECEPTION



A Reception Mathematician can:

Number

- I can use some number names and number language spontaneously.
- I can use some number names accurately in play.
- I can recite numbers in order to 10.
- I know that numbers identify how many objects are in a set.
- I am beginning to represent numbers using fingers, marks on paper or pictures.
- I can sometimes match numeral and quantity correctly.
- I show curiosity about numbers by offering comments or asking questions.
- I can compare two groups of objects, saying when they have the same number.
- I show an interest in number problems.
- I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- I show an interest in numerals in the environment.
- I show an interest in representing numbers.
- I realise not only objects, but anything can be counted, including steps, claps or jumps.
- I can recognise some numerals of personal significance.
- I can recognise numerals 1 to 5.
- I can count up to three or four objects by saying one number name for each item.
- I can count actions or objects which cannot be moved.
- I can count objects to 10, and beginning to count beyond 10.
- I can count out up to six objects from a larger group.
- I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- I can count an irregular arrangement of up to ten objects.
- I can estimate how many objects they can see and check by counting them.
- I use the language of 'more' and 'fewer' to compare two sets of objects.
- I can find the total number of items in two groups by counting all of them.
- I can say the number that is one more than a given number.
- I can find one more or one less from a group of up to five objects, then ten objects.
- I am in practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- I can record, using marks that they can interpret and explain.
- I am beginning to identify own mathematical problems based on own interests and fascinations.

End of Year Goal Number:

I can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, I can add and subtract two single-digit numbers and count on or back to find the answer. I can solve problems, including doubling, halving and sharing.

Shape, Space and Measure

- I show an interest in shape and space by playing with shapes or making arrangements with objects.
- I show awareness of similarities of shapes in the environment.
- I use positional language.
- I show interest in shape by sustained construction activity or by talking about shapes or arrangements.
- I show interest in shapes in the environment.
- I can use shapes appropriately for tasks.
- I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- I can select a particular named shape.
- I can describe their relative position such as 'behind' or 'next to'.

I can order two or three items by length or height.
I can order two items by weight or capacity.
I use familiar objects and common shapes to create and recreate patterns and build models.
I use everyday language related to time.
I am beginning to use everyday language related to money.
I can order and sequences familiar events.
I can measure short periods of time in simple ways.

End of Year Goal Shape, Space and Measure:

I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. I can recognise, create and describe patterns. I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.



WRITING TARGETS FOR RECEPTION

A Reception Writer can:

I can sometime give meaning to marks as I draw and paint.
I can ascribe meanings to marks that I see in different places.
I can give meaning to marks I make as I draw, write and paint.
I am beginning to break the flow of speech into words.



I can continue a rhyming string.

I can hear and say the initial sound in words.

I can segment the sounds in simple words and blend them together.

I can link sounds to letters, naming and sounding the letters of the alphabet.

I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

I can write my own name and other things such as labels, captions.

I am attempting to write short sentences in meaningful contexts.

End of Year Goal Writing:

I can use my phonic knowledge to write words in ways which match my spoken sounds. I can also write some irregular common words. I can write simple sentences which can be read by myself and others. Some words are spelt correctly and others are phonetically plausible.



READING TARGETS FOR RECEPTION

A Reception Reader can:

- I enjoys rhyming and rhythmic activities.
- I show awareness of rhyme and alliteration.
- I can recognise rhythm in spoken words.
- I listen to and joins in with stories and poems, one-to-one and also in small groups.
- I join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- I am beginning to be aware of the way stories are structured.
- I can suggest how the story might end.
- I can listen to stories with increasing attention and recall.
- I can describe main story settings, events and principal characters.
- I show interest in illustrations and print in books and print in the environment.
- I can recognise familiar words and signs such as own name and advertising logos.
- I can look at books independently.
- I handle books carefully.
- I know information can be relayed in the form of print.
- I hold books the correct way up and turns pages.
- I know that print carries meaning and, in English, is read from left to right and top to bottom.
- I can continue a rhyming string.
- I can hear and says the initial sound in words.
- I can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- I can link sounds to letters, naming and sounding the letters of the alphabet.
- I am beginning to read words and simple sentences.
- I use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- I enjoy an increasing range of books.
- I know that information can be retrieved from books and computers.



End of Year Goal Reading:

I can read and understand simple sentences. I use phonic knowledge to decode regular words and read them aloud accurately. I also read some common irregular words. I can demonstrate understanding when talking with others about what I have read.



Phonics

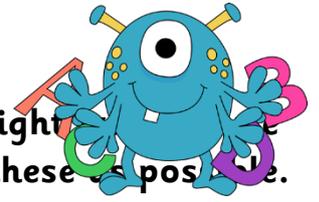
Please play games to help your child learn these sounds. Ask your child's class teacher if you need ideas.

Below is a table which shows all the sounds that most children should know by the end of Reception. (See phonics sounds and actions for further information).

s	a	t	p
i	n	g	o
c	k	ck	e
u	r	h	B
f	ff	l	ll
ss	j	V	W
x	y	z	zz
qu	ch chop	sh shop	th thin
th then	ng ring	ai rain	ee feet
igh night	oa boat	oo book	oo pool
ar Farm	ur Hurt	ow cow	oi coin
ear dear	er sister		



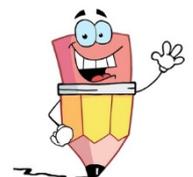
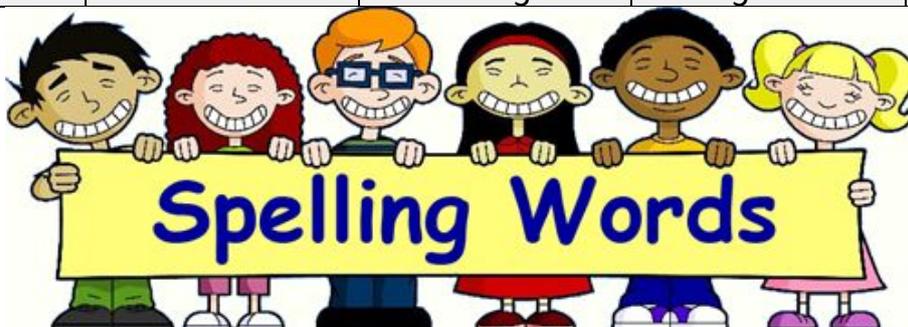
High Frequency Words



These are the words that your child will meet in reading and might use in writing. Please encourage your children to learn as many of these as possible.

In the chart below is a list of the first 100 words.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an



Handwriting.

When your child is writing make sure that they are sitting comfortably and that their book is at an angle which will help their writing flow. Below is the formation that we teach in school.

A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z

abcdefg hij klmnopqrstuvwxyz

y z

Reading

Reading plays a very important part in Reception.

Your child will bring home a reading book every week. Please write any comments in the Reading diary. It is also important that they read a variety of texts at home too – comics, newspapers, signs, labels, library books etc.

Make sure that you talk about what your child has read – to ensure that they have not just read the words but fully understood it too. Ask them about the characters, the plot the setting, likes and dislikes and also things that are inferred by the text but not actually said.



Topics

Below is a grid of Topics that we will be covering over the year. Please talk to your child about these areas. Each term a curriculum newsletter will be sent home with more details and suggestions on how to help your child.

Autumn ½ term 1	Spring ½ term 1	Summer ½ term 1
All about me	Bears	On the farm
Autumn ½ term 2	Spring ½ term 2	Summer ½ term 2
Light and dark	Once upon a time ...	Under the sea

We hope you find this information useful and if you have any further questions now or later in the year please do not hesitate to speak with us.

Thank you