

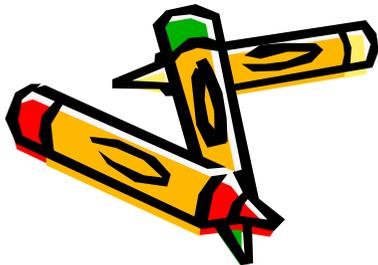
Early Learning

Helping Your Child with Reading,
Writing and Mathematics



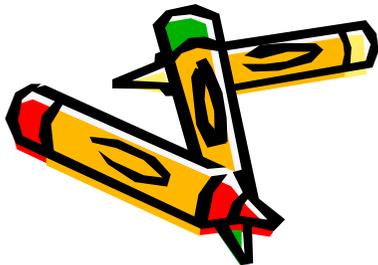
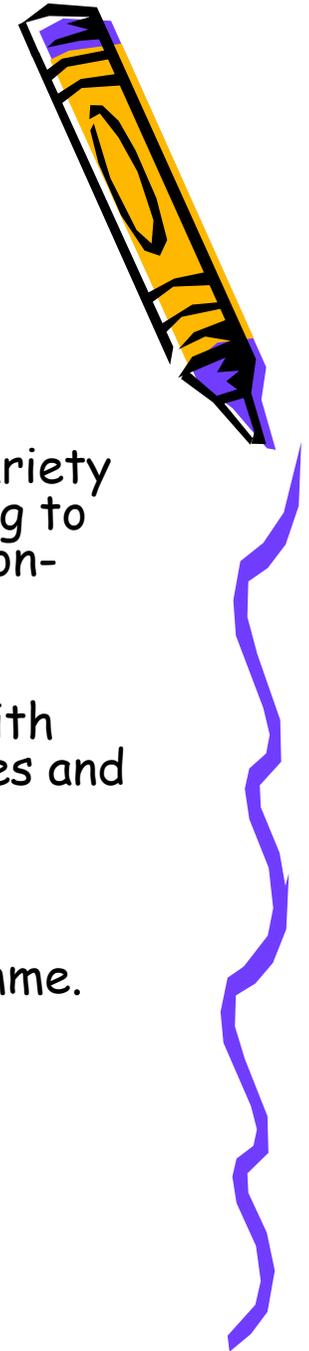
Working Together

- Your child is now in the Reception Class at our school and we hope the experience so far has been a happy and positive one. The aim of this booklet is to explain our approach to the teaching of reading, writing and mathematics; and encourage you to become partners with us enabling your child to reach their full potential.
- Your child has already learnt many things with you; their first words, their first steps, their first nursery rhyme. We now ask you to share their continuing learning journey.



Our Approach to the Teaching of Reading

- At St. Catherine's we use a wide selection of books from a variety of schemes. The books are graded into colour bands according to their level of difficulty; and include picture books, stories, non-fiction and poems.
- The reading scheme is also supported by Big Books for use with the whole class, story CDs, computer programmes, word games and phonic activities.
- The children practise their reading through regular reading sessions, literacy activities and a structured phonics programme.



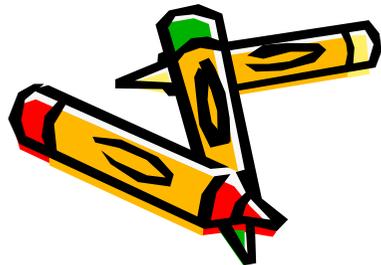
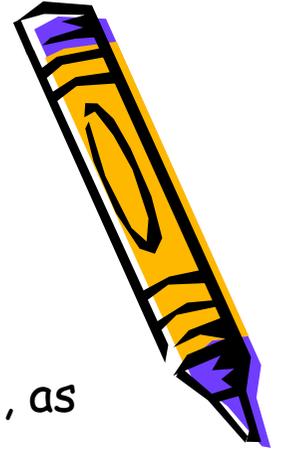
Reading

Reading Practice takes place every day in the Reception Class, as part of the Read Write Inc phonics sessions.

During these sessions the children share books with a partner within small groups.

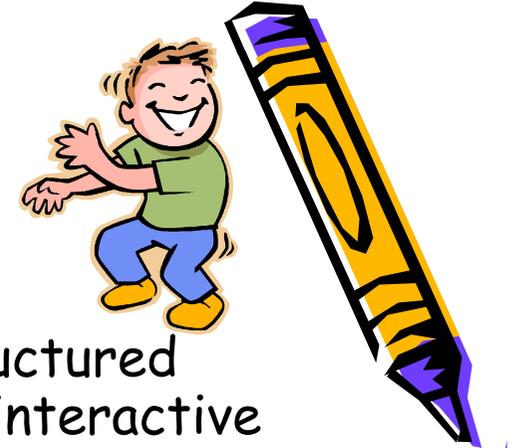
Parents are welcomed into school once a week to help with reading practice. If you would like to become involved with reading, please don't hesitate to ask!

Books will be changed on Monday, Wednesday and Friday.

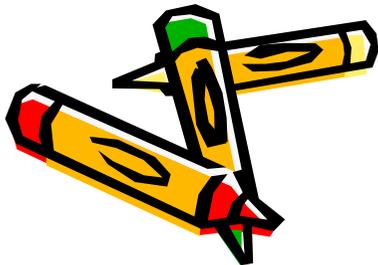




Phonics Teaching

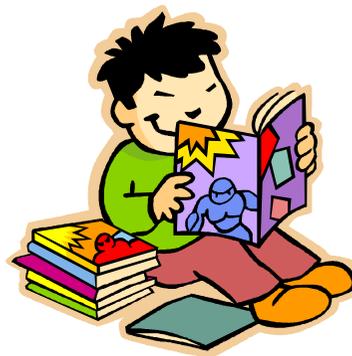
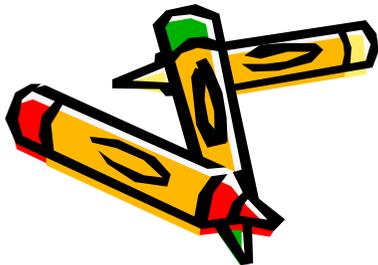


- Phonic knowledge is taught daily through a structured programme called Read Write Inc. It involves interactive activities: stories, drama, games, computer programmes; and is fast paced and fun. This enables the children to very quickly develop the strategies needed to sound out unfamiliar words.
- Letter formation and handwriting is taught alongside the phonics programme, so that reading and writing can develop hand in hand. The children are also taught to recognise "red/tricky words" by sight; words that cannot easily be decoded using phonic knowledge.



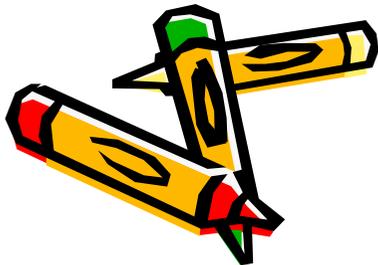
Helping your Child with Reading

Each child needs a "Reading Folder" to enable them to take books home. These are available to purchase from the School Office. Children are given a Reading Record to keep inside. We encourage all parents / carers to read regularly with their child and to record the date and title of the book read. You may also want to add a comment. Did the child enjoy the book? Did they tell a good story from the pictures? Did they understand the story and retell it? Did they recognise many words? Did they use their phonics to sound out words? Your comments help us to see your child's progress and are really valued. Please ensure reading books are brought to school daily.



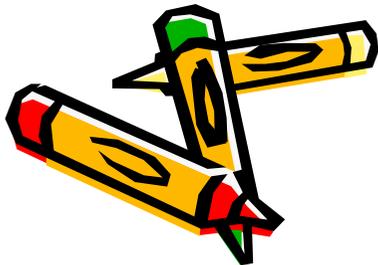
Care of Reading Books

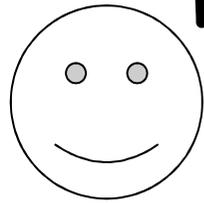
It is important that children value books and learn how to handle them carefully. All books are expensive to replace if they are spoiled or damaged. Please ensure that reading books are kept out of reach of younger siblings; and help us to look after the books by keeping the reading folders solely for reading books, homework books, library books etc. We have found that squashed bananas and reading books do not mix well!



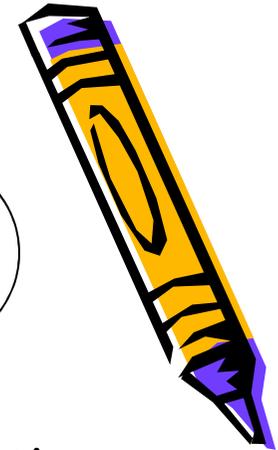
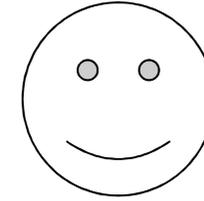
Learning Packs

- A range of reading, writing and number packs will also be available for the children to borrow to support them in their development.
- Learning Packs will be available between 8.45am and 9am in the classroom.
- If anything is missing from a pack please let us know so that we can replace it.
- Please sign each pack out and return it before borrowing another. Thank You

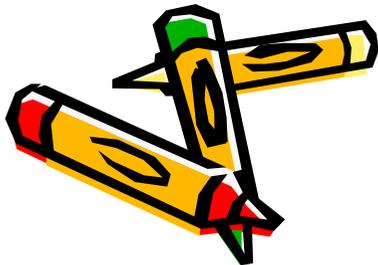




Reading At Home PLEASE DO!

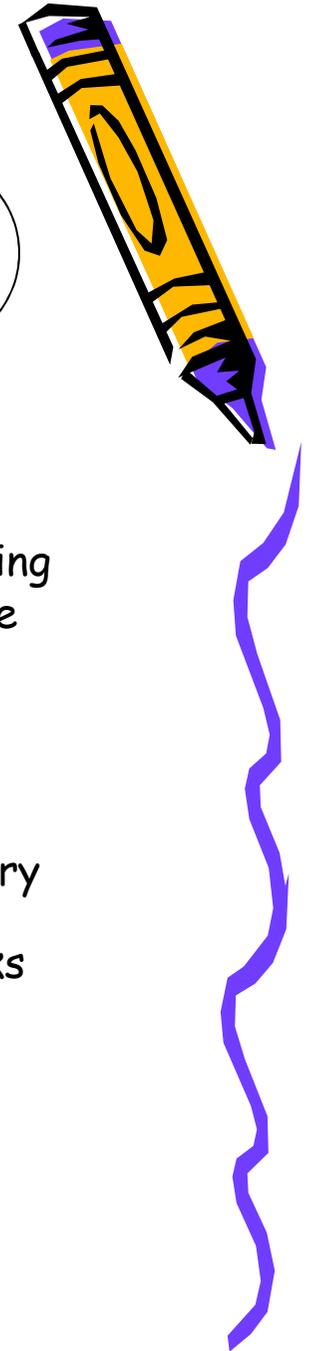
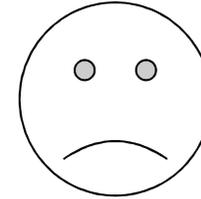


1. Find a warm, comfortable place where there are no distractions.
2. Make sure your child is not too tired.
3. Make it fun!
4. Look at the pictures together and take time to enjoy them. Build up your child's confidence. Give praise and encouragement.
5. "Little and Often" is the guideline. One marathon session per week is not to be advised. A few minutes each day that are enjoyable are more beneficial.
6. Build up a positive attitude towards books. Join the library. Let your child see you reading whether it is a novel, the T.V. guide, a magazine or a DIY manual!

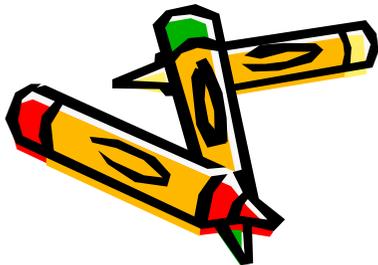




Reading At Home PLEASE DON'T!

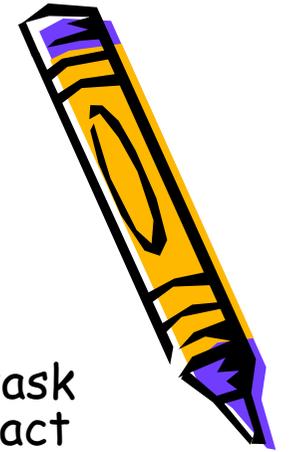


1. Don't take the child away from a favourite activity that they are engrossed in.
2. Don't worry when your child makes mistakes - this is part of learning to read. If your child stumbles over a word, encourage them to use one of the following strategies:
 - Look at the sounds in the word
 - Look at the picture for clues
 - Read the rest of the sentence and think of a suitable wordIf your child is still struggling, tell them the word to keep the story flowing and maintain interest.
3. Don't make it a race to read through every colour band. Good books are worth reading more than once!



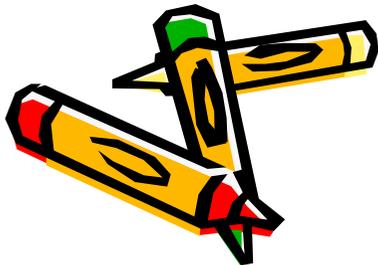
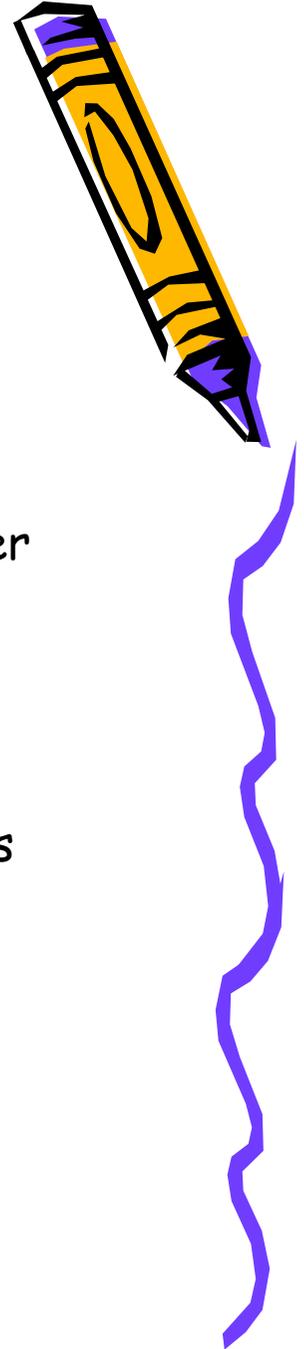
Our Approach to the Teaching of Writing

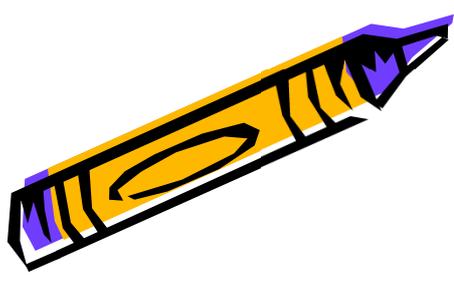
- Writing consists of two different elements: the mechanical task of learning how to form the letter shapes correctly; and the act of writing for a purpose.
- Learning the correct letter formation from the beginning is really important as it is very hard to correct bad habits later.
- At St Catherine's, letter formation is taught alongside the phonics programme, to reinforce the link between the sound and the shape of each letter. From the beginning of school we teach children cursive writing; we introduce joining strokes and flicks on the letters to make it easier for children to make the transition to joined up writing at a later stage. The children are shown where to start each letter and the correct direction. Letter formation is practised in practical activities such as making letter shapes in salt or sand, written with a finger in the air, "sky writing", practised very large on the classroom interactive whiteboard; and written on small whiteboards or paper.



Writing for a Purpose

- Writing activities are planned around the general topics being explored in the classroom. Writing takes place indoors and outdoors and is often based around a role play theme.
- For example this may involve writing a label or sign, writing a birthday card or a letter, making a list or recipe, taking an order in the "café", filling in the patient's notes in hospital role play, filling in a car repair form in the role play garage.
- Children are encouraged to "have a go" at writing, using the phonic knowledge that they have already acquired. This is supported by the use of "alphabet mats" which show the letters and associated pictures used in the Read Write Inc. phonics scheme.



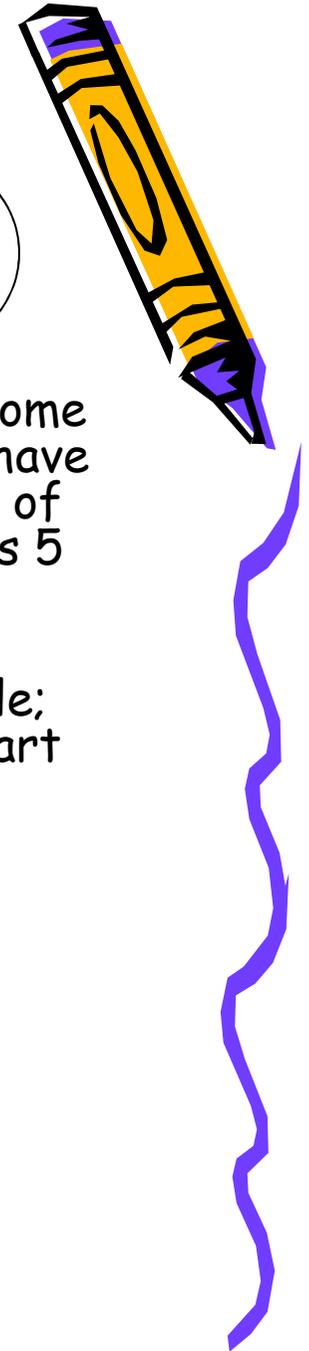
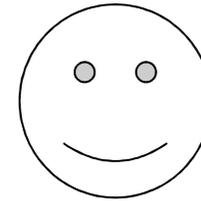


• Sample Alphabet:-

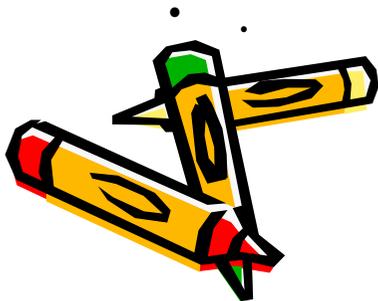
Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz



Writing At Home



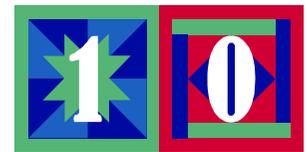
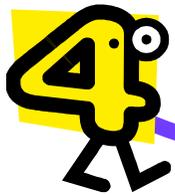
- Children will have a homework book. Each week we will send home letter formation sheets that correspond to the sounds that have been learned in RWInc during the week. These will form part of the homework reward scheme; each time your child completes 5 pieces of homework or takes home 5 learning packs they will receive a small prize
- Please support your child with these tasks as often as possible; reminding your child how to hold their pencil and where to start each letter.
- Ask your child to help to write the shopping list.
- What sound does banana start with? How do I write that?
- Write birthday invitations/thank you cards.

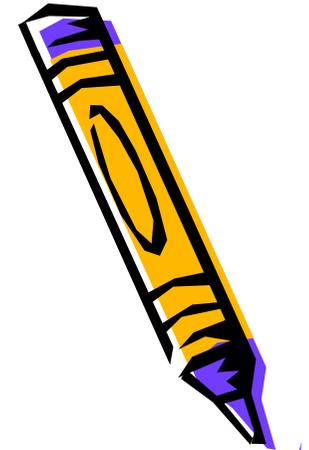




Mathematics

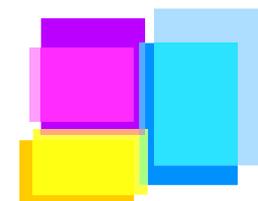
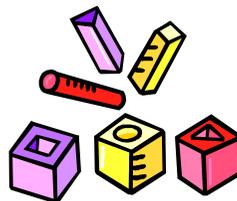
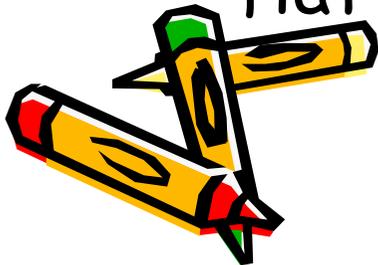
Playing with Numbers





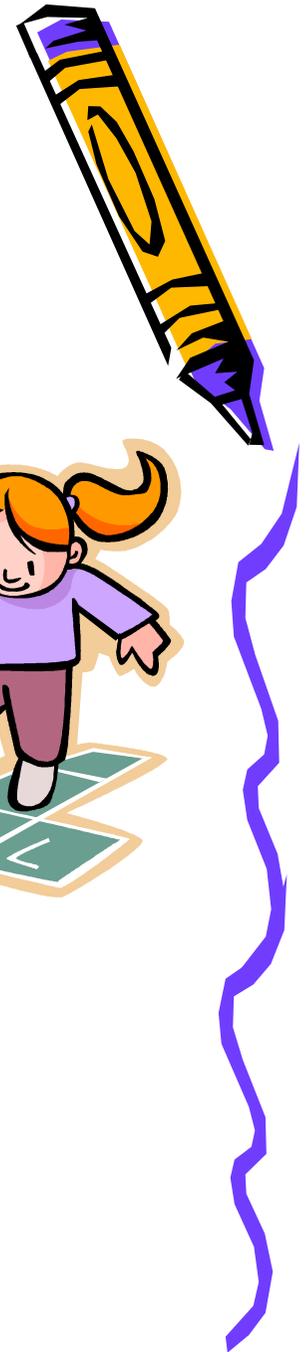
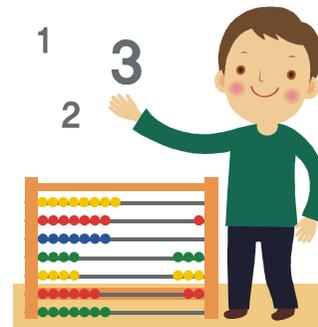
Maths Targets.....

- Say and use number names in order
- Count up to 20 objects reliably
- Recognise and order numbers 1 to 20
- Use language such as "more" and "less" to compare two numbers
- Find one more or one less than a number
- Relate addition to combining two groups of objects and subtraction to taking away
- Recognise and recreate simple patterns
- Describe the shape and size of solids and flat shapes



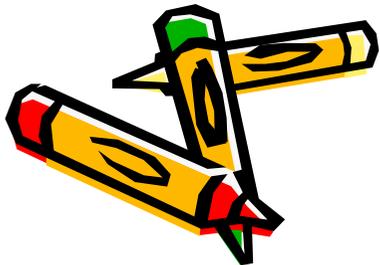
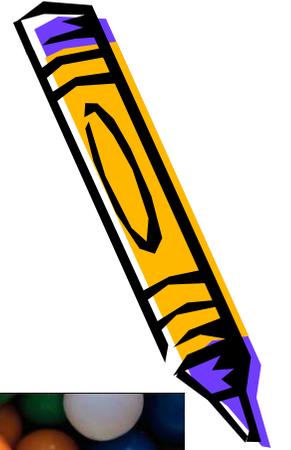
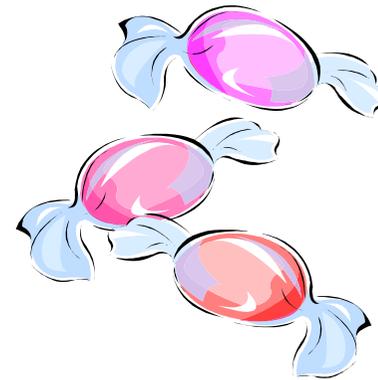
Numbers and Counting

- Songs, stories and number rhymes
- Practical activities
- Counting in sequence
- Accurate counting
- Recognising numerals
- Ordering numbers
- Activities indoors and outside



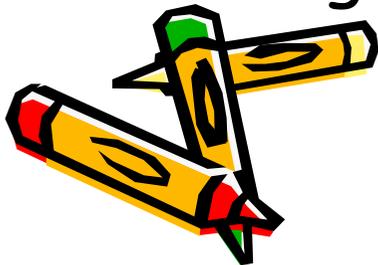
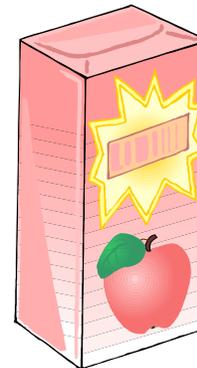
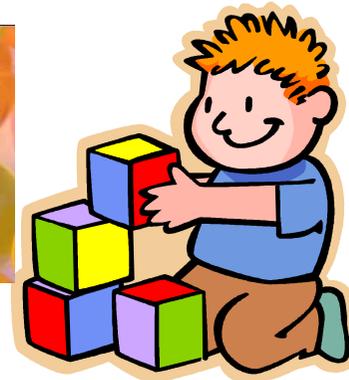
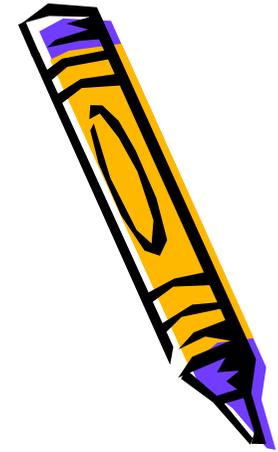
Calculating

- Identifying more or less
- Finding one more or less
- Adding numbers
- Taking away
- Counting on and back
- Solving number problems
- Finding missing numbers



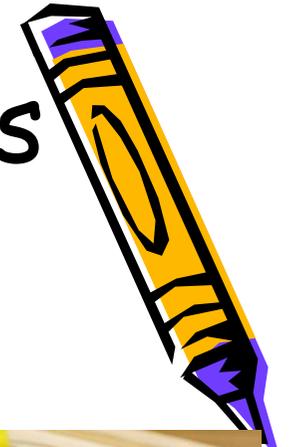
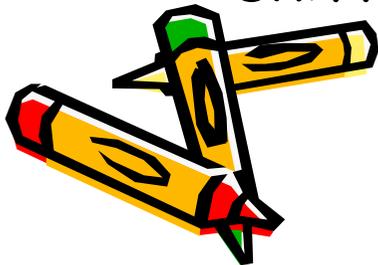
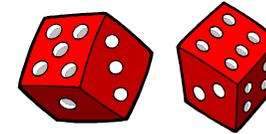
Space, Shape and Measure

- Identifying, naming and describing 2D and 3D shapes
- Sorting objects into sets
- Making patterns
- Comparing objects by weight, length, size
- Using positional language



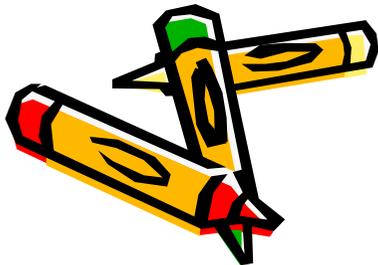
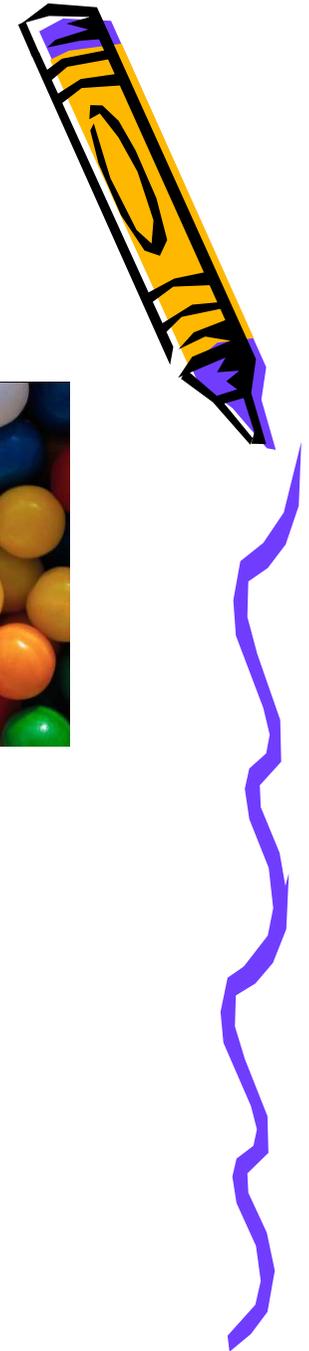
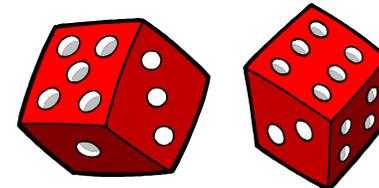
Helping your child with numbers

- Read numbers in the environment - on doors, birthday cards, telephone numbers
- Play board games, counting on from a number
- Count and sort toys, plates, cutlery
- Count stairs on the way up to bed
- Play hopscotch or skittles



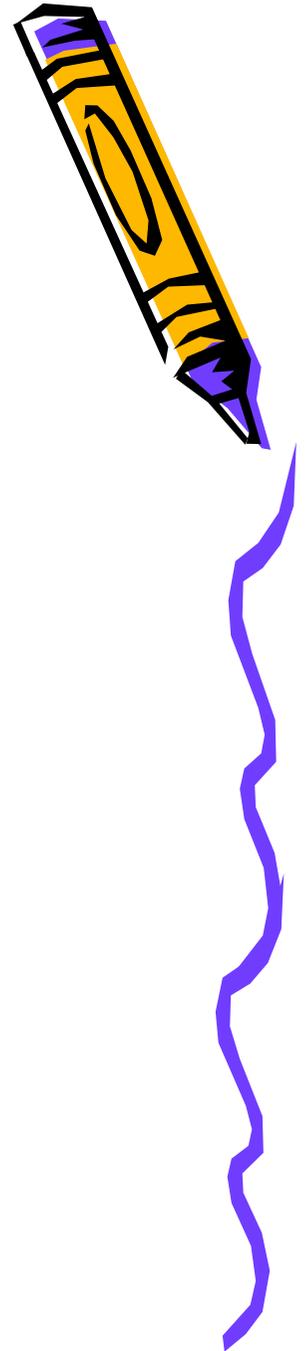
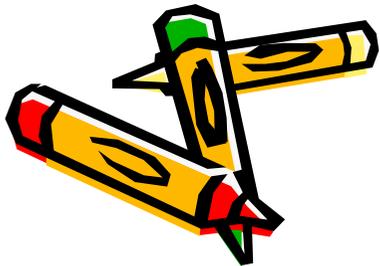
Helping your child with calculation

- Play with a bag of coloured balls
- Estimate how many of each colour there are.
- Count how many of each colour.
- Are there more red or more green?
- Play with a basket of "treasures",
• e.g. fir cones, shells, toys -
- Throw a dice and get a soft toy animal to take some away.
- How many are left now?



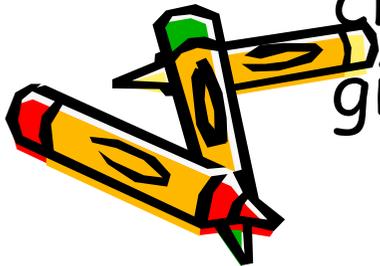
WOW!

- WOW! certificates are a great way for you to share your child's learning. They will be shared with the class and kept in the child's Learning Journey.



Final thoughts

Please can dinner menus be in on a Monday morning. They cannot be altered during the week and children can only be offered a main meal if no choice has been given.



If your child does not have a PE kit or wellies/wet weather gear in school can they be brought in ASAP. PE is on a Wednesday and we hope to spend Friday mornings outside!

