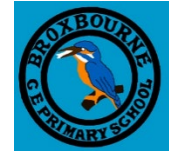




How can I help my child – Literacy

Term: Spring 2



Reading

Reading to your child and listening to them read is really important. Reading to a child gives them new vocabulary, phrases and the understanding that the intonation in your voice changes as you read. Giving children opportunity to practise their reading to you, strengthens their understanding, word recognition and fluency. Activities to help support reading:

- Picking out tricky words and digraphs from the text
- Discussing what is happening on each page
- Predicting what might happen next
- Discuss the Author and Illustrator
- Discuss Fiction and Non Fiction

Writing

Writing short sentences, using a capital letter to start the sentence, finger spaces after each word and a full stop at the end of each sentence will support your child achieving age related ARE) at the end of this academic year. If this is overwhelming for your child, encourage them to write the shopping list, or key words from a place of interest i.e. farm, zoo, park.

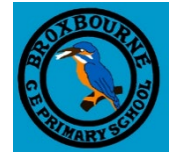
- Use the digraph cards we sent home to make words – remember as long as you can sound them phonetically, they are correct. This will support their recognition of the digraph and trigraph sounds.
- Phonetical writing – In EY2 we teach children to level 4 phonics. This includes single letter sounds, digraphs and trigraphs and consonant clusters. There is so much more learning for the children as they progress through Y1 and Y2. Therefore, we focus on the phonetical spelling of a word. For example, five would be spelt – fighv as the children have not learnt the split e digraph yet (and won't learn this until year 1). A phonetically plausible attempt at spelling School could be spelt as *scoll*. House could be spelt as *hos / has* – again they have not learnt the rule of the silent e at the end of words and will not learn this until Year 1. This will encourage children to be independent in their writing, developing fluency and confidence.
- Tricky Words – practise **reading** and **writing** these. These are words that cannot be phonetically spelt; they just have to be known. The children learn approximately 50 High Frequency words / Tricky Words in EY2. If they aren't secure with them as they move into year 1, there is a lot of catching up to do alongside learning the Year 1 tricky words. Children can write short sentences or captions using these words. You could put a word on the fridge, dinner table, TV and see if the child can read it and give you a sentence with the word in it. Oracy, using full sentences, is also very important in the Early Years.

This is all learning that has been taught and we are now consolidating in class. Any support at home would be beneficial to your child's learning.



How can I help my child – Maths

Term: Spring 2



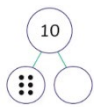
Counting

In number there is a lot for the children to have secure knowledge in by the time they leave Early Years.

- Recognise numerals 1-20 and can order these confidently
- Know that numbers tells us how many there are in a set
- Count in 10's and have an understanding of what this represents
- Count in 5's and have an understanding of what this represents
- Count in 2's and have an understanding of what this represents
- Write their numerals the correct way round
- **Subitise to 10** This is the instant recognition of a collection of objects without counting. For example, knowing that the dots on the card represent 5. These dots can be laid out in any formation, it is still 5.



- **Composition to 10** This is what a number is made from. For example the number 8 is made up of 8+0, 7+1, 6+2, 5+3. The children have learnt to 'switch' these numbers to see 0+8, 1+7, 2+6 and 3+5. We use bricks, number blocks, unifix, pegs, counters etc to show this representation of each number. We also use the whole / part worksheet shown.
- Playing board games will enhance your child's recognition of number to 100 and also the skill of counting on. (it is also great for Personal Social and Emotional Development as turn taking and losing are also important skills to learn!).
- More than and fewer than – recognising which number is more than a number and which is fewer than. Again we teach this with number blocks or unifix, creating a stair pattern. Children should be able to say our stem sentence '5 is more than 4 and 4 is fewer than five' using these stairs.



Shape, Space and Measure

In shape, space and measure children are taught

- 2D and 3D shapes. We have introduced the language of Vertices (points) edges and Faces (sides) when talking about 3D shapes. Children need to be able to recognise these shapes and name them.
- Measure is language such as tall, taller, tallest. The same language with short and long.
- Positional language such as in front of and behind, as well as on top, under, next to, in and in between is always something that catches children out.
- Time is o'clock and half past on an analogue clock, but we do also touch on digital ones.
- Capacity is language such as full, half full, nearly full, nearly empty and empty.
- Pattern – children should be able to create a repeating pattern using objects rather than colour. For example



This is all learning that has been taught and we are consolidating in class. Any support at home would be beneficial to your child's learning.