

Victoria Dock Primary School



Welcome to Our Foundation 2
Curriculum Afternoon

Daily Routines



Activities throughout the day include;

- Independently entering the classroom
- Morning Work- fine motor development
- Maths
- 'Choosing our Learning Time' and adult initiated activities
- Phonics
- Lunch
- Shared Reading time
- 'Choosing our Learning Time' and adult initiated activities
- Story time

EYFS Ethos- Children Need...



- To support and encourage children when facing new experiences and exploring the environment.
- To help to develop positive relationships and attitudes.
- For all children to feel safe and happy.
- To respond to each child as an individual.
- To be provided with meaningful contexts for learning based on observation, assessment and next steps.

The EYFS Framework



7 areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Assessment and Monitoring



- Early Years Outcomes Statements- 7 areas of learning then broken down into 17 strands.
- Age appropriate learning- 30-50 months and 40-60 months at this stage of the academic year.
- Early Learning Goals.

Phonics and Early Reading



At Victoria Dock Primary School we deliver phonics through the Letters and Sounds programme.

What is
Letters and
Sounds
Phonics?

Letters and Sounds Phonics



- Whole school system of teaching phonics and learning to read and write.
- Children will work in smaller groups to support their development and independence.
- Phonics is a system of learning to read and write words by breaking them down into individual phonemes (sounds).

Blending for Reading



Recognising letter sounds in a written word. Children say each sound and blend them together in the order that they are written, this helps their reading.

m a t = mat



l u n ch = lunch



Types of words



Some words are phonetically decodable that the children learn to read. They allow children to become fluent readers because regular reading means that they become familiar and recognise/read them on sight. They can then use their knowledge of these words to read similar words more quickly.

For 'high frequency words/tricky words' children will need to learn on sight because they contain parts that are not decodable. For example the word 'no' could be decoded as 'n-o', but children must learn the correct pronunciation and spelling. They might only be red words until a specific sound is learnt or because people pronounce them differently in different parts of the country. However, some high frequency words/tricky words are decodable, for example 'a-n-d'.

Segmenting



Identifying all the sounds in a word.

E.g. if a child hears the word 'log' they will learn to identify that the word 'log' has 3 sounds, this helps their spelling for writing.

Children use their robot arms to help segment Words.

log = l o g
● ● ●

Games



During our phonics sessions we introduce a selection of games for the children to learn from.

This includes:

- Musical Statues
- Swatting Game
- Matching Pairs
- What's Missing?/Shopping list
- Georges' Gym

Early Reading Skills: Lilac Books



Early Years Outcomes

Literacy: Reading

30-50: Handles books carefully.

30-50: Holds books the correct way up and turns pages.

40-60: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

40-60: Enjoys an increasing range of books.

40-60: Knows that information can be retrieved from books.

Does your child demonstrate pre reading skills?

Books Without Words



Can your child...

- Talk about the front cover- find the title? Guess what the story is about? Name the characters? Discuss the setting?
- Throughout the book, can they talk about what they can see? What might happen next?
- Make links to their own experiences? (e.g. What happened when they went for a haircut.)
- Summarise the story once it is complete?
- Handle it and turn the pages careful?

Books with words: Pink Books and Red Books



Early Years Outcomes

Literacy: Reading

40-60: Hears and says the initial sound in words.

40-60: Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

40-60: Links sounds to letters, naming and sounding the letters of the alphabet.

40-60: Begins to read words and simple sentences.

ELG's



Reading within both school and home is ultimately building up to children meeting the ELG...

Early Years Outcomes- Early Learning Goal

Literacy: Reading

ELG: They read and understand simple sentences.

ELG: They use phonic knowledge to decode regular words and read them aloud accurately.

ELG: They also read some common irregular words.

Books With Words



Can your child...

- Follow the text with their finger (left to right)?
- Answer questions about the story? What do you think the story is about? Who is that? What are they doing? Why has the character done that? What do you think will happen next?
- If your child cannot blend the whole word, can they pick out the initial sound? Can they repeat words after you? Can they then find it on the next page?
- Can your child 'sound out' or 'blend' the words to then read a simple sentence?
- Can they repeat the sentence to gain understanding and meaning?

How to Help at Home...

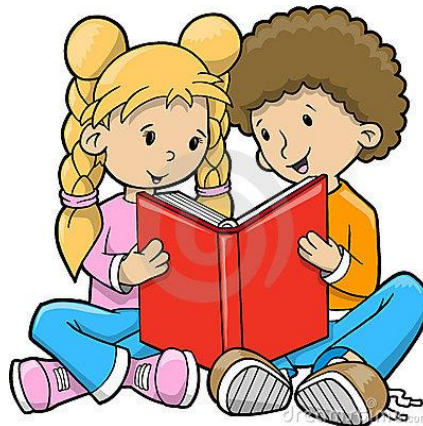


- Talk to your children about daily activities.
- Read to your children as often as you can.
- Practise talking like robots throughout the day and while playing games e.g. body game.
- Foster a love of books e.g. take children to the library or book shop.
- Spot letters and words in familiar signs or packaging.
- Model reading- newspapers, lists, food packets etc.

Have fun!



- Children make progress at different rates and they will make more progress if they are enjoying themselves.
- Make phonics, reading and writing fun at home.



Homework



- School Website.
- All About Approach.
- Selection of activities for you to choose from.
- Not compulsory but it does help to support our work in school.

School Website



<http://www.victoriadockschool.org.uk/>

The screenshot shows a web browser window displaying the school's website. The browser's address bar shows the URL 'victoriadockschool.org.uk/mychildclass/foundation-stage-2'. The website header features the school's logo on the left and contact information 'Tel. 01482 598200 | admin@victoriadock.hull.sch.uk' on the right. The main banner is a colorful graphic with a white silhouette of a school building, a sailboat, and fish. Below the banner is a navigation menu with links for Home, Our School, Latest News, Curriculum, Events Calendar, Parents, PTFA, and Contact Us. A social media widget for @VictoriaDockPS is visible on the right, containing a tweet from October 14, 2016, about a parents workshop. At the bottom left, there is a black and white photograph of several young children wearing winter hats.