

# Codicote C of E Primary School



## Curriculum Guide For Reception

This guide has been produced by the Codicote School Staff to provide an overview of the Maths and English curriculum for your child's year group, and to provide guidance in how to support your child's learning in spelling, handwriting and reading at home.



These are the Early Learning Goals the children are working towards for the end of Reception.

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

## General Guidance - Reading

Listening to your child read throughout their time at Primary School will have a significant impact on their reading development.

### **Hearing your child read:**

#### **Choose a quiet time**

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

#### **Make reading enjoyable**

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

#### **Maintain the flow**

If your child mispronounces a word do not interrupt immediately; instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, use of letter sounds rather than 'alphabet names'.

#### **Be positive**

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

#### **Success is the key**

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

#### **Regular practice**

Try to read with your child on most school days. 'Little and often' is best.

#### **Communicate**

Your child will have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

#### **Talk about the books**

There is more to being a good reader than just being able to read the words accurately; just as important, is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their

favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

### **Variety is important**

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, children's newspapers and information books.

### **Reading to your child**

Reading to your child is an important part of developing their literacy skills, whatever stage they are at as a reader. Listening to stories provides opportunities for them to develop an understanding of characters, themes, and the structure of a story, and shows them how to use expression, and note punctuation when they are reading aloud. Also, it is a great motivator to learn to read themselves, so that they can experience the delights of a good book whenever they want to.

Benefits:

- It promotes longer attention span
- It builds listening skills and imagination
- Children discover an expanding chain of knowledge
- It broadens and extends vocabulary
- Books teach your child thinking skills early. When you read to your child, they learn to understand cause and effect, and learn to exercise logic, as well as think in abstract terms
- Books teach your child about relationships, situations, personalities, and what is good and what is bad in the world. They learn the consequences of actions, and the basics of what is right and wrong. Books provide material for imagination and free play.
- When your child reaches a new stage in their growth, or experiences a new and unfamiliar situation, reading to your child about a story relevant to their new experience can relieve their anxiety and help them cope.
- Your child learns early that reading is fun and not a chore. Reading to your child influences them to be a lifetime reader

### **Parent tips:**

- Form a habit of reading to them at the same time each day, or at least several times a week. Choose a time when you and your child are both relaxed and not rushed.
- Choose books that your child will be most interested in, and appropriate for their age. A young child likes colourful drawings and pictures of people.
- Sometimes, your child likes a particular book and wants to hear it repeatedly. Do not discourage this, since they find reading this book pleasurable - and pleasure is what they should get from reading!
- Teach your child to treasure books and treat them with respect - keeping them clean and in good condition.
- Take books to read to your child on long trips and places where you have to wait like the doctor's office.

## Handwriting

Our aim in teaching handwriting is for the children to be able to write neatly and legibly at speed. As they move through the school, we expect them to write in 'joined up' (cursive) handwriting.

When your child starts to hold a pencil, please encourage them to use a suitable grip, such as the one shown below. This will help to ensure that appropriate pressure is used, and that your child develops a comfortable grip that gives them good control over the pencil or pen.



Please encourage your child to slant the paper slightly when writing. For right handed children, the page should be slanted with the right hand corner at the top, and for left handed children, it should be slanted with the left hand corner at the top. This is so that the child does not smudge their work, and can see what has been written.

We use a scheme throughout the school to teach handwriting. The letter style and formation is shown here:

### Letter Formation

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

Letters without leads:

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

### Joining Letters

Mrs Pollard Mr Browne

Mrs Foster Mrs Ogle

Mrs Wood Mrs Pyle

Miss Churchill Mrs Frost

Miss Grainger Mrs Eaton

Mr Pyle Mrs Broad

Miss Clark Mrs Gloyn

Mrs Mason Miss Doran

Mr Massey Mrs Mesher

Mrs Abrahams Mrs Harry