



'Supporting your child's  
development at home'  
*Parents as Partners*

Tuesday 29<sup>th</sup> September



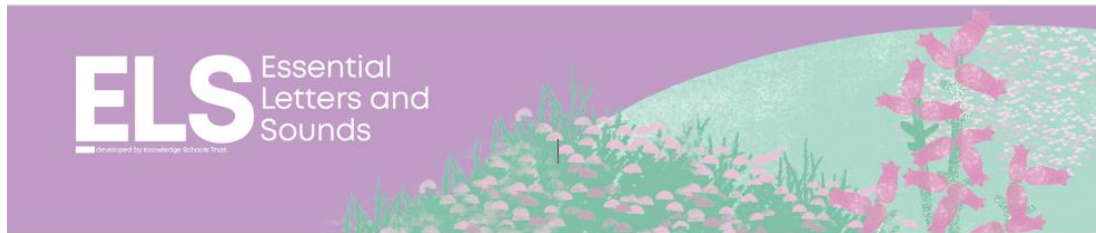
# CL



- From birth to 5 it is a crucial time in developing children's language. This involves:
  - building up their vocabulary
  - the ability to talk in sentences
  - understanding of instructions
  - how well they can put their thoughts into words to tell someone what has happened
  - listening carefully
  - giving eye contact when they are talking



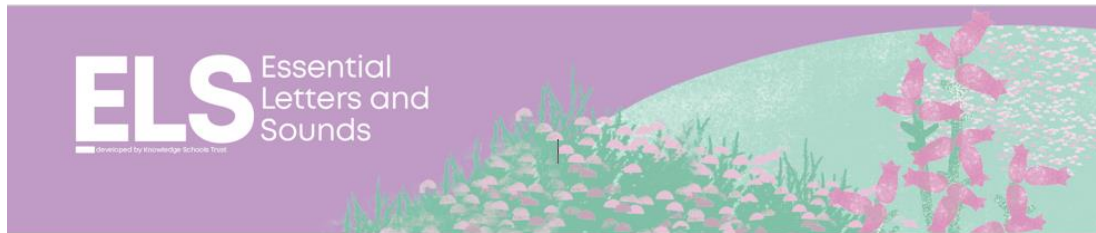
# Phonics and Reading



*At Tudor, we use the Essentials Letters and Sounds Programme to teach phonics. The children are taught 4 sounds each week and the 5<sup>th</sup> day we review all the new sounds. We learn to use our phonics to read and spell words. Some of the words we teach are Harder to Read and Spell which means they can not be sounded out.*



# Phonics and Reading



*In each phonics session we learn how to:*

- *Segment words into sounds*
- *Identify sounds in words*
- *Blend words together*
- *Write simple words using our phonic knowledge*



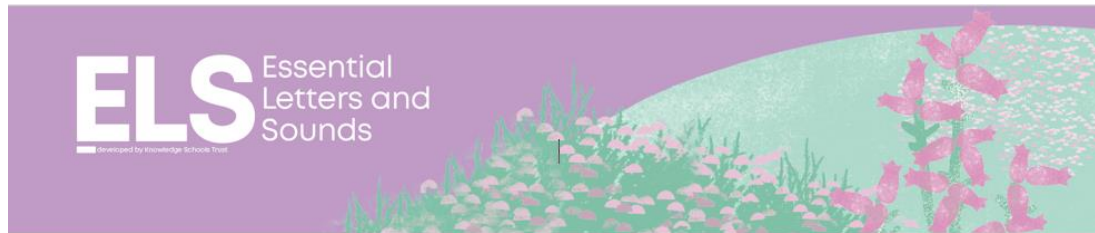
# Phonics and Reading



- To best support your child when they are learning to read, we suggest that you read the decodable text provided by the school at least **4 times** across the week. Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader.
- Another key way to support your child is to read to them too! Share exciting and engaging books and stories with them.
- It is a key part of learning for children to re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision). By reading texts several times children have the greatest opportunity to achieve this fluency.
- The texts sent home by your child's school are carefully matched to the teaching taking place. Your child will be practising what they have been taught in school with you at home. Your child should be able to decode and read their phonics book independently, though they may need some support with blending at the beginning of their reading journey. There will be some words that are not decodable, we call these 'harder to read and spell', you can help your child with these words when they are reading.



# Phonics and Reading



*Useful links:*

Parent tab: <https://essentiallettersandsounds.org/parents/>

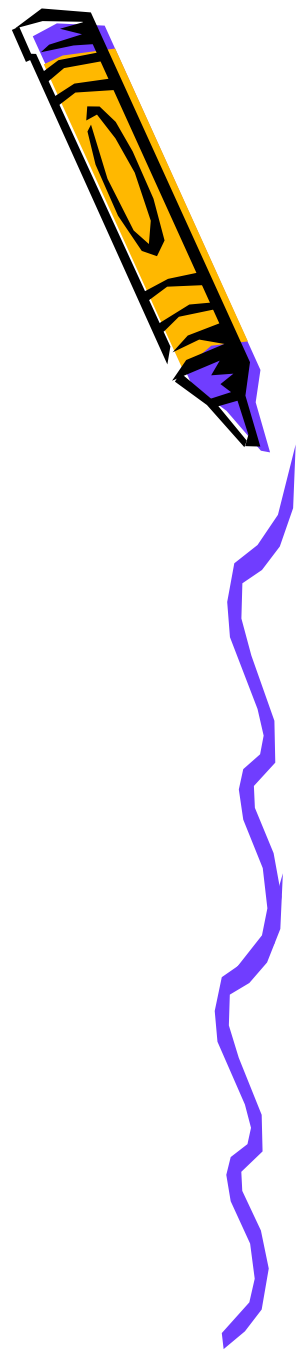
*Tutor Phonics Tab:*

<https://www.tutor.herts.sch.uk/page/?title=Phonics+and+Early+Reading&pid=184#:~:text=Children%20begin%20learning%20Phonics%20at,to%20then%20apply%20this%20independently.>

*Please check tapestry (redwood rainbow) to see what we are learning each week.*



# Writing



- Developmental progression in writing:
  1. Readiness for writing (fine and gross motor development)
  2. As their control improves, their handwriting develops too.



# Readiness for writing

'Before we ever put a pencil in a child's hands, those hands should dig, climb, press, push, pull, squish, twist and pinch in a wide variety of environments and with a variety of materials.'

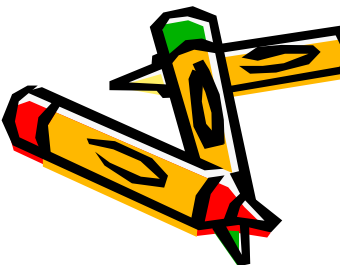


# Progression

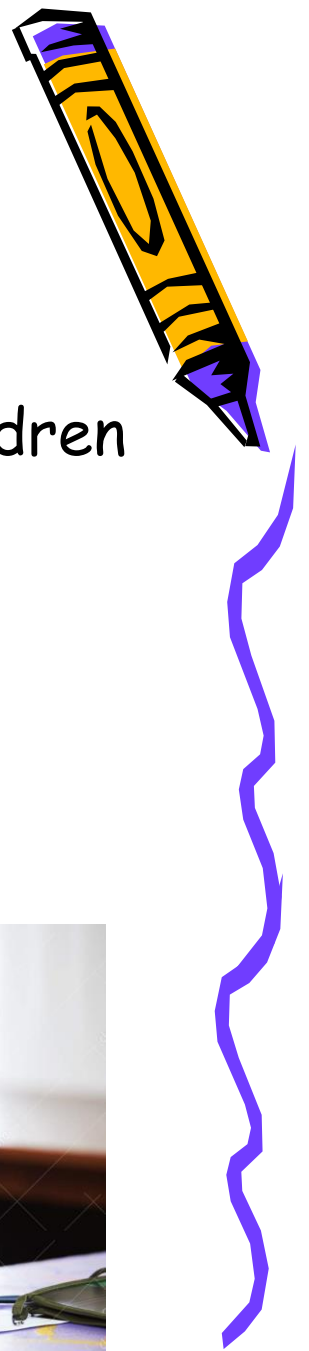


## HeidiSongs' Chart of the Developmental Progression of A Child's Writing

|                                                                                                                                   |                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                   |                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                                                                       |
| <p>1. Pictures</p>                                                                                                                | <p>2. Random Scribbling</p>                                                                                                                                      | <p>3. Scribble Writing<br/>(Written in linear fashion to mimic real writing.)</p>                                                                                                                                      | <p>4. Symbols That Represent Letters</p>                                                                                                                                                                              |
|                                                                                                                                   |                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                                                                       |
| <p>5. Random Letters<br/>(No relationship between sounds of letters and what the child is trying to say.)</p>                     | <p>6. Letter Strings<br/>(Progresses from left to right and top to bottom when the child "reads" his writing.)</p>                                               | <p>7. Letter Groups<br/>(The groups have spaces in between to resemble words.)</p>                                                                                                                                     | <p>8. Environmental Print<br/>(Child copies print found in the room, often without knowing what the words are.)</p>                                                                                                   |
| <p>Thehcanr<br/>(The horse can run.)</p>                                                                                          | <p>We wn to the s<br/>(We went to the store.)</p>                                                                                                                | <p>To daye i wot<br/>to play withf the<br/>white board and<br/>the shapes and<br/>I won to play<br/>with my fen<br/>(Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> | <p>One day I saw<br/>my Frid it was<br/>Israel and Antonio<br/>and Thay got lost<br/>I fad Thim.<br/>The end<br/>(One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> |
| <p>9. Beginning Sounds<br/>(Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p> | <p>10. Early Inventive Spelling<br/>(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p> | <p>11. Inventive Spelling<br/>(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>                          | <p>12. Transitional Writing<br/>(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>                   |



# Writing



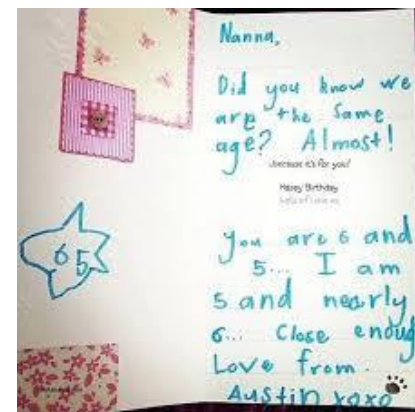
- Three main skills/ attitudes that we want children to develop:
  - Letter formation
  - Understanding how to write a sentence
  - Seeing themselves as writers



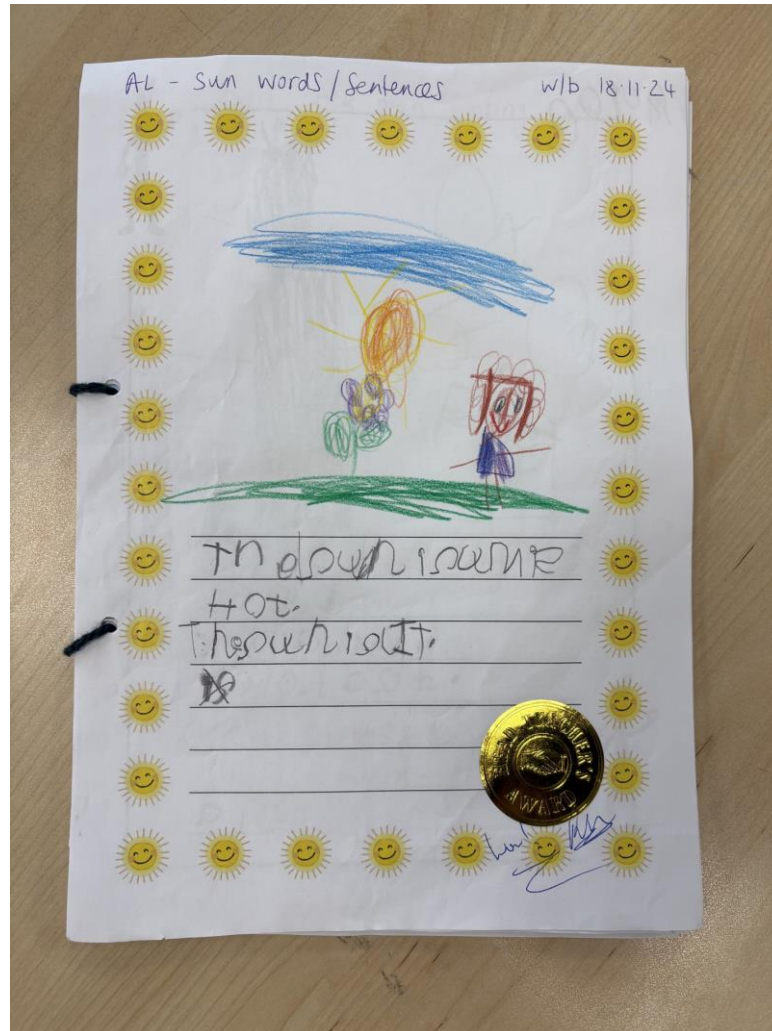
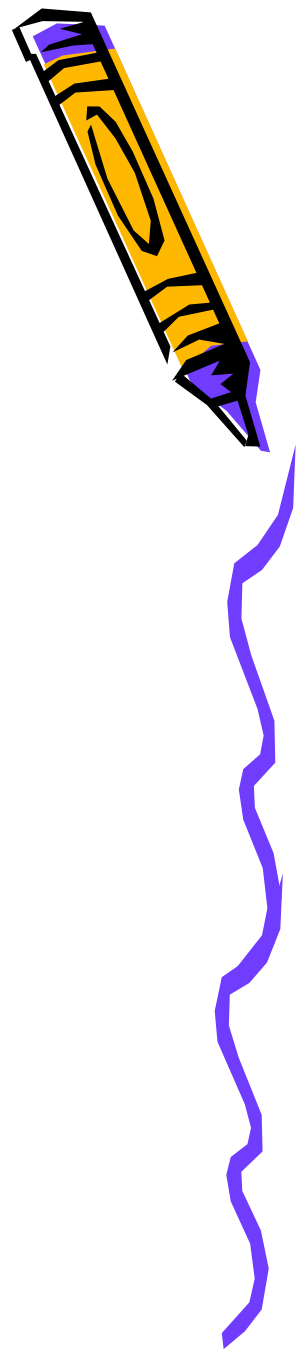
# Seeing themselves as writers



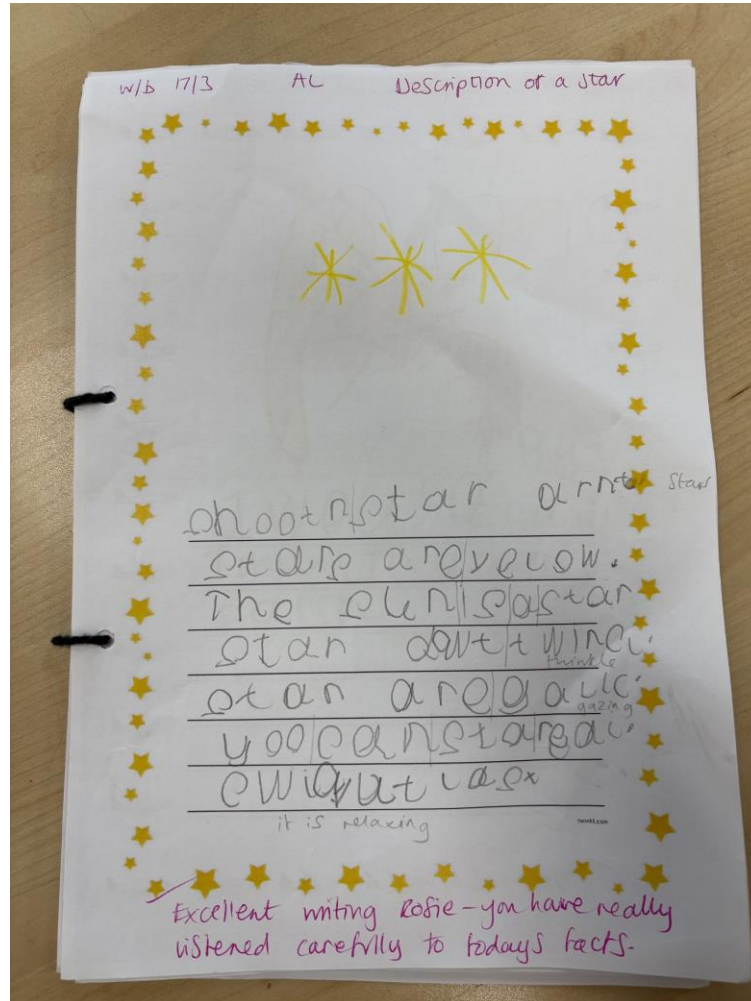
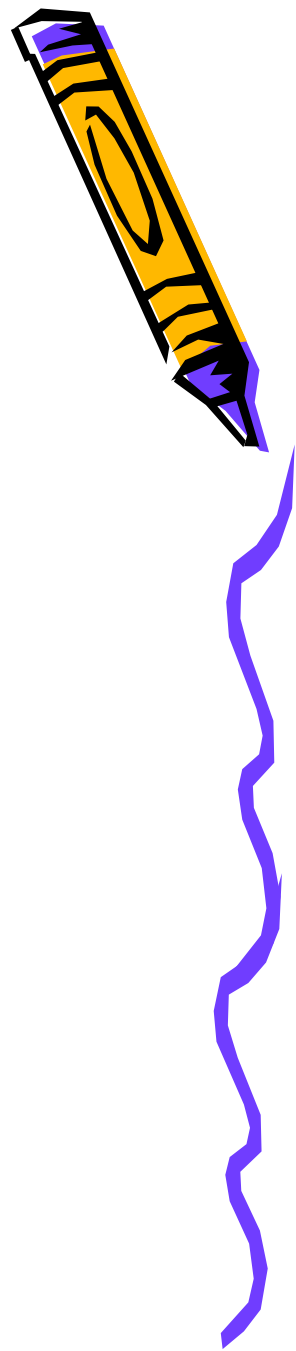
- How you can help:
- Functional writing: make it fun and meaningful e.g. their name in a birthday card, a shopping list, a map for a character etc.
- Let them write what they hear e.g. ***I wt to a prc*** - in lowercase!
- Point out environmental print.
- Share with us on tapestry.



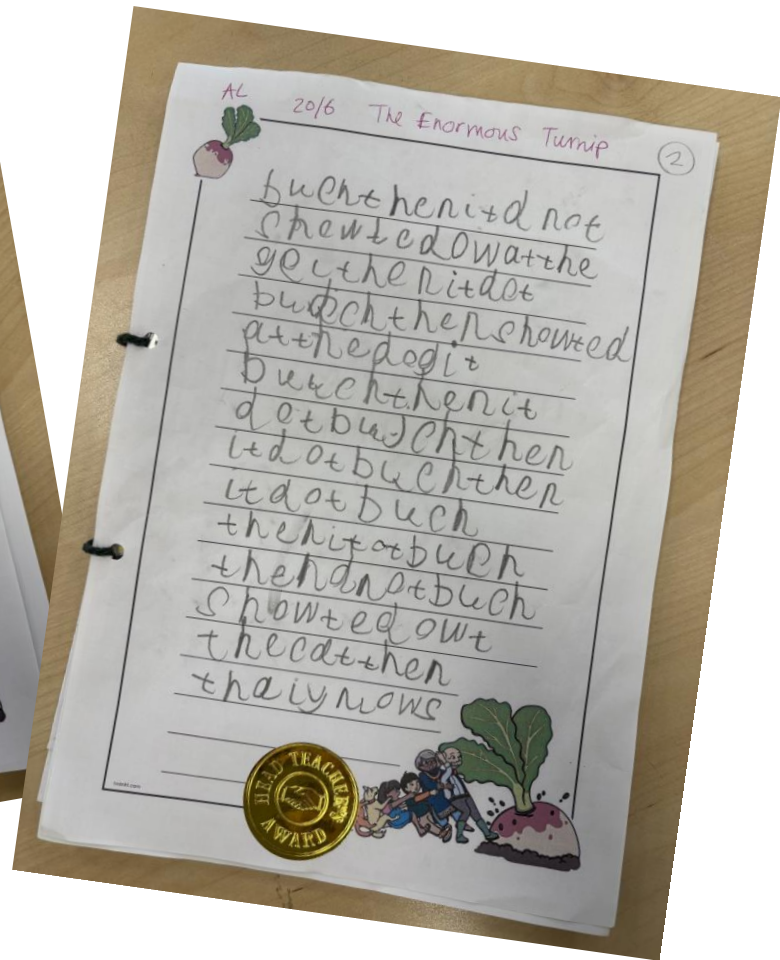
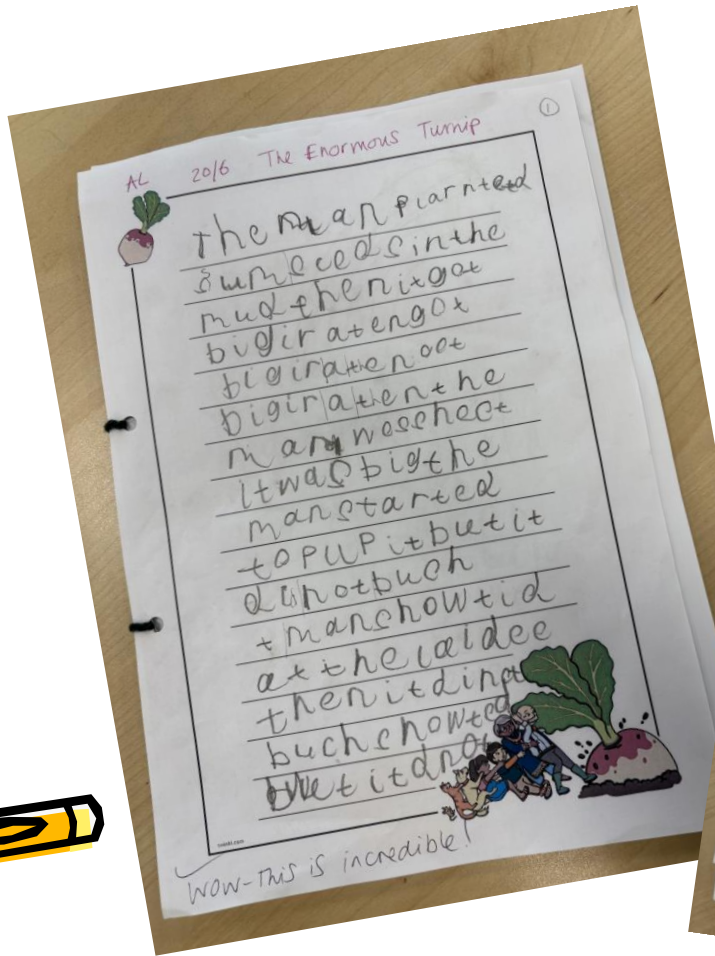
# How writers develop... (Autumn term)



# Spring term...



# Summer term...



# Maths in the early years



- How do we approach mathematical development in the early years?
  - Maths is just as important as literacy and is taught daily.
  - It is taught through Adult-led activities and enhanced during play and learn
  - 'Maths mastery' describes the stage where children have a deep, secure and adaptable understanding of mathematics.



# Our approach at Tudor



# Number Blocks



- Within our 'Maths Mastery' scheme, we teach and explain many of our themes through small number blocks clips. They support our teaching in a visual way and explain the relationships between numbers and how we represent them in different ways.

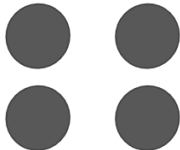
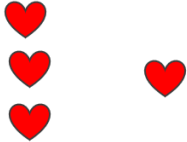


Look at how number 3 has 3 of everything...



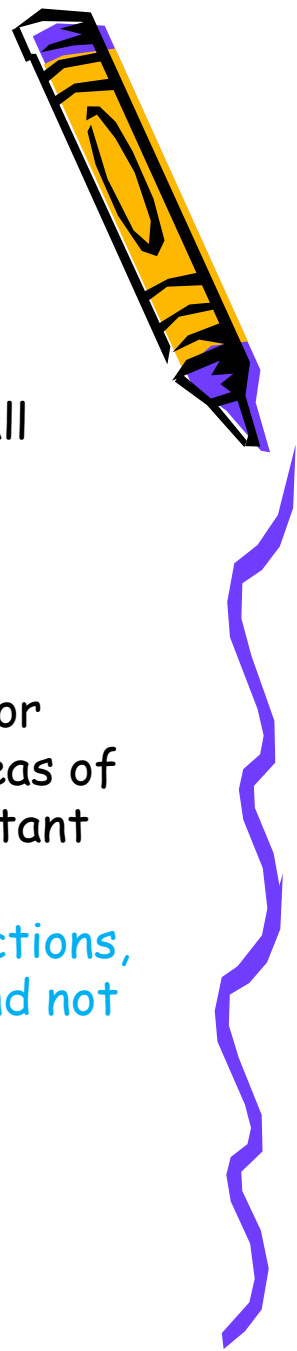
# What does maths look like?



|                                                                                     |                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
|                                                                                     |                                                                                     |                                                                                     |



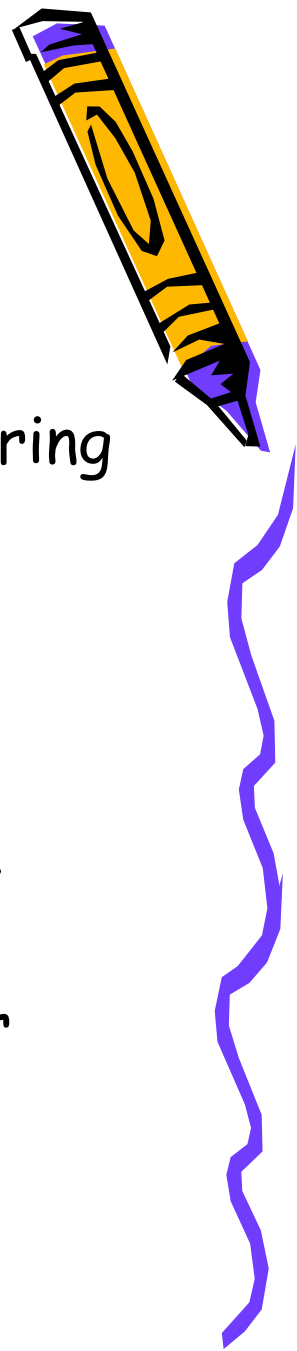
# End of year expectations ELG



- Developing a strong grounding in number is essential so that all children develop the **necessary building blocks** to excel mathematically. Children should be able to **count confidently**, **develop a deep understanding of the numbers to 10**, the **relationships between them** and the patterns within those numbers. It is important that we provide rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes and interests in mathematics**, **look for patterns and relationships**, **spot connections**, **'have a go'**, **talk to adults and peers about what they notice** and **not be afraid to make mistakes**.



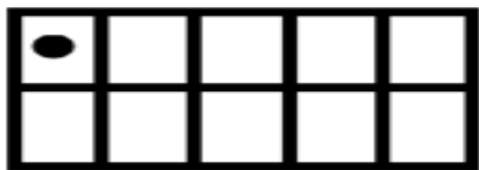
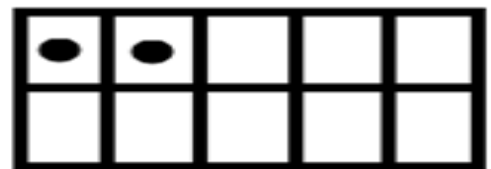
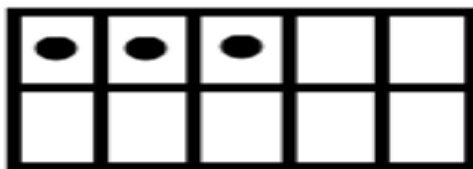
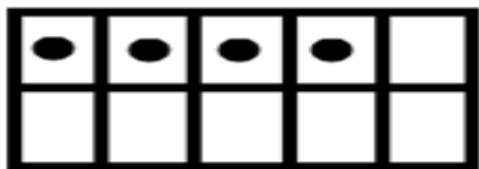
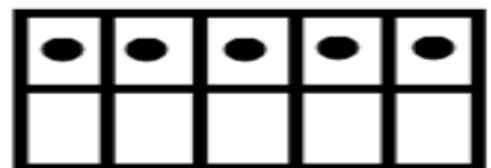
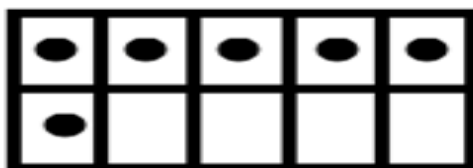
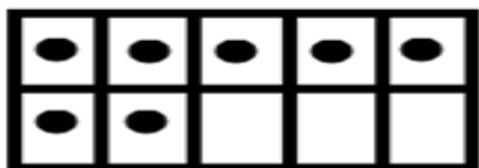
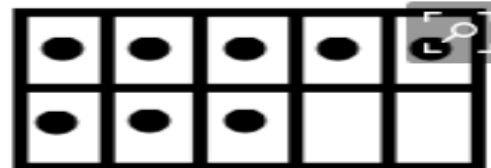
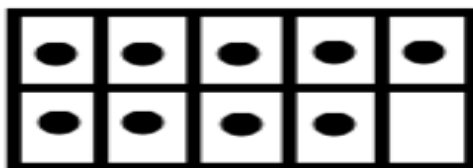
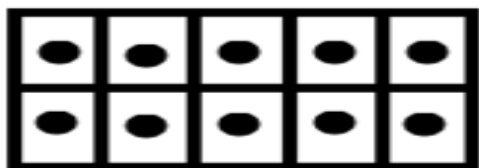
# Visual maths



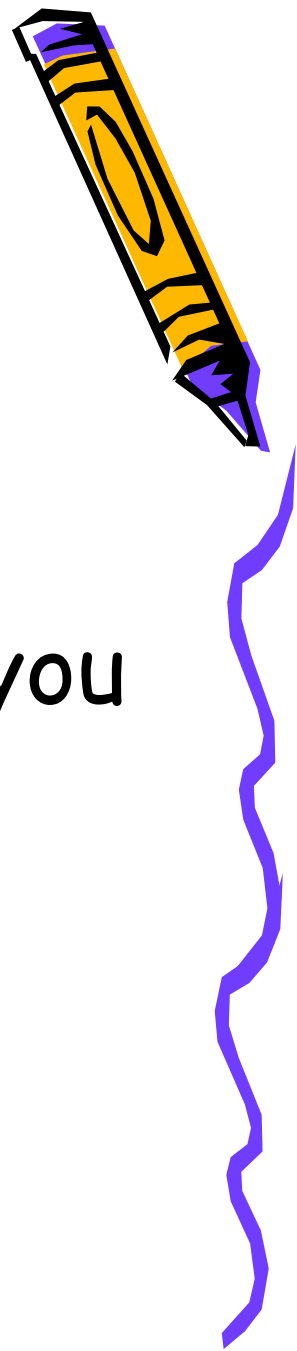
- Subitizing cards:
- Children see the amount, rather than just hearing a 'number' (Don't count - see the amount)
- They can quickly identify the amount and its corresponding partner to 10.
- It supports with addition, subtraction and scaffolds their maths as they progress up the school
- Children can relate numbers to actual items or groups of items.



# Subitizing cards



# Parents as Partners - how you can enhance your child's academic performance



Your role as a parent - how can you  
contribute?



# Can you support with our UW area of learning?

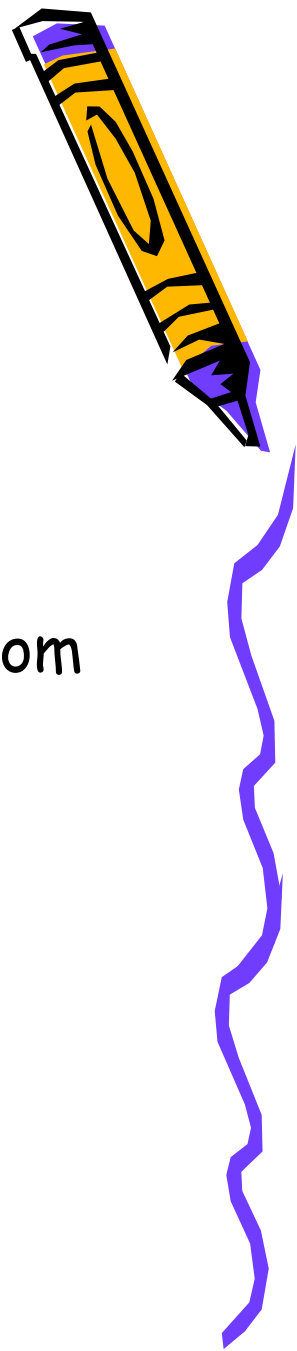


*'The frequency and range of children's personal experiences increases their knowledge and sense of the world around them, from visits, meeting important members of society and their local community. In addition to listening to stories, poems etc. that will foster their understanding of our culturally, socially, technologically and ecologically diverse world.'*

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# Tapestry



- From October....
- Set it up on your phone to get notifications from us
- What can you share with us about your child's home learning?



# To conclude...

- Backpacks
- Independence / steps in the morning / vision
- Tidying up
- Outside area
- Labelling
- Coats
- Any further questions

