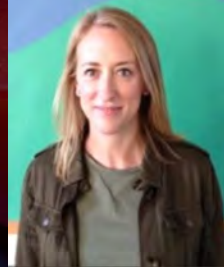


WELCOME FROM THE F2 TEAM



Class 1
Mrs Morley
Mr Brown
Mrs Richards

Class 2
Miss Leyshon
Mrs Rehman
Mrs Hussey

Class 3
Mrs Warner
Miss Moon
Mrs Berry

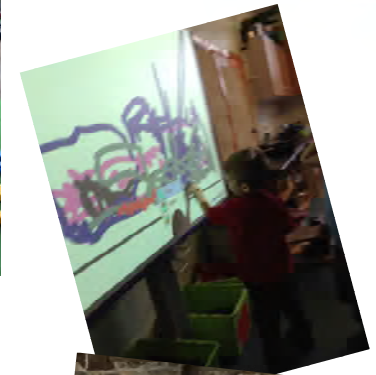
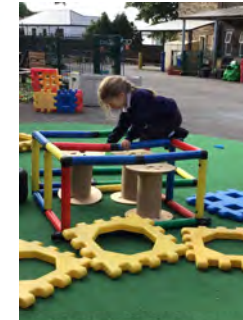
Class 4
Miss Milton
Mrs Hirst

THE FOUNDATION STAGE

We follow the EYFS Framework which explains how and what your child will be learning. It is very flexible so it can be adapted to the children's needs and interests.

Children will take part in a range of fun, practical activities; some of which are adult led, some guided by adults and some will be child-initiated.





Prime Areas	
Communication & Language	Listening & Attention
	Speaking
Personal, Social & Emotional Development	Self-regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills

Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding The World	Past & Present
	People, Culture and Communities
	The Natural World
Expressive Arts & Design	Creating with Materials
	Being Imaginative and Expressive



Personal, social & emotional development

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Communication & language

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development

Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food..





Code of Behaviour

Aiming High and Having Fun!

Be Safe

Be Kind

Be Ready!



A DAY IN FS2

Though each class will have its own timetable, throughout the week the children will undertake

Outdoor Learning

Handwriting Input

Helicopter Stories

Topic Work

Reading Practise

Reading for Pleasure

Time to Talk

Music

Daily Maths sessions

Daily Independent Learning Time

PE

Daily phonics sessions

Science

Oracy sessions

Year group and Whole School Assemblies



BRING A WATERPROOF COAT EVERYDAY

PRACTISE TOILETING AND SELF CARE SKILLS. PLEASE TAKE ANY MEDICATIONS TO THE OFFICE.

BRING YOUR SCHOOL BOOK BAG TO THE CLASSROOM EVERYDAY, PLEASE DO NOT BRING A RUCK SACK. PLEASE DO NOT PUT YOUR WATER BOTTLE INSIDE YOUR BOOK BAG (WATER NOT JUICE)

MAKE SURE READING DIARY/ READING BOOK IS INSIDE

STAND WHERE YOUR CHILD CAN SEE YOU. PLEASE DO NOT CALL YOUR CHILD OVER, BUT WAIT UNTIL THEY HAVE TOLD THEIR CLASS ADULT THAT THEY CAN SEE THEIR GROWNUP.

DROP YOUR LUNCHBOX ON THE CANTEEN TROLLEY IN THE MORNING. PLEASE DON'T BLOCK THE DOOR ONCE YOU HAVE DROPPED YOUR CHILD OFF.

USE THE CLASS EMAIL TO COMMUNICATE WITH THE CLASS TEACHER

AFTER SCHOOL CLUB IS SEPARATE TO SCHOOL SO ANY CHANGES NEED TO BE CONFIRMED WITH THEM
PE KITS

CHALLENGE/INDEPENDENT LEARNING

Children are given the opportunity to explore and extend their learning through targeted continuous provision both inside and outside of the classroom.

They are also encouraged to explore challenges based on current learning, to allow children to explore concepts at their own level and foster curiosity and confidence in their mathematical thinking.

During Time to Talk sessions children's learning is both supported/scaffolded and extended "in the moment" to consolidate and challenge knowledge, skills and understanding.





UNDERSTANDING THE WORLD

Past and Present

People, Culture and Communities

Natural World

Creating with Materials

Being Imaginative and Expressive

EXPRESSIVE ARTS AND DESIGN



LITTLE WANDLE LETTERS AND SOUNDS REVISED

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





PHONICS IS:

making connections between the sounds of our spoken words and the letters that are used to write them down.



TERMINOLOGY

Phoneme

Grapheme

Digraph

Trigraph
















Blend

Segment

TEACHING ORDER













Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

GRADUALLY YOUR CHILD LEARNS THE ENTIRE ALPHABETIC CODE:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

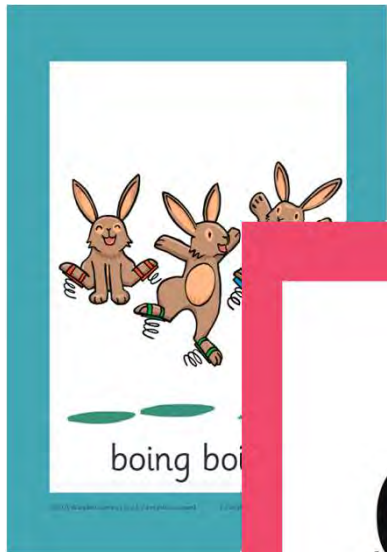
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoal/ ue blue rescue /yoal/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yoal/ u-e rude cute /ee/ e-e these /ool/ /yoal/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words

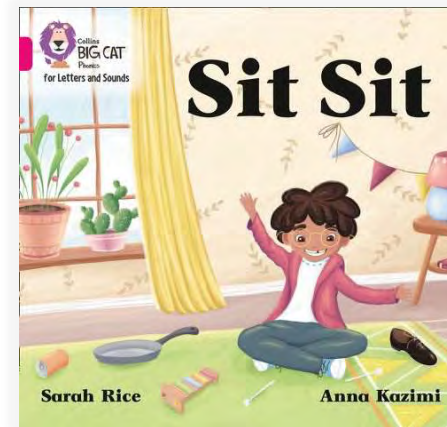
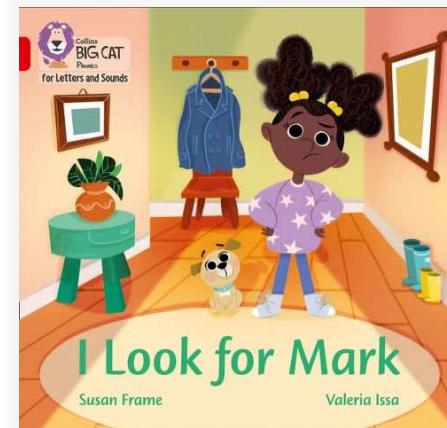
HOW WE MAKE LEARNING STICK



HOW DO WE TEACH READING IN BOOKS?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



WE USE ASSESSMENT TO MATCH YOUR CHILD THE RIGHT LEVEL OF BOOK

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



READING A BOOK AT THE RIGHT LEVEL

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words – but they should be able to do this on their own.



THE MOST IMPORTANT THING YOU CAN DO IS READ WITH YOUR CHILD

Reading a book and chatting had a positive impact a year later on children's ability to...

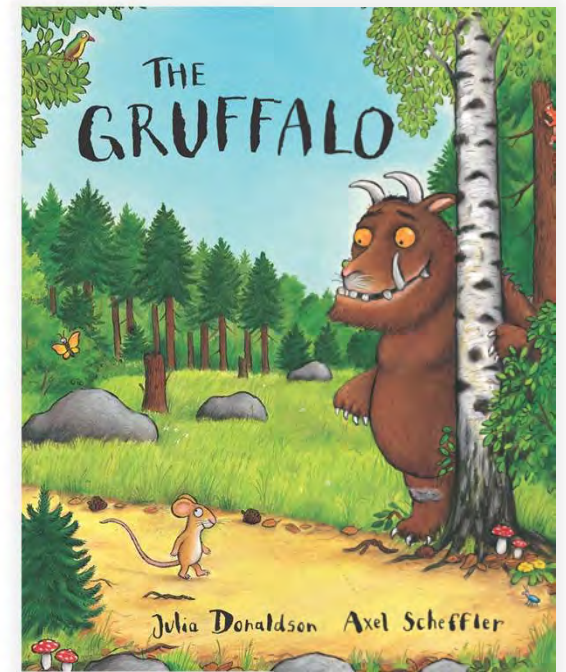
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

BOOKS GOING HOME



LISTENING TO YOUR CHILD READ THEIR PHONICS BOOK

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



School Reading Record

Staff member to complete

Week beginning: 14th October 2019

This week we have focussed on:

- Segmenting and blending
- Predicting
- Questioning
- Clarifying
- Summarising
- Fluency

Date	Book and Comments	Initials

Home Reading Record

Parent/Carer to complete

	Book	Comments	Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Comments:			

SUPPORTING YOUR CHILD WITH PHONICS



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

READ TO YOUR CHILD

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



WRITING AND PHYSICAL DEVELOPMENT



Gross Motor

- Gross Motor skills involve large muscles of the body that enable such functions as maintaining balance, walking, climbing, jumping, pushing, pulling and ball skills.
- These skills continue to develop throughout childhood. They are important for self-care (getting dressed and eating) and of course affect health, but also how children can explore the environment
- Lots of outdoor activities in Reception are based around this development.
- Big (large scale) before small (fine)

Fine Motor

- The hand is quite a complex piece of machinery and is made up of lots of joints and muscle groups that interconnect and work together to provide maximum dexterity. In a child's journey to becoming a mark maker and eventually a writer, they need to become proficient in all of the following:
- Pincer grasp or grip, palm arches, In-hand manipulation, thumb opposition, finger isolation, knuckle, and joints, bilateral co-ordination, hand/eye co-ordination












MARK MAKING

Early Writing

- Emergent Writing –children understand that writing is a form of communication and that their marks convey meaning.
- When children are first trying to write, they have a lot to think about!
- We will strike a balance between adult guided writing and independent writing

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

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p data-bbox="949 564 1012 587">snake</p>	<p data-bbox="1102 363 1467 424">Show your teeth and and let the s hiss out ssssss ssssss</p>	<p data-bbox="1498 363 1861 424">Under the snake's chin, slide down and round its tail.</p>
 	 <p data-bbox="931 861 1030 884">astronaut</p>	<p data-bbox="1102 649 1467 738">Open your mouth wide and make the a sound at the back of your mouth a a a</p>	<p data-bbox="1498 649 1861 710">Around the astronaut's helmet and down into space.</p>
 	 <p data-bbox="954 1155 1008 1177">tiger</p>	<p data-bbox="1102 935 1476 1024">Open your lips; put the tip of your tongue behind your teeth and press t t t</p>	<p data-bbox="1498 935 1839 1024">From the tiger's nose to its tail, then follow the stripe across the tiger.</p>

DRAWING CLUB

Drawing Club allows us to open up the magic world of tales and story to children whilst at the same time enriching their language and vocabulary, developing their fine motor skills, and building upon their application of phonics. Drawing Club is a highly creative approach that immerses children into a world full of imagination where anything can happen and often does!.



Mischief

To cause trouble or misbehave
Action: Rub hands together

Tamed

Make it easier to control, make gentle or obedient.
Action: Pat head slowly

Coronation

When a king or Queen gets their crown
Action: Place crown on head

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

Navigate

Planning, directing and controlling where a ship, rocket, plane will go (it's course)
Action: Steering the ship wheel

Vegetation

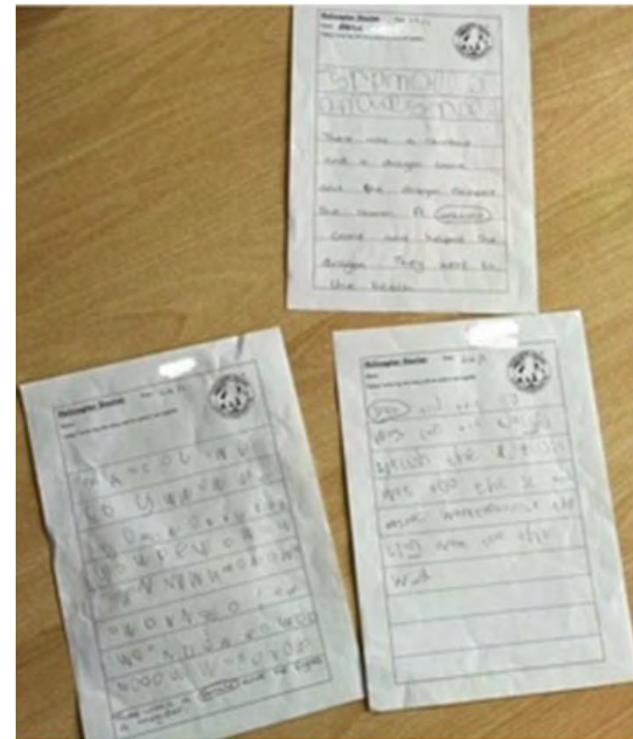
A collection of plants
Action: Arm to elbow, hand up

HELICOPTER STORIES

Helicopter Stories improves children's:

- Communication & Language Development
- Confidence & turn taking
- Creativity & idea making
- Ability to listen & understand
- Teamwork & Collaboration
- Emotional Intelligence

- As well encouraging children to see themselves as a writer





WRITING AT HOME

Early writing activities

Encourage children to look for print in their environment –road signs, food packets, shops, catalogues etc.

Try activities to develop fine motor skills e.g. cutting, using playdough, using tweezers, using clothes pegs, tracing.

Use a chalkboard to write family messages on.

Make labels for things around the house.

Write a shopping list – real or imaginary! Or any other sort of list.

Letter formation – practise forming letters using paint, in sand, using playdough or pastry.

Let your child write their own Christmas cards or birthday cards to people.

Use magnetic letters – your child can leave a message on the fridge.

Encourage and praise early squiggles and marks which show your child is beginning to understand writing.

Improving Writers

Write party invitations.

Encourage children to write thank you letters after birthdays and Christmas.

Write postcards when on holiday.

Write menu for a family meal or party.

Email a family member or friend.

Make a scrap book with labels and captions – maybe after a holiday or special event.

Write short stories involving the adventures of their favourite toys.

Write an information leaflet about something they find interesting eg. dinosaurs, sports etc.

Draw, label and explain their own inventions. Make up silly sentences and tongue twisters.

EARLY LEARNING GOALS - LITERACY

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

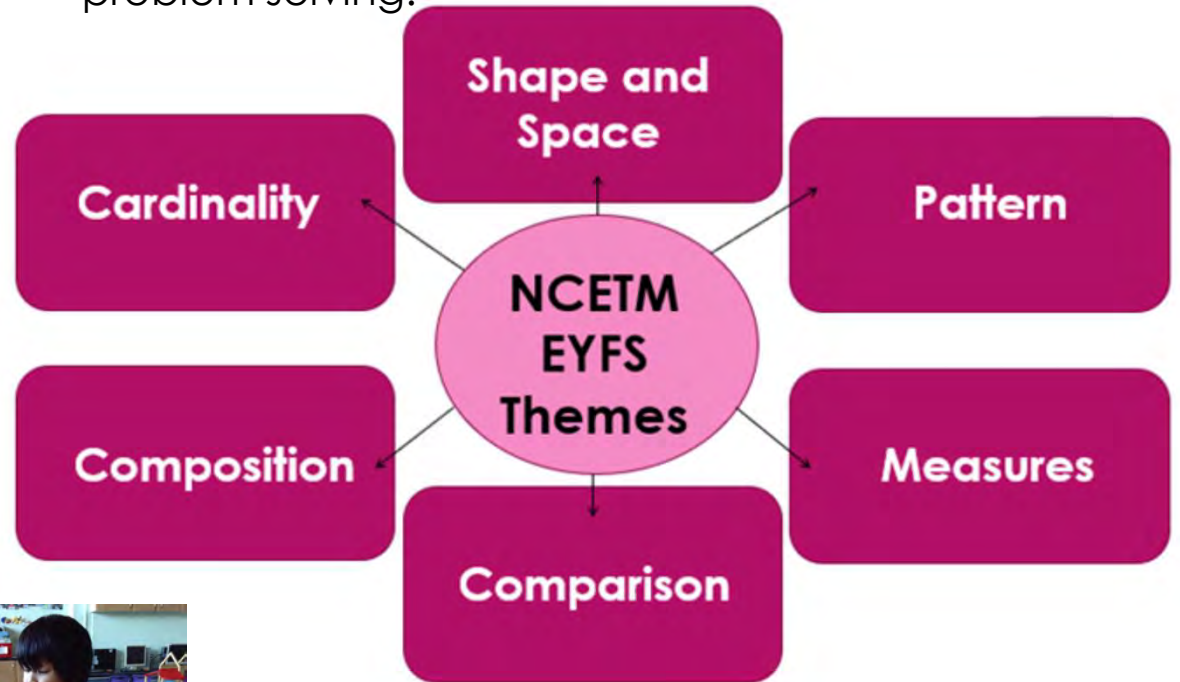


We choose to teach by breaking down maths objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving.

MATHS MASTERY

Mathematics Mastery schools want to ensure that their aspirations for every child's mathematics success become reality

- Success in mathematics for every child is possible
- Mathematical ability is not innate,





HOW DO WE COUNT?

In Class

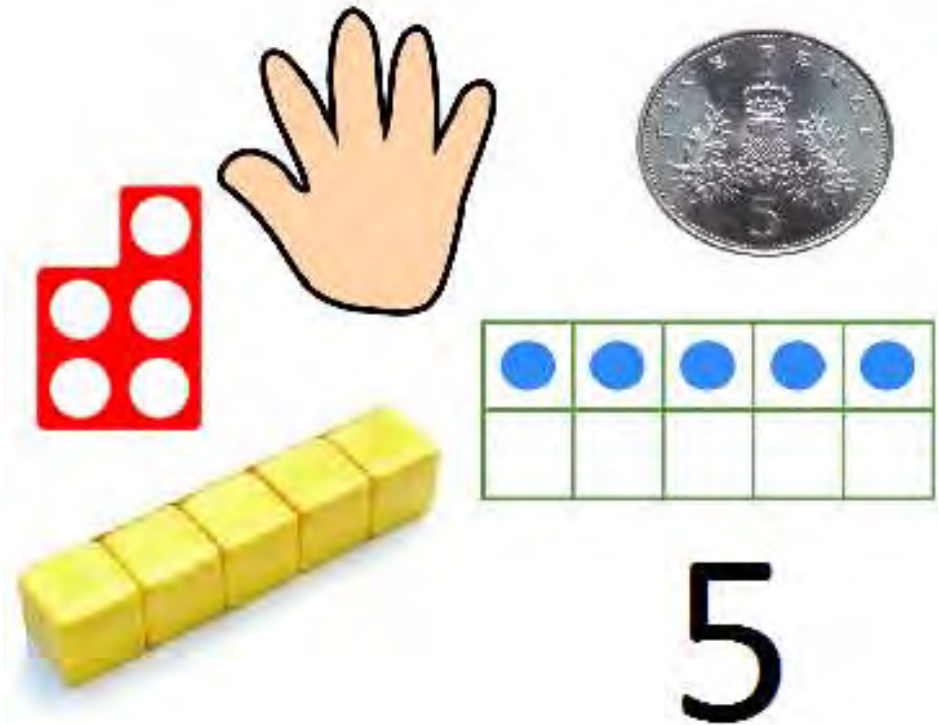
- That we need to say one number for each object counted (touch counting).
- The final number we say is how many altogether. Some children continue to count after they have reached the final object as they don't connect the numbers they are saying to the objects in front of them.
- That we can count objects in any order and the total stays the same.

For the Child

- Say 1 word for 1 thing
- Line things up to make counting easier
- Point as you count
- The last number you say is how many there are

Representing Numbers

We want to develop children's number sense so that they understand the number rather than just recognising the numeral. Children need to understand that numbers can be represented in many ways, not just as a written numeral. We use many different objects and pictures to show that numbers can be represented in lots of ways.

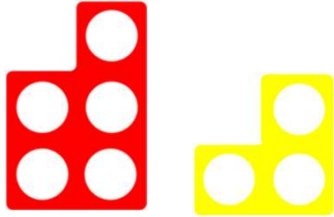


USING MATHEMATICAL LANGUAGE IN EYFS

LANGUAGE AND COMMUNICATION

PUPILS DEEPEN THEIR UNDERSTANDING BY EXPLAINING, CREATING PROBLEMS, JUSTIFYING AND PROVING USING MATHEMATICAL LANGUAGE. THIS ACTS AS A SCAFFOLD FOR THEIR THINKING AND DEEPENING THEIR UNDERSTANDING FURTHER.

Number



Justifying

Re-telling

Describing

Naming


If we added a 2 piece to the 3 it would be the same and they would both make 5.

The 5 is 2 bigger than 3 .

5 is bigger than 3 .

There are 5 and 3.

Shape



Justifying

Re-telling

Describing

Naming

I used a circle because it is curved. A wheel is curved like a cylinder so that it can roll.

I have used three circles for the wheels in the picture.

The circle has a curved side.

This is a circle.



TALK TASKS

ADULT LED SESSIONS ALLOW OPPORTUNITIES FOR CHILDREN TO DEVELOP THEIR MATHEMATICAL LANGUAGE AND REASONING SKILLS.

- Key vocabulary is shared at the start of the session
- Sentence starters scaffold the children's use of full sentences
- Children are encouraged to use full sentences to respond to questions, with adults modelling structures
- Opportunity for purposeful talk tasks throughout the session at skill, master and deepen levels
- Opportunities for children to reason and explain what they are learning about

MATHEMATICS EARLY LEARNING GOALS

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



MATHS AT HOME

- Count -steps up the stairs, money into a money box etc
- Ask children to say how many without counting (5 or fewer)
- Play games using a dice and encourage child to say how many spots without counting
- Ask children to set the table with enough knives, forks and plates for everyone
- Spot numbers in the environment –on phones, microwaves, clocks, registration plates, doors.
- Ask children to think of their own representations for numbers e.g. one of them, two hands, three bears, four wheels on a car, five toes, six sides on a dice, seven dwarves, eight legs on an octopus etc.
- Deliberately make mistakes. Children need to understand mistakes are normal and everyone makes them e.g. get mixed up when counting, muddle two numbers when ordering them
- Watch Numberblocks on Cbeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly. □
- Hide numbers around the house or garden for children to find.
- Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points
- Read books with maths concepts e.g. The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf?
- Draw attention to more and less
- Ask questions such as "How many more?", "How many altogether?", "How many would I have if..."

SEND

All teachers at Lydgate Infant School provide **quality first teaching** and are trained to support children with additional needs.

Some children require special educational provision beyond high quality differentiation, which is additional to or different from that made for others of the same age.

When a child enters our school, the SENCO (Special Educational Needs Coordinator) will note any identified SEND and seek to liaise with previous schools and any agencies involved

The SENCO may also contact the parent/carer to gain additional knowledge

If at any point you have concerns about your children, not only around learning but social interaction and emotional regulation, the first stop is the class teacher

As a school we cannot make a referral for assessment for ASD, ADD etc. but we can provide support



THANK YOU
FOR
LISTENING

Use this email to communicate with teachers about your child's learning or share important information.

class1@lydgate-inf.Sheffield.sch.uk

class2@lydgate-inf.Sheffield.sch.uk

class3@lydgate-inf.Sheffield.sch.uk

class4@lydgate-inf.Sheffield.sch.uk