



EYFS Reading & Maths Workshop 2024





Reading Early Learning Goal

(Children at the expected level of development will)

Comprehension

- 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 (predicting)
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs (e.g. sh, th)
- 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 (e.g. the, to, a, go)

Phonics in Reception



'The English Alphabetic code' video

<https://www.youtube.com/watch?v=MbWIujM1WGM>

Phonics in Reception



My sound



We have been teaching the single sounds in class since last half term.

Roughly 4 sounds a week. Handwriting sheets come home. Please complete and upload to Tapestry.

We will be sending flashcards home.

Phonics in Reception



Slither down the
snake.

We teach one sound a day. We use pictures to help children identify the sound and link it to the letter shape. We learn to write each sound at the same time as recognising them. The rhyme helps children to remember the sound and letter formation.

Links to videos to show how these are taught are put on our weekly Tapestry update.



Learning to blend



Fred frog can only speak in sounds. We use him to help the children learn how to blend. We start by doing this orally (no reading involved) by playing Fred games.

Then we move onto blending words using the sounds we have already taught e.g.

m - a - t = mat

d - o - g = dog

Phonics in Reception



Decodable

cat

sock

train

backpack

Tricky

to

was

some

people

Tricky words are introduced through story books.

Phonics in Reception



Phonics Progression

All children:

- Learn new sounds and bring home handwriting sheets each week

Group A

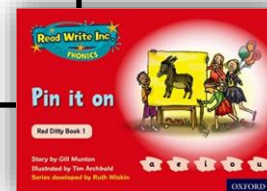
- Learning to blend
- Bring home sound sheets to practise at home

Group B

- Learning to read and write words independently
- May start bringing home a 'Ditty Page' to read at home.

Group C

- Learning to read and write sentences independently
- Will bring home a storybook to read at home.



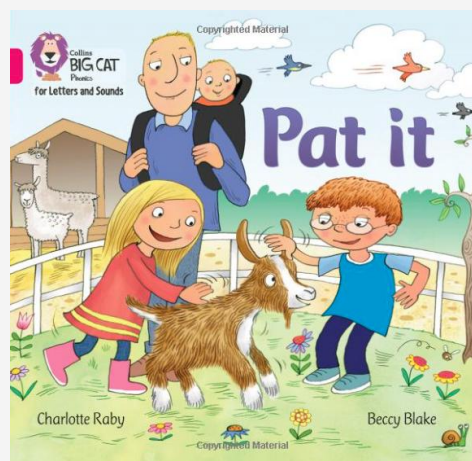
Phonics in Reception



Reading for Pleasure

We have matched our reading books to the Read Write Inc scheme as closely as possible. For example, the pink 1 books only include the sounds:
masdtpingock

Pink 2 books then introduce the sounds:
ubfelhr ck ff ll ss




Children will move onto each new level as they have been taught the sounds AND they are reading 90% fluently with no errors.

Changed every Monday, Wednesday and Friday to allow for re-reading - very important!

Phonics in Reception



QUALITY INTERACTIONS 


1 **NAMING**
Find one like this
What can you see?
What is it?
Say this...
What did you hear?
What did you do?

2 **DESCRIBING**
What happened?
What shape is it?
What size is it?
What colour is it?
Where is it?

BLANK LEVEL QUESTIONS

3 **IDENTIFY**
How are these the same?
Tell me something else you could use...
Tell me a story...
Find me one to use with this...
Tell me the beginning middle...end...

4 **PREDICTING**
What will happen if...?
Why?
What could you do?
How can we tell...?
What should we use that?
Why is ... made of ...?

10 second rule 

Comment
Comment
Comment
Comment
Question

1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrased question.

Comprehension

Start with level 1 questions and build up. Most children find level 4 questions hard.

Only ask one question for every 4 comments (talk about the story together).

Phonics in Reception



How to support at home

- Read picture books to your child every day!
- Your child should read their school book daily - repetition is key for fluency and comprehension.
- Phonics sheets and books read each week.
- Play blending games if they are finding reading tricky
e.g. put on your c-oat-t. Get a c-u-p.
- Blah Blah Blah card game (or make your own fun games)
- Tapestry phonics post

Maths in EYFS

Early Learning Goal

(Children at the expected level of development will)

ELG: Number

- 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

- 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 in EYFS

Why only numbers to 5 in the Autumn term?

3



Maths in EYFS



Saying number names in order

Around the tree and around the tree,
That's the way we make a three.

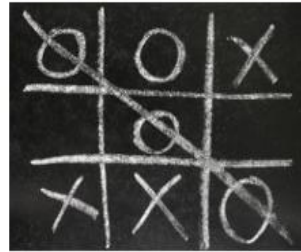


Link to stories



Number formation & recognition

Addition



Subitising

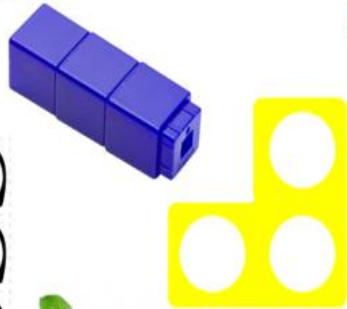
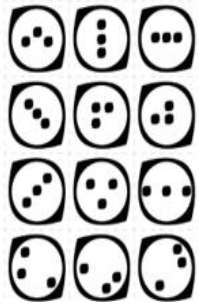
More than/Less than



Ordering



3 Dot Flash Cards



Comparing



Stem sentences

"One [object] and two [same objects] together make three [objects]".
"Two [objects] and one [same object] together make three [objects]".

Five Counting Principles

I

The one-one principle. This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-one correspondence.



1



2



3



4



5



Five Counting Principles

2

The stable-order principle. Children understand when counting, the numbers have to be said in a certain order.

Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.

3

The cardinal principle. Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

In order to grasp this principle, children need to understand the one-one and stable-order principle. From a larger group, children select a given number and count them out. When asked 'how many?', children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.



Five Counting Principles

4

The abstraction principle. This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.

When starting to count, many children rely on touching the objects in order to count accurately. Teachers can encourage abstraction on a daily basis by counting claps or clicks. They can also count imaginary objects in their head to encourage counting on, this involves the children visualising objects.

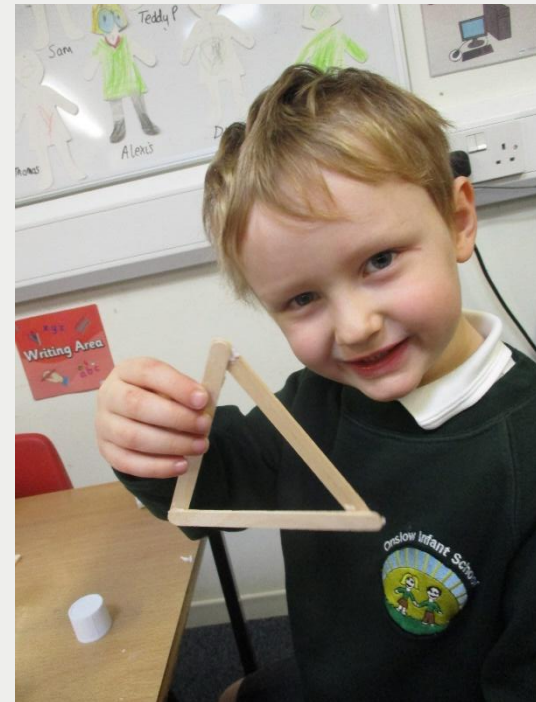
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The order-irrelevance principle. This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

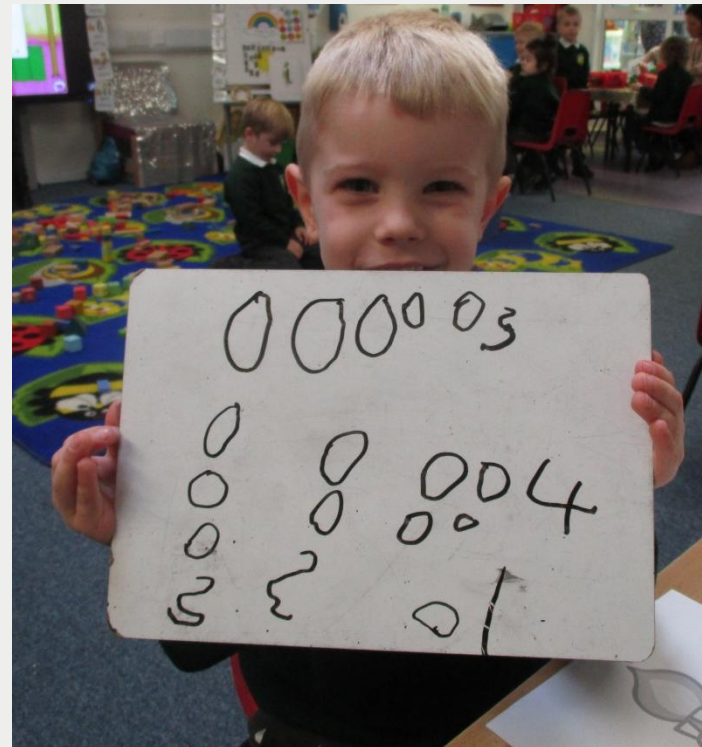
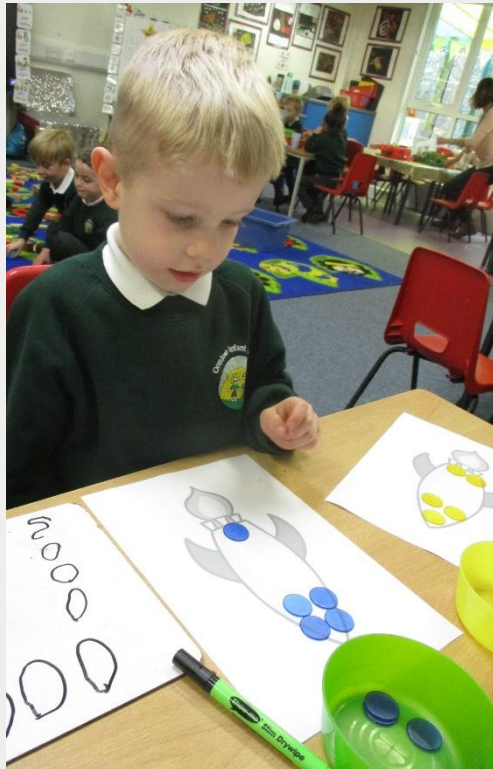
Encourage children to count objects, left to right, right to left, top to bottom and bottom to top. Once children have counted a group, move the objects and ask children how many there are, if they count them all again they have not fully grasped this principle.



Maths in EYFS



Maths in EYFS



Maths in EYFS

Numberblocks!! Brilliant to watch at home too.



<https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five>

