

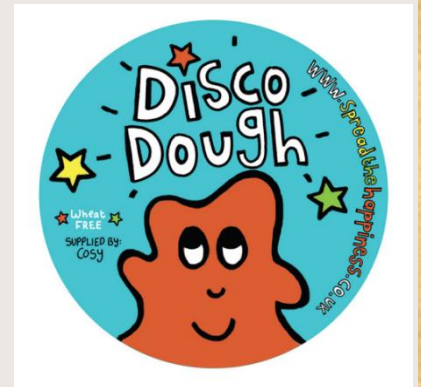
Welcome to Doddinghurst Infant School

Starting School -
The Early Years



Brain Break!

GoNoodle
and
Dough Disco

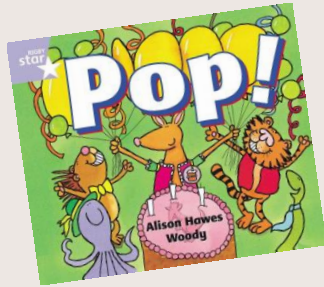




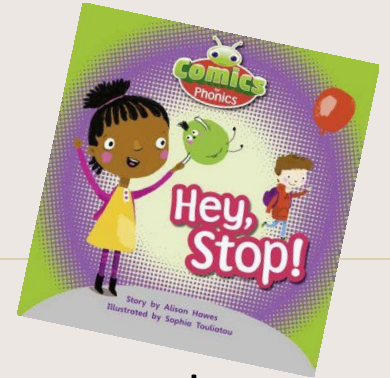
Phonics

- Synthetic phonics starts with letter sounds – **phonemes** – and not names
- Match them to their corresponding letter shape – **grapheme**
- There are 26 letter shapes but 44 sounds – include **digraphs** -ch, -th and **trigraphs**, -igh; grouped into sets
- Important to use pure sounds – no ‘schwah’ c-er, t-er
- Oxford Owl, Alphablocks or Mr Thorne a good place to hear these sounds
- Sounds and words to practise at home





Reading



- Reading Record and reading book
- Without any words to start with - don't be concerned.
- Describe what they see and use this to create a story of their own.
- Try to read a couple of pages with your child every night and briefly note down how they have done in their Reading Record. **Little and often is the best practice.**
- Continue reading and sharing stories and other books, with lots of talking about books. **Make it a cosy relaxed time.**
- Our aim is to look at your child's Reading Record twice a week and we will change their book at the same time if there is evidence that they have read at home.
- Now have a go!

Early Number



- **Stage 1- learning number names.** They don't connect the names with a quantity, or understand that they come in a fixed order.
- **What you can do:** Sing number songs like One, two, three, four, five, once I caught a fish alive, read books that involve numbers, point out number in the environment and talk to your child about numbers.
- **Stage 2- learn number sequence.** That numbers have a fixed, unbreakable order. Know the number names and then master the sequence and get them in the right order
- **What you can do:** Count things out in front of your child: 'Let's put one, two, three pieces of apple in your bowl.' Use everyday opportunities to practise counting, for example, counting the stairs as you go up.



Early Number

- **Stage 3- 1:1 correspondence counting.** Counting a group of objects by matching a number name to each one, Children usually do this by physically pointing at or touching each object in turn.
- **What you can do:** Practise counting out objects like counters or toys. Encourage your child to point to each object as they say the number name. Do matching activities, such as counting out cutlery when laying the table: 'One fork for Mummy, one for Daddy, one for you...'
- **Stage 4- Cardinal numbers.** Realising that the last number that they say stands for how many there are in the group.
- **What you can do:** Provide objects for your child to count, like beads to thread onto a string. Encourage them to match numbers: for example, you could draw a picture of a ladybird with three spots on one side, and ask them to draw the same number on the other side.

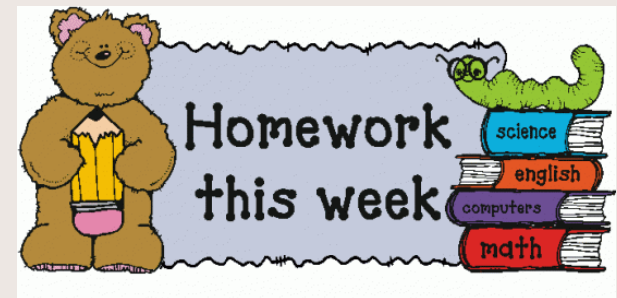


Early Number

- **Stage 5- Subitising.** to look at a small group of objects, randomly arranged, and tell how many are there without counting them out.
- **What you can do:** Encourage children to estimate how many objects are in a group. Use different representations of number, such as dice patterns, to make estimating easier.
- **Stage 6- Visualisation.** Understanding that numbers can stand for different things: for example, 'I am five,' 'We catch the Number Five bus to town,' and, 'There are five cakes on the plate.'
- **What you can do:** Talk to children about the different uses of numbers. Notice and discuss numbers in the environment, for example, 'Look, there are four birds on the fence,' or, 'Can you see the number four on that door?' Play games and talk about the numbers on the dice: children who play board games have a good understanding of number

Homelearning

- Reading, sounds and words practise
- Phonics book
- Maths book



Tree of knowledge



- Leaf outlines
- To record any 'wow' moments that may happen at home.
- E.g getting dressed independently, recognising numbers in the environment or swimming without armbands.
- Send them in your child's book bag.
- Wow' moments - celebrated with the class, added to the tree and then added to your child's Learning Journeys at the end of each term.
- Important to us that we capture your child's development at home and at school.

Additional information and reminders

- PE kit – naming, jewellery and hair tied-back
- PE days – Wednesday and Thursday
- Wellies
- Water bottles – labelled, WATER ONLY
- Show and tell – no need to bring in anything from home unless requested
- Useful links: Mr Thorne, alphablocks, numberblocks
- Study bugs
- School Website

<http://www.doddinghurstinfantschool.co.uk/>

We need you.....

Could you be a volunteer!!!



- Reading
- Support
- Fund raising

Any Questions



Thank you

for coming.

We look forward to working
with you this year

