

# READING AND MATHS WITHIN THE EARLY YEARS

September 2021

# Introduction To Early Reading at LMPS

## Our Aims:

- For children to enjoy and love reading.
- For children to be confident when reading at home (reading should not be a chore).
- For children to be able to read the books they take home – it should be fully **decodable**. There should not be sounds in the books, or red words, they are not familiar with. This should be an opportunity for them to show off!



# Read Write Inc

The main Phonics and early reading scheme we use is the Read Write Inc Scheme

- Children are currently learning Set 1 sounds.
- The children learn the sound the letter makes and how to write it using a rhyme!

**My Sound Mat**

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn , up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

# Read Write Inc Continued

## Key Terms:

- Red words – words that cannot be sounded out e.g. I, said, they. They must be learned by sight.
- Green words – words that can be sounded out using our phonics.
- Fred talk – (Fred is the frog) he can only talk in sounds e.g. sh-o-p
- Blending – putting the sounds together and hearing the words they make. This is a tricky skill. Children need a lot of practise to do this.
- Segmenting – being able to break up spoken words into their separate sounds.

- After half term the children will be assessed and placed into phonics groups, this assessment will then take place every half term.

### ***Children all follow their own path.***

- There are 3 Sets of sounds: Set 1, 2, 3 sounds
- **Set 1:** Children will be revisiting sounds and practising **oral blending**. They will be taking home Tag Sounds, Green Words and eventually **Lilac blending books**.
- **Set 1:** Children will revisit sounds and practise blending by sounding out words using 'fred talk'. They will be taking home **Lilac blending books** as well as individual ditty sheets – simple sentences to practise reading groups of words.
- **Set 1:** Blending: Children will move on to revisiting sounds and taking home **Red books** to practise blending and reading sentences. (Please note, to begin, these do not have punctuation, as the focus is blending and beginning to read.)

# Read Write Inc

- **Set 2:** Children will be learning new Set 2 sounds. They will be taking home **Green books** to practise blending and reading sentences. Following this, children will take home **Purple books** and then **Pink books** to continue building on their reading.
- **Set 3:** Children will be learning new Set 3 sounds(see hand-out). They will be taking home **Orange books** to begin. Following this, children will take home **Yellow books**, **Blue books** and finally **Grey books**.
- The books get progressively more challenging and therefore require the children to apply their knowledge of sounds and red words.

# Reading Routine and Timetable

- There is daily phonics for all children
- Read Write Inc Sounds and blending/reading lessons on Monday, Tuesday, Wednesday, Friday
- Thursday – Red Word time!

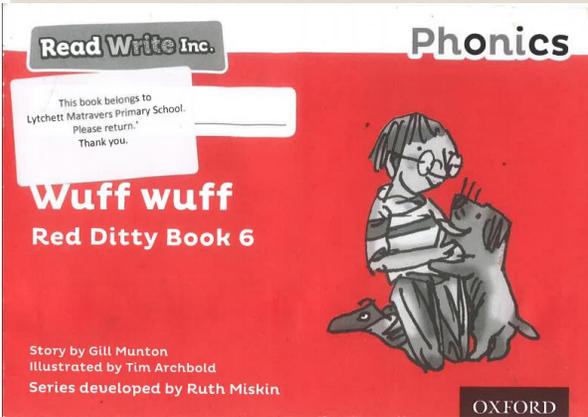
## **Children will bring home two types of books:**

- **Learn to Read books (sounds/words/books that are at the children's level, brought home every Friday, to be returned and swapped every Friday).**
- **Love to Read – (A weekly bed time book from the library to read with your child).**
- Children will take home Read Write Inc sounds/green words/ditty sheet/colour banded paper book, depending on the set of sounds the children are learning. The children will have been sharing this book/learning green words in phonics lessons during the week. The children will have read this book in school. This book will be fully decodable – they will know the sounds and red words. It is crucial to repeat the reading of these books as they develop fluency and accuracy when reading.
- They will also take home a supplementary colour banded book to share. The children will not have read this book in school, but it will be matched to their sound knowledge.

# Reading Routine and Timetable

- In your child's Green Reading folder that they will bring home, there will be an A4 **Reading at Home** sheet for ideas of things to do with the children with the books for the week.
- **Children will also bring a Love to read book (library book) to share with you during the week.** The children will get the opportunity to change this with the class teacher.
- In the Green Reading Folder, there will also be a **Reading Record**. Please can you record any reading your child does with you at home? These are checked once a week by your child's teacher 😊 We love to see what you have been reading at home!
- Guided reading – Reading in class, in addition to RWI phonics. This happens in small groups or individually, with class teachers/Teaching Assistants/Parent helpers.
- Whole class reading – Story time, Sharing stories.

# Example of paper book and what you can do at home:



### Speed Sounds

Ask your child to say the sounds (not the letter names) clearly and quickly, in and out of order. Make sure he or she does not add 'uh' to the end of the sounds, e.g. 'P' not 'fuh'.

Each box contains one sound. Focus sounds for this story are circled.

**Consonants**

f	l	m	n	r	s	v	z	sh	th	ng
ff						ve			th	nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
	ck											

**Vowels** Ask your child to say the sounds in and out of order.

a	e	i	o	u
---	---	---	---	---

### Wuff wuff

Do not read the ditty to your child first. Point to the words as your child reads. If your child gets stuck on a word help him or her say the sounds and blend them together. Re-read the words to your child to help him or her remember what he or she has read. Discuss what is happening on each page.

my dog has got 4 pups

a big pup ...

### Questions to talk about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

**Ditty 1**  
How many pups does the dog have?  
What do the pups look like?  
Tell me about a dog you know.

**Ditty 2**  
What does the girl do after sitting on the sand?  
What happens to the girl whilst she is napping?  
What do you like doing at the seaside?

**Ditty 3**  
What happens when the man kicks the ball?  
Which team wins?  
What is your favourite game?

**Notes to Parents or Carers**  
Your child has been reading this book at school. Let your child show you how well he or she can read it.

If your child needs help, follow the advice in the small parent notes next to each activity.

Remember to praise your child's success!

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### Ditty 1 Wuff wuff

Story Green Words

For each word ask your child to read the separate sounds, e.g. 'b-u-s', 'p-oo-l' and then blend sounds together to make the word, e.g. 'bus', 'pool'. Sometimes one sound is represented by more than one letter, e.g. 'th', 'oo'. These are underlined.

has	black	thin
fat	wuff	

Ask your child to read the root first and then the whole word with the suffix.

pup → pups

**Red Words** Red words don't sound like they look. Ask your child to read the words but if he or she gets stuck read the word to your child.

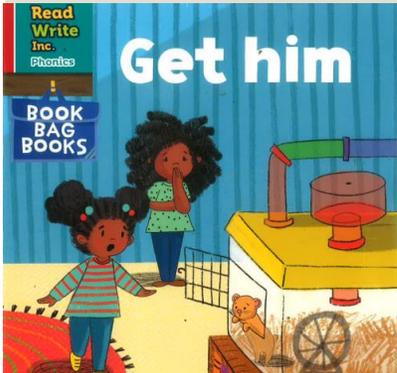
my
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### Speedy Green Words

Ask your child to read the words clearly and quickly – across the rows, down the columns, and in and out of order.

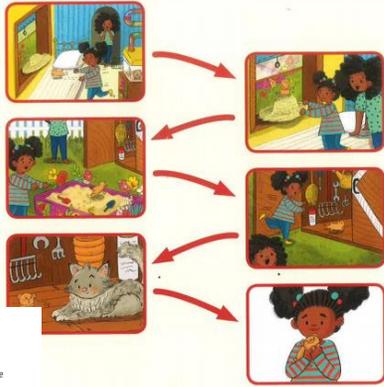
got	dog	big	it
and	sit	man	is

# Example of supplementary book and what you can do at home



## Retell the story

Take turns retelling the story with your child.



## How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words, and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

### Story Green Words

Story Green Words are made up of sounds your child has already learnt. This book contains the following Story Green Words:

bed get hat sand shed  
with cat got

### Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following Red Words:

the

## Important note

Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.



Written by Roderick Hunt and Annemarie Young  
Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta

**BEFORE READING**  
**Talk together**  
Look at the cover picture together and read the title and blurb. Ask: *What do you think will happen in this story?*  
Look through the book and talk about the pictures.

**Say the sounds**  
These are the focus letters and sounds your child will practise in this book.  
sh ss ear (as in clear) ll ai ee oa er  
oo (as in wood)

**Sound the words**  
These words practise the focus letters and sounds for this book. Encourage your child to say the sounds from left to right to read the words.  
shift cross clear full paint sheet  
oadstool deeper wood

**Read these words together**  
These words are common but children may find them hard to read at this stage.  
one were there said what some

Enjoy reading and talking about the book together!

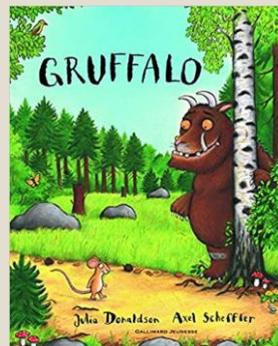
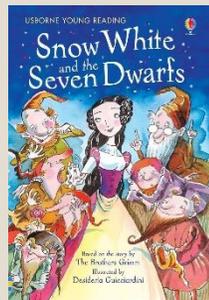
See the inside back cover for more ideas.

If Wilma and Wilma were Green Planet Kids. They were helping to clear up Oadstool Wood.



# ♥ Love to Read (Bedtime story)

- This is to share with someone at home – they will not necessarily be able to read it!
- Children love to listen to others read to them and it benefits them in turn.
- The children will get the opportunity to change this book once a week.
- Children will be encouraged to choose a book that interests them, and the library is set up to help them do this. Eg: Stories about animals, non-fiction.
- Please continue to also share the lovely books you have at home!



# Next...

- The children will be bringing home a 'love to read' book from our library.
- The children will be bringing home their reading folders with reading material tailored to the sounds they know. In this will be the A4 reading at home guide and a reading record to write down all the reading your child does!
- Read and share storybooks with your child every day or as often as possible.
- Talk to your child. Feed them new vocabulary – This apple is nice. This apple is delicious. This apple is scrumptious. This apple is divine.
- Ask your child questions about stories you read, discuss the characters and predict what might happen.
- Be careful with the pronunciation of sounds – try not to 'schwa'!
- **Online support**  
Have a look at the parent videos online <https://www.ruthmiskin.com/en/find-out-more/parents/>
- Do visit our school website (Ladybird and Honeybee Class webpage) for lots more information and videos to support!

# Maths in EYFS - Early Learning Goals

## Number

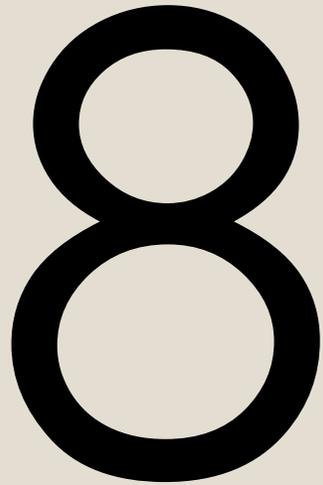
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## 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

No Shape, Space and Measure Early Learning Goal since September 2021. However, it is still expected to be taught and is through our curriculum at LMPS and WhiteRose Maths.

What do you see?



# What is Teaching for Mastery?

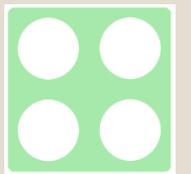
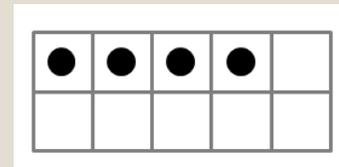
At LMPS, we see Teaching for Mastery in maths as

- allowing the children to gain a deep understanding of maths,
- allowing them to acquire a secure and long-term understanding of maths that allows them to make continual progress to move onto more complex topics.

We focus and explore fluency, reasoning and problem solving

## Representing Numbers

- understand the number rather than just recognising the numeral
- numbers can be represented in many ways, not just as a written numeral



# Counting

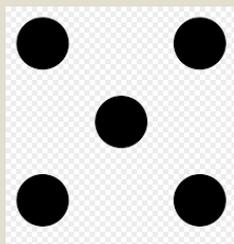
When counting, children need to understand these key principles ...

- That we need to say one number for each object counted (touch counting / One-to-one correspondence – match one number name to each item to be counted)
- Stable order - say the number names in the correct order
- Cardinality – the last number in the count is the total size of the group. The final number we say is how many altogether.
- That we can count objects in any order and the total stays the same.

# Recognising amounts – **subitising**

Another skill is to develop other mental strategies to identify the number of items in a group without counting them individually. We can "see" instantly a handful of things and without knowing how many there are - this is called subitising.

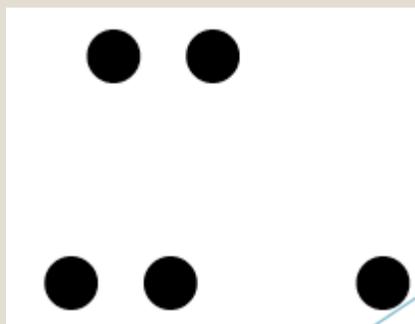
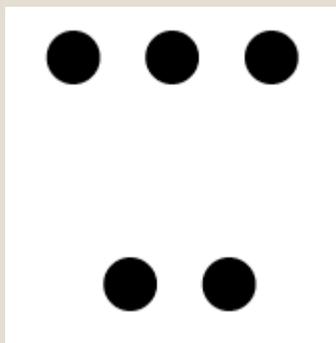
◦ e.g



**5**



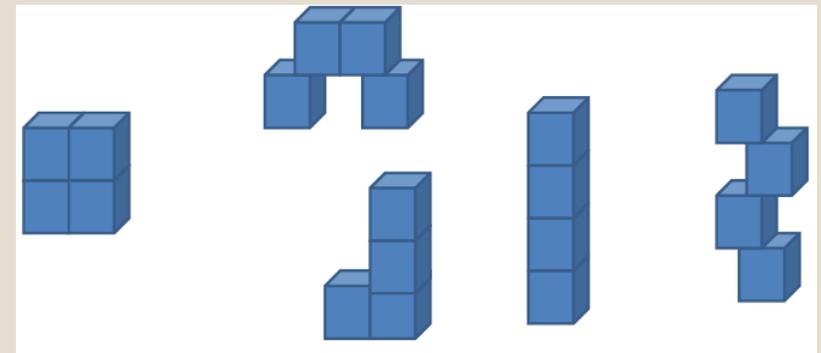
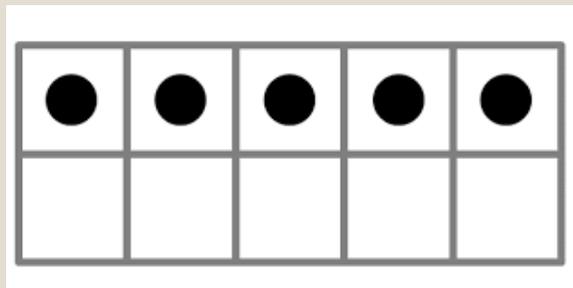
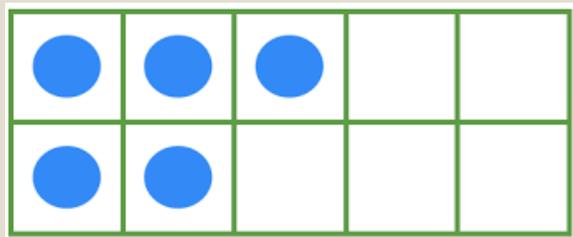
*Can you subitise these?*



# Conservation of number

Understanding that the total stays the same even when the objects move

When children first start to use numbers, they often do not understand that if we move objects into another arrangement the total stays the same. We practise this with many different types of objects but a useful tool is using a tens frame to be able to move counters around

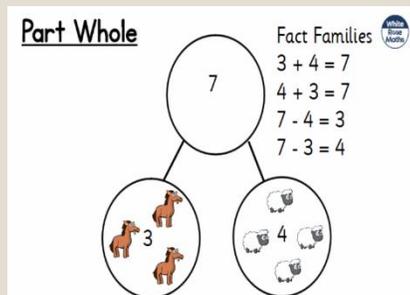
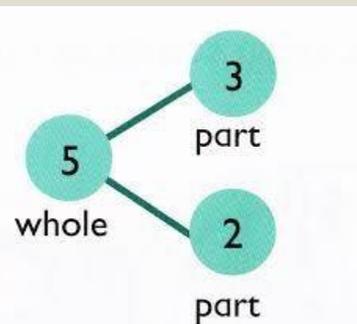


# Representations we use in class

## Part-Part Whole Model

- Shows how numbers can be split into parts. Will see the relationship between the whole number and the component parts, this helps learners make the connections between addition and subtraction
- Part-Part Whole reasoning also helps pupils to interpret, visualise and solve word problems.

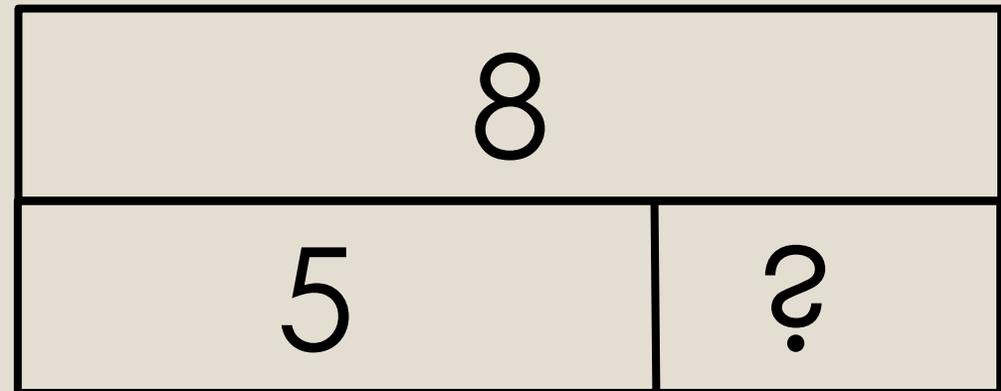
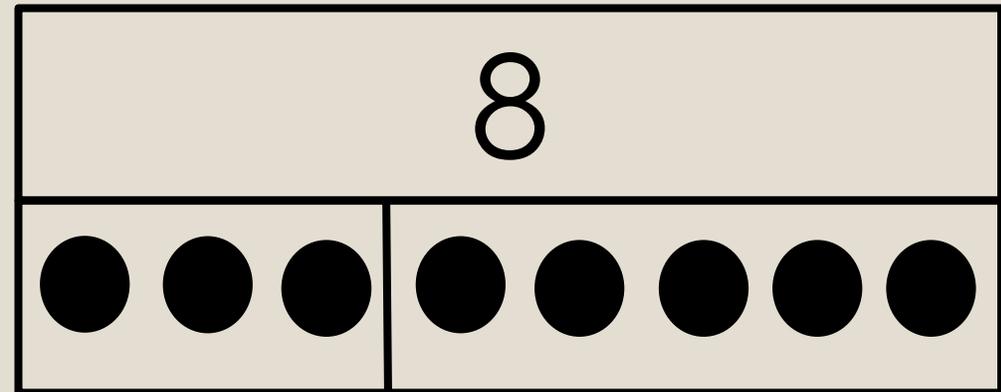
<https://www.youtube.com/watch?v=vzeeaxLQDkE>



## Bar Model

Similar to the Part-Part Whole model.

It is a way of representing that number



# Reasoning

Reasoning in maths helps children to be able to explain their thinking.

It helps them to...

- think about how to solve a problem,
- explain how they solved it
- to think about what they could do differently.

Some examples of reasoning are:

- True and false statements e.g adding one to a number always makes it smaller
- Spotting incorrect maths e.g 1, 2, 3, 4, 6, 5, 7, 8, 9, 10
- Explaining how we know something or how we worked it out .



Which cookie is the odd one out? And why?

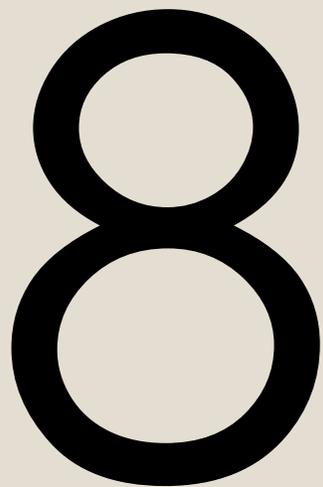
# Problem Solving

Problem solving in maths allows children to use their maths skills in lots of contexts and in situations that are new to them.

In Reception, problem solving might include:

- spotting, following and creating patterns
- estimating amounts of objects
- predicting how many times they can do something in a minute
- sharing objects between different groups – particularly when the amount of groups change and the amount of objects stays the same
- finding different ways to partition numbers e.g 5 could be  $5+0$ ,  $4+1$ , etc

Now, what do you see?



# What your children see

August

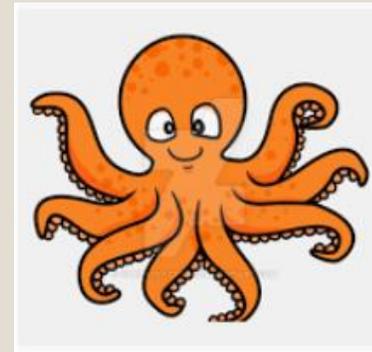


## Subtraction

- $8 - 0 = 8$
- $8 - 1 = 7$
- $8 - 2 = 6$
- $8 - 3 = 5$
- $8 - 4 = 4$
- $8 - 5 = 3$
- $8 - 6 = 2$
- $8 - 7 = 1$
- $8 - 8 = 0$

## No day

That 8 pencils were longer than 8 toy trains.

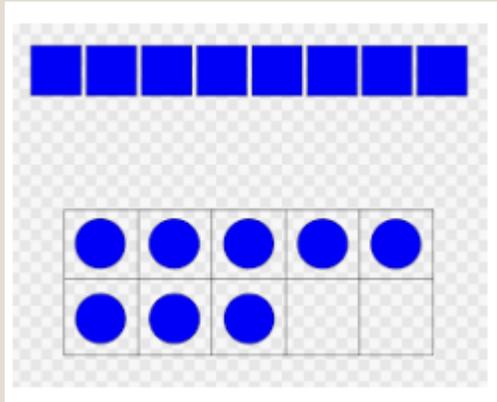
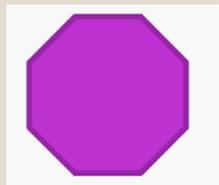


## Addition

- $1 + 7 = 8$
- $2 + 6 = 8$
- $3 + 5 = 8$
- $4 + 4 = 8$
- $5 + 3 = 8$
- $6 + 2 = 8$
- $7 + 1 = 8$

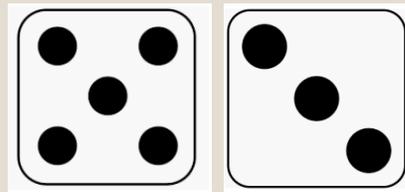


Even number



8 feathers were lighter than 8 marbles

7 8 9  
1 less 1 more



Phase	Number	Measure, Shape and Spatial Thinking
<p><b>Just Like Me</b></p>	<p>◇ <b>Match</b> - to find and match the objects that are the same and different</p> <p>◇ <b>Sort</b> - things that have something in common</p> <p>Have a selection of to be sorted, based on; colour, size or shape <i>Can they come up with their own criteria?</i></p> <p>◇ <b>Compare Amounts</b> - size, quantity</p> <p>Once confident with sorting, they can move onto ordering and comparing numbers</p> <p><i>Vocabulary: same, different, match, round, smooth, rough, colours, sorting, long, short, compare, equal, fewer, fewest, check</i></p>	<p>◇ <b>Compare Size, Mass and Capacity</b></p> <p>Objects can be compared and ordered to their size</p> <p>◇ <b>Exploring Pattern</b> - what comes next?</p> <p>Copy, continue and create simple repeating patterns Following an A B A B pattern <i>Can they say their pattern out loud using the correct vocabulary?</i></p> <p><i>Vocabulary: big, little, more, large, small, less, bigger smaller, tall, long, short, next, repeating</i></p>
<p><b>It's Me; 1, 2, 3</b></p>	<p>◇ <b>Representing 1,2,3</b></p> <p>Identify representations of 1, 2, 3 <u>Subtise</u> or count to find out how many, or make their own groups</p> <p>◇ <b>Comparing 1,2,3</b> Count on and back, which has more or less? <i>When we count, each number is one more</i> <i>Count backwards, each number is one less</i></p> <p>◇ <b>Composition of 1,2,3</b></p> <p>All numbers are made up of smaller numbers Explore the different compositions of 2 and 3; for example, 1 and 2 make 3</p> <p><i>Vocabulary: one, two, three, quantities, how many...,match, sort, one more, one less, same, different, combine, altogether</i></p>	<p>◇ <b>Circles and Triangles</b></p> <p>Circles: one curved side Triangles: three straight sides Recognise shapes in everyday life</p> <p>◇ <b>Positional Language</b></p> <p>Hear and begin to use positional language to describe how items are positioned in relation to others</p> <p><i>Vocabulary: circle, curved, side, straight, same, different, next, where, go, over, on, in, between (and other prepositional phrases)</i></p>

# Concrete, Pictorial and Abstract

- Develop a deeper understanding and mastery of mathematical concepts
- Use **concrete** objects to help them make sense of the concept or problem; this could be anything from real or plastic fruit, to straws, counters or cubes
- This is then developed through the use of images, models and children's own **pictorial** representations before moving on to the **abstract** mathematics.
- Will travel along this continuum again and again, often revisiting previous stages when a concept is extended
- Concrete can be used alongside the pictorial. Same, if a child is working in the abstract, 'proving' something or 'working out' could involve use of the concrete or pictorial to support

# What if my child is very confident with number already? Will this hold them back?

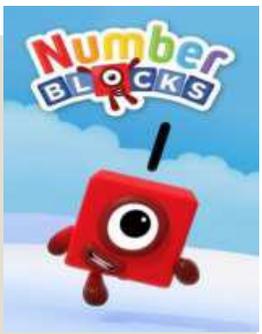
You may feel that your child can already count to 10 and therefore understands everything there is to know about counting to 10.

But have you considered:

- they may just know the numbers by rote?
- they may not have grasped the 5ness of 5.
- they may not understand the numbers within numbers i.e that 5 is made up of 3 and 2, 4 and 1?

# Calculation in EYFS

- We use Number blocks and a practical Mastery approach to ensure a depth of understanding about numbers.
- Children build on their previous knowledge of 'more' 'fewer' 'composition of number' to help them carry out calculations.
- Understanding of vocabulary is key, adults teach and model this. It is revisited and displayed in the classroom to help embed it. (more, fewer, less, altogether, equal, add, subtract, take-away, pattern, double, half)



Five.....six, seven



# In the Classroom

- Carpet sessions - Teacher models skills and key vocabulary. This is displayed on the working wall and referred to during sessions/ Differentiated questioning/ CPA Approach (Concrete-Pictorial-Abstract)/ Paired talk
- Activities - Maths activities are available for children throughout the week, both inside and outside. These are open-ended and children are extended through dialogue with adults
- The most important thing is for your child to experience a positive attitude to maths – it is OK not to know the answer straight away or be right first time. Maths is a learning journey and regular practise and experience of maths will help your child when learning in the classroom.