Welcome to Reception

Communication & Language and
Literacy
Communication and Language

- Listening and Attention
- Understanding
- Speaking
Listening and Attention

Children listen attentively in a range of situations.

- Watching others
- Quiet thinking
- Role play
- Learning with grown ups
- Learning with each other
They give their attention to what others say and respond appropriately, while engaged in another activity.

I would like to make one of those.

I will help you when I’ve finished mine.

Yes it was really funny.

Did you have fun at my party?
Listening and Attention

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Who is going to be the next Queen or King?

And the little polar bears hid in the cave until the snow storm stopped...

Goldilocks what were you thinking? The three bears house is no place to be in...
We have been learning all about plants and how to look after them.

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

I put a green pear in the magic box...

It turned into a yellow banana... How did that happen?
Understanding

Children follow instructions involving several ideas or actions.

- Playing games
- Collaborating to build
- Making
- Cooking
Speaking

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

The coronation was a long time ago.

I will be a teacher On Take over Day.

We planted our seeds earlier in the year.

Our vegetables are going to be really big later.
Children express themselves effectively, showing awareness of listeners’ needs.
They develop their own narratives and explanations by connecting ideas or events.

I made a hedgehog like in Percy the Park Keeper.

I built Lazy Town with the 3D shapes.
Literacy

- Reading
- Writing
- Phonics
Literacy

- Covers communication through reading, writing, and phonics.
- Provide opportunities to imagine and recreate experiences through activities (exploring language as they do so.)
- To make connections between school, home and the wider community.
- To have access to, and share a wide range of rhymes, stories, poems, songs and non-fiction books.
Reading

- Children begin by looking at books without text, telling their own stories from the pictures.
- They learn through a range of strategies with a strong emphasis on phonics.
- Children Learn to recognise a series of High Frequency Core Words, many of which cannot be sounded out phonically.
- They will also look at context and other clues to assist in understanding text.
- Our main reading scheme is Heinemann Story Worlds.
- Children will work through the scheme at their own pace.
- Books supplemented by others at same level as required.
They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

Rat and cat rhyme because they sound the same.

I made this in the creative area.

It's fun to enjoy our reading in different places.

We even practise our reading with wellies!

I made this in the creative area.
Children read and understand simple sentences.

Come and join us in Play and Learn Sessions.

We like to read indoors.

They demonstrate understanding when talking with others about what they have read.

We like dressing up to enjoy our reading even more.

Reading outside is fun too.

The puppets dress up too!
Reading at home

- Children bring home sharing books each week, from their first day in school.
- Please share these with your child, reading to them and encouraging them to read to you as they gain confidence.
- Children will also bring home words to learn, these are the core words mentioned earlier.
- As children learn their words, books will be issued from the reading scheme.
Children use their phonic knowledge to write words in ways which match their spoken sounds. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Writing

- Children begin with “wiggles and squiggles”.
- They begin to ascribe meaning to these marks.
- Increasingly use phonic knowledge and letter formation in their writing.
- Write simple “CVC” words as knowledge increases.
To compliment the early learning goals in literacy, the children learn through a combination of jolly Phonics and Letters and Sounds.

We learn our sounds in so many different ways.

I like to learn my sounds inside, then make them outside.

They learn one sound per day using stories, pictures and actions for each sound.
What you can do to help!

Reading

- Ensure you read books and learn core words when brought home.
- Attend the jolly phonics work shop.
- Look at phonics sheets and practise actions for each.
- Read bedtime stories!
- Look at and talk about printed language in their environment, on food packets, road signs, labels and leaflets.
- Attend Play and Learn Sessions.
What you can do to help!

Writing

- Encourage children to draw, paint etc
- Show children your writing, shopping lists, things to do, birthday cards.
- Make scrap books, write postcards, party invitations.
- Develop fine motor skills by cutting, sewing, dot-to-dots etc.