Willow Bank Infant School

Phonics and Maths
Information Evening
Tuesday 2nd October 2018
7.30pm

Throughout your child's year in FS they will learn:

- To count to 20 and beyond
- To recognise and order numbers to 20
- Addition and subtraction
- Shape space and measure
- Mathematical vocabulary
- To form numbers correctly

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Maths through play

Making the most of routines

Whole Class Teaching

- A typical lesson consists of daily counting, recognition of numbers, adding and subtracting or shape, space and measure.

- Focused small group work happens after a whole class input.

- Children can freely explore these concepts through a variety of different activities /challenges and resources set up each day.

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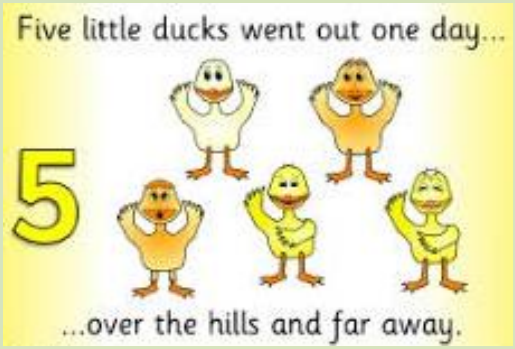
These are a few examples of key skills that we teach in FS.



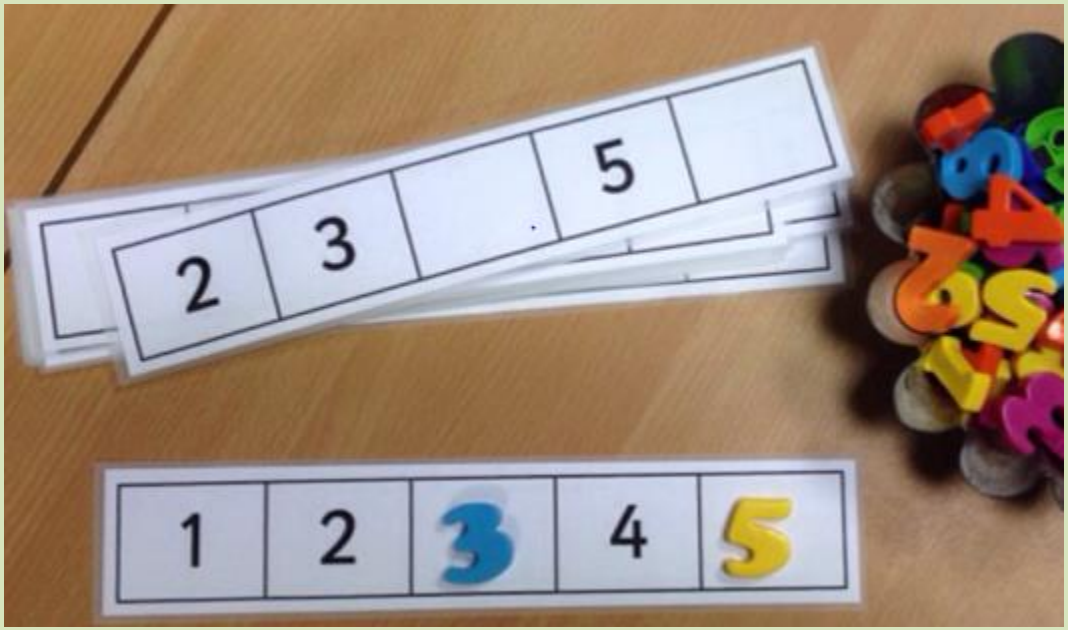
Counting accurately

Lining up objects to count

Touch counting 1:1 correspondents

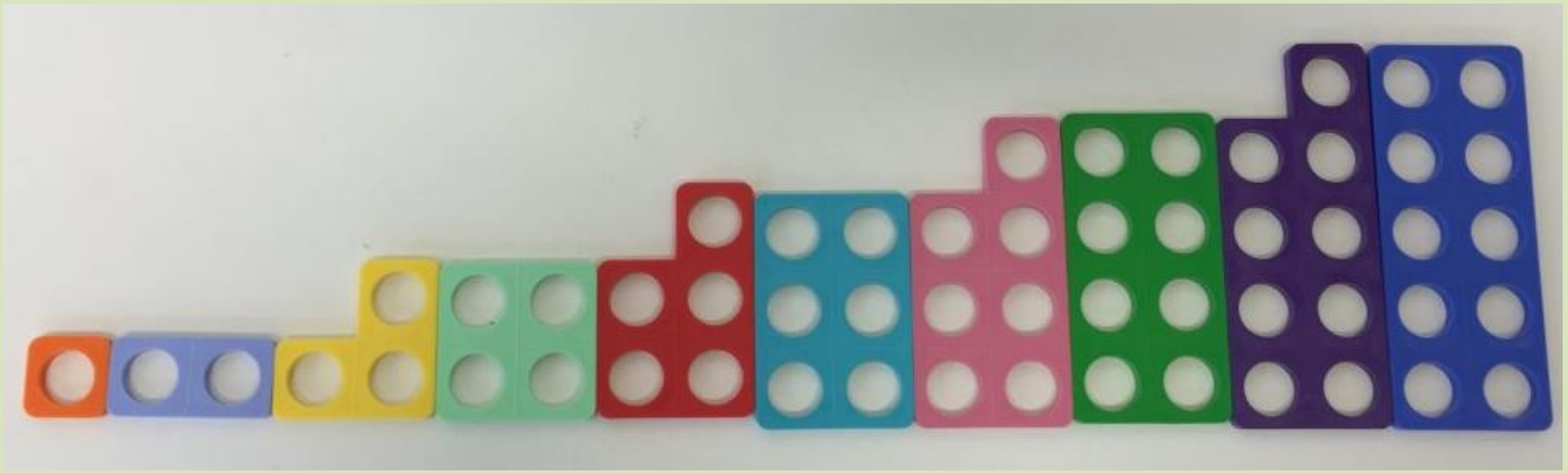
Counting out from a larger set

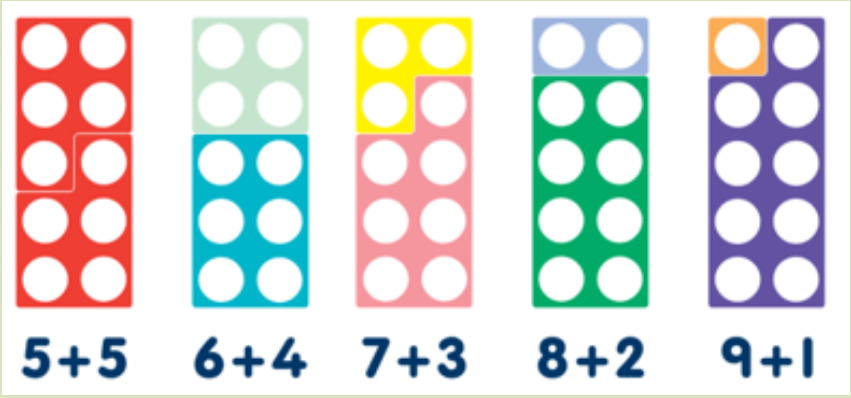
Ordering

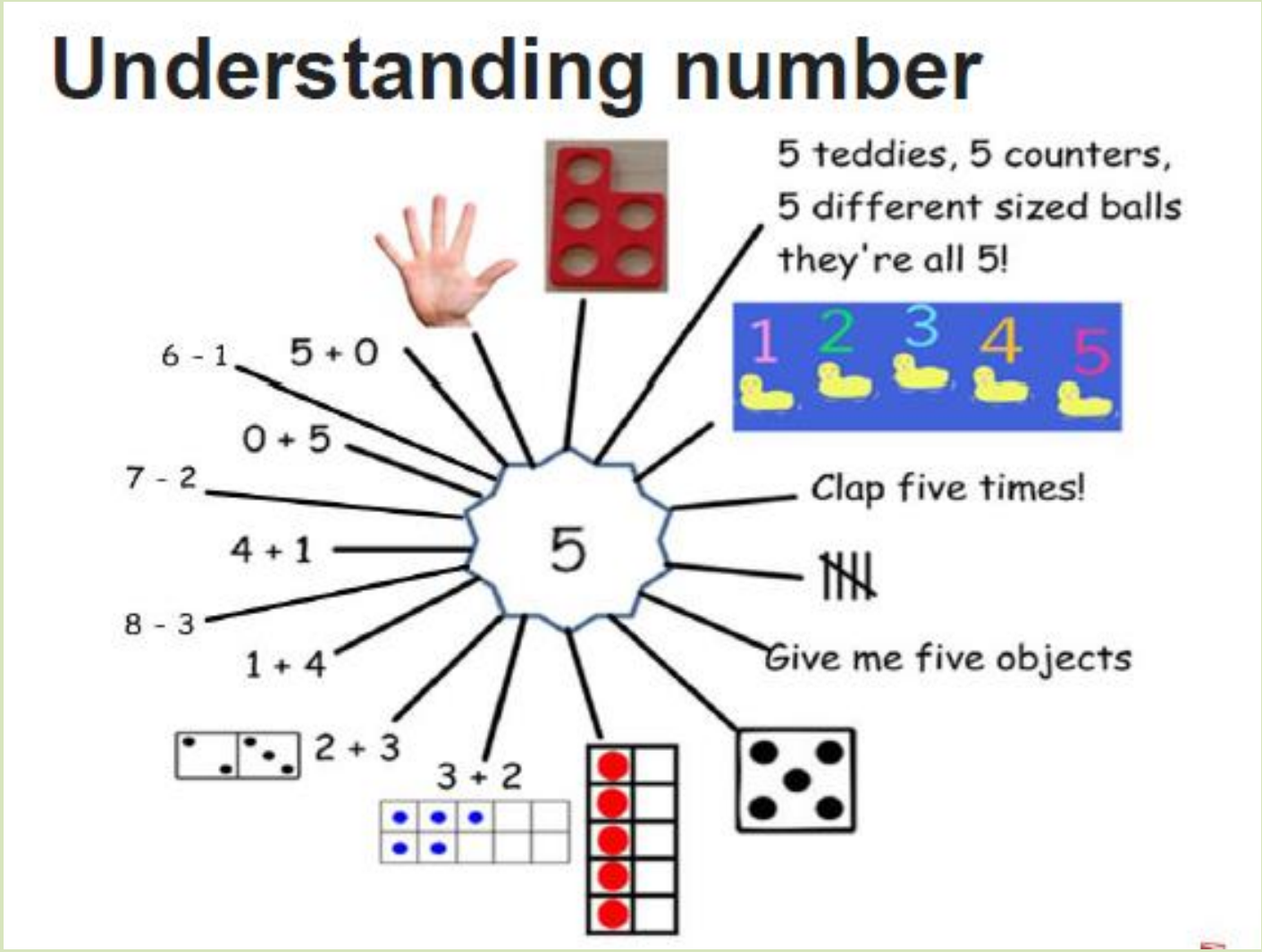


-Order and sequence numbers to 20
-Recognise numbers to 20

Numicon







Can they use and apply numbers In different ways?

Show an awareness of time

Being able to sequence times of the day.

Language we use-

- Days of the week
- Morning, afternoon, evening and night.
- Today, yesterday and tomorrow.
- Before, after, next, last, soon, early, late.

Be aware of shapes in their environment

2D

Language-

Circle, square, rectangle, triangle, star.

Sides, corners, flat, round

3D

Language-

Sphere, pyramid, cylinder, cube, cuboid, cone.

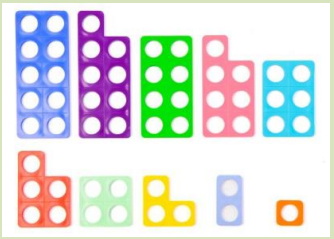
Edges, faces, vertices, solid

Year 1 Maths

Autumn Term

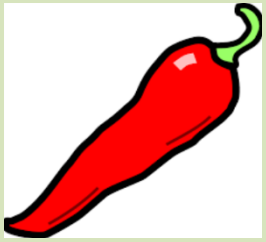
- Building on Foundation Stage learning to master basic concepts.





- Children have access to a wide range of mathematical equipment to practise and apply new learning.

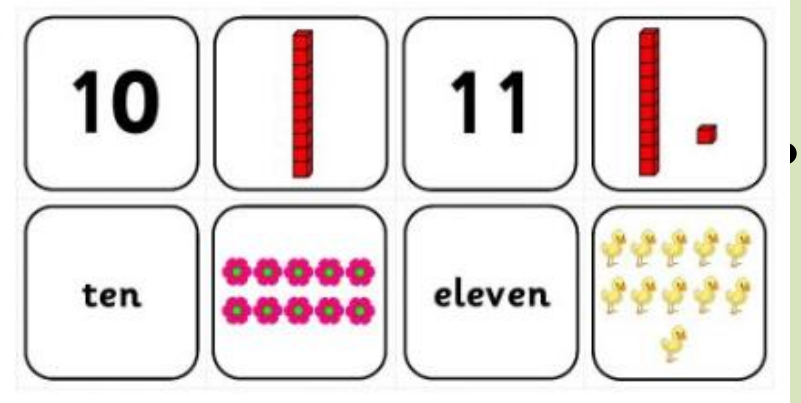
- Chilli Challenges



Year 1 Maths

Spring

- Lots of practical activities with more opportunities for written recording.
- Moving on to larger numbers but not too fast!
- Mastery = Teaching children to problem solve, giving reasons and explanations.



20 = 10 + ☐

Year 1 Maths

Summer

- A combination of written, pictorial and practical.
- 0 to 100

- Preparing the children for Year 2.

- Mastering the Year 1 concepts and not racing ahead.
- Still have high expectations.

$8 + 4 = \square + 6$

Year 1 Maths

- A typical lesson looks like:

Mental Starter - The start of each lesson begins with a quick practise of numeracy skills; Counting forwards and backwards in 1s, 2s, 5s, 10s. Number bonds, problem solving, games.

Input – Whole class on carpet for new concept to be taught or consolidation.

Independent/Group Work – One group works with the teacher. Other groups work on team games or independent tasks. The class TA supports these activities.

Round Up - Feedback

Year 2 Maths

By end of Year 2 these are the age-related expectations:

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Year 2 Maths

Build on previous learning.

The aim is for all children to develop fluency before moving on to problem solving and reasoning.

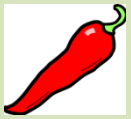
They start using maths apparatus/equipment before developing their skills in written methods. Children cannot use maths equipment in the SATs so they all need to develop secure pictorial and written strategies. They are exposed to lots of different strategies and are encouraged to use the strategy they find the most efficient and are most confident with.

By the summer term the aim is for children working at greater depth able to solve two-step word problems and for all others to be able to solve one step word problems.

Year 2 Maths

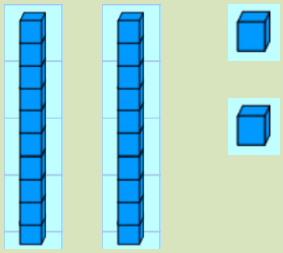
SODA (Start of the Day Activity) : Each day the children complete an arithmetic question or a word problem.

What a typical lesson looks like:

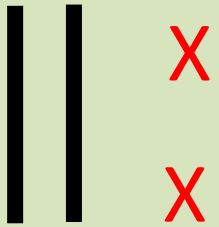
- Warm-up mental arithmetic e.g. counting in 10s, 5s, 2s, and 3s and number bonds to 20
- Whole class input to introduce or consolidate learning
- Independent work or small group work to develop fluency (adult supported where necessary)
- Once fluent children directed towards problem solving and reasoning (chilli challenges) 
- Round- up of learning by discussing efficient strategies and identify next steps

The development of mathematical strategies .

Concrete



Pictorial



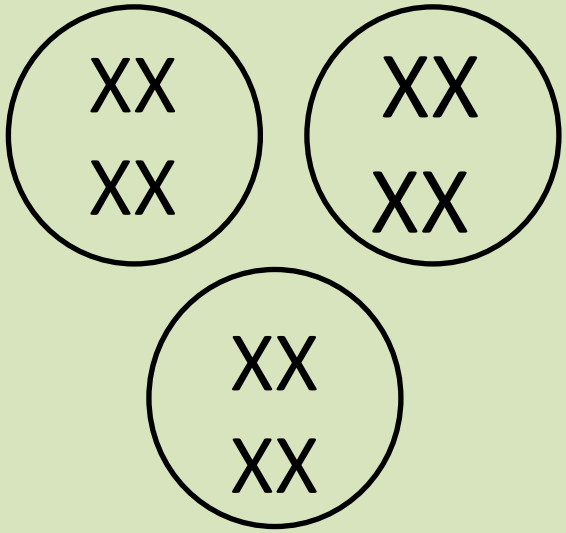
Abstract

T	O
2	2

The development of mathematical strategies.

Concrete

Pictorial



Abstract

3 x 4 = 12

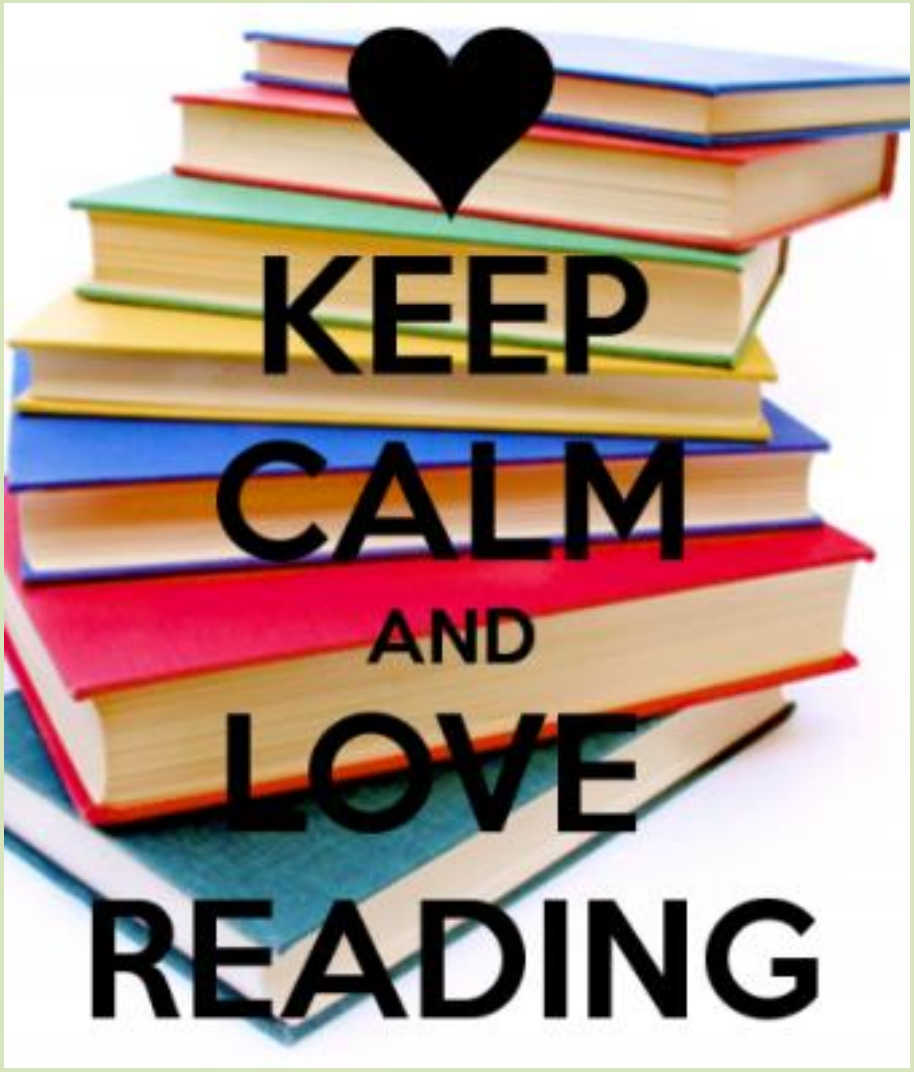
Mastery

- Don’t confuse fluency with mastery.
- Completing 10 or more calculations is being fluent, it doesn’t mean they have mastered the concept.
- Mastery means being able to solve problems and reason about their learning.
- Can you explain your strategy?
- Can you draw it?
- Can you show me with coins?
- Can you find the most efficient method?

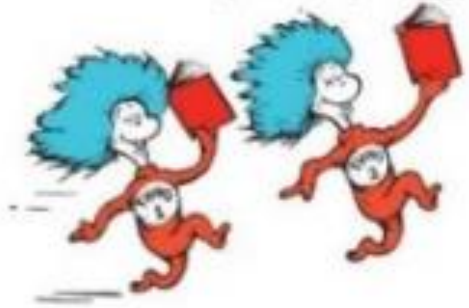
Practical Ideas for helping at home

- http://www.primaryhomeworkhelp.co.uk/maths/index.html
- https://www.topmarks.co.uk/
- https://www.educationcity.com/
- http://www.ictgames.com/resources.html

Reading

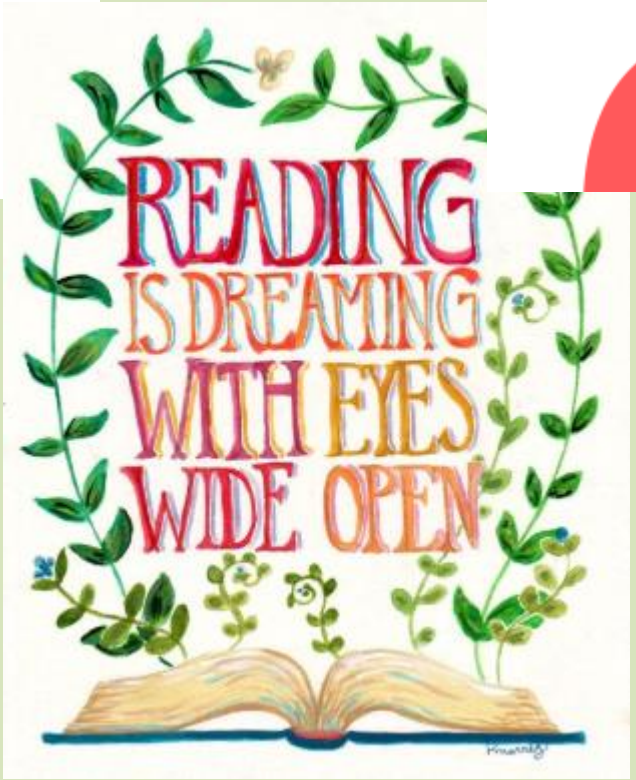


The More
that you read,
the more things
you will know.
The more that you
Learn,
the more places you'll go.



You can find magic wherever you look. Sit back and relax, all you need is a book.

– Dr. Seuss



Reading

- At Willow Bank the reading books are book banded, in a colour order.
- The children move onto the next band when the teacher has assessed them. In Foundation Stage this is a teacher assessment and in KS1 this is using an assessment system called Benchmarking. The children are ready to move up when they can read 95% or more of the words confidently and are able to talk about the text and answer comprehension questions.

The Power of Reading

Reading regularly is key to helping the children develop an interest in the world around them and increasing their vocabulary.

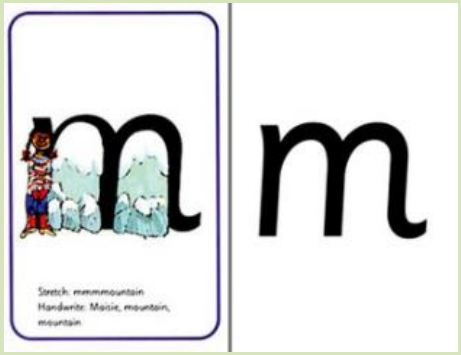
Encouraging your child to read aloud a little everyday will make all the difference. If they aren't in the mood for reading one day, then a chat about their book is just as useful.

Please make sure you sign the reading diary when you read with your child.

Phonics

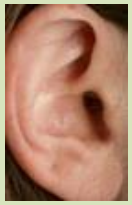
- Phonics helps children to develop reading and spelling skills at an early stage,
- e.g. ‘cat’ can be sounded out for reading and spelling

- We use a synthetic phonics scheme called ‘Letters and Sounds’ as our teaching resource. We also use Read Write Inc. resources to supplement our scheme. It adds to the children’s enjoyment and has a strong link handwriting.



Phonics

- Language we use:
- Phoneme – smallest unit of sound



sh o p

- Digraph – 2 letters that make 1 sound - special friends

  ai (rain) ee (sheet) ow (cow)

- Trigraph – 3 letters that make 1 sound - special friends

  igh (high) ear (hear) air (fair)

- Grapheme – Is what you see.

The letters that represent each sound.

- **<u>Blending – a key skill for reading</u>**
- Recognising the letter sounds in a written word, for example: c-u-p → cup
- and then merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

- **<u>Segmenting – a key skill for writing</u>**
- 'Chopping up' or 'sound out' the word to spell it out.
- The opposite of blending

- Identifying the individual sounds in a spoken word
- (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word.

Phase 2 - 4

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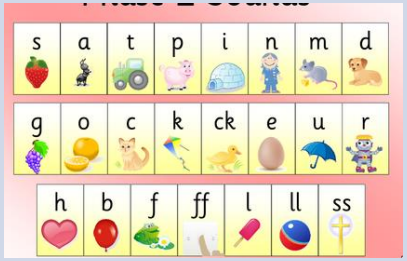
Phase 2	Phase 3	Phase 4
19 sounds which are grouped together to allow immediate blending and segmenting. Eg set 1 in week 1 – s a t p what words can you make using only these 4 sounds?  	Learning further 25 sounds  	Read and spell CVCC, CCVC words and words with adjacent consonants (eg- sand) and two syllable words. S-t-a-m-p S-a-n-d Sun-set Pow-er

Enunciation ml

- Teaching phonics requires a technical skill in enunciation
- Phonemes should be articulated clearly and precisely.

‘sssssss’ not suh

t not tuh

Some definitions

Oral blending This skill is taught before blending and reading printed words

Hearing a series of spoken sounds and

- merging them together to make a spoken word – no text is used
- *For example, when a teacher calls out 'b-u-s', the children say 'bus'*

Phoneme fingers to help with oral blending

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a-t

We use our phoneme fingers to count out how many sounds we can hear in a word.

m-i-l-k

t-a-p

s-t-a-m-p

MI

Some definitions

Blending

Recognising the letter sounds in a written word, for example **c-u-p**, and merging them in the order in which they are written to pronounce the word 'cup'

Sound Buttons

J	u	g

b	u	s

f	i	sh

d	u	ck

d	o	ll

ch	i	ck

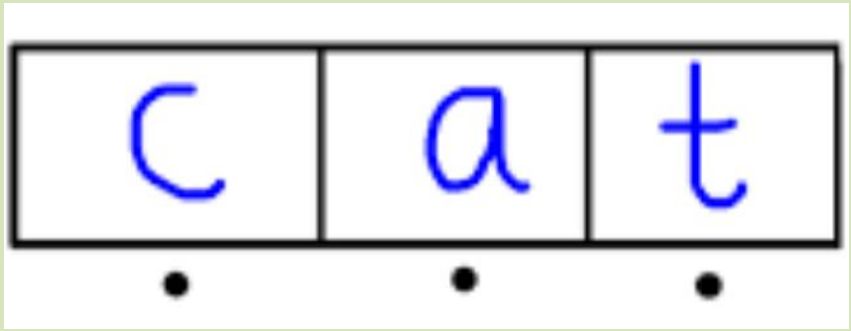
Segmenting for spelling

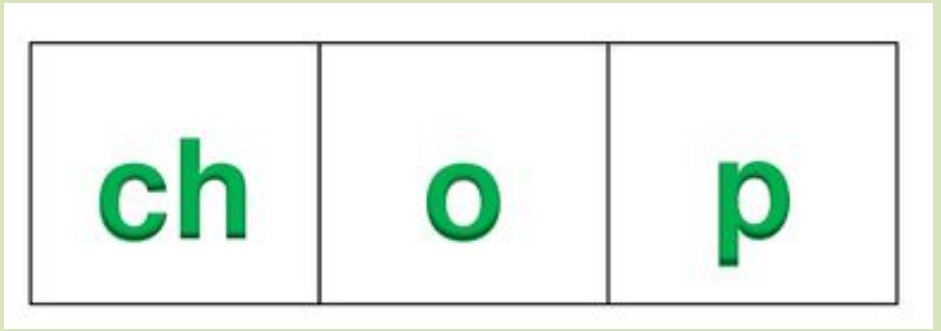
SEGMENTING

- Breaking down words for spelling.

cat

c a t





Phase 2 to 5 Tricky Words

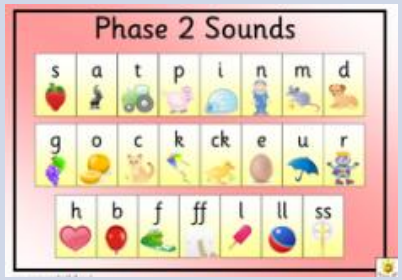
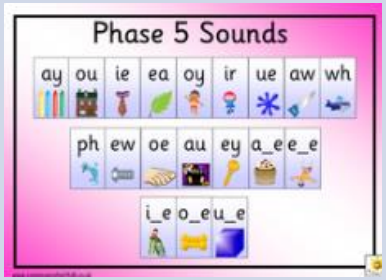
Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

By the end of reception children are expected to be able to write simple sentences which can be read by themselves and by others. Some words are spelt correctly and others are phonetically plausible **ml**

Don’t try to correct spelling.

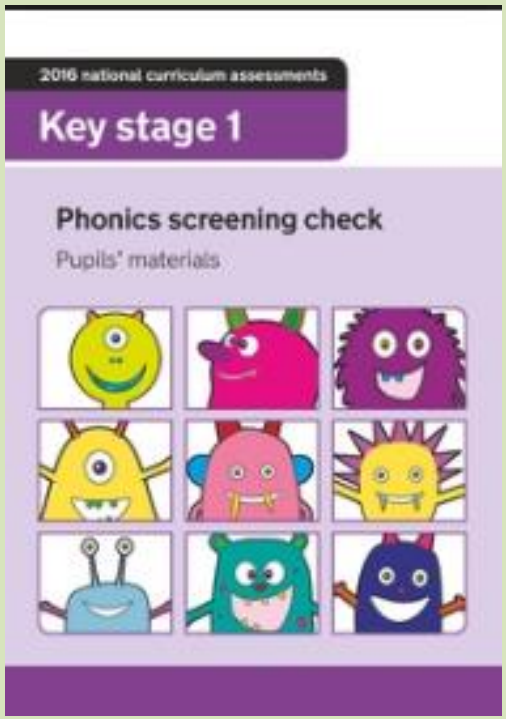
ML

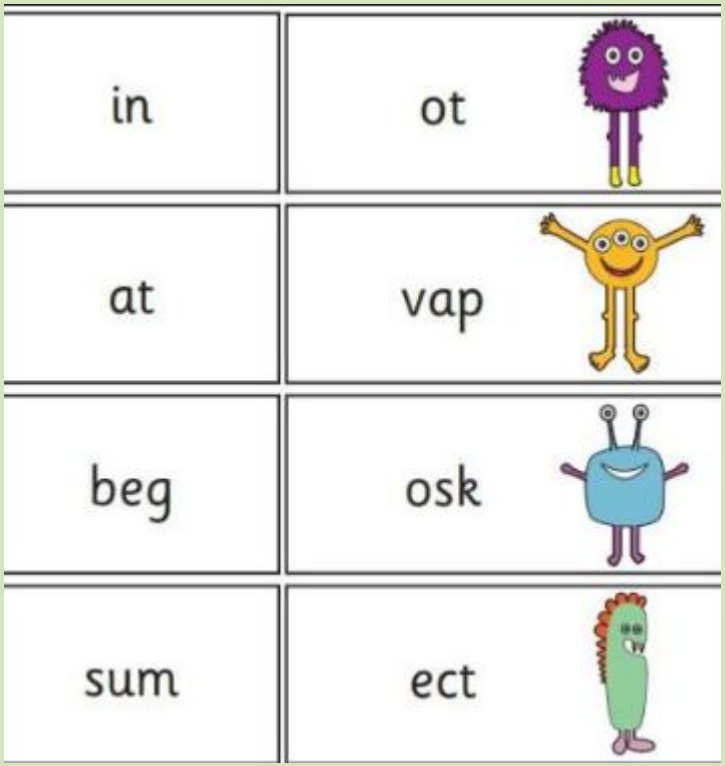
Year 1 Phonics

Phase 2	Phase 3	Phase 4	Phase 5 a
Revision of these phonemes	Revision and consolidation	In Phase 4, no new graphemes are introduced. The aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.	Children will learn new phonemes and graphemes as well as learning alternative pronunciations.
			

Phonics Screening Test

- 40 words – some real some pseudo (alien) words





Year 1 Phonics

Autumn Term

- Whole class teaching
- Mon – Thurs - a new phoneme and alien words
- Fri – Tricky words

Spring & Summer Term

- Children grouped by ability
- Same format as above
- Phonics Screening Test

Year 1 Phonics

- A typical lesson looks like this:
- REVIEW Revisit previous phonemes that have been taught.
- TEACH Introduce a new sound, identify the corresponding letters.
- PRACTISE Variety of activities including; Use of 'Phoneme Fingers' to sound out, reading, writing, playing ICT games, Phonics Play.
- APPLY Writing and reading sentences including the new phonemes.

Year 2 Phonics

Phase 3	Phase 5a	Phase 5b	Phase 5 c	Phase 6
Revision and consolidation 	Revision and consolidation 	Alternative pronunciations for graphemes	Alternative spellings for phonemes	Children become fluent readers and accurate spellers.

- Aim of a phonics lesson is to build on previous learning and children are grouped according to need
- Revise and consolidate Phase 3 for some and Phase 5a for other children
- Move onto: Phase 5b, Phase 5c and Phase 6
- Children are informally assessed at the end of each phase

Year 2 Phonics

A typical lesson looks like this:

- REVIEW Warm-up (recap known sounds in order to practise)
- REVIEW Read/spell the week's tricky words
- TEACH Introduce a new sound, alternative pronunciation or spelling
- PRACTISE AND APPLY Activities using a new sound include phoneme spotting/ spelling games/sorting games/ICT phonics play/reading and writing sentences

- Any questions?

- Resources are displayed on the tables.