



# Reception Curriculum Workshop

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# Areas of Learning

Areas of Learning and Development			
Prime Areas			
<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Communication and Language</b>	
<ul style="list-style-type: none"> <li>• Self- Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul>	
Specific Areas			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture and Communities</li> <li>• The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative and Expressive</li> </ul>

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# Early Learning Goals

Each child in Reception is assessed against the 17 Early Learning Goals-ELGs.

- Children are assessed as
- 1-Emerging
- 2-Expected

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## A GLD (Good Level of Development)

A GLD ( 'good level of development) is defined as reaching the expected level in the prime areas of learning along with specific aspects of mathematics and literacy.

- Listening, Attention and Understanding
- Speaking
- Self-Regulation
- Managing Self
- Building Relationships
- Gross Motor Skills
- Fine Motor Skills
- Comprehension
- Word Reading
- Writing
- Number  
Numerical Patterns

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# Research

- For children who struggle to talk and understand words, their whole lives are affected. A recent report, [\*Listening to unheard children\*](#), found that they are:
  - **six times** more likely to be behind in English at age 11
  - **eleven times** more likely to be behind in maths at age 11
  - have **more** mental health problems
  - **twice as likely** to be unemployed as an adult

These figures show the scale of the challenge in front of us. We believe that every child should be able to get speech and language support when they need it so they aren't left behind.

- [speechandlanguage.org.uk](http://speechandlanguage.org.uk)

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# Early Learning Goal Communication and Language

## Communication and Language

### Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

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# How to support your child's language development

**Children often learn best by observing and copying adult behaviour so adults should model good speech and language skills whenever possible by:**

- getting child's attention and making eye contact (get down to the child's level if necessary)
  - speaking clearly and calmly
  - using age-appropriate, simple language.
  - repeating sentences back to children, extending what they have said
  - describing and commenting on what is happening and what children are doing
  - listening carefully when children are talking and being patient so they have plenty of time to respond and find their words
  - using gesture, tone of voice and facial expressions
- using effective questioning but being careful not to over question children or use closed questions.  
Rule of 4 to 1.

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# Literacy-Comprehension

## Expectation at the end of Reception:

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

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**EYFS/ Early readers question prompts**

**Before reading the book:**

Encourage the child to handle the book and hold it the correct way around.



Can you find the front cover?

What can you see on the front cover?



What might this book be about?

Can you find/point to the title?

What might happen in the story?



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**During the reading of the book:**

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.



What is happening on this page?

What might happen next?

What does this word mean?



Do you like ...?

What might happen at the end of the story?



Can you turn to the next page?



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**After reading the book:**

Encourage the child to talk about what happened in the book.



What happened in the story?

What happened to this character?



What did you find out?

Did you like this book? Why?

What was your favourite part?



Who was your favourite character?



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# Literacy-Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- 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.

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# Read Write Inc Phonics sounds

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

## Reading words

cat  
hop  
can  
shop

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# How you can support your child at home with Reading?

- Minimise distractions.
- Engage with the virtual classroom lessons.
- Practise saying the letter sounds using sound mats.
- Read the RWI phonics books.
- Practise reading and writing the letter sounds.
- Explain meanings of unfamiliar words.
- Visit the library.
- Read the RWI phonics book everyday.



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# Writing-Expectation at the end of Reception

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



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I can see a <sup>pirate</sup> pirate.

Mu Aepis + Rebo.

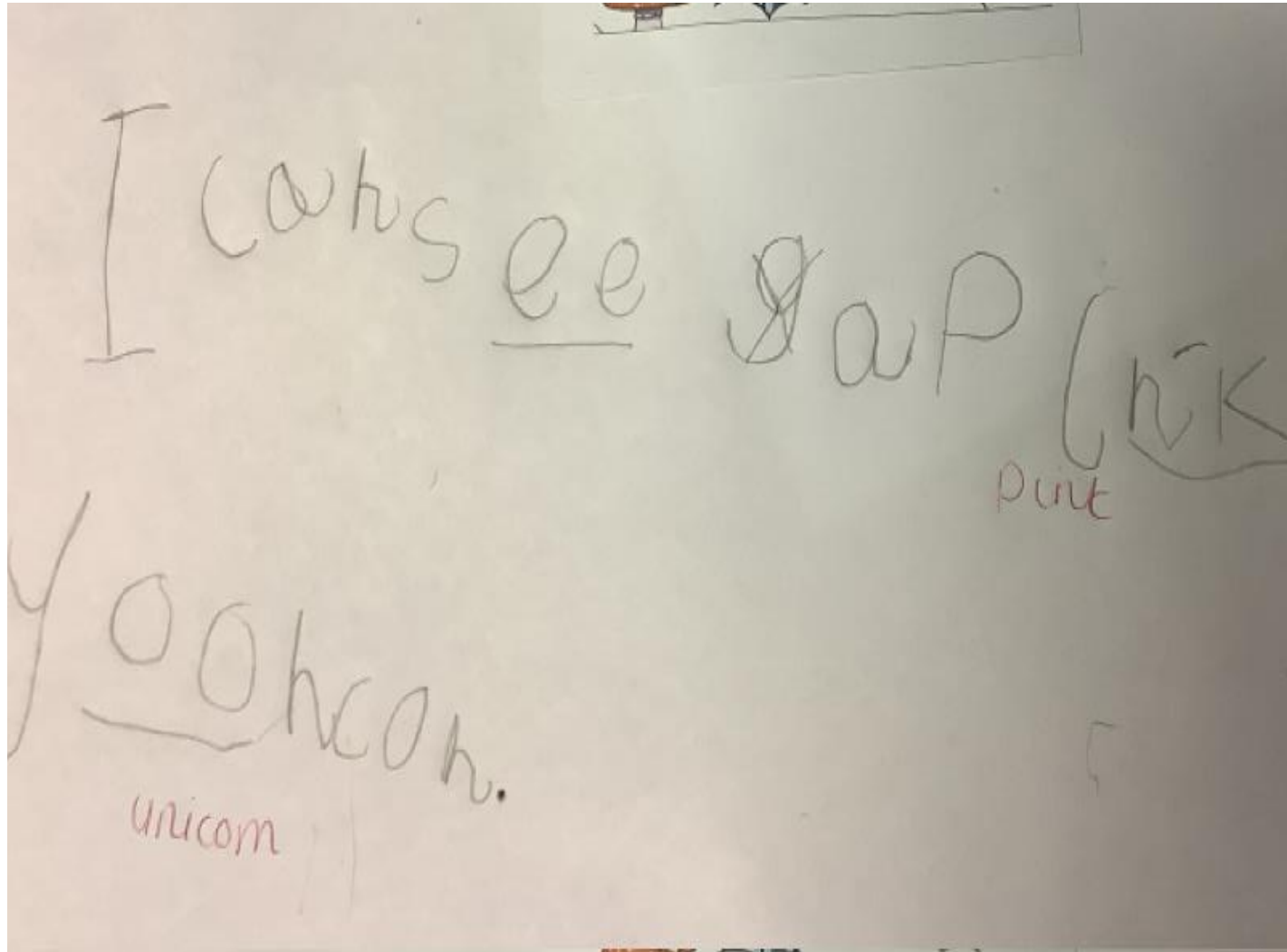
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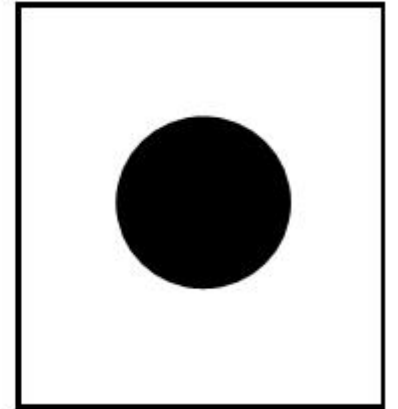
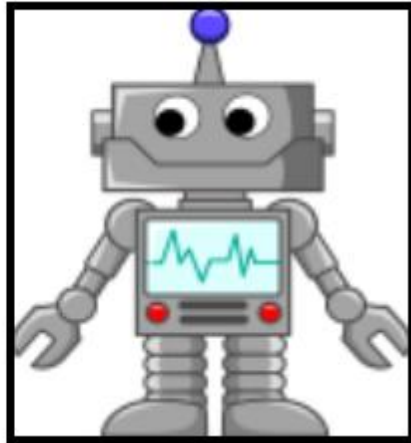
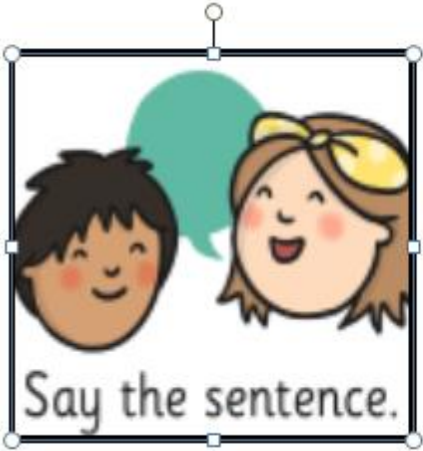
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# Writing Sentences



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# Writing at home

- Say sentences before writing.
- Practise hearing the sounds in words.
- Get children to put the sounds on their fingers (Fred Fingers).
- Practise writing letter sounds and words.
- Encourage children to write for meaningful purposes e.g. a message in a card, shopping list, a letter to a friend or family member.

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# Maths

## 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

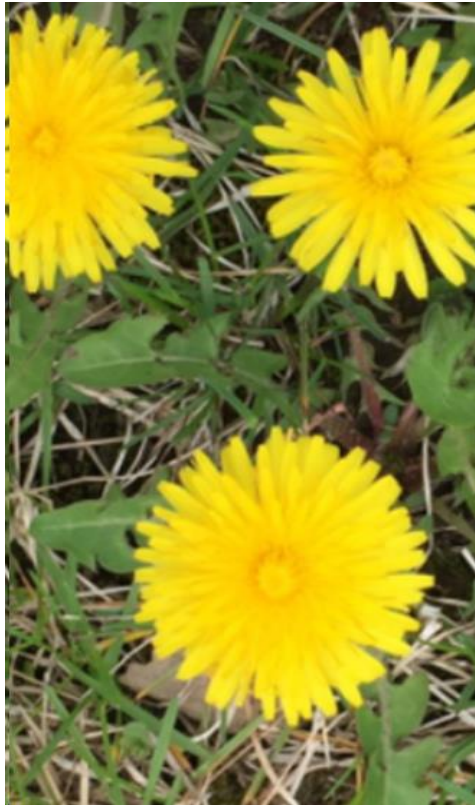
## Numerical Patterns:

- 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.

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How many can you see without counting?



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# Maths through play



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# Questions?



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