

# 2016-2017 Learning guide for Year R



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# Year R

## Maths

**By the end of Year R, to meet an expected level, children should be able to:**

- Count reliably using number from 1 to 20
- Order numbers from 1 to 20
- Say which number is one more or one less than a given number from 1 to 20
- Read and write numbers from 1 to 20
- Using objects for support, add 2 single-digit numbers and count on to find an answer
- Using objects for support, subtract 2 single-digit numbers and count back to find an answer
- Solve number problems including doubling, halving and sharing
- Use everyday language to talk about size, weight, capacity, position, distance, time and money
- Recognise, create and describe patterns
- Use mathematical language to describe the characteristics of 2D and 3D shapes

## Reading

**By the end of Year R, to meet an expected level, children should be able to:**

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some tricky words
- Show an understanding of what they have read when talking about a text to others

## Writing

**By the end of Year R, to meet an expected level, children should be able to:**

- Use phonic knowledge to write words which match their spoken sounds
- Write some tricky words independently
- Write simple sentences which can be read back by themselves and by others
- Spell some words correctly and some phonetically plausibly

# Reading books

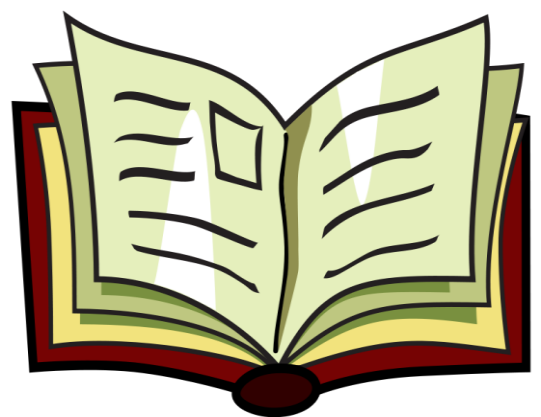
In September the children will be provided with a reading book linked closely to their developing reading needs and ability. To begin with, this may be a book without any words, to encourage the children to talk about what is happening in the story, what visual cues they can see in the pictures and to encourage speaking, listening & memory skills.

We aim for an adult (class teacher, TA or reading volunteer) to read in school with your child at least once a week. They will also take part in whole class and group reading sessions every day. All children will have reading books changed once a week, with the expectation that you can share as many other books from home or a library as you wish throughout the week.

Children will bring home their books each night along with their home learning journal. We ask for any reading which is done at home to be recorded in this so we can keep track of how often a child is reading at home and what you notice about their learning development.

Any support you are able to provide with reading at home is very much appreciated as it can have a huge impact upon your child's development and the progress they are able to make. Asking who, what, where and why questions about the text during reading is also extremely important in developing your child's ability to have a secure understanding of what they have read.

**If you are interested in becoming one of our parent reader volunteers and are able to give up a small amount of your time each week to come and support reading in school then please do not hesitate to speak to a member of the team.**



# Homework

Each child in Year R will have a home learning journal. As well as recording significant learning at home and any reading activities that take place, children in Year R will also be given a piece of set homework on Monday. This will be collected and marked on Friday.

Homework in Year R may include any of the following;

- Handwriting or letter formation practise
- Counting, number ordering, adding, subtracting, multiplication or division problems
- Tricky words to learn to read and write
- Fact-finding projects (for example, find out about the inventor 'Thomas Edison')
- Create topic-based projects (these are usually given over a 2 or 3 week time frame) about a festival, celebration or special family event

If at any point the homework set in your child's home learning journal is unclear, please see a member of teaching staff in Year R.

Although homework is sent out on Monday and collected on Friday, your child's home learning journal still needs to come into school every day.

# Tricky words (not decodable)

## Phase 2 'tricky words'

the	to	I	no	go
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## Phase 3 'tricky words'

he	she	we	me	be
was	you	they	all	are
my	her			

## Phase 4 'tricky words'

said	have	like	so	Do
some	come	were	there	little
one	when	out	what	

## Phase 5 'tricky words'

oh	their	people	Mr	Mrs
looked	called	asked	could	

# Phonemes and digraphs

## Phase 2

<b>c</b>	<u>c</u> at	<b>o</b>	c <u>o</u> t	<b>a</b>	ma <u>t</u>
<b>d</b>	<u>d</u> og	<b>g</b>	di <u>g</u>	<b>qu</b>	qu <u>ac</u> k
<b>s/ss</b>	<u>s</u> ock mess <u>ss</u>	<b>i</b>	fi <u>t</u>	<b>r</b>	ru <u>n</u>
<b>n</b>	<u>n</u> et	<b>m</b>	<u>m</u> ud	<b>p</b>	pi <u>g</u>
<b>l/l</b>	<u>l</u> eg fe <u>ll</u>	<b>t</b>	sa <u>t</u>	<b>h</b>	<u>h</u> at
<b>b</b>	<u>b</u> ed	<b>k</b>	<u>k</u> ing	<b>ck</b>	cl <u>oc</u> k
<b>f/ff</b>	<u>f</u> ish st <u>uff</u>	<b>e</b>	<u>e</u> gg	<b>u</b>	ru <u>n</u>

## Phase 3

<b>j</b>	<u>j</u> og	<b>v</b>	<u>v</u> an	<b>w</b>	<u>w</u> ind
<b>x</b>	fi <u>x</u>	<b>y</b>	<u>y</u> ellow	<b>z/zz</b>	<u>z</u> ip bu <u>zz</u>
<b>ow</b>	<u>ow</u> /flower	<b>ch</b>	<u>ch</u> ildren <u>ch</u> icken	<b>sh</b>	<u>sh</u> out <u>sh</u> ish
<b>th</b>	<u>th</u> is <u>th</u> at	<b>ng</b>	th <u>ing</u> ki <u>ng</u>	<b>ai</b>	rai <u>n</u> ai <u>m</u>
<b>ee</b>	<u>ee</u> k she <u>ep</u>	<b>igh</b>	ni <u>gh</u> t si <u>gh</u>	<b>oa</b>	bo <u>at</u> <u>co</u> at
<b>oi</b>	<u>oi</u> n sp <u>oi</u> l	<b>oo</b>	bo <u>oo</u> t/ <u>oo</u> t bo <u>oo</u> k/ <u>oo</u> k	<b>ar</b>	ca <u>r</u> pa <u>r</u> k
<b>or</b>	sh <u>or</u> t p <u>or</u> k	<b>er</b>	pe <u>er</u> son Ger <u>er</u> many		

## Phase 5

<b>ou</b>	sh <u>ou</u> t ou <u>t</u>	<b>ea</b>	be <u>ea</u> ch pe <u>a</u>	<b>ew</b>	ne <u>ph</u> ew ste <u>w</u>
<b>oe</b>	go <u>es</u> to <u>e</u>	<b>ie</b>	pie/ <u>li</u> ed	<b>ue</b>	bl <u>ue</u> cu <u>e</u>
<b>ay</b>	h <u>ay</u> p <u>ay</u>	<b>a_e</b>	ma <u>ke</u> sh <u>ake</u>	<b>e_e</b>	the <u>se</u> the <u>m</u> e
<b>i_e</b>	fi <u>ne</u> mi <u>ne</u>	<b>o_e</b>	pho <u>ne</u> bro <u>ke</u>	<b>u_e</b>	Ju <u>ne</u> compu <u>ter</u>

