

Barnham Primary School

Learning guide for Year R



End of year expectations for children in Year R



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Behaviours for learning

Children in Year R need to develop positive attitudes to education and learning in order to succeed on their journey through the school. These behaviours begin during the first few weeks of school, as the children are introduced to whole-class learning, group adult-led tasks and group independent tasks. As the weeks progress, the children will learn through a regular morning routine of Maths and English (early phonics, reading and writing) sessions. In the afternoons, they will learn through other curriculum areas, such as geography, history, PE or topic-themed learning.

In order to make the most of a school day, we have certain key expectations for all. These include elements such as lining up, following explicit instructions, waiting patiently, or trying a new task. The first step towards these expectations begins with listening and speaking. The Early Years Curriculum for schools lists the following key skills in speaking and listening which are assessed at the end of a child's first year in school:

- **Listen attentively** and **responding** to what they hear ... during whole class discussions and small group interactions.
- **Making comments** about what they have heard and **asking questions** to clarify their understanding.
- **Holding conversation** when engaged in back-and-forth exchanges with their teacher and peers.
- **Participate** in small group, class and one-to-one discussions.
- **Offer explanations** for why things might happen.
- **Express their ideas and feelings** about their experiences using full sentences, including use of past, present, and future tenses ... with modelling and support from their teacher.

In class each day, for the majority of lessons, children will be expected to do the following:

- Say 'good morning' to familiar adults.
- Sit on the floor or carpet with their legs crossed, with other children.
- Face the person who is talking.
- Maintain focus for 10 minutes during whole class times, including listening and looking at what is happening.
- Sitting on a chair for 'group work,' with feet on the floor and maintain an upright position.
- Hold a pencil using tripod grip and show early mark-making and letter formation skills.
- Hold a pair of scissors and use for early cutting skills.

At different points during the day, they will also take part in other activities and the following additional skills are required:

- Standing and walking in a line with other children, including waiting in a line.
- Packing or unpacking a bag with their belongings (water bottle, lunch box and pencil case).
- Using the toilet independently, including wiping themselves and washing hands.
- Using a knife and fork to hold and cut food.
- Say 'please' and 'thank-you' at appropriate times.
- Putting on and removing clothing, like coats, trousers, hats, gloves, t-shirts and jumpers.

Rewarding Great Role Models at BPS - Dojo Rewards

At BPS our goal is for children to become self-motivated in their drive to be successful learners, confident individuals and responsible citizens. Our reward system, that includes the reward of Dojo points, helps us to do this. Dojos are given to the children for hard work, extra effort, overcoming learning challenges, being kind and collaborating with their classmates. In each class and year group there will also be specific categories that children can earn more dojos for. For example, reading regularly, completing any homework, or improving learning outcomes.

There may be times as well that a Dojo may be removed if a reminder is required for a child to help them better understand the expectations and goals we are working towards. This happens very infrequently, but can occur.

As the children earn their Dojo points they work towards the achievement of being celebrated by their class and the school, receiving a badge which helps signify that they have reached a milestone of success. The boundaries for this goal are 100 dojos, 200 dojos, 300 dojos and 400 dojos. In the event of a child reaching 500 dojos, which has only happened a handful of times; that child becomes the head teacher for some time and Mr Everett takes on their class work and activities.

It is vital to reward the children and to help them be motivated to achieve; and through the whole school community celebration when a child reaches a dojo milestone, we are able to help make that experience and very memorable one.

End of Year R expectations for learning

From the current Early Years Foundation Stage statutory handbook

Reading – comprehension

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

- Demonstrate understanding of what has been read to them by retelling stories in their own words.
- Anticipate key event in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.

Reading – word reading

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

- Say a sound for each letter of the alphabet and at least 10 digraphs (digraph is a 2-letter sound, such as **sh**, **ch** or **th**)
- Read words consistent with their phonic knowledge by sound blending (for example, reading the word **cat** by saying the sounds **c – a – t** then blending them to read CAT)
- Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words (these are words that cannot be sounded out and must be learnt by sight. We refer to them as **red words** – see appendix)

Writing

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

- 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 back by others.

Maths

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

- Have a deep understanding of numbers to 10
- Subitise up to 5 (recognise how many without needing to count).
- Automatically recall number bonds up to 5 and some to 10 (pairs of numbers that make a total to 5 or 10, for example 4 and 6 make 10, 5 and 5 make 10).
- Verbally count beyond 20.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other.
- Explore and represent patterns within numbers to 10, including odds, evens and double facts.

Reading in school

As of April 2021, the government asks that all schools use an approved phonics scheme from a list of providers to deliver daily phonics and English teaching to younger classes. At Barnham Primary School, we use and adapt the systematic, synthetic phonics scheme 'Read, Write, Inc' developed by Ruth Miskin (see parent youtube channel here https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

We teach phonics from the first term in Year R, to best prepare the children for their time in school. Children are taught to read and write daily, to aide with retention and to provide time to practise this learning. Through this scheme, children are taught a number of **phonemes** (units of sound represented by a letter or letters), initially as single letters then as **digraphs** (two letters together making a sound, like SH or CH) and **trigraphs** (three letters making a sound, like AIR or IGH). At the start of each session, they practise reading these sounds using **flashcards**, including learning a new sound. In the early stages of phonics, children just focus on reading and writing the individual sounds, practising carefully formation with a pencil held correctly. When they can remember and form a number of these sounds, they will practise **blending them to read words** and **writing them**. This is done through a focussed text tailored to their developing phonics needs. As the children progress through the scheme, these texts become longer and include more of the taught sounds to read. Each book has a written task, where the children are encouraged to '**hold a sentence,**' saying the sentence aloud before attempting to write the words in that sentence, using finger spaces, capital letters and full stops as appropriate.

Because the texts are tailored to different needs, we teach our children in **Read, Write, Inc groups**, with a trained member of staff. These groups might be larger, class-based groups or smaller groups which work with a trained teaching assistant. As such, the children can move between groups and work at different levels. They might move back a group to consolidate, practise and fill gaps using texts they have already encountered. They may skip some texts in order to be further challenged or they may move through their Read, Write, Inc groups at the expected pace.

Reading at home

From the first term in Year R, we send home reading books for you to read with your child. At first, these books will have no words. These are to encourage reading and story-telling behaviours. With your child, practise regular reading by using these books to develop the skills of:

- Holding a book correctly.
- Holding a book the right way up.
- Talking about the **front cover** and **title** of the book.
- Talking about what we see in the pictures of a book.
- Using the pictures to tell a story, from start to finish.
- Using what we have seen to talk about the **beginning, middle** and **end** of each story.
- Using what we have seen to talk about the **characters** in each story.
- Using what we have seen to **answer questions**, like what happened to each character? What part of the book did we like? What did we not like?

After the children have been taught, and can fluently recall, phonemes, we start to send home books with **simple words** in them. These books allow you to regularly practise all of the skills listed above, but also:

- Identifying sounds (or **phonemes**) within a text.
- Blending sounds to read words.
- Reading groups of words as a **sentence**.
- Re-reading sentences to support understanding of what has happened.
- Re-reading the whole book to improve **fluency** (the ability to read accurately, with expression and with an understanding of punctuation).

Regular reading practise at home will help children to develop as readers and remember what has been taught in class. We would encourage you to read frequently with your child at home, 3 times a week is recommended to enable your child to develop their language skills and practise their phonics work in a real-life context. Other ideas include talking about favourite stories and checking understanding of the text by asking who, what, where and why questions. This supports your child's ability to have a secure understanding of what they have read.

In school, children are taught reading and writing skills **daily**, through phonics lessons and lots of other lessons too. We also read on a one-to-one basis with children and aim for an adult (class teacher or TA) to read in school with your child at least once a fortnight. Children will also have access to library books within school. These are chosen by the child and are to share at home, they are not necessarily linked to your child's ability to read but more about their interests and what excites them when self-selecting a book.

Homework

Homework provides an opportunity for children to consolidate learning at home, as well as providing parents with time to discuss what children have learned in school. At Barnham Primary School, we organise our homework into manageable, termly homework booklets to provide a flexible approach for families. These booklets aim to encourage regular practise of **English, Maths** and **Topic** work at home, practising and building on skills and knowledge taught in class.

Each child in Year R will be provided with a homework booklet at the start of each term. Homework at Barnham Primary School is **optional**, but strongly recommended. For each week there is a suggested piece of homework which links with what is taking place in class, or a piece that consolidates what the children have already learnt. **Please read each piece carefully – there is not necessarily a written element**, we try and make our homework fun, relevant and tailored to the curriculum needs of the children.

Homework in Year R may include any of the following;

- Handwriting or letter formation practise.
- Counting, number ordering, adding, subtracting, multiplication or division problems.
- Red words to learn to read and write (red words cannot be sounded out and need to be learnt by sight).
- Fact-finding projects (for example, find out about a Minibeast!).

If at any point the homework set in your child's home learning journal is unclear, or you need support in how to encourage your child to work at home, please discuss this with your child's class teacher.

Appendix 1: Phonemes

As a school, we use the government validated phonics scheme **Read, Write, Inc.** The scheme sets out the sounds to learn in the following groups over the course of Year R:

Set 1 Sounds



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and



Down up, down up



The princess in the tower is

z

Zig, zag, zig

ch

The horse sneezes when the caterpillars hairs get up his nose
chukuhnn

qu

The queen never goes out without her umbrella

x

Down the arm and leg, repeat the other side

ng

Thing on a string

nk

I think I stink

Set 2 Sounds

ay



may I play?

ee



what can you see?

igh



fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



that's not fair

ir



whirl and twirl

ou



shout it out

oy



toy for a boy

Appendix 2: Red words (not decodable)

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3

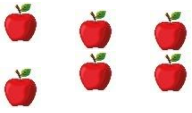
does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Red Words Set 4

they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

Appendix 3: Early maths

As a school, we have a comprehensive mathematics progression curriculum allowing children to build on skills from Year R to Year 6 (Parent guide to the 4 Operations). This sets out what Maths looks like for each year group. Below are the Year R steps and what they might look like for your child:

End of year expectations	What does this look like?
<u>Number and counting</u> By the end of Year R: I can verbally count to 20 and beyond.	Children can remember and recall in sequence the numbers from 0 to 20 in the correct order when asked to count. When this is secure, they will then count beyond 20, recognising the patterns of crossing a tens number, for example 19-20-21 or 29-30-31, knowing instinctively which 'tens' number (ie 30, 40) comes next in the sequence.
I can automatically recall number bonds to 5.	When asked, children can recognise and recall pairs of numbers that make 5, for example '2 and 3 makes 5' or '4 and 1 is 5 altogether.'
I can subitise.	Children can recognise small amounts of objects without needing to count the total.
I can count using reliably using 1:1 correspondence.	Children can count accurately, saying the number names in order and counting each object, groups of objects to 20.
<u>Addition, subtraction, multiplication & division</u> By the end of Year R: I can explore and represent patterns within numbers to 10, including odds & evens, doubling facts and quantities.	Children will be able to combine 2 groups of objects to solve a simple adding problem, for example when given 2 bears and 3 bears they will combine groups and count 5 in total. Children will begin to understanding odds and evens as numbers that can or cannot be shared equally between 2.
I can explore and represent patterns within numbers to 10.	Children will be able to remove a given amount of objects from a larger group, for example when they will physically take away 5 bears from a larger group of 10 bears.
I can explore and represent patterns within numbers to 10, including odds & evens, doubling facts and quantities.	Children will know that doubling means to add the same amount again, ie double 3 is 3 add 3. Children will understand the x symbol as 'lots of' or 'groups of,' for example 3×2 is '3 lots of 2' and will show this using 3 groups of 2 objects to find a total. 

I can explore and represent patterns within numbers to 10, including odds & evens, doubling facts and quantities.

Children will know that halving means to split a shape or amount into 2 equal parts.

Children will understand the $\div$ symbol as 'sharing' or 'dividing' for example $10 \div 2$ is '10 shared between 2' and will show this using 10 objects shared between 2 people:

