

'In order to create actual changes to the sensory system that results in improved attention over time, children NEED to experience what we call "rapid vestibular (balance) input" on a daily basis. **In other words, they need to go upside down, spin in circles, and roll down hills.** They need authentic play experiences that get them moving in all different directions in order to stimulate the little hair cells found in the vestibular complex (located in the inner ear). If children do this on a regular basis and for a significant amount of time, then (and only then) will they experience the necessary changes needed to effectively develop the balance system—leading to better attention and learning in the classroom.'



Angela Hanscom, a pediatric occupational therapist
Washington Post October 7 2014

Supporting your child with early years literacy and mathematics development



Aims:

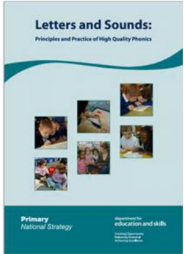
- What are age appropriate literacy (reading and writing) and mathematic skills and how do we encourage these?
- Suggested activities for use at home
- Readiness for Reception



Life is a learning journey...
"If you talk with me
If you sing to me
If you read to me
Then I'll know what it's all about" -
Booktrust, 2010



The more words children know and understand before they start a phonics programme the better equipped they are to succeed (as readers and learners) - Letters and Sounds Notes of Guidance, 2008



Really helpful new document - on our website and we will send to you

What to expect, when?

A guide to your child's learning and development in the early years foundation stage.



HOW
ACTION FOR CHILDREN
WORKS WITH



You might notice that...

Each area of development exemplified and practical ways to support

30 - 50 months

Literacy

Reading

- I like singing nursery rhymes and songs.
- I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'.
- I can clap my hands to match the sounds in words, like 2 claps for 'the-llo'.
- I can listen and join in when we read books and sing rhymes.
- I can join in with my favourite stories and guess what will happen next.
- I know that stories have beginnings and endings and sometimes I guess how the story will end.
- I can listen to longer stories and talk about them.
- I can talk about the places and people in stories and the important things that are happening.
- I like to look at the pictures and words in books. I can show you words when we are outdoors.

Writing

- I can recognise my own name and words that are special to me, like 'mummy' and my favourite shops and foods.
- I hold the pen and turn it I look at it.
- I know the things like I am interested in.
- I know that tell me their words start with...
- Sometimes drawings are my writing.
- When I see what I think shopping lists and I can make that I want.
- When you copy some on my piece.

How can you help me with my learning?

Literacy

Reading



- Read signs to me when we are out and about.
- Let me read and share my books with you.
- Let me choose my own books when we go to the library.
- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we're making dough.
- Borrow a story sack from nursery for us to investigate, read, and make up stories.

Writing

- Tell me what you're writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.

Resources to help:

- www.booktrust.org.uk/resources
- www.thecommunicationtrust.org.uk
- www.literacytrust.org.uk/early_years
- www.readongeton.org.uk

Reading skills - YN

- Main skills:
- Awareness of rhythm and rhyme
 - Listens to stories with increasing attention and recall
 - Understands the structure of stories
 - Understands book mechanics



See objective sheet 30 - 50 months

40-60 months and Early Learning Goals are for YR



Early reading skills

Children need to understand book mechanics – how to handle books, holding them the right way up, turning pages in sequence, exploring the pictures, knowing that words carry meaning, and the directionality of print.



Sharing books and stories

- Best way to help them learn to read for pleasure and how to handle books
- Make it a special time – somewhere comfortable and quiet
- Make books accessible for children to reach
- Visit the local library
- See our Parent reader sheet for tips



Book packs

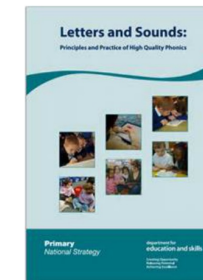
- Book packs go home on a Tuesday and returned on Monday
- They include a book, props to support the story and reading notes
- The reading notes include comprehension questions, suggested play activities and reading advice



- Repetition is key
- Discuss terms such as 'author' and 'illustrator'

Phonics – necessary for reading and writing

Phase One

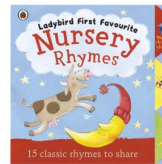


- * Aspect 1: Sound discrimination – environmental
- * Aspect 2: Sound discrimination – instrumental
- * Aspect 3: Sound discrimination – body percussion
- * Aspect 4: Rhythm and rhyme
- * Aspect 5: Alliteration
- * Aspect 6: Voice sounds
- * Aspect 7: Oral blending and segmenting

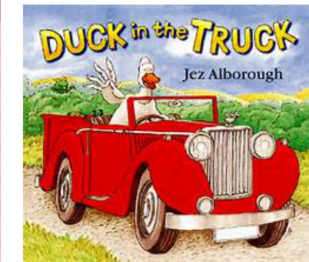
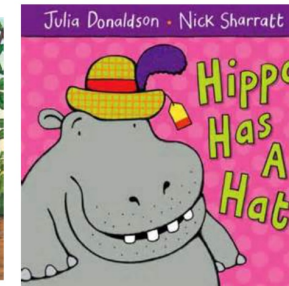
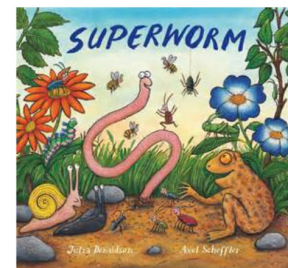
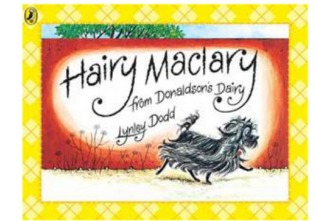
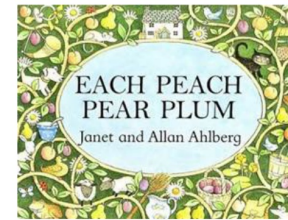
Rhyming

Activity suggestions:

- Sing nursery rhymes / CD in car
- Miss off the end of rhymes when reading
- Rhyming games e.g. "I spy with my little eye something rhyming with fox..box"
- Silly rhymes e.g. nonsense rhyming words with their name



Rhyming stories



Matching

When we read, part of what we do involves matching. Children learn to match shapes, patterns, letters and finally words.



Letters



We teach the children letter sounds rather than letter names initially as we use a phonics system.

Everyday opportunities:

- Start with letters that are important to your children, such as the letters in their name.
- Look at text in the environment, such as logos they will recognise
- Find letters in road signs
- Foam letters in the bath
- Magnetic letters





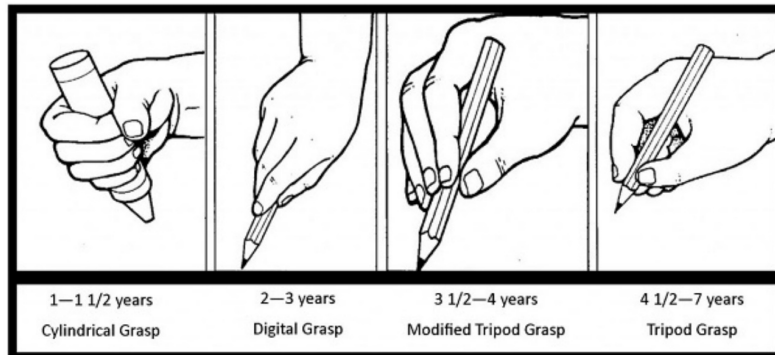
What do we mean by 'writing' in Nursery?

- Ascribes meaning to marks
- Draws representations
- Experimenting with mark making
- Begins name writing
- Develops pencil grip



We design our learning environment to offer many opportunities for children to playfully 'write' in meaningful contexts

Hold your pen in these different ways.



Which muscles are used?

All stages are needed.

The four essential bases for fine motor skills



Each leg of the stool represents one of the bases for fine motor skills.

When one base is missing or broken the stool will wobble. Each leg needs to be strong for the stool to be stable.

Postural Stability



Tactile Perception



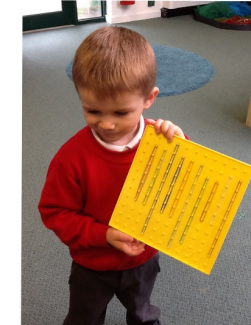
Hand function



Bilateral co-ordination



Fine motor skills
Preparing for writing
may not look like
writing at all!



Woodwork



Tummy time

Drawing

At home:

strengthening the pincer grip

- Cotton bud painting
- Threading
- Construction e.g. Lego
- Play dough
- Pegs
- Stickers
- Buttons

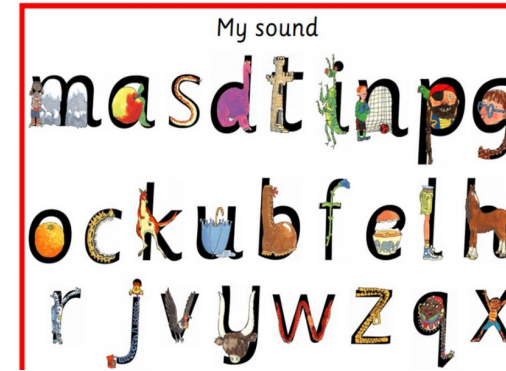


Encourage competent scissor skills



How are we introducing name writing?

- Write Dance
- Prewriting shapes
- ReadWriteInc formation rhymes
- Large to small (pencil last resort!)



Mathematics



Name writing at home - use formation rhymes

- Dance it!
- Glitter trays
- Chalk
- Water and paintbrushes
- Shaving foam



Keep it fun, go at their pace and start BIG!

Everywhere. Talk. Concrete.

Number skills - YN

- Recites numbers 0-10
- Matches number and quantity within 0-5
- Begins to represent numbers
- Compares groups of objects
- Counts actions
- Conservation of number - subitising...

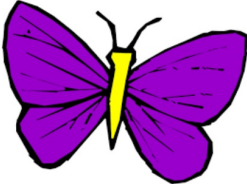
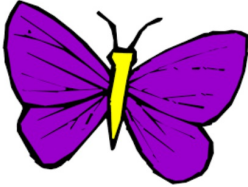
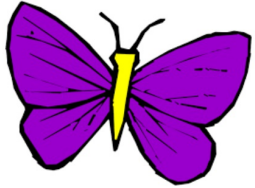
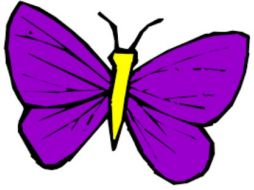
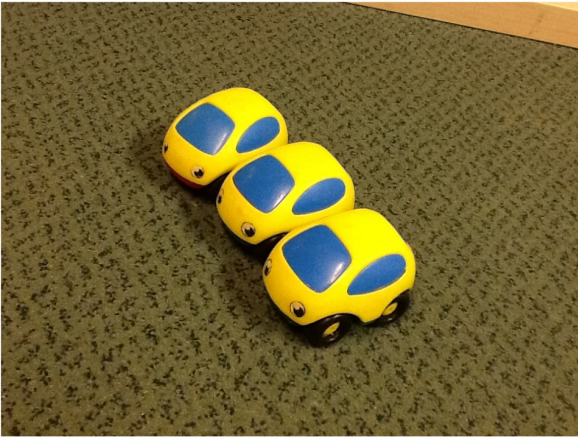


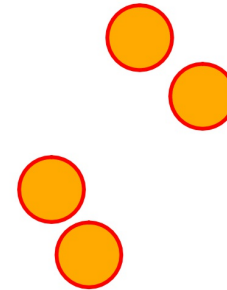
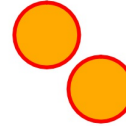
Maths Mastery - subitising and structure of number

We



maths





"Recent research about the home environment has shown that parents' number talk which involves counting or labelling sets of visible real objects in the 'here and now' is related to children's later knowledge of this critical area of mathematical development."

Teach Nursery, February 2018



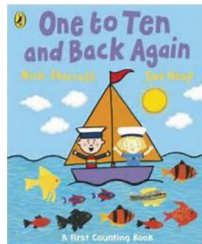
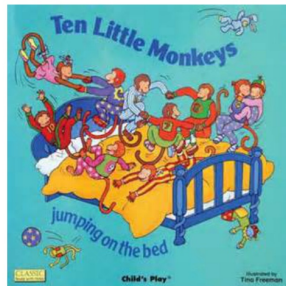
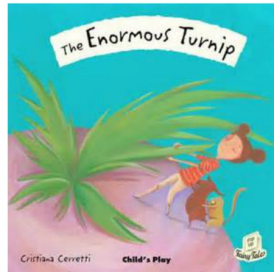
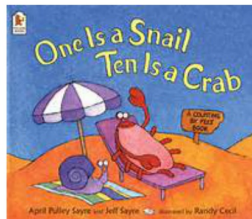
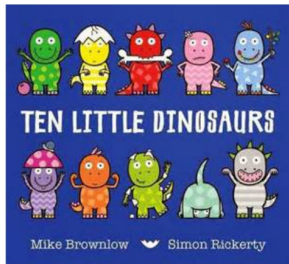
Number in the environment



Lots, fewer, more, less, the same, altogether, first, second...

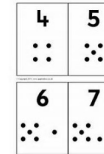


Number stories



Activity suggestions:

- Hide and seek
- Counting concrete objects e.g. treasure
- Number splat
- Squirting numbers
- Number puzzles
- Number songs e.g. ten fat sausages
- Teddy bears picnic - sharing food
- Counting forwards and backwards



Shape, space and measure skills

- Plays and constructs with shapes
- Recognises and names 2D shapes - circle, square, triangle, rectangle
- Uses positional language
- Uses language related to time and money
- Creates patterns
- Orders items by length/height/weight/capacity



Shape, space and measures in the environment



Heavy, light, long, short, far, near, time, below, above, next to, rectangle, narrow, wide.....

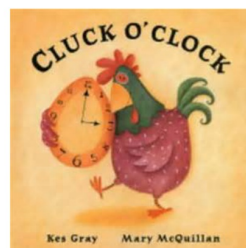
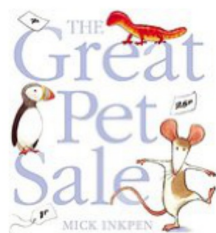
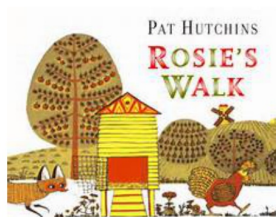
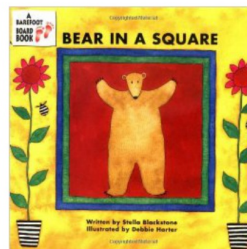
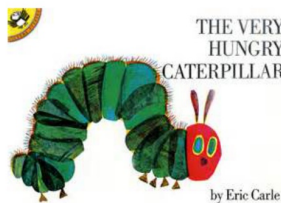
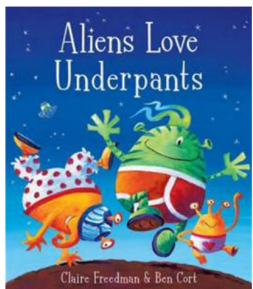


Activity suggestions:

- Shape splat
- Shape hunt
- Shape pictures
- Shopping games
- Comparing tower heights
- Sorting washing
- Natural art
- Puzzles - problem solving
- <http://www.crickweb.co.uk/Early-Years.html>



Shape, space and measure stories



Getting ready for Reception!



- dressing independently (socks, shoes, coats..including zips)
- using a knife and fork
- managing their toileting needs themselves
- being able to put their things away (e.g. coats and bags)
- beginning to write their name

If you remember anything.....

Chat



Play



Read



Strong bodies – go outside!



Independence:

Don't do for a child what they can do for themselves