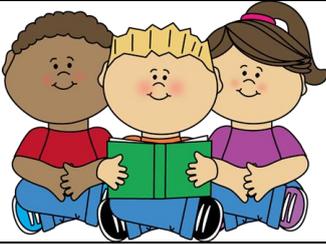
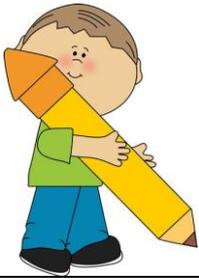


Reading Targets



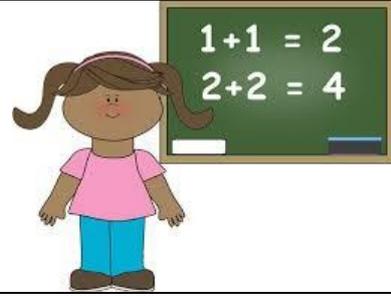
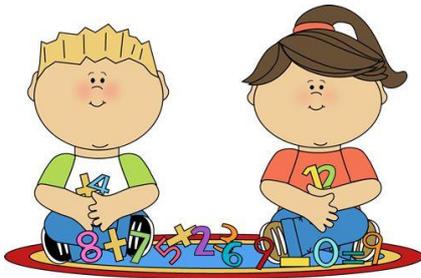
<p>To listen to stories with increasing attention and re-call and to understand that text is read from left to right.</p>	<ul style="list-style-type: none"> - read to your child as often as you can sharing the pictures and the text with them and asking questions about the story - point to the words as you read them - go to the library to choose books together
<p>To begin to recognise familiar words and signs eg their own name, advertising logos etc.</p>	<ul style="list-style-type: none"> - encourage your child to recognise their name when they see it, e.g. in birthday cards - point out familiar words as you are out and about with your child
<p>To link sounds to letters, sounding the letters of the alphabet correctly.</p>	<ul style="list-style-type: none"> - ask your child about the sounds they have been learning at school / ask them to sing the Jolly Phonics songs to you - use some lower case magnetic letters and ask your child to tell you what sound they make / put them on the fridge so that they can practise them at home
<p>To hear and say the initial sounds in words.</p>	<ul style="list-style-type: none"> - ask your child to help you with a shopping list, e.g. see if they can tell you the first sound of the item you need to buy - talk and ask about the sounds everyday objects begin with as you are out and about with your child - go onto www.phonicsplay.co.uk and play some of the phonics games from Phases 1 and 2 with your child
<p>To segment the sounds in simple CVC words and then blend them together.</p>	<ul style="list-style-type: none"> - use some lower case magnetic letters / individual letter cards to make some simple cvc words, e.g. c-a-t. Ask your child to tell you each individual sound and then ask them to blend them together to make a word - go onto www.phonicsplay.co.uk and play some phonics games from Phase 2/3 with your child
<p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<ul style="list-style-type: none"> - when you hear your child read encourage them to use their phonic knowledge to segment the words into the sounds they know and then to blend those sounds together to make the word - go onto www.phonicsplay.co.uk and play some phonics games from Phase 2/3 with your child
<p>To read some common irregular (tricky) words accurately.</p>	<ul style="list-style-type: none"> - use flashcards with the tricky words on and show them regularly to your child. Add more words as they start to recognise them (Class Teachers can provide lists of tricky words) - go onto www.phonicsplay.co.uk and play some tricky words phonics games from Phase 2/3 with your child
<p>To demonstrate understanding when talking to others about what they have read.</p>	<ul style="list-style-type: none"> - ask your child to re-tell the story to you in their own words once they have read it to you. If they need prompting ask what happened first, next, last etc - use the prompts in the back of the school reading books to ask them other questions about what they have read

Writing Targets



<p>To make marks and tell others what they mean.</p>	<p>- encourage your child to use pens and pencils at home to make marks on large paper. Ask them what the marks mean.</p>
<p>To use letter like shapes to write down what they mean.</p>	<p>- use a yellow felt tip pen or highlighter to model writing the letters of the alphabet. Encourage your child to write over the top of them with a pencil.</p>
<p>To write their name using the correct pencil grip.</p>	<p>- start with the first letter (capital) and build up the name a letter at a time (lower case) until your child is confident at writing it on their own. - use tracing paper and place it over the top of a name card for your child to trace over or use a yellow felt tip pen / highlighter for them to write over.</p>
<p>To hear and write the first sound in a word using the correct pencil grip.</p>	<p>- choose a simple word, e.g. mum, dad, cat, dog and ask your child if they can write the first sound they hear in the word.</p>
<p>To hear and write the first, middle and last sound in a word using the correct pencil grip.</p>	<p>- choose a simple CVC word, e.g. mum, dad, cat, dog and ask your child if they hear and write the first, middle and last sound in the word.</p>
<p>To write a few simple words on their own using the correct pencil grip.</p>	<p>- help your child practise writing the first words from Letters and Sounds , Phase 2, i.e. a, had, an, back, as, and, at, get, if, big, in, him, is, his, it, not, of, got, off, up, on, mum , can, but, dad and also: tricky words (words that can't be sounded out) I, the, to, no, go, into</p>
<p>To write a short sentence which can be read by themselves and others.</p>	<p>- encourage your child to write a few words independently and then ask them to read back to you what they've written. Check that the sentence makes sense and that they have used their phonic knowledge to write words in ways that match their spoken sounds.</p>
<p>To write a sentence which has finger spaces.</p>	<p>- encourage your child to write a sentence independently and check that they leave a finger space between each word that they write (a finger width or a wooden lolly pop stick is a good guide for spacing between words.)</p>
<p>To write a sentence which has capital letters and full stops.</p>	<p>- encourage your child to write a sentence independently and check that they start with a capital letter and finish with a full stop at the appropriate place.</p>
<p>To use WOW (describing) words in my writing.</p>	<p>- encourage your child to practise writing sentences that include some WOW words to make the sentences more interesting for the reader, e.g. The <u>black</u> dog had a <u>long</u> tail and <u>big</u> teeth.</p>

Maths Targets



To count to 10.	<ul style="list-style-type: none"> - use different opportunities to count to 10 with your child, e.g. whilst walking to school in the morning - learn some number rhymes or songs together - read stories that contain counting, e.g. Ten in a Bed
To count up to 10 objects by saying one number name for each item.	- take every opportunity to count objects with your child, e.g. lamp posts or cars on the way to school, plates, knives and forks at meal times, fingers and toes at bath time etc
To count up to 20.	- take every opportunity to count to 20 with your child emphasising thirteen , fourteen , fifteen etc, e.g. walking to school in the morning, on journeys in the car or ask them to count to other adults eg grandparents
To recognise and order numbers 1 to 10.	- make some number cards with your child and starting with 1-5 muddle them up and ask if they can put them back in the right order, gradually introducing more numbers until you are using all numbers to 10.
To recognise and order numbers 1 to 20 and to begin to write these numbers correctly.	- make some number cards with your child encouraging them to write the numbers on them. Muddle them up and then ask if they can put them back in the right order. Gradually introduce all the numbers to 20.
To count in 2's to at least 10, 5's to at least 20 and 10's to at least 100	<ul style="list-style-type: none"> - count pairs of socks to support counting in 2's - draw around your child's hands to support them counting in 5's and 10's
To say which number is one more / one less than a given number up to 20.	- choose a number up to 20 and using the language more / less ask your child if they can tell you the number that is one less or one more than the number you have chosen. Write the numbers down if this helps initially.
To add and subtract two single digit numbers and record the answer.	- practise writing number sentences at home using familiar objects to add or take away and ask your child to write down the answer, e.g. $5 + 5 = 10$ / $10 - 5 = 5$
To solve a problem including doubling, halving and sharing.	- use toys, sweets, biscuits to ask your child to solve problems, eg can you share the biscuits between your toys so that they all have the same? Can you give your teddy half of the sweets?
To count backwards from 20	<ul style="list-style-type: none"> - count down from 20 to 1 with Blast Off at the end - start at lower numbers if this is too hard to start with

Mrs Holmes – Reception Class Teacher



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