

Book Start session for F2 parents

Independence

In F2 we try to make sure that the children grow in independence. For some children, daily tasks including going to the toilet themselves, washing and drying their hands, following simple instructions and fastening their own coats can be difficult for them to do on their own. The adults in the units are there to support and guide the children and to encourage them to try do things for themselves first, before giving them a helping hand. It would help your child if you try to get them to do these things for themselves at home too.

Being able to dress and undress themselves for PE without help, is still a challenge for many of our children. Encouraging your child to try to dress themselves each day, or by teaching them easy ways to take off their clothes will help them to do this independently. Also, many children struggle to put on their own shoes. When their shoes next need replacing, please consider velcro fasteners, rather than laces. The children are assessed on their ability to do things for themselves through the Health and Self-Care strand of Development Matters (HSC).

Health and self-care (ELG)	Communication and Language (ELG)
<ul style="list-style-type: none"> • I can tell you about different ways of keeping healthy, like doing exercises like running and jumping; eating fruit and vegetables and drinking water or milk and washing my hands. • I am able to go to the toilet by myself. • I can get dressed and undressed by myself. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • I like to try out new things. I can tell you what things I like to do best of all. • I can talk in a group when I am with my friends and grown-ups that I know. • When I am making a picture or building a model, I can tell you what I will need or can go and get the things I need. I will ask you for help when I need it. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • I can listen to what my friends and grown-ups say as I am doing something else, like playing with toys or looking at a book. • I can tell you what has happened and what might happen next as you share a story with me. <p>Understanding</p> <ul style="list-style-type: none"> • I can follow long instructions where I have to do two or more things. • When you ask me questions like “Why did the boat tip over?” or “How did the aliens get home?” I can tell you what I think by using things I have seen or heard about. <p>Speaking</p> <ul style="list-style-type: none"> • I can talk and listen to my friends and grown-ups. • I can use words and word endings like “I went” or “I am going” instead of “I go” to tell you about things that I have done or that I am going to do. • I can make up my own stories.

	<ul style="list-style-type: none">• I can tell you about things in the right order when I am telling you about something I have done.
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Communication and Language

This area of learning of Development Matters is split into 3 strands - Listening and Attention, Understanding and Speaking. It is important that children are tuned into sounds in their environment, in the home and when you speak to them, to help them to make sense of the world around them. By having adults working alongside them in the areas of learning, language is modelled for children, encouraging them to talk about what they are doing, introducing new vocabulary and developing the ability of the children to interact with each other. This is essential, as without being able to communicate through listening, speaking and understanding, the children will be unable to learn.

You can help your child by...

- Talking to them about what they have been doing in school.
- Talking about the environment when you are walking home.
- Telling them the names of things they are unfamiliar with.
- Playing games where they need to follow instructions.
- Baking or making play dough.
- Washing up together and talking about what they are doing.
- Visiting parks, farms, gardens and other places of interest to encourage your child to talk about their experiences.
- Ask them to do simple tasks where they need to follow instructions.

- Playing with toys and making up imaginary games.
- Singing nursery rhymes and songs.

Reading

To achieve the ELG in reading, it is important that the children get lots of practice at reading, both at school and at home. Findings show that children, who read daily at home, make more progress on average, than children who don't. Children in F2 have daily opportunities to read in school, through Phonics teaching, reading in groups and individual reading. There are well stocked book areas in both units which the children can access independently.

At home, try to find a quiet place to read without distractions and spend a short time helping your child to read. They will recognise some high frequency words, as they see them all of the time. They are also taught how to read tricky words, which don't follow a spelling pattern. These are sent as part of their homework and are practiced during phonics lessons. Words which children do not recognise can be segmented into separate sounds (c-a-t) and blended back together to read the word (cat).

When they reach Phase 3 of Letters and Sounds, they learn about digraphs – 2 letters that make 1 sound (sh, ch, th, ai, ee, oa, oo) and also trigraphs – 3 letters that make 1 sound (igh, air, ear, ure). Please encourage your child to find and read them as 1 sound, when they segment and blend. This will help them to apply their phonic skills.

It is equally important that your child understands the book he/she reads. Talking about the pictures will help them to make sense of what is happening. Asking questions will also support their understanding.

Here are some ideas you could try.

- Reading stories together and asking them questions about the characters, setting and plot.
- Asking how and why questions. (How do you think she feels? Why did Goldilocks feel scared?)
- Looking at and talking about the pictures in books to help your child to understand what he/she is reading.
- Encouraging them to find things in the pictures to keep them engaged.
- Segmenting and blending unknown words.
- Finding and reading tricky words without segmenting and blending.
- Making words with magnetic letters on the fridge or spongy letters in the bath.
- Listen for words that rhyme in stories and think of other rhyming words.

Reading (40-60m)	Literacy (ELG)
<p>Reading</p> <ul style="list-style-type: none"> • I can tell you lots of words that rhyme with a word like “hat”. • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like “cat”. When you say each of the sounds like “c-a-t” I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. • I can read short sentences which are made of up words like “the” or “and” and words that I can say each of the sounds in like “hat” or “dog”. • I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. • I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. • When I am interested in things, I can look in books or on websites to find out more 	<p>Reading</p> <ul style="list-style-type: none"> • I can read short sentences that are made up of words like “go” and “you”. I can read words that I can say each of the sounds in like “pig” or “pen”. • I can tell you about the characters in a story and what happens in the story after I have read it. <p>Writing</p> <ul style="list-style-type: none"> • I can say the sounds I hear in a word like “bag” and know which letters I need to match the sounds. • I can write other useful words like “the” and “was”. • I can write short sentences like “I can skip” that my friends and grown-ups can read. • I can write some words and sometimes I use what I know about sounds and letters to try and write words.

Other ways to help your child

A document has been produced called ‘4 Parents – What to expect, when?’ It is a parent friendly copy of the strands of Development Matters without the jargon. A copy of what to expect at the Early Learning Goal, as they leave Foundation Stage, is

included in this booklet. It includes ideas for you to try with your child. If you have any questions about milestones in this document, please speak to a member of the Foundation team and we will be happy to discuss them with you.