

## **Reception Remote Education**

### **Mrs Denney's Top Tips**

Below are a few top tips which you may find useful throughout your Remote Education journey. If you are struggling at all please refer to this trouble shooting guide, and please don't hesitate to get in touch via Tapestry and I can arrange to call you.

#### **Phonics:**

- When young children first learn to read and write, they only have a select number of sounds in their writing toolbox. Therefore, when they begin to write, they will not be able to spell every word correctly. In Early Years, children are encouraged to use the sounds they do know to make 'phonetically plausible' attempts at writing. This means they may spell purple as 'purpl' or house as 'hws'. Please do not worry about your child's spelling at this point. Instead encourage them to listen for the sounds in the word and independently segment them. This skill is much more important than copying correctly spelt words. For example if they are trying to write cat, ask them to use their robot arms to segment the word into the sounds c-a-t. Afterwards, encourage them to find each letter on the sound mat and write it down.
- Practise blending and segmenting by playing games such as Georgie's Gym. Take it in turns to be Georgie so that the children can practise both skills. This is a brilliant game to play as it keeps the children active and can be played anywhere. We use it a lot at school when we are giving the children instructions e.g. go and get you c-oa-t.
- Encourage your children's interest in reading and writing. At this age it is really important that children are writing for a purpose so that they develop a love of literacy. If you are struggling with getting your children to sit and write or read, here are a few suggestions:
  - Ask them to help with the shopping list
  - Challenge them to write secret notes around the house
  - Get them to write clues for a treasure hunt
  - A popular one in our class is writing signs for our models to let people know we are still playing with them
  - Draw a map of your house
  - Leave post it notes on items of furniture for the children to read
  - Write a mystery letter for the children to read and reply to
  - Leave a trail of torn up words which the children have to put together to be able to read
  - Have a phonics hunt. Write some words with the sound of the day on and hide them around the house for the children to find, read and write down.
- As the children are improving reading their tricky words, begin to practise spelling them. We watch this video at school which the children love:  
<https://www.youtube.com/watch?v=TvMyssfAUx0&list=PLCLKSf1kRDSRP6OCf-lmOwAr2s7Y1LfkO>

#### **Maths:**

- In the Early Years it is really important that children develop an understanding of Number rather than rote learning. This means they should be encouraged to work out mathematical problems using their number knowledge and physical resources e.g. when looking at subtraction, rather than telling them  $5 - 1 = 4$ , give them 5 counters and ask them to show you what one less is or explore what would happen if they took one away.
- Children need to work with physical resource before they can work out more abstract concepts e.g. when learning to add 2 numbers together, give them 2 groups of toys and ask them to count how many there are altogether, rather than asking them what  $3 + 1$  is.
- Counting is crucial in the Early Years. Lots of children rote count meaning they simply recite the numbers 1-10 without understanding the process of counting. Make sure that when your children are counting objects, they start at 1 and say 1 number name for each item. Encourage them to line them up and touch each object as they say the number, to consolidate these skills.
- If you are struggling to get your children to do Maths task, here are a few suggestions:

- Try number spotting when out and about e.g. numbers on doors, number plates, remote controls
- Work Maths problems into everyday life e.g. I need 2 forks and 2 knives to lay the table, how many pieces of cutlery do I need altogether? Can you help me count them?
- Practise subtraction skills during meal times e.g. I have 5 carrots on my plate, if I eat one how many will I have left?
- Use bath toys to explore weight and capacity e.g. which rubber duck is the heaviest? Can you order them from heaviest to lightest? Which container holds the most water? How do you know?
- Investigate length when playing with cars e.g. when having a car race, which one goes the furthest? You can measure the distance using non-standard units of measure e.g. feet, blocks or even the children themselves lying down which we have done at school before!

**Other:**

- Young children often find it difficult to sit and concentrate for long periods of time. Try and keep focused activities to a maximum of 15 minutes and wherever possible try and keep the learning active so the children are moving around. We also use 'beat the timer' at school where we put on a 5 or 10 minute timer and the children have to complete certain activities within this time e.g. how many numbers/ sounds can you find? Can you get dressed before the timer goes off?
- If your finding your child isn't listening to you ask them to 'switch on your listening ears'. We use this at school a lot and the children know that this means it is a listening time and they need to pay attention.
- For children in the Early Years, play is an essential part of their learning and they become deeply engaged in it. If you are wanting your child to stop playing to come and do an activity with you, give them a 5 minute warning. This allows the children to complete what they have been working on and often prevents disagreements about coming to sit and do an activity.
- Use sneaky learning opportunities. If your child is fascinated by creepy crawlies but doesn't want to do any reading. Find out fascinating facts together and in no time your child will be wanting to read them independently.
- Physical development is really important for children in the Early Years. If you find your child is struggling with letter formation or hand eye coordination, they often need to practise their gross and fine motor skills. Gross motor skills are large movements that involve the core muscles e.g. balancing, jumping, and using all of their arm muscles. Fine motor skills are activities which involve small movements and develop hand strength e.g. squashing playdough, threading or using tweezers to pick things up. Before children can write they must develop all of these muscles fully so that they have enough strength to hold and coordinate a pencil on paper.

**Most importantly, don't worry! We are all facing different challenges in our Remote Education journeys. The most important thing for your child is that they are happy and healthy! If you are find learning a real struggle, please get in touch and we can offer further support and guidance.**