

## Literacy

### Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Listening to your child read, talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child. Enjoying the same story time and time again is hugely beneficial to your child, please do not feel you must read a new book every day. In school, we read a book many times to help us explore it in detail.

### Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

Children at the expected level of development will:

- 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 by others.

Our PurpleMash Learning platform provides a range of opportunities for children to develop their learning. Activities cover everything from maths games and computer coding to arts and language skills.

[www.purplemash.com](http://www.purplemash.com)

Username: Childs name e.g. Andy Callaghan-Wetton

Password: Childs first name e.g. Andy



Below are the first 100 words that your child is expected to learn to read and spell in this school year. These are listed in your child's reading diary in the order that we teach them. Please look at them daily with your child. When we feel your child is confident we will sign off each sheet and award them with a GOLDEN sticker. Why not make your own flash cards at home? You could display them all around the house! The word cards could move and your child could try to spot which word has wandered off to somewhere new. Fun games like this make learning easy and fun!

### 100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you





# KEPS Expectations

Following COVID 19

**Returning to learning**

We want our children to return to learning quickly and we will be supporting the transition through a carefully balanced curriculum.

We have 'Nurture sessions', 'Think Children', sensory time, new technology, extra staffing and many more procedures in place to rapidly accelerate learning following a long period of absence. All carried out carefully with the child's mental health at the forefront of our strategy.

**Giving our KingEdwinners a boost**

We all know that the children need a little boost forwards and with your help we can support this. We expect that all children will attend school and that no term time holidays are taken by families. We will offer many after school clubs and also deliver some learning recovery sessions during half term breaks. Perhaps if parents can support by giving us 10% more support at home with daily reading and educational activities, we will be able to multiply the positive effect that is achieved.

Together, we hope that our children will be able to make up for lost time in a sensible and balanced approach that considers their well-being and happiness as well as the academic opportunity that they all deserve.

At KEPS we believe in learning, growing & achieving together... there is no better time than now to show this as a community.



*You can help by encouraging that 'love of reading'*



*Our school apps promote confidence with numbers*



If you need to contact a member of staff please use the detail below:

- [jstafford@kingedwin.notts.sch.uk](mailto:jstafford@kingedwin.notts.sch.uk) Mrs Stafford. Badger class teacher. EYFS leader.
- [ssharp@kingedwin.notts.sch.uk](mailto:ssharp@kingedwin.notts.sch.uk) Mrs Sharp- Fox class teacher. Forest school leader. Apple teacher. EYFS leader.
- [sgrant@kingedwin.notts.sch.uk](mailto:sgrant@kingedwin.notts.sch.uk) Mrs Grant- Fox teacher
- [kfarrow@kingedwin.notts.sch.uk](mailto:kfarrow@kingedwin.notts.sch.uk) Miss Farrow – Badger class teacher

If you have any messages or queries regarding your child, please use email to contact us and remember to add both of the teachers for your child's class as recipients.

If your message or question is urgent please mark it as URGENT or phone the school office to speak to us. **01623 822111**

As you probably already know, we use Microsoft TEAMS at King Edwin. Every child has their own account. In F2 we obviously expect parents to support their child to access this. (As children progress through school they will use this with increasing independence)

Teams is predominantly for assignments (homework) and home learning if our bubble is forced to close. It is also for informal updates/reminders and to share documents such as our weekly newsletters. (These are also emailed to you)



For this academic year we have agreed with the DfE to use EYFS reforms early adopter framework

In this document you will find the NEW end of year expectations for F2 in the areas of Literacy and Maths

### Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

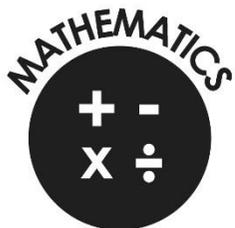
Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Our children also have access to the online learning platform 'DoodleMaths' and a simple 5-10 minutes a day using this app can really support a child to develop their mathematical confidence.

[www.doodlemaths.com](http://www.doodlemaths.com)

Username: Childs name e.g. Andy Callaghan-Wetton

Password: Childs first name e.g. Andy



# King Edwin Primary School



## End of Year Expectations Foundation 2

This booklet provides information for parents and carers on some of the end of year expectations for our children. The National Curriculum identifies these expectations as essential for children to make continued progress across each key stage.

Any extra support parents can provide in helping children to achieve these is of great benefit to the child. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher. Contact details are detailed in this booklet.

KEPS wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.