

Sutton Benger C.E. Primary

Reading, Writing & Maths – A Guide for Parents

Early Years Foundation Stage 2

Literacy

In the Early Years, the children learn the sounds below and learnt to segment (to write) and blend (to read) words that include these sounds. They are then able to read both words and simple sentences.

Phase 2	Phase 3
Set 1: s, a, t, p	Set 6: j, v, w, x
Set 2: i, n, m, d	Set 7: y, z, zz, qu
Set 3: g, o, c, k	Consonant digraphs: ch, sh, th, ng
Set 4: ck, e, u, r	Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
Set 5: h, b, f, ff, l, ll, ss	

Children will also learn tricky words alongside their phonics. We do this during the daily phonic teaching and by sending Humpty Dumpty Word Walls home. Children are expected to be able to read and write these words by the time they reach the end of the Early Years. These are the irregular common words (tricky words) for phase 2 and 3.

Phase 2: I, no, the, to, go, into

Phase 3: he, she, we, me, be, you, are, her, was, all, they, my

Reading

At the end of the Early Years your child should:

- be able to read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate their understanding when talking with others about what they have read

Writing

In **writing**, children should be able to:

- Write the grapheme for the majority of the sounds in Phase 2 and 3
- Segment and blend the phonemes (sounds) in simple CVC (consonant, vowel, consonant) words (e.g. cat, pin) and CVCC / CCVC words (e.g. tent, lamp)
- Use phoneme knowledge to write words
- Write their first name, knowing that a capital letter is needed
- Write a few irregular words (words which cannot be sounded out such as *the, to, me*)
- Write 2 or 3 sentences which can be read by themselves and others
- Begin to use full stops and capital letters



*Together as one family, we 'strive for faith, love and peace', believe in the values of God and succeed with grace.
(2 Timothy 2:22)*



In **handwriting**, children should be able to:

- Have a correct pencil grip (pincer grip)
- Copy letters, shapes and pictures
- Sit correctly at a table with both feet on the floor
- Form single letters mostly correctly

Maths

By the end of the Early Years, children will have developed skills in both numbers and space, shape and measure.

In **number**, children should be able to:

- Count reliably from numbers between 1 and 20
- Place numbers in order from 1 to 20
- Find one more or one less than a given number up to 20
- Add two single digit numbers, using both quantities and objects
- Subtract two single digit numbers, using both quantities and objects
- Choose which resources to use to support themselves
- Count on and back to find the correct answer
- Double and halve numbers to 20
- Solve problems involving sharing into groups

In **shape, space and measure**, children should be able to:

- Use everyday language to talk about: size, weight, capacity, position, distance, time and money
- Compare quantities and objects using size, weight, capacity, position, direction, time and money
- Recognise, create and describe patterns
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them



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