

Welcome to Reception!



Mulberry and Pine Class
Mrs Gill and Miss Cobb

Reception Life

- There are 7 different areas of learning in The Early Years; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- Lots of their learning comes through play, this learning is observed and enhanced by adults.
- The children also complete lots of different activities.
- The skills the children learn are the skills that will follow them throughout their lives.

Characteristics of Effective Teaching and Learning:



Children investigate
and experience
things and 'have a go'.



Children concentrate
and keep on trying if
they encounter
difficulties and enjoy
achievements.



Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

A day in the life of a Reception child...

- 08:45 - 09:00 = Soft Start
- 09:10 - 09:30 = Register and Phonics
- 09:30 - 09:40 = Maths Mastery
- 09:40 - 09:50 = Fine/Gross motor / Reading
- 09:50 - 10:00 = Snack
- 10:00 - 10:15 = Playtime
- 10:15 - 11:50 = Zones (see visual timetable)
- 12:00 - 13:30 = Lunch and playtime
- 13:15 - 14:30 = Zones (see visual timetable)
- 14.30 - 14.45 = Assembly or Story
- 15:00 - Home time, ASC or Clubs

Visual Timetables



Literacy

The English Language

The English language is very complex.

44 sounds are used to make all the words in the English Language.

But there are only 26 letters in the alphabet.

This can make learning to read and write English very hard for children.

Little Wandle Letters and Sounds Revised

Our school has chosen Little Wandle Letters and Sounds Revised as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.

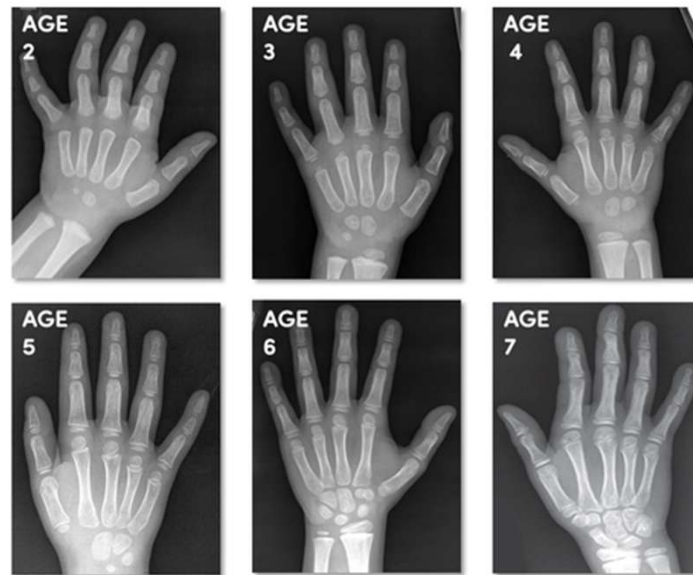


This term:

- This term we start by teaching phase 2 sounds and blending.
- By the end of reception we will have taught phase 2, 3 and 4,
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



Fine and Gross Motor



Look closely at these hands. This is how much the bones in the hand develop between the ages of 2 and 7. We often expect children to master handwriting right in the middle of this process.

We have also changed the seating options for the children so that they are comfortable and ready to listen and learn. Not everyone is ready to sit cross legged at 4 yrs old.

Jargon

Phoneme- a single sound.

1 mouth movement is a sound e.g. a, t, m, p

Grapheme - the written symbol or group of symbols that represent a sound.

Digraph- 2 letters that make up one sound
Shop

Trigraph - 3 letters that make up one sound
Light

How we teach phonics

First we start to **blend** sounds together to read words.
eg: c-a-t, s-o-ck, p-i-n

We then learn to **segment** the sounds in a word so that we can write it.
We use our segementing fingers to help us count the sounds in words.

Mat
Shed
Blow
Light



Careful not to 'schwa'! ... cuh-a-tuh
It takes children a long time to un-learn schwa-ing!

Tricky words

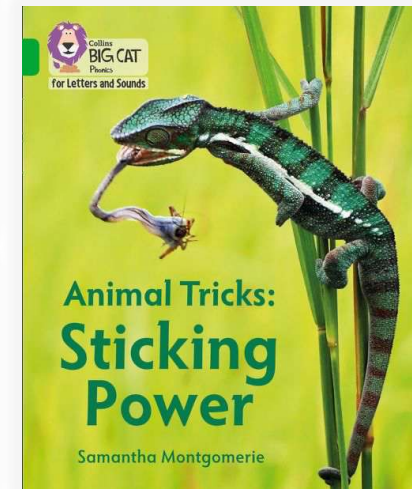
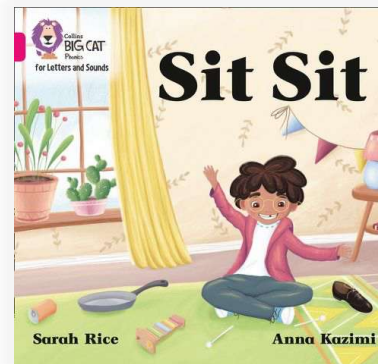
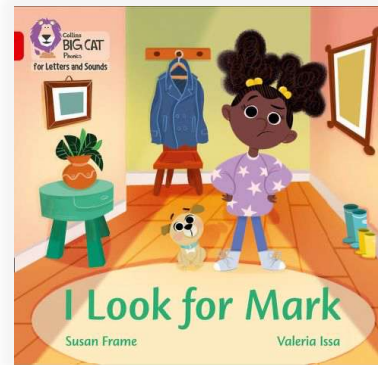
- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



How do we practise reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- children in Reception will bring a book home by week 4 of the first half-term.



Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Your child's Reading Folder

Each child will receive a Reading Folder.

Please keep this inside your child's book bag.

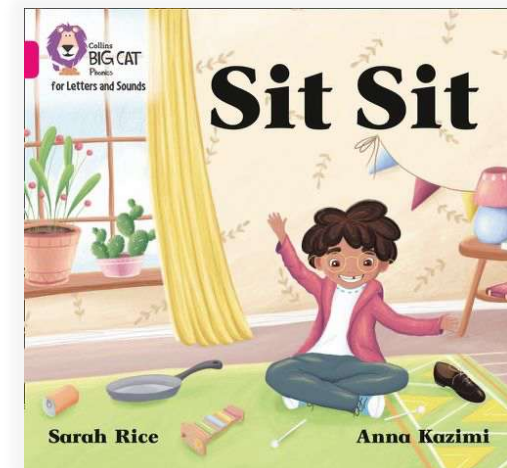
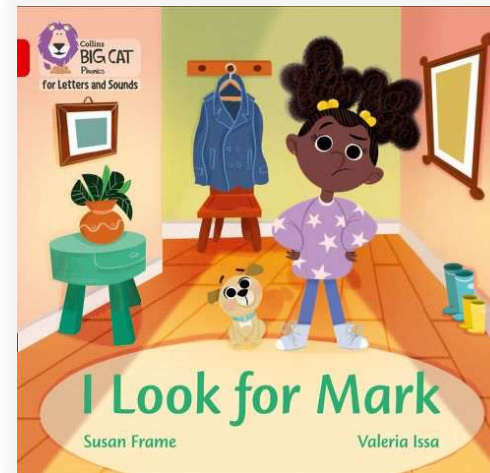
Inside you will find their reading record and their reading book along with their library book for sharing.



They will have their books changed **once a week**. Please complete the reading record so we know that they have read at home with you. Any adult reading with them at school will mark the record with **S** to show that they have been read with at school.

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Research has found that young children whose parents read to them daily have been exposed to at least 290,000 more words by the time they enter Year 1 than children who aren't read to regularly.



Phonics at home

We will be sending home phonics work.

This will be the sounds that we have learnt that week and how to practise writing the letters.

It has the rhyme that the children have learnt to write the letters i.e. 'down the snake from head to tail.'

The children will be given their phonic files on Thursday and these need to be returned to school on a Tuesday.

Please take the time to sit down with your child and discuss how they remember the sound and recap other sounds that they have learnt.

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVC CCVC CCVC CCVC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

- If you would like to learn more about Little Wandle and how we teach phonics, please visit the website <https://www.littlewandle.org.uk/resources/for-parents/>
- We will also be running parent information session on...

The Literacy zone

- Literacy will be taught when the children visit that zone
- Every two weeks one high-quality text is chosen by each to form the basis of the children's learning. A range of techniques such as drama, art, talking about illustrations, partner work, discussion and storytelling are used to explore the text slowly and in depth.
- These techniques ensure all children have opportunities to develop their vocabulary, increase their confidence in speaking aloud and give enthusiasm for early reading and writing.

The resources and techniques used enable us to :

- Put quality children's literature at the heart of all learning.
- Develop a high quality literacy curriculum and a whole school love of reading and writing.
- Use varied, engaging and effective learning opportunities.

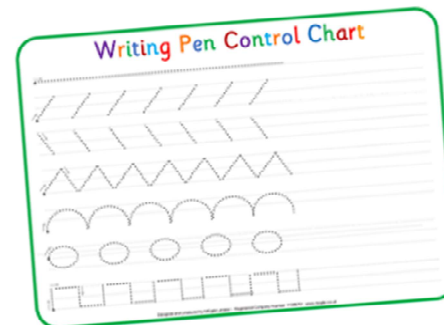
Learning to Read

- Phonics
- Shared Reading
- Reading Practice
- Adult Led Activities
- Print in the Environment
- Reading at home
- Reading for pleasure



Learning to Write

- Daily name writing
- Fine motor activities
- Letter writing in phonics
- Adult Led Activities
- During choosing
- Phonics homework
- Writing at home



Maths

How we teach Maths

- This year we will be using Maths Mastery which is run by the National Centre for Excellence in the Teaching of Maths (NCETM)
- We will be focussing on subitising, the composition of numbers, ordinality - where numbers sit, comparison and number fact knowledge. As well as shape, space and measure.
- We will have a sequenced progression of skills to teach. These will be taught in short whole class sessions and connected experiences, small group work and in the classroom environment.

P.E and Forest School

- We will be starting P.E and Forest School this week.
- P.E will be on a Tuesday every week. Please ensure your child has their P.E kit in school. Jewellery to be covered or taken off.
- Your child will go out to the Forest every week. Robins will go out Tuesday morning and Kites on Thursday morning. They will need to bring their forest school clothes in a named bag. Staff will be available to support them getting ready.
- You should have received a Dojo with your child's learning group. If not, please see us at the end and we will provide you with the information.

What to wear to forest school.

On your child's forest school day, please send them in School uniform, with their waterproofs in a named bag, this is because the waterproofs can be wet and muddy.

- Some children wear jogging bottoms underneath their waterproof trousers for comfort. So please ensure they are in the bag and named.
- When the weather gets colder, in order to keep them warm, please ensure that your child has extra layers. Extra socks, gloves, hats and scarves are essential.
- We start to get ready to go out to forest school at 10.00 and return into school for 11.45 in time for lunch.
- After forest school, the children will take off their layers and put them into their named bag ready to bring home at the end of the day
- Remember, we go out whatever the weather!



PE - Tuesday's

- Children come to school in the correct PE kit on PE days.
- School jumper/fleece, black/navy shorts, white T-shirt and trainers.
- In the colder months black/navy joggers.
- Please name everything!
- No jewellery to be worn (except any religious jewellery which needs to be covered with a sweat band).
- Hair tied up.



Uniform

- Our school uniform consists of:
A white polo shirt, with or without the school logo.



- A red sweatshirt or cardigan, with the school logo.



- Grey tailored trousers, tailored shorts, skirts or pinafore dress.



Uniform

- Children should wear black school shoes, preferably that fasten with Velcro. Boots and trainers should not be worn.



- Socks and tights should be plain and in the school colours - grey, black, white or red.
- Hair up.
- Hair ties, clips, ribbons or 'scrunchies' should be in school colours.
- If your child wears earrings: small gold or silver studs

Uniform

Children may also have:
A red school fleece with the school
logo



A summer dress in red and white

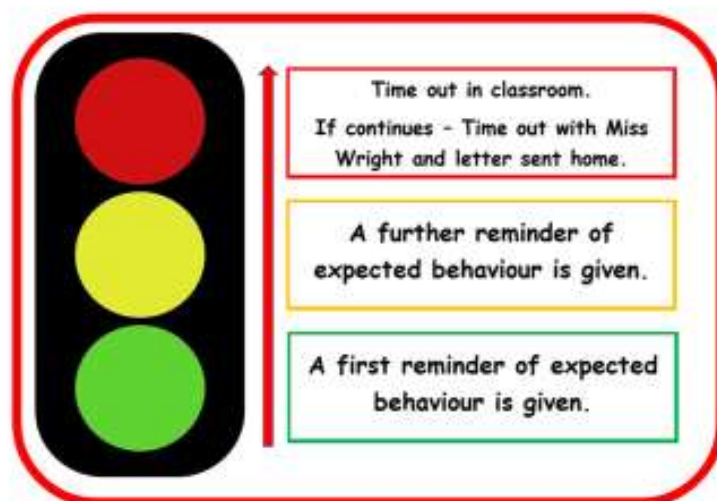


Class Celebrations



- We will be using Class Dojo to communicate between school and home.
- Children can create their own characters.
- You will get notified of when your child receives a dojo.
- The skills selected follow alongside the schools' values and rules.
- We also have a marble jar which promotes working as a team for a rewards e.g parachute games, stories in the forest.

Consequences



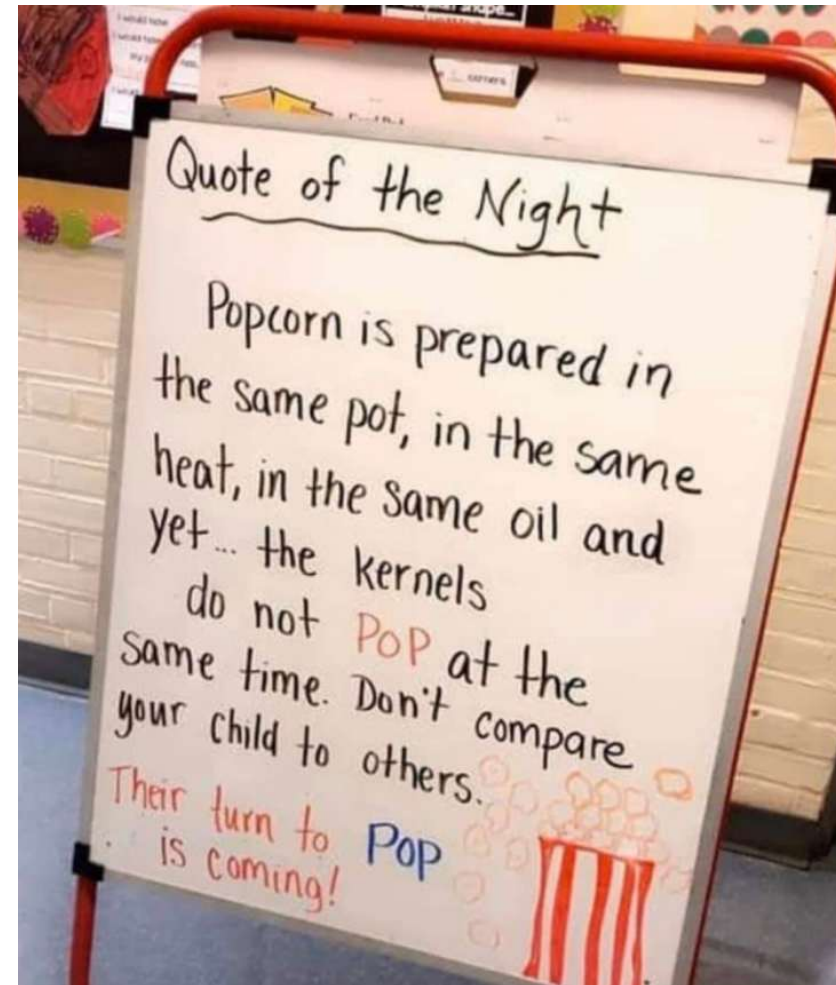
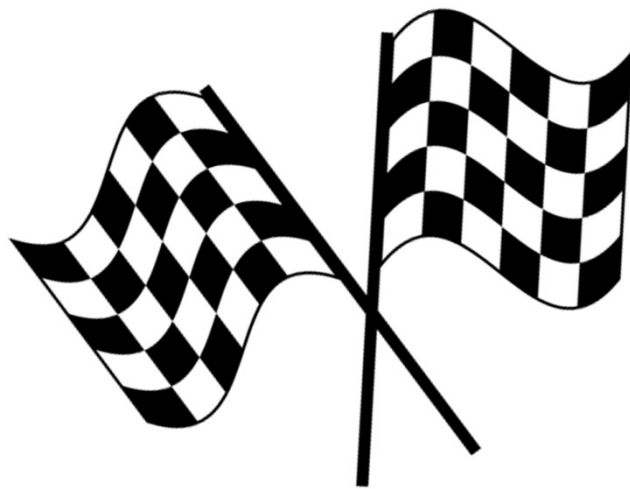
We work hard to encourage positive behaviour and are always looking for reasons to reward the children.

However, there are some occasions where children need reminders to make the right choices in the classroom.

If children receive 4 'warnings' they will have a short time out with Miss Wright. In this case you will get a slip informing you of this and of what happened.

In this instance, please support us by having a chat with your child at home.

Remember - it's a journey not a race!



Reminders

- We are always happy to meet and discuss anything further after school.
- Please encourage your child to speak to an adult in school if there are any concerns.
- Please label all of your child's belongings including water bottles/wellies/book bags.
- Please ensure that your child **only has water** in their water bottles.

Useful Links

Phonics pronunciation video:

[Resources - Reception | Letters and Sounds](#)

Parent Info- helping with phonics

[For parents | Letters and Sounds](#)

Preparing for School - DfE

[Preparing for school - Best Start in Life](#)

Starting Reception

[Home - Starting Reception](#)

Early Years Foundation Stage Framework: Parent Guide

[This PDF is on the website under: Reception and year one - Year group information](#)

Thank you for your time.
Any Questions?