

Welcome to...



Meet our Reception Team

Reception - 45 Children



Mrs Lilley
Early Years Leader
Reception Class Teacher – Cedar A



Ms Lydon
Reception Class Teacher – Cedar B



Mrs Yeomans
Early Years Practitioner



Mrs Kelly
Early Years Practitioner

Meet our Nursery Team

Nursery – Up to 30 children



Mrs Brand

Nursery Teacher - Birch



Mrs Fraser

Nursery Teaching Assistant



Mrs Rowe

Nursery Teaching Assistant

Areas of Learning



Within the Foundation Stage Curriculum there are seven areas of learning and three key characteristics of effective learning. The seven areas of learning are:

Prime Areas

- 1. Personal, Social and Emotional Development** – Self regulation, managing self and building relationships
- 2. Physical Development** – Gross motor and fine motor skills
- 3. Communication and Language** – Listening and attention and understanding and Speaking

Specific Areas

- 4. Literacy** – Comprehension, Word reading and writing
- 5. Mathematics** – Number and numerical patterns
- 6. Understanding the World** – Past and present, people, cultures and communities and the natural world
- 7. Expressive Arts and Design** – Creating with materials and being imaginative and expressive

New Early Years Framework 2021



Development Matters and ELG's 2021

Prime Areas	Communication and Language	Personal, Social and Emotional Development	Physical development														
Birth-3 years	<ul style="list-style-type: none"> Turn towards familiar sounds. They are also started by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking turns in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognises and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like <i>ba-ba-ba</i>, <i>ma-ma-ma</i>. Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. Copy your gestures and words. Continently babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like 'give to mummy' or 'stop'. Recognises and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shop'. Use the speech sounds 'h', 'm', 'w'. Are usually still learning to pronounce: <ul style="list-style-type: none"> 'mummy', <i>ma-ma</i> (babbling), multi-syllabic words such as 'banana' and 'computer' Begin to simplify their own thoughts with the help of the gestures. Identify familiar objects and properties for practitioners when they are described. For example: 'Kate's coat', 'blue car', 'whiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'what' and 'where' (but not 'how' or 'why'). 	<ul style="list-style-type: none"> Find ways to calm themselves, though being comforted and consoled by their key person. Establish their sense of self. Express preferences and decisions. They also by new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gestures towards their cup to say they want a drink. Find ways of managing frustration, for example from their parent to their key person. These are they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. They with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ('no do it'). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'willful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: 'I'm sad because...' or 'I love it when...' 	<ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Put themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hands them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Climb and stamp to music. Put themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to lead themselves and dress or undress. Learn to use the toilet with help, and then independently. 														
3-4 years	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'. Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular letters and phonics, such as <i>cup-cup-cup</i> for 'cup', <i>cup-cup-cup</i> for 'bees'. May have problems saying some sounds: r, l, j, k, q, and y and multi-syllabic words such as 'pottery', 'pilsener' or 'hippopotamus' for 'bees'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver.' 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, exploring and elaborating play ideas. Help to find solutions to conflicts and resolve. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways to limit assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (cooties, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Ship, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dig with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learn how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toileting. 														
Reception	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Construct one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story lines. Listen and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and resolve their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Review and refine the fundamental movement skills they have already acquired: riding, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, tisks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and serving. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toileting/urging, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Further develop the skills they need to manage the school day successfully: being up and queuing, neatness, personal hygiene. 														
Early Learning Goals	<table border="1"> <thead> <tr> <th>Listening, Attention and Understanding</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in book-and-orch exchanges with their teacher and peers. </td> <td> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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New Early Years Framework 2021

Development Matters and Early Goals										
Specific Areas	Literacy			Mathematics		Understanding of the World			Expressive Arts and Design	
Birth-5 years	<ul style="list-style-type: none"> Enjoy songs and rhythms, tuning in and paying attention. Join in all rh songs and rhythms, copying sounds, rhythms, tunes and songs. Say some of the words in songs and rhythms. Copy finger movements and other gestures. Use some and say rhymes independently. For example: dinosaurs while playing. Enjoy drawing books with an adult. Play attention and respond to the pictures or the words. Have favourite books and some them out, to share with an adult, with another child, or to look at alone. Recognise words and phrases from familiar sources. Ask questions about the books. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some parts, such as the first letter of their name, a bus or door number, or a familiar sign. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "This says my name." Make marks on their picture to stand for their names. 			<ul style="list-style-type: none"> Use both objects like stacking blocks and cups. Plus objects such as cones and take them out so easily. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'less', 'more' or 'same'. Counting behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes including numbers 1-10-100. Identify and separating objects into different types of objects. Build with a range of resources. Compare sizes, weights etc. using language: "bigger/smaller/larger". Notice colours and arrange things in patterns. 		<ul style="list-style-type: none"> Notice actions that have an effect. Explore materials with different properties. Explore round and circular, indents and outside. Explore and respond to different natural phenomena in their setting and in the world. Make connections between the features of their family and other families. Notice differences between people. 			<ul style="list-style-type: none"> Follow routines to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Twinkle Twinkle Little Star'. Explore their voices and enjoy making sounds. Join in all rh songs and rhythms, making some sounds. Make rhythmic and imitative sounds. Explore a range of musical-instruments and instruments and play them in different ways. Notice gestures with string containers and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as to share and other tools. Explore ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Mix and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. 	
3-4 years	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book print represents spoken language reading their phonological awareness, so that they can read and sound letters reading signs and labels in a shop Recognise words with the same initial sound, such as 'mummy and mother' Engage in simple conversations about stories, listening to the vocabulary Use some of their print and know the knowledge in their own writing. For example writing a pretend shopping list that contains the top of the page, 'what is for mummy.' Use some or all of their copy. Write some letters accurately. 			<ul style="list-style-type: none"> Has recognition of up to 3 objects, without having to count them individually. Recall numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show finger number up to 5. Link numerals and amounts: for example, showing the eight number of objects to match the numeral '8' on a card. Experiment with their own numerals and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and outdoor toys) informal and mathematical language: 'circle', 'corner', 'rectangle', 'flat', 'round'. Understand position through words alone – for example, 'The bag is under the table' – with no objects. Describe a familiar route. Discuss shape and features, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: the surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, dots on a rug and wallpaper. Use informal language like 'colorful', 'sweaty', 'stretchy' etc. Label and create A4/A3 patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'... 		<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a rich vocabulary. Begin to make sense of their own lives and the world's history. Show interest in different occupations. Understand that some jobs are special to members of their community. Plan events and care for growing plants. Understand the life cycles of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the difference between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in others. 			<ul style="list-style-type: none"> Use print in the pretend play, using an object to represent something else over through they are not similar. Begin to develop complex role-play using small world equipment like animal sets, dolls and doll houses etc. Make imaginative and complex 'real world' with blocks and construction kits, such as a city and different buildings and a park. Develop their materials freely, in order to develop their ideas about how to use them and what to make. Explore their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a lion with its mane and including details. Use drawings to represent ideas like movement or loud noises. Use different materials in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Listen with increasing attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing action songs. Sing the pitch of a song using by another person (pitch match). Sing the melodic shape (rising/falling), such as up and down, slow and fast of familiar songs. Create their own songs, or improve a song around one they know. Play instruments with increasing control to express their feelings and ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively to what others say, expressing their feelings and reactions. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop stories in their pretend play. Explore and engage in music making and dance, performing acts or stories. 	
Reception	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some text groups that each represent one sound and say sounds for them. Read a few common recognition words matched to the school's phonics programme. Use some simple words and sentences made up of words with known letter-sound correspondences and, when necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their enjoyment and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Use short sentences with words with known letter-sound correspondences using a capital letter and full stop. Remember what they have written to check that it makes sense. 			<ul style="list-style-type: none"> Count objects, actions and sounds. Subitize. Link the number symbol (numeral) with its cardinal number value. Count and record any. Compare numbers. Understand that the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall (without reference to rhyme, counting or other aids) number bonds up to 5. Subitize, recall and manipulate shapes in order to develop spatial reasoning skills. Compare and describe shapes so that children recognise a shape can have other names, e.g. a triangle is also a two-dimensional shape. Combine, only not cross creating patterns. Compare length and capacity. 		<ul style="list-style-type: none"> Talk about members of one immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast traditions from across, including figures from the past. Draw information from a simple map. Understand that some jobs are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel about their world. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 			<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively to what others say, expressing their feelings and reactions. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop stories in their pretend play. Explore and engage in music making and dance, performing acts or stories. 	
	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative
Early Learning Goals	<ul style="list-style-type: none"> Describeable understanding of what has been read to them by retelling stories and narrations using their own words and recently introduced vocabulary. Anticipate (where appropriate) key words in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction about stories, poems and during role play. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Head words consistent with their phonics knowledge by sound-blending. Head about simple sentences and books that are consistent with their phonics knowledge, including some common exception words. 	<ul style="list-style-type: none"> Write recognizable letters, most of which are correctly formed. Spell words by identifying the sounds and then writing the sound with letters. Write simple sentences and sentences that can be read by others. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitize (recognise quantities without counting) up to 5. Automatically recall (without reference to rhyme, counting or other aids) number bonds up to 5 (including double facts). Some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> 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. Compare and represent patterns within numbers up to 10, including where and how double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their role in society. Know some similarities and differences between themselves and what has been read in class. Understand the past through writings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, artwork, non-fiction books and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction facts and (where appropriate) maps. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, form and function. Show their creations, explaining the process they have used, and (where appropriate) how they move in time with music. 	<ul style="list-style-type: none"> Invent, adapt and record a variety of rhymes and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Write simple rhymes, poems and stories with others, and (where appropriate) how they move in time with music.

Daily Routine in Nursery

- Line up outside and independently get ready for the day
- Parents can settle children in during the first week
- Self-registration followed by Busy Fingers
- Adult directed activity based on all areas of learning
- Child Initiated Learning (CIL) both indoors and outdoors
- Rolling snack (including free milk which needs to be applied for)
- Tidy up time
- Adult directed activity - Phonics
- Class story and songs

Nursery Reminders

- Please ensure all items are clearly labelled including: uniform, bags, bottles, PE and Forest school kits
- PE- Monday Mornings – shoes and socks to start!
- Forest School- Friday Mornings
- Suitable coat with a hood, as the children will be working outside as well as inside
- Home link books to be handed to one of the team if there is a message I need to read or respond to
- Evidence Me will be used to assess the children and document wow moments both at home and at school- Approximately 3 per half term. **Expect an email next week with further information and your password**

Key reminders in Reception

- **Please ensure all items are clearly labelled including: uniform, bags, bottles, PE and Forest school kits**
- PE- Wednesday afternoons
- Forest School-Thursday afternoons
- Home link books to only be placed in boxes outside classrooms when there is a message in the link book
- Reading wallets- reading book, reading record and high frequency word sheet/ red word sheet to be brought to school daily
- Home Learning Packs are sent home on **Mondays** to be returned on **Fridays**
- Reading wallets to be placed in boxes every **Monday, Wednesday and Friday** (Only if the reading record has been signed)
- Evidence Me will be used to assess the children and document wow moments both at home and at school- Approximately 3 per half term.
Expect an email next week with further information and your password
- Suitable coat with a hood, as the children will be working outside as well as inside
- Children are able to have milk free until their 5th birthday or can have water
- We are a **Nut free** school, so please don't bring items in that contain nuts including spreads such as Nutella

Weekly Timetable in Reception

Autumn - 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
08:45 - 09:10	Dough Disco Register Daily calendar, visual timetable and helpers	Dough Disco Register Daily calendar, visual timetable and helpers	Dough Disco Register Daily calendar, visual timetable and helpers	Dough Disco Register Daily calendar, visual timetable and helpers	Busy fingers for parents
09:10 - 09:30	Literacy	Literacy	Literacy	Literacy	Maths whole class input
09:30-10.30	CIL AML TK AD HP- Writing TY- Reading	CIL HP TY AD AML-Writing TK-Reading	CIL AML TK AD TY-Writing HP-Reading	CIL HP TY AD TK- Writing AML-Reading	CIL Staff to catch up on work not completed including observations and AD tasks
10.30-10.40	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
10.40-11.05	Maths input and small groups	Maths input and small groups	Maths input and small groups	Maths input and small groups	Literacy
11.05-11.35	Phonics	Phonics	Phonics	Phonics	Literacy special Write-recording
11.35-11.45	Get ready for lunch Starburst	Get ready for lunch Phonic game	Get ready for lunch Starburst	Get ready for lunch High frequency words	Get ready for lunch Starburst
11.45-13.00	Lunch Register	Lunch Register	Lunch Register	Lunch Register	Lunch Register
13:05 - 13:30	Computing input	UW Input	Cedar A PE	Cedar B RE	PSHE
13:30 - 14:30	CIL-Linked to computing	CIL- Linked to UW	Cedar A RE and getting changed	Cedar B PE and getting changed	CIL-Linked to EAD Catch up with observations
14:30 - 14:45	Tidy up	Tidy up	Tidy up		
14:45-15.15	Share class bear weekend news Get ready for home Story time	Share new learning Get ready for home Story time	Get ready for home Story time Topic news - Table		Tidy up
				Change from forest school Get ready for home	Wear- Changa Star of the week

FOREST SCHOOL

EYFS Phonics & Early Reading Parent Workshop

September 2021



Pre-Reading Skills

- Before a child starts the 'Read Write Inc' (RWI) programme, it is essential they are attuned to the sounds around them and ready to begin developing oral blending and segmenting skills
- This includes various elements such as :Tuning into sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension)



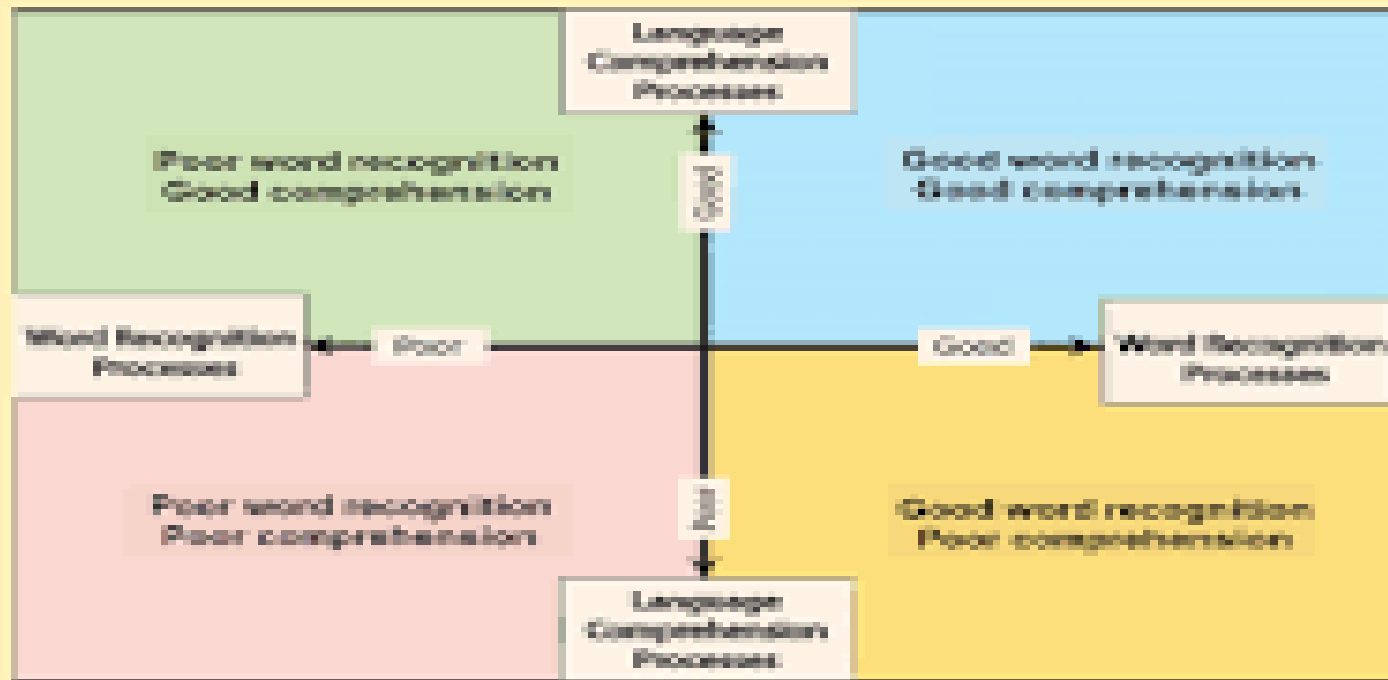
Stages of Reading

1. Logographic Phase: Recognition of logos and familiar words in the environment
2. Alphabetic Phase: Recognition of sound/letter correspondence, decoding and encoding take place phonic knowledge used, pupil can spell simple, regular words, errors are phonetic (coff/cough), lack of sophisticated knowledge of word structure, reading slow and laboured – limited fluency
3. Orthographic Phase: Rapid whole word recognition – holistic words become sight vocabulary, reading fluency achieved, understands sophisticated spelling patterns

Simple View of Reading

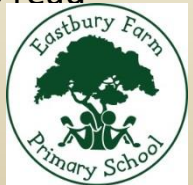
We are going to explain the table below in more detail. Please see the next slide for information.

Simple View Of Reading explained



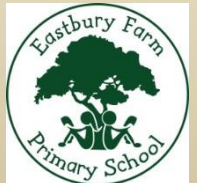
Book Bands

- Your child will have the opportunity to have access to 3 reading books a week which we expect to be re-read twice before they are changed. It is really important that your child reads these books and answers comprehension questions to the best of their ability. Your child will also be assigned a Rising Stars login (Online Reading Scheme) to allow them to access additional electronic reading books
- The books your child will read are banded against the National Curriculum and EYFS framework. This allows us to make sure the children are reading books at an appropriate pace and level for each individual
- Your child will read a banded reading book with an adult during the week at school. We will use this information to ensure your child is on an accurate book band. There will be movement within the book bands as your child develops their reading and comprehension skills
- The book bands are indicated by a colour band on the book
- Your child will be placed on a level that matches our baseline phonics assessment initially
- Try to resist the temptation to compare your child's reading skills to others. Every child learns at their own pace when they are ready
- Please sign your child's reading record to indicate that they have read the book twice- we will then be able to change that book. Books will be changed on Monday, Wednesday and Fridays. As already mentioned please put the reading wallet in the box provided on these days so we know that the reading record has been signed.
- Your child will have access to Rising Stars-they will have access to approximately 10 books to read (alongside the school book banded stories) and these will be updated every 3 weeks



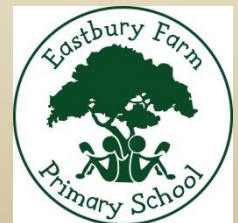
'The reading book has no words in!'

- It is important children can also use pictures in books to tell stories and develop their imagination
- It is essential that children are exposed to books from a young age. Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading
- Children learn book handling skills such as: turning the pages sequentially and holding the book up the right way
- Children see adults modelling correct vocabulary
- Comprehension is just as important as decoding words



Why 'Read Write Inc'?

- This is a complete phonics/reading programme - systematic and structured
- It meets the demands of the EYFS framework and National Curriculum, giving your children the best chance of success
- Small group work in school ensures no child is left behind and is able to work at an appropriate pace
- It is a fun and engaging way to learn sounds due to the visual nature of each sound and the formation rhymes



Technical Terms used in Read Write Inc.

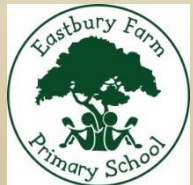
Phonics - the sounds in our language

Phoneme - a sound

Grapheme - the letter or letters that represent a sound

Blending - pulling together individual sounds, groups of sounds or syllables for reading

Segmenting - breaking down words into individual sounds or syllables for spelling



Phonic Terms used within Read Write Inc.

- Stretchy sounds e.g.- mmm Maisy mountain mountain
- Bouncy sounds e.g. –a a a Around the apple and down the leaf
- Fred fingers
- Fred in your head
- Digraph- two letters that make one sound (sh, th, qu, nk) or ‘Special Friends’
- Trigraph- three letters that make one sound (air, igh) or ‘Special Friends’
- Alien/nonsense words
- You may hear your children refer to green and red words when reading with them at home:
- Green words are words that can be sounded out using pure sounds (synthetic phonics) and blended (e.g. mat)
- Red words are exceptions to the rules as some of the sounds in red words cannot be sounded out- using phonics first then memory to remember the exceptions (e.g. said)



Set 1 Sounds

- We use pure sounds so that your child will be able to blend the sounds into words more easily
- We aim to have these set 1 sounds covered by Christmas and then start on set 2 sounds in Spring term (We will continue to consolidate sounds learnt throughout the year)
- Please find below a link for you to access which is really useful for you and your child to pronounce sounds correctly
<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1































m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Set 1 Sound Formation

With each sound there is a corresponding rhyme that the children are taught to enable them to form letters accurately

RWI phrases – Set 1

 m	Down Maisie. Up and over the mountain. Up and over the mountain.	 l	Down the long leg.
 a	Round the apple, up and down the leaf.	 h	Down the horse's leg. Up and over his back. Down to his hoof.
 s	Slither down the snake.	 sh	Shh says the horse to the hissing snake.
 d	Round the dinosaur's big bottom. Up his long neck and down to his feet.	 r	Down the robot, up and over the robot's arm.
 t	Down the tower, across the tower.	 j	Down his body curl and dot.
 i	Down the insect's body. Dot for the head.	 v	Down a wing. Up a wing.
 p	Down the pirate's plait and up around his face.	 y	Down a horn, up a horn and down under his head.
 n	Down Nobby, up and over his net.	 w	Down up down up.
 g	Round the girl's face, up and down to give her a curl.	 z	Zig-zag-zig.
 o	Round the orange.	 ch	Choo sneezes the horse as the caterpillar's hairs tickle its nose.
 c	Curl around the caterpillar.	 th	Th-ank you says the princess to the horse for rescuing her from the tower.
 k	Down the kangaroo's body. Up to his tail and down to his leg.	 qu	Round the queen's head. Up past her earrings and down her hair.
 u	Down and under the umbrella. Up to the top and down to the puddle.	 x	Down the arm and leg and repeat the other side.
 b	Down the faces, up and around the boat to the heel.	 ng	Thing on a string.
 f	Down the stem and draw the leaves.	 nk	I think I stink.
 e	Cut the egg. Around the egg.		

Set 2 Sounds

These are the set 2 sounds that contain a range of digraphs e.g. ay and trigraphs e.g. air

Each set 2 sound has a corresponding rhyme to help your child remember the sound

Please find below a link for you to access which is really useful for you and your child to pronounce sounds correctly <https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Please **do not** introduce these sounds to your child yet- as we will inform you when your child is confident with the set 1 sounds and ready to move on



What is a Read Write Inc. session like at school?

Every phonics session begins with the sounds-
Let's all have a go!

This session is focused on the introduction of
the sound 'm'

We also focus on reading words using our 'Fred
talk' linked to our focus sounds of the week

When writing our green words we say the word
first and the sounds last

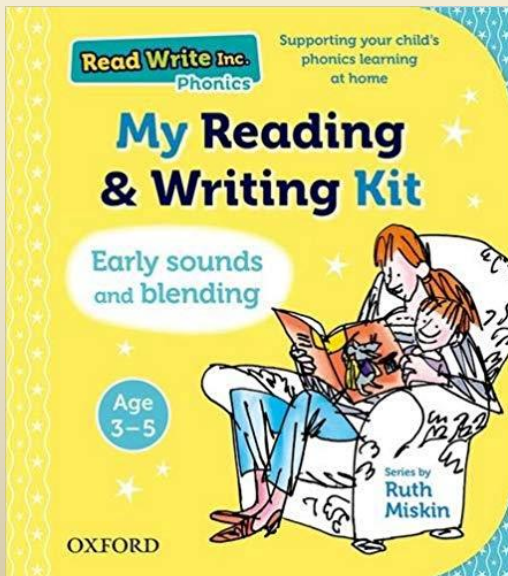
Home Learning Packs

- Every Monday your child will be given a home learning pack to return by the Friday of the same week
- Each packs content will vary and will be rotated. Each pack will contain 6 pieces of laminated work for your child to complete
- These packs will focus on developing and consolidating your child's name writing, pencil control, letter recognition/formation and number recognition/formation
- **Please ensure each pack is cleaned before being returned to school and all whiteboard pen marks are removed from each laminated sheet. Please return the entire contents of each pack ready for the next person to use it**



What can I do to help at home?

You may wish to order this to support your child at home from Amazon for £7.89



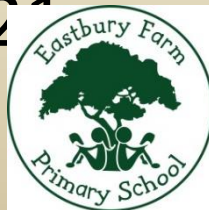
- ✓ Read daily with your child at home
- ✓ Encourage your child to decode unknown words by breaking them into phonemes and identifying special friends (e.g. sh)
- ✓ Ensure they know all of the Set 1 sounds
- ✓ Write set 1 sounds using correct letter formation supported by rhymes
- ✓ Use 'Fred in your head' to develop fluency
- ✓ Work with children to learn high frequency/red words

There is lots of really useful videos and resources on this site to access at home.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Key resources

- Please take a look at the resources provided on each chair
- Set 1 sound formation rhymes
- Set 1 sound card
- Set 2 sound card
- High frequency word mat
- Red word mat
- Number rhymes
- Development Matters and ELG Statements 2021



Thanks for listening

Questions

- No question is a silly question...