

Reception Meeting September 2023

Staff



Miss Ells
Class Teacher REP
Mon, Tues, Weds, Thurs



Mrs Pettinger
Reception Lead
Class Teacher REP
Weds, Thurs, Fri



Miss Millar
Class Teacher RM



Mrs Delgado
Early Years
Educator in REP



Miss Carter
SEN Teaching Assistant



Miss Harman
Early Years
Educator in RM

Curriculum

- EYFS curriculum is centred around play. Children will learn from the environment around them
- Planning around a different story each week
- Regular practical maths lessons
- Termly parents' evenings
- Walk arounds to view your child's folders/learning

Timetable

Library session every Thursday

- Children will bring a library book home every Thursday which needs to be returned after 2 weeks for their book to be changed. The school charge £5 for any damaged or lost books.

PE session every Friday

- Children must come into school in their PE kits.
- This includes Abbey PE top/jumper, black or grey jogging bottoms/shorts and trainers.

Seesaw

- Childrens work will be uploaded onto Seesaw every week.
- Childrens work will also be filed in the classroom in individual folders.
- Updates and messages will be uploaded onto Seesaw so it is important to check in regularly and look out for any announcements.
- You are also able to upload any achievements from home onto seesaw.

Reading

Reading Diaries

- Your child will take a reading diary home with them. Please fill this in when you read with your child at home. This is also a place to write any messages.

Reading Volunteers

- We are always looking for Reading volunteers
- If you would be happy to volunteer to read with a class/year group please speak to one of the Reception team.

Class Charts

Ready - Respectful – Safe

Class Charts points:

- **Bronze** = 100 House Points
- **Silver** = 200 House Points
- **Gold** = 300 House Points
- **Platinum** = 500 House Points



Attendance at Abbey

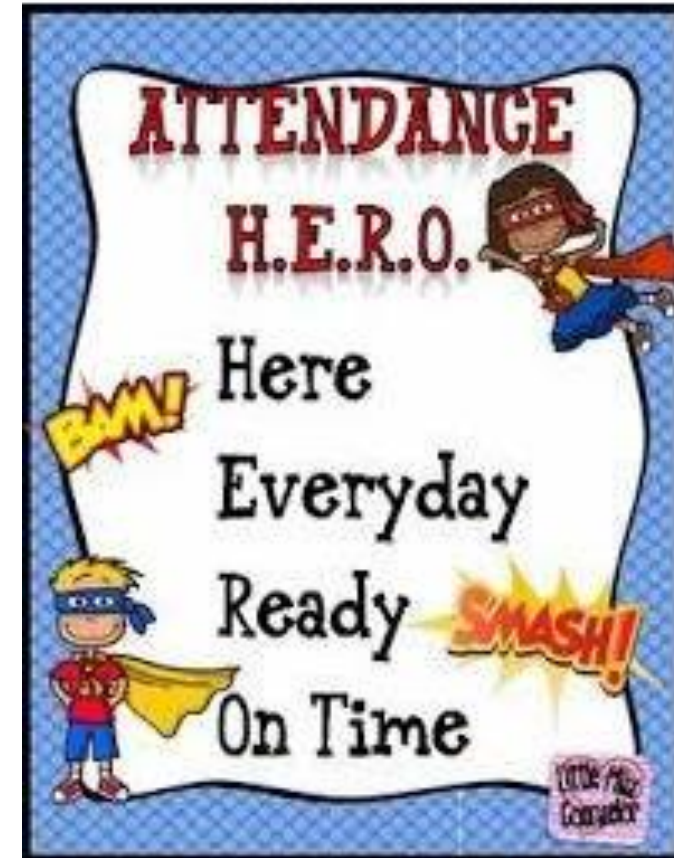
- Rewards for good attendance
- Rewards for improved attendance
- No holiday in term time – unauthorised, could lead to a fine
- Support for families & children struggling – Steph & Kim
- Referral for further support – Rebecca Fulbrook, attendance worker
- Under 92% - phonecall, medical evidence request, referral to attendance worker



Attendance Rewards



10 weeks of full attendance



20 weeks of full attendance



30 weeks of full attendance



100%



100% attendance all year





Phonics

Little Wandle Letters and Sounds Revised

Abbey Primary School has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.
















Phonics is the knowledge of the alphabetic code and the skill of segmenting and blending



Teaching order













Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

Gradually your child learns the entire alphabetic code:



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 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*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.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /eel/ e-e these /oo/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/oa/ u funny	any many again

Terminology

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/getting-started/>



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

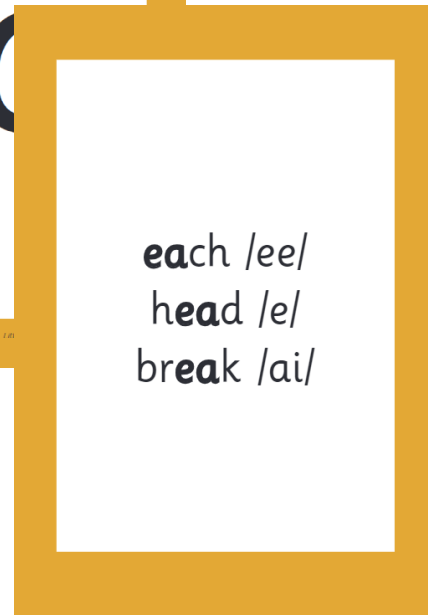
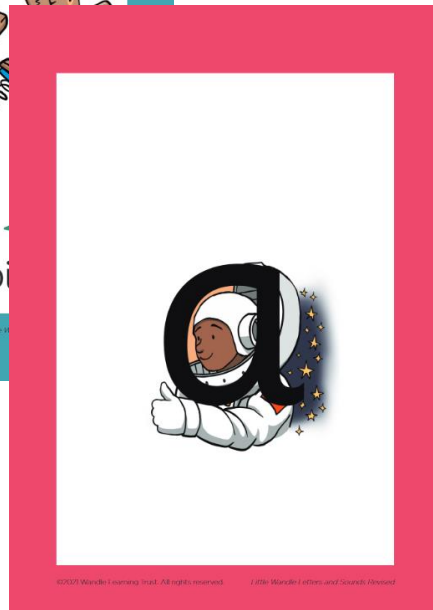
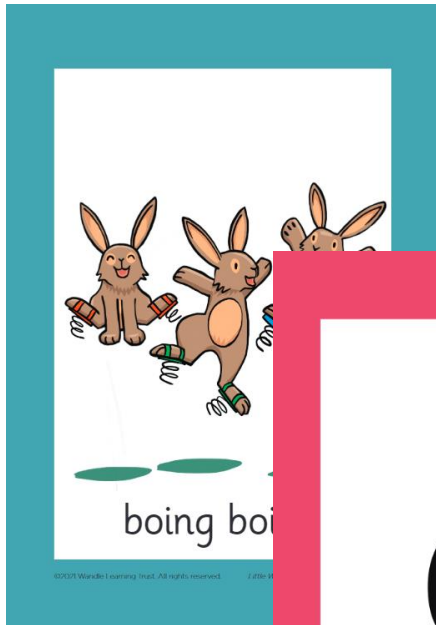
Blend

Segment

Blending to read words



How we make learning stick





Reading and spelling

Tricky Words

Tricky words are words that the children cannot phonetically sound out. We talk to the children about what makes the words tricky.

The children know that they have to learn these words from memory

e.g. the, no, of, me

Tricky words

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Spelling



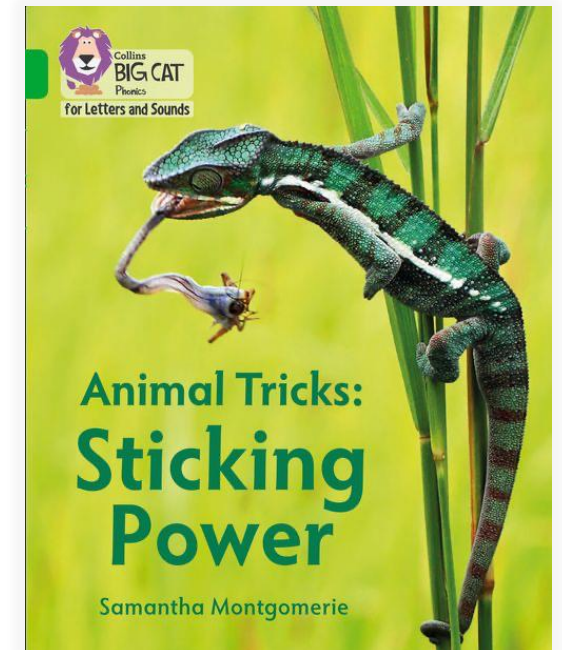
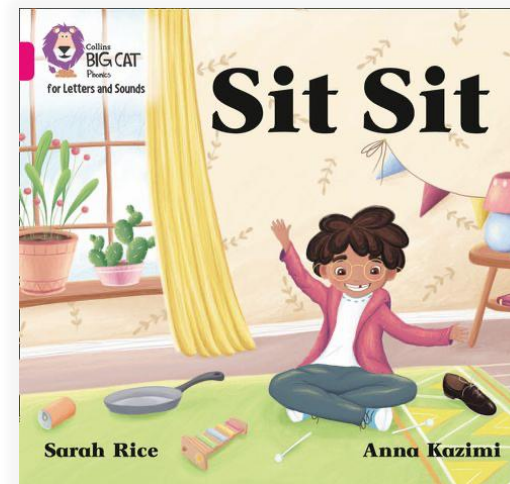
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we teach reading in books?

Reading practice sessions are:

- timetabled
- taught by a trained teacher/teaching assistant
- taught in small groups.
- children read 3 times a week
- take the book home to continue practicing



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level



This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



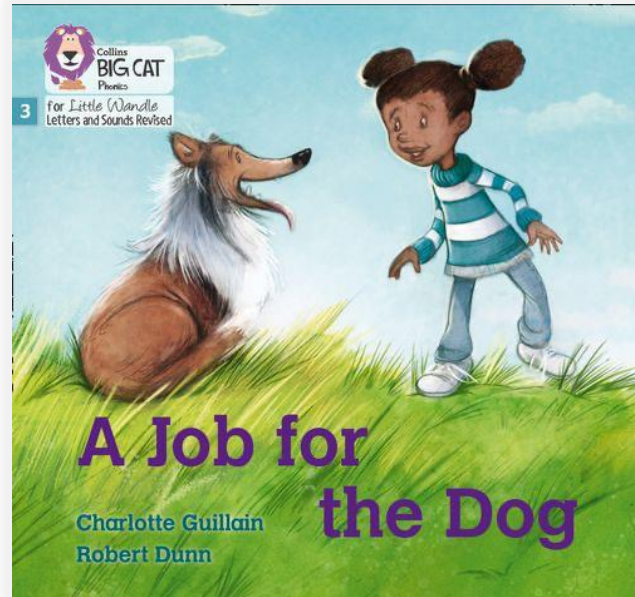
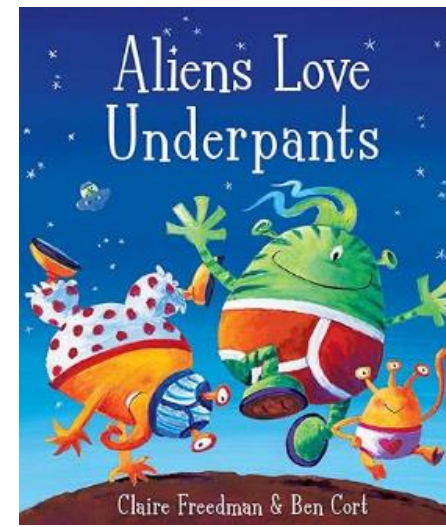
Example books



Reading at home

Books going home

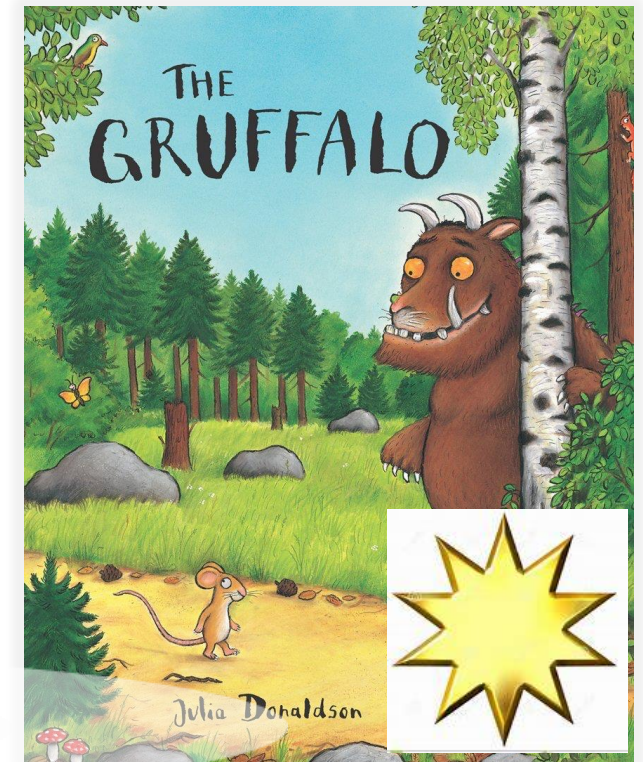
Library Book



Little Wandle Book

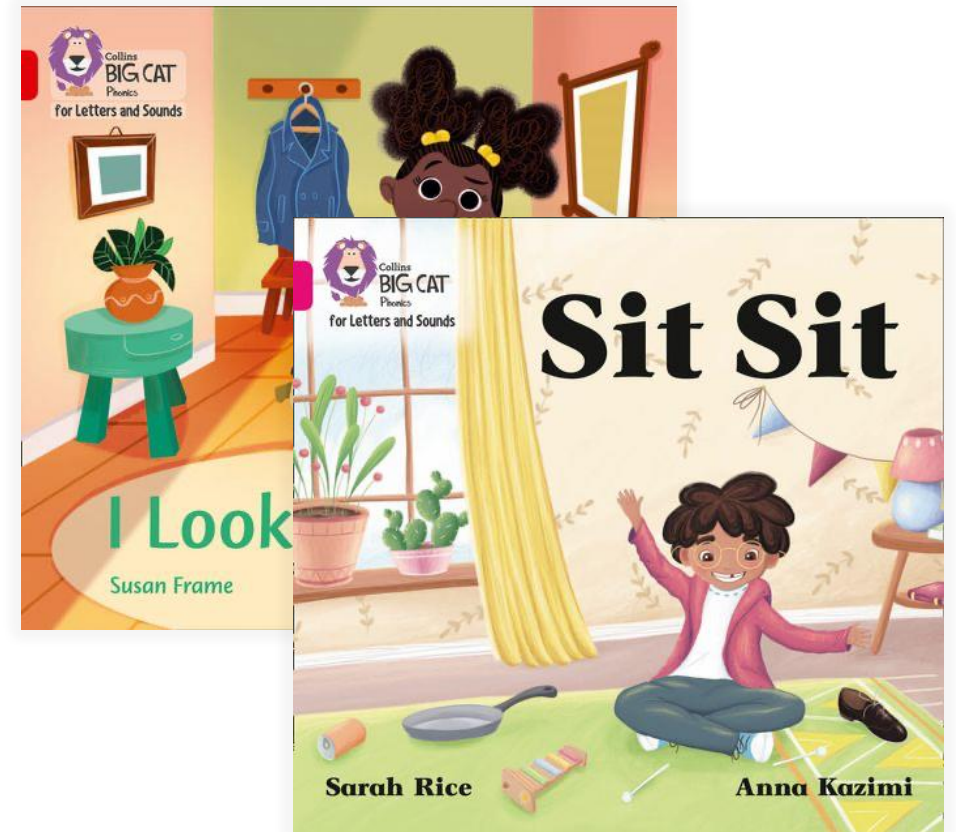


In Class Library Book



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for **YOU** to read (gold star):

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



Supporting your child with phonics



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

PSC- General information



- A week in June
- Children are taken out of class 1 at a time
- Check takes approximately 5-10 minutes per child but there is no time limit
- Threshold mark last year was 32/ 40. This year we will not know the threshold mark until after the check has been completed.



Parents Page

[Letters and Sounds – A complete Phonics resource to support children \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)

